

Implementation of Teaching Activities and Materials for Advanced Grammar in the English Teaching Major

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Resumen

En la historia de la enseñanza de lenguas han existido diversos enfoques y métodos para instruir a los estudiantes en el estudio de la gramática. Entre los avances más recientes está la implementación del marco tridimensional, que abarca la forma, el significado, y el uso de la gramática en un contexto integral y comunicativo. Además, se debe seguir una secuencia lógica de enseñanza que le permita a los estudiantes interiorizar el conocimiento de las reglas gramaticales para utilizarlas efectivamente. En muchas ocasiones, no se toman en cuenta los aspectos anteriores, o si se consideran, los profesores llegan hasta las etapas de la explicación de forma y significado, pero no trabajan ampliamente el uso y la aplicación de las estructuras gramaticales estudiadas. También se ha cometido el error de utilizar actividades y materiales que no satisfacen los requerimientos de los estudiantes. Consecuentemente, surgió la idea de realizar este estudio. Éste considera el marco tridimensional y las necesidades del alumnado del curso llamado Gramática Avanzada del tercer nivel de la carrera del Bachillerato en la Enseñanza del Inglés de la Universidad Nacional, Sede Regional Brunca para la creación de actividades y materiales de enseñanza. Inicialmente se investigó las necesidades de 11 discentes en lo que concierne a actividades y materiales de enseñanza de la gramática. Con base en estos resultados, se diseñó actividades y recursos didácticos que respondieran a esos requerimientos. Luego, se utilizó la técnica de grupos focales para implementar lo diseñado y compilar la percepción de los estudiantes en cuanto a su efectividad.

Palabras clave: enseñanza de la gramática inglesa, marco tridimensional, forma, significado, uso, análisis de necesidades, diseño de materiales y actividades, grupos focales.

Abstract

In the history of the teaching of languages, numerous approaches and methods have been used to teach grammar. One of the most current advances is the implementation of the tridimensional framework, which entails the form, meaning, and use of grammar structures in an integral and communicative context. Furthermore, a logical teaching sequence must

be followed so that students can internalize the knowledge about grammatical rules to use it effectively. Many are the occasions when the aforementioned framework is not considered by teachers, or if it is, instructors just follow the stages of form and meaning, but they do not amply work on the use and application of the grammar structures studied. Another common mistake has been to utilize activities and materials that do not fulfill the students' requirements. Consequently, this study considers the tridimensional framework and the needs of the students from the course called Advanced Grammar from the III level of the English Teaching Major at Universidad Nacional, Brunca Extension to create teaching activities and materials. Initially, a questionnaire was administered to 11 students to research on their needs regarding activities and materials used to teach grammar. On the basis of this instrument's results, activities and didactic resources were designed to respond to those necessities. Afterwards, the researchers implemented the focus group technique to pilot the designed work and compile the perception of the students regarding its effectiveness.

Key words: English grammar teaching, tridimensional framework, form, meaning, use, needs analysis, activities and materials design, focus groups.

1. Introduction

In today's globalized society, learning English has become one of the most important goals for people to have better job opportunities and improve their economic status. This is especially true for countries like Costa Rica, where speaking English is one of the main requirements to obtain a job. In fact, the teaching of English has taken center stage nowadays. This language is taught from kindergarten to the university level. Millions are invested every year to English teaching in educational institutions all over the country. The purpose of all this effort is to provide the country with a work force able to speak English effectively. At the university level, institutions offer a specific major for those who only want to learn English and another major for those who want to become English teachers. In either case, lessons are aimed at helping learners develop the four language skills, say listening, reading, writing, and speaking. Moreover, students also have to learn culture and grammar. The latter is perhaps the one area that represents the most difficulty for students since they have to learn a variety of grammatical structures that in most of the cases are very different from those in their native language. Being that learning grammar effectively is vital to properly develop other skills such as writing and speaking, teaching grammar effectively has become of the main goals of language education at the university level. For this reason, several grammar courses that go from beginning to advanced level are offered to students. This means that there is an increasing need for students to learn grammar effectively in order to develop other language skills and be able to communicate effectively.

The truth is that English learners need materials and activities that respond to their needs and help them learn grammatical structures properly. However, in spite of all the courses offered and the materials and activities implemented, grammar teaching and learning is usually a difficult issue for both students and professors. The materials used and the activities implemented are not the most suitable for them to achieve their learning goals. Students usually have serious difficulties with certain structures. This leads to inappropriate

use of grammar either when writing or speaking, and this causes miscommunication. As a result, it is necessary to develop materials and implement activities that respond to learners' needs and help them successfully learn grammar. As a solution to this issue, a set of research questions and objectives was proposed in order to carry out this research.

1.1. Research Questions

- What are the Advanced grammar students' opinions concerning the teaching of grammar in their courses in the English Teaching major?
- What are learners' needs and wants regarding activities and materials used for grammar teaching in those courses?
- What activities and materials must be designed to satisfy the students' requirements and preferences regarding grammar teaching in their courses?
- How do learners rate the effectiveness of the materials and activities designed by the researchers to reinforce their use of the grammatical topic of their choice?

1.2. Objectives

- a. To identify learners' opinions concerning the teaching of grammar in their college major.
- b. To discover students' needs and wants regarding the activities and materials to be used in grammar courses.
- c. To define what materials and activities must be devised to respond to the learners' requirements and preferences regarding grammar teaching in their courses.
- d. To assess the effectiveness of the materials and activities devised by the researchers to reinforce the learners' use of grammar.

2. Literature Review

2.1. Overview of English Grammar Teaching and the Tridimensional Framework

Teaching grammar has revolved around inductive and deductive approaches. However, over the years this tendency has been put to the test due to the nature of language itself. Language is to be learned as naturally as possible, but the study of the linguistic structure must be a part of the learning process so that students develop a sense of self-correction and grammatical awareness. Any grammar approach must be accompanied with a three-dimensional framework, which connects form (the grammar structure itself), meaning (the idea expressed in the structure) and use (the pragmatic conditions where the structure is pertinent). According to Diane-Larsen Freeman (2000), "linguistic accuracy is as much a part

of communicative competence as being able to get one's meaning across or to communicate in a sociolinguistically appropriate manner" (p. 280).

When teaching grammar, it is highly effective to introduce the grammar structures by following the aforementioned framework. Thus, the teacher is the one who introduces the structure and is well trained to know the rule and explain it. Then, students must be prepared to practice the rule in different exercises provided by the language instructor. After that, the teacher has to provide the learners with enough communicative practice for them to apply the rule in real-life situations and make sure they will practice it enough as to being able to remember it and use it communicatively. It is usually common to focus on the presentation-practice stage of the lesson due to time constraints, but if that is the common routine, the teacher needs to devote later on extra time to the production stage; otherwise, students may just remember the rule but would not be able to use it in communicative contexts. The teaching of grammar requires adequate planning in order to balance activities that cover the three stages. However, the practice stage should be carefully developed to have students interact among themselves by using the grammar explained in the lesson. This communicative practice has to include pair and group interaction so that each individual is given the chance to take time to think, order ideas, and use them in the tasks assigned.

It is also advisable to make sure that the grammar tasks to be developed take into consideration accuracy of the structure taught as well as fluency at the time to deliver the message conveyed. As Scott Thornbury (1999) held, a grammar class that is good to improve accuracy, should follow this routine:

Attention to form: This stage is to motivate students to be accurate and focus on how they are using the language.

Familiarity: Students must be familiar with the structure that they are using.

Thinking time: There must be enough time to think and reflect after developing the task.

Feedback: Students need to know how accurate they are by having error correction sessions.

Regarding fluency, the class should also include these stages:

Attention to meaning: this is to encourage learners to focus on meaning and not on form.

Authenticity: The activity must reflect the use of language in daily life situations which are meaningful.

Communicative purpose: The activity needs to have a communicative purpose; a need to interact with others.

Chunking: The structure learned should be assimilated in short chunks to be easily memorized.

Repetition: There must be a time for repetition so that learners produce the structure used. (pp. 92-94)

Once students are exposed to this type of grammar-centered approach, they might develop a sense of awareness to know how important both accuracy and fluency are when learning a second language. Furthermore, they might get into the habit of balancing both aspects and trying out their own strategies to check the form and meaning of the language they are using whenever they have to use it. In the long run, that becomes a process that triggers itself automatically without the need to think hard or hesitate.

2.2. The Importance of the Teaching and Learning of Grammar

Grammar instruction is indeed paramount for language teaching. Teachers need to find effective strategies, activities, and materials to develop their grammar lessons. Similarly, students need to find suitable strategies for them to learn language structures appropriately. According to Sik (2015), “grammar teaching is an essential part of classroom activities and adopting the most appropriate way to teach grammar according to student profile is an important issue” (p. 2142). This means that even though there will be differences among teachers in terms of how grammar is taught, grammar instruction is essential for students to properly master a second language. However, since learning grammar is not an easy task for language learners, especially those learning English, difficulties usually arise in the process.

2.3. Problems Associated with Grammar Teaching

Due to the importance that grammar instruction entails, it is relevant to analyze certain problems associated with its teaching because these issues usually affect students’ learning, and for this reason, it is necessary to consider them. One of the main shortcomings is that grammar is taught in isolation. In other words, grammatical structures are taught as individual elements apart from the context in which they are usually used. In this way, structures are memorized as if they were a formula, but learners are not able to use them effectively to communicate. In 2013, Korkmaz and Celik expressed, “Language cannot be acquired or learned through de-contextualized practice...” (p. 895). This implies that decontextualizing grammar structures when teaching will hinder students’ effective learning. The professor must provide a real context for every structure taught. Kapur (2009), as quoted in Korkmaz and Celik (2013), “emphasize[d] the importance of seeing the language as a whole rather than in pieces through meaningful contexts which should foster rich input for language practice” (p. 895). On light of this, it is necessary to point out that language structures must not be taught in isolation if effective mastery is the objective of instruction. Effective grammar teaching depends on the level of contextualization implemented in class.

Another difficulty in the process of grammar teaching is related to the materials implemented in class. In fact, teaching materials have a strong influence on language students and their learning process. The materials are the instruments that the teacher uses

to present the language and its forms to students. For this reason, they must be suitable for learners to effectively master the grammatical structures studied and at the same time respond to students' needs. Dehaven (1998) expressed that "materials have to accomplish the purposes set up by the teacher in accordance with the syllabus. Moreover, the students' linguistic proficiency level and ability have to be taken into account in order to adjust such materials to their needs" (p. 492). Littlewood (1996) claimed, "students are given the chance to use language communicatively when they are exposed to materials that promote interaction and integration of language structures to express meaning" (p. 91). Based on these assumptions, it can be said that teaching materials have a very significant influence on students' learning. Depending on the didactic resources used so is the result obtained in the teaching and learning process. The most appropriate materials are those that are authentic. In this regards, Larsen-Freeman (2000) asserted that "one strategy to solve the students' inability to "transfer what they learn in the classroom to the outside world [is to use] language materials that are authentic to native speakers of the target language" (p. 132). This means that using authentic materials in the grammar lessons could prove very helpful for learners. Otherwise, their learning will not be as effective when attempting to communicate.

2.4. Problems Associated with Grammar Learning

Learning of grammatical structures is sometimes hindered by certain difficulties. One of the main issues is language interference. Students' mother tongue's grammatical structures usually interfere with their learning of those of the target language. In the case of English and Spanish, there are striking differences in terms of structure that usually hinder native Spanish speakers when learning English as a foreign language.

Another difficulty that has to be considered is students' attitudes and beliefs towards grammar teaching and learning. In many cases, students dislike or even fear grammar. Mohamed and Perur (2011) stated, "within the classroom, any mention of grammar causes the student moments of discomfort and sometimes even terror" (p. 69). This situation predisposes learners, and even before the grammar course starts, they feel demotivated and frustrated. In the end, this affects their capacity to effectively learn grammar structures. Furthermore, there are certain preconceived ideas or perceptions that students have about how grammar should be taught. These ideas can affect grammar learning, especially when students discover that the teacher's methodology is not what they expected. Some learners believe that grammar should be taught deductively while others lean more on the inductive side. Mohamed and Perur (2011) established that for some students "learning grammar often means learning the rules of grammar and having an intellectual knowledge of grammar. For them, prescribed rules give a kind of security" (p. 2). This shows that in many cases learners prefer a traditional approach to grammar teaching even when the instructor teaches grammar in a nontraditional way.

2.5. Grammar Teaching Methodology

The key point regarding methodology in terms of grammar teaching is deciding whether to use a traditional or a modern approach. In many cases, learners favor the traditional

methodology, whereas teachers tend to favor a modern methodology. However, the teacher is the one who has to decide whether to teach language structures inductively or deductively. There has been debate among experts on this ground. While some claim that grammar should be taught inductively, others propose that learning the rules is more helpful for students. For example, Krashen (1982), as quoted in Sick (2015), argued that “the deductive approach seems much more reasonable. Why make students guess the rule?” (p. 2142). On the contrary, Sik (2015) proposed, “when an inductive approach is considered, learners acquire language on the basis of unconscious exposure to the target language in the habit formation process” (p. 2142). However, choosing one or another does not depend on teachers’ preferences and beliefs but on students’ needs and preferences. As expressed by Koran (1972), “the effectiveness of either approach depends on learners’ profiles. The key point is to adopt grammar courses according to student profile, the purpose of the students to learn a language and learning styles of the students” (as quoted in Sick, 2105, p. 2142).

2.6. Needs Analysis and Materials Design in Grammar Teaching

As explained in the previous sections, there are many factors that influence the teaching and learning of grammar. Now, the point of discussion is that the teaching of this essential sub-skill, as some authors call grammar, must be organized on the basis of a learner-centered approach for it to be effective.

Since the 19th century, many teaching methodologies such as the Grammar-Translation method, the Direct method, the Audiolingual method, the Silent Way, Desuggestopedia, and others were developed to encourage students to learn a second or foreign language effectively. However, those methods were mostly focused on the teacher’s role in the classroom. The teacher was a director, the main authority, and the center of the lessons for the most (Larsen-Freeman, 2000). The students’ opinions, thoughts, and feelings were not considered in most cases to shape the teaching activities used in class or the materials prepared by the instructor. The reason for this focus on the teacher was that those methods were rooted in Behaviorism, where language learners took “passive and reproductive roles” and were asked to respond “to certain stimuli [provided by the teacher] in language learning environments” (Sadeghi, B., Hassani, M. T., & Hessari, A. D., 2014, p. 255). This situation proved to be ineffective in the act of teaching English since learners did not become capable of communicating in the target language as expected.

For the previous reasons, new methods started to take center stage such as the Communicative Language Teaching, Content-based, Task-based, Participatory approaches, Learning Strategy Training, Cooperative Learning, Multiple Intelligences, and others, which have as one of their main purposes to develop students’ capacity to communicate. Regarding this, Larsen-Freeman stated that at one point in the history of language teaching, “it became clear that communication required that students perform certain functions.... Being able to communicate required more than linguistic competence; it required communicative competence” (2000, p. 121). Thus, students’ needs became the target of teaching instead of the teacher’s desires or performance. Those changes took place because, as Sadeghi, Hassani, and Hessari (2014) stated, there was “dissatisfaction with results gained by traditional

methods in the 1960s;” as a result, “new approaches to language teaching were introduced” (p. 256).

After all the processes and changes that ESL and EFL teaching have experimented in the last 30 years, needs analysis has become a key element in the creation and implementation of language programs, courses, syllabuses, and even teaching materials and activities. Students have become the center of attention because they are the main subjects in the teaching-learning process. They are the ones who need to learn a target language. Therefore, the syllabus, materials, activities, and other essential teaching elements must be created on the basis of the learners’ lacks. At this point of the discussion, it is important to define what learners’ needs are. As Brindley (n. d.) pointed out, students’ needs include “demands, wants, desires, expectations, motivations, constraints, lacks, and requirements” (as cited in Sadeghi, Hassani, & Hessari, 2014). Thus, language instructors must pay special attention to what students require from them in order to have a more effective teaching and learning process.

3. Students’ Needs Regarding Grammar Teaching

To clearly establish students’ needs in terms of the teaching of grammar and the materials that should be used, a needs analysis was carried out. A learner-centered approach was followed to gather the necessary data to perform this study. The data-gathering process was centered on obtaining students’ insights regarding their perceived needs in terms of grammar teaching and the materials that would suitably address their needs.

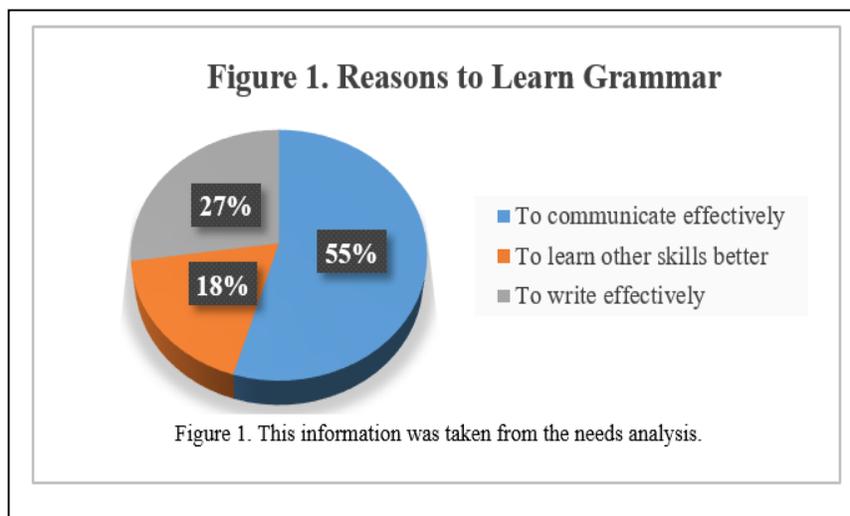
The participants in the needs analysis process were a group of 11 third-year English Teaching Major students from Universidad Nacional, Brunca Extension. Their ages range from 20 to 22 years. These students were taking the Advanced Grammar course. In the data gathering process, two instruments were used. The first instrument, a needs analysis questionnaire, was administered to students in order to obtain information about their perceived needs regarding grammar teaching and materials. One important result from this stage of the study was that students chose a grammar topic as the basis for the materials and activities to be designed.

The other data collection method was a focus group. One focus group session was carried out in which only four of the 11 students participated. In this focus group session, the three professors in charge of this study implemented the activities and materials that they designed to reinforce students’ appropriate use of the grammatical topic they selected. The students themselves assessed these materials and activities through an evaluation scale that was given to them at the end of the focus group session. This scale was aimed at obtaining students’ insights about the activities implemented and the materials designed by the teachers. After analyzing the data collected, these are the most relevant findings obtained.



3.1. Students' Perceived Needs for Learning Grammar

The first question of the needs analysis instrument intended to gather information about students' perceived needs for learning grammar. The results obtained show that the most important reason to learn grammar is to communicate effectively. Figure #1 demonstrates that for 55% of the participants, communicating effectively is the main reason why learning grammar is necessary. Other 25% consider that learning grammar is important to write effectively while for 27% of them learning other skills better is the main reason to learn grammar effectively.



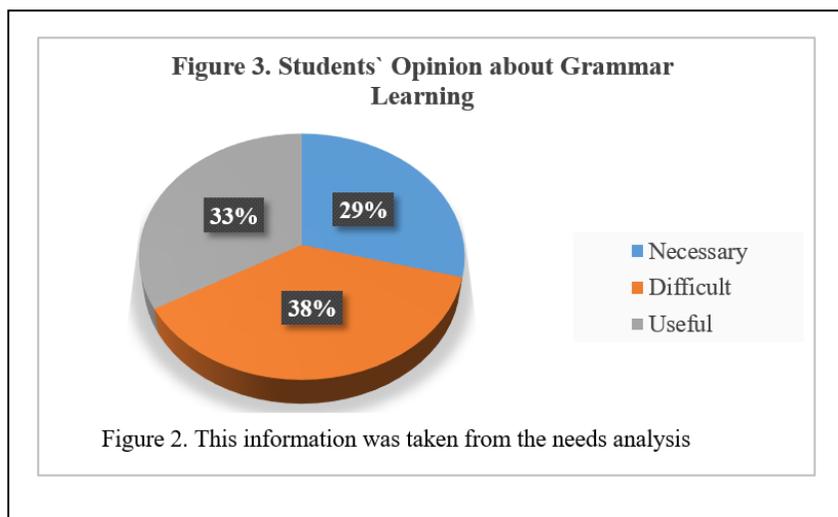
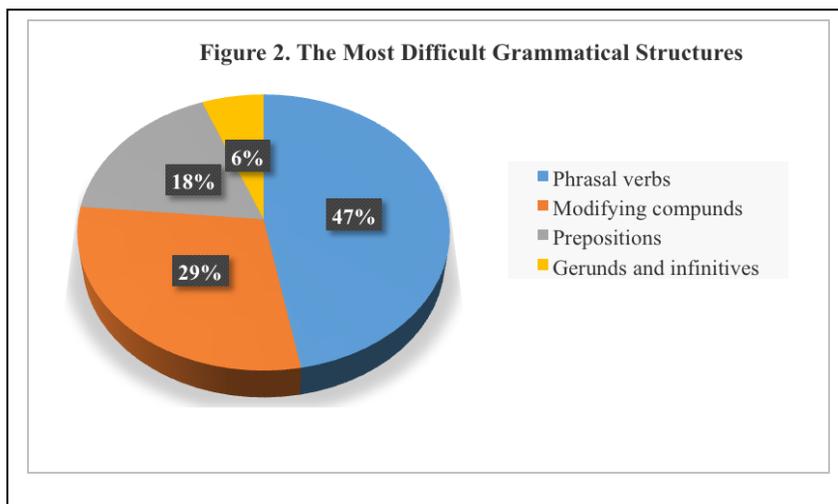
Another outstanding finding is related to students' perceptions in regard to the grammar structures that have been more difficult for them to master.

According to figure #2, 47% of the surveyed students consider that phrasal verbs is one of the topics in which they have had more difficulties. Then, 29% of the learners chose modifying compounds as the most difficult grammatical structure. In addition to this, 18% of the participants consider prepositions as the most difficult topic, and only 6% see gerunds and infinitives as the most difficult topic. The most enlightening result is that phrasal verbs is the topic that represents the most difficulty for students.

The data displayed in Figure #3 is based on the information gathered through question 5 from the needs analysis instrument. It reflects students' opinions about their experience learning grammar. Grammar learning has been necessary for 29% of the surveyed students. 38% of them consider that grammar learning is difficult, and 33% claim that it is useful. The most remarkable fact is that even though students consider grammar learning useful and necessary, they have difficulties learning it.

An additional important finding is related to the activities that have been useful for students in the grammar courses they have taken. This information was gathered through question #8 from the needs analysis instrument. Participants propose that oral and online practice, memory games, exercises on the board, homework, error analysis, and paragraph

writing have been the most useful teaching activities for them in the grammar courses. A very important opinion that many of the participants have is that it depends on the professor if the activities are innovative and effective or not. Besides this, in order to complement question #8, question #9 attempted to gather students' insights about those teaching activities that have not been useful for them in the grammar courses. Students answered that role-plays, some games, and memorizing tasks were the least useful activities for them.



3.2. Students' Perceptions Regarding Activities and Materials that Should be Used to Teach Grammar

Regarding this point, students' responses to the needs analysis questionnaire are included to illustrate learners' perceptions about the activities and materials that should be implemented in order for them to learn grammar more effectively.

3.2.1. Students' perceptions regarding activities that should be used to teach grammar

In question #10 of the needs analysis instrument students were given a list of activities, and they had to choose the ones that they considered should be implemented in the classroom to help them improve their mastery of grammar structures. They had to choose the ones they considered more useful.

Table 1
List of Activities Chosen by Students to Improve their Mastery of Grammatical Structures

Competition Activities	8	73%
Writing Sentences	7	64%
Fill-in-the-blank Exercises	6	54%
Games	6	54%
Role-plays	5	45%
Paragraph Writing	4	36%
Dialogues	4	36%

Note: This information was taken from the needs analysis.

Table 1 shows the activities that students chose. The activity that learners consider more useful for them is competition activities. Writing sentences and fill-in-the-blank exercises as well as games were also ranked as very useful by students. Participants also consider role-plays, paragraph writing, and dialogues as helpful activities to improve their mastery of grammar structures.

3.2.2. Students' perceptions regarding materials used to teach grammar

In the needs analysis questionnaire, participants were also asked to choose from a list the materials that had been used by professors in the grammar courses they had taken. Table 2 demonstrates that the most widely used material in the grammar courses is books. Other commonly used materials are songs and videos. Other materials that are used less frequently are poems, tales, tongue twisters, and recordings. It is also possible to conclude that magazines, movies, and newspapers were not used as teaching materials in the grammar courses.

It was also possible to inquire about students' perceptions in terms of the materials that they consider useful to improve their grammar learning. Table 3 illustrated the information gathered through question 12 of the needs analysis questionnaire. According to students' perceptions, the three most useful materials that teachers should use are videos, books, and songs. Almost as important are movies, tales, recordings, and magazines. At last, newspapers, tongue twisters, and poems were not considered as useful, but they were chosen as materials that could help students learn grammar structures more effectively.

Table 2
Materials Used by Professors to Teach the Grammar Courses

Books	11
Songs	8
Videos	6
Tales	3
Poems	2
Recordings	2
Tongue twisters	1
Movies	
Magazines	
Newspapers	

Note: This information was taken from the needs analysis.

Table 3
Materials that Should Be Used to Teach the Grammar Courses

Videos	10
Books	9
Songs	8
Movies	7
Tales	7
Recordings	6
Magazines	6
Newspapers	5
Tongue twisters	4
Poems	4

Note: This information was taken from the needs analysis.

The last was an open question intended to gather information about other activities that students would propose to improve grammar learning. Some of the answers provided by the participants were:

- Extra homework
- Using real life examples
- Oral activities
- The use of music to create a relaxing environment
- Extra practice

3.3. Evaluation of Activities and Materials Implemented in the Focus Group Session

In a focus group session, where a number of volunteer students participated, a set of materials designed by the professors in charge of this research was implemented and then tested by the same learners. The material was designed to help them master phrasal verbs more effectively. The materials and activities were evaluated in terms of how useful they were for students to learn phrasal verbs and how much they addressed students' needs. To obtain this information, learners had to answer a questionnaire at the end of the focus group session.

Table 4 illustrates students' insights about the materials and activities implemented in the focus group session. Participants' answers in the first premise show that both activities and materials implemented helped them increase their knowledge of their area of study since 1 of them agrees, and the other 3 strongly agree with it. According to the learners' responses, the materials and activities in the focus group session were very helpful for them to master phrasal verbs. In this case one of them agrees, while the other three strongly agree. Similarly, 3 students strongly agree with the idea that the materials and activities correspond to their preference and way of learning, whereas one of them partially agrees. In terms of the extent to which activities and materials implemented respond to students' needs, 2 students agree and two others strongly agree with the idea that the activities and materials helped them to learn phrasal verbs. At last, the four students consider that the materials and activities were innovative and useful. What can be concluded from this data is that the materials and activities designed do achieve the purpose for which they were designed.

The focus group evaluation instrument also included 4 open-ended questions through which it was possible to obtain other important insights from the participants. They all reported that the activities were very useful for them to learn phrasal verbs. They preferred those activities in which pictures were used and they had to match them to different phrasal verbs.

When asked about the aspects that they liked the most about the materials and activities implemented, they expressed that they liked the song and the video because they could practice the phrasal verbs in context. They also liked the materials because they were interactive, and the activities because they were dynamic. Another aspect that they pointed out was the interaction among them during the focus group. Participants were also asked about the aspects that they did not like, but they responded that they liked all the activities and materials.

The last question was aimed at obtaining ideas from students about how to improve the materials and activities implemented. They expressed that everything was well prepared. They proposed using more teamwork activities.

Table 4
Data Obtained from the Materials and Activities Evaluation Instrument

	SD	D	P	A	SA
	↓		A		↓
	1	2	3	4	5
1. The materials and activities implemented in this focus group session contribute to the knowledge of my area of study: English Teaching.				1	3
2. The materials and activities implemented in this focus group session helped me improve my mastery of certain phrasal verbs.				1	3
3. The materials and activities used in this focus group session correspond to my preference and way of learning.			1		3
4. The materials and activities used in this focus group session respond to my needs regarding the mastery of phrasal verbs.				2	2
5. The activities and materials presented during the session demonstrated to be innovative and useful for my learning of phrasal verbs.					4

Note: This information was taken from the focus group evaluation instrument.

4. Conclusions

This study demonstrated that the key reason for students to learn grammar is to communicate effectively. Learners also expressed that the most difficult grammatical topic for them is phrasal verbs, followed by modifying compounds. In addition, most learners believe that learning grammar is difficult but useful.

Moreover, students expressed that, according to the experience they have had in previous grammar courses, the activities that they have seen as the most useful ones were oral and online practice, memory games, exercises on the board, homework, error analysis, and paragraph writing have been the most useful teaching activities for them in the grammar courses. Role-plays, some games, and memorizing tasks have been the least useful activities for them.

Regarding what learners would like to have in future classes, the activity that learners consider more useful is competition-related tasks. Learners also rated writing sentences and fill-in-the-blank exercises as very useful for them. Participants also consider that role-plays,

paragraph writing, and dialogues might be helpful activities to improve their mastery of grammar structures.

It was also discovered that the most commonly used material in the grammar courses is books, followed by songs and videos. Poems, tales, tongue twisters, and recordings proved to be less frequently used by professors. Magazines, movies, and newspapers were among the materials that have not been used as teaching materials in the grammar courses.

Further, students suggested that teachers use the following to improve grammar teaching and learning: extra homework, using real life examples, oral activities, the use of music to create a relaxing environment, and extra practice.

Moreover, learners expressed positive views in regards to the implementation of the teaching activities and materials for the most, which provides a positive result to this study.

Regarding the teaching of grammar, the tridimensional framework to teach grammar in context is highly recommended by the researchers to enhance grammar structures with a purpose, not just the completion of mechanical drills that are usually isolated from context and forgotten after a test. For this reason, it is advisable that the grammar class be carefully planned to make sure that there is enough time for communicative practice. To achieve this goal, quality time has to be invested in searching for the right materials that can be adapted to the three-dimensional framework. All the stages (form-meaning-use) have to be given enough importance though the last phase (communicative use of the structures) requires more preparation and time to make sure that students are able to use the structures fluently and accurately.

Some useful materials such as videos, readings, songs, and artifacts may serve as points of departure to develop communicative tasks that are focused on a particular grammar point. As for phrasal verbs, what many teachers do is just to elaborate long lists of verbs without any context to let students know how they are used. What is worst, students just memorize them for a test but in many cases they do not even know in what context they should be used. This is just simple memorization with no pedagogical effect whatsoever. Based on the researchers' experience in the Advanced Grammar course; specifically, this situation is common. This means that knowledge of phrasal verbs has always been limited to the first two stages of the tridimensional framework.

In summary, it is imperative that professors implement the framework in the grammar courses to help students improve their knowledge of the different structures they need to master. Then, last but not least, learning and using grammar may become a meaningful experience so long as teachers are willing to try out new methodologies

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Appendix A. INSTRUMENT 1. NEEDS ANALYSIS FOR STUDENTS

Dear students: This instrument consists of a needs analysis that contains closed-ended and open-ended questions to identify the needs, lacks, and wants of the students from the Advanced Grammar course at Universidad Nacional, Brunca Extension. The topic aimed in this instrument is grammar teaching activities and materials. This study focuses on the didactic material and teaching activities used to improve the development of students' grammar use.

The information you provide will be used with research purposes exclusively, and we guarantee its anonymity.

1. Gender: Feminine_____ Masculine _____

2. Age: From 15 and 17 years old _____ From 18 to 20 years old _____

3. Why is it important to use grammar structures properly?

4. Which of the grammar structures that you have studied do you think are more difficult to learn and use when writing?

5. Based on your experience in the grammar courses you have taken in your major, what is your opinion about grammar teaching?

- a. Necessary
- b. Boring
- c. Difficult
- d. Important
- e. Useful
- f. Unnecessary
- g. Easy
- h. Others: _____

6. How can the teaching of grammar influence your use of English when writing?

7. What is your opinion about grammar teaching in the grammar courses that you have already taken in your major (Integrated English I and II, Basic Grammar, and Intermediate Grammar)?

8. According to the experience you have gained in the previous grammar courses, which teaching activities have helped you improve your use of grammar structures in writing?

9. Based on your experience in the four previous grammar courses you have studied, which teaching activities did not help you improve your use of grammar in writing?

10. What kind of activities do you consider more useful to improve your learning of grammar structures? Choose the activities that you prefer.

- a. Games _____
- b. Role-plays _____
- c. Competition activities _____
- d. Fill-in-the-blanks exercises _____
- e. Writing sentences _____
- f. Paragraph Writing _____
- g. Dialogues _____

11. In the list below, choose the materials that have been used by the professor to teach in the grammar courses you have studied.

Books _____

Magazines _____

Newspapers _____

Tales _____

Poems _____

Tongue twisters _____

Videos _____

Movies _____

Songs _____

Recordings _____

Others _____

Which ones? _____

12. What kind of materials do you consider more useful to improve your learning of grammar structures? Choose the materials that you prefer.

a. Books _____

b. Magazines _____

c. Newspapers _____

d. Tales _____

e. Poems _____

f. Tongue twisters _____

g. Videos _____

h. Movies _____

i. Songs _____

j. Recordings _____

k. Others _____

Which ones? _____

13. What other activities would you suggest to improve your learning of grammar?

Appendix B. INSTRUMENT 2. MATERIALS AND ACTIVITIES EVALUATION INSTRUMENT

PART I. INSTRUCTIONS: Please write an “X” in the box that best describes your level of agreement with each of the following statements. Use the following table to decide your answer.

SD= Strongly disagree	D= disagree	PA=Partially agree	A= Agree	SA= Strongly agree
1	2	3	4	5

	SD ↓	D	PA	A	SA ↓
	1	2	3	4	5
1. The materials and activities implemented in this focus group contribute to the knowledge of my area of study: English Teaching.					
2. The materials and activities implemented in this focus group helped me improve my mastery of certain phrasal verbs.					
3. The materials and activities used in this focus group correspond to my preference and way of learning.					
4. The materials and activities used in this focus group respond to my needs regarding the mastery of phrasal verbs.					
5. The activities and materials presented during the session demonstrated to be innovative and useful for my learning of phrasal verbs.					

PART II. Complete the following ideas based on your experience during the focus group session.

6. The most useful activity for me to master phrasal verbs was:

Why?



7. The aspects that I liked the most about the activities presented were:

8. What I didn't like about the activities and materials implemented in the session was:

9. My recommendations to improve the materials and activities to teach phrasal verbs are:

Appendix C. MATERIALS AND ACTIVITIES DESIGNED

*Daily Life:
Breakaway*

Activity 1: Students look at the pictures below and discuss with a classmate what each picture is about and what situation it portrays.



Activity 2: In pairs, make a list of troublesome situations that people have to deal with regularly.

Material created by Méndez (2015)

Activity 3: Listen to the song and fill in the blanks with the missing words.

"Breakaway"

By: Kelly Clarkson

_____ in a small town
And when the rain would _____
I'd just stare out my window
Dreaming of what could be
And if I'd _____ happy
I would pray

Trying hard to _____
But when I tried to _____
Felt like no one could hear me
Wanted to belong here
But something felt so wrong here
So I'd pray
I could breakaway

[1]
I'll spread my wings and I'll learn how to fly
I'll do what it takes, till I touch the sky
Make a wish, take a chance
Make a change and _____

Out of the darkness and into the sun
But I won't forget all the ones that I love
I'll take a risk take a chance
Make a change and _____

Wanna feel the warm breeze
Sleep under a palm tree
Feel the rush of the ocean
Get onboard a fast train
Travel on a jet plane
Far away
And _____

[Repeat 1]

Out of the darkness and into the sun
But I won't forget all the ones that I love
I gotta take a risk, take a chance
Make a change and _____

Buildings with a hundred floors
 _____ revolving doors
 Maybe I don't know where they'll take me but
 Gotta keep _____,
 _____,

I'll spread my wings and I'll learn how to fly
 Though it's not easy to tell you goodbye
 I gotta take a risk, take a chance
 Make a change and _____

Out of the darkness and into the sun
 But I won't forget the place I come from
 I gotta take a risk, take a chance
 Make a change and _____

Break away, break away

Activity prepared by Méndez (2015)
 Retrieved from <http://www.azlyrics.com/lyrics/kellyclarkson/breakaway.html>

Activity 4: Vocabulary Review. In the chart below, write the phrasal verbs from the song according to their meaning in the context.

	Phrasal Verb	Meaning
1	_____	To turn around.
2	_____	To try hard to overcome a difficult situation or to achieve a better situation.
3	_____	To become an adult. To reach mental and physical maturity.
4	_____	To fall to a lower place or position.
5	_____	To be in a particular place, state or situation without having planned it.
6	_____	To escape.
7	_____	To continue with life after successfully dealing with a bad experience.
8	_____	To express your opinions publicly.
9	_____	To attempt to communicate.

Part 4: In pairs, discuss the following ideas. Decide whether you agree or disagree with them.

1. As people grow up, life becomes more difficult.
2. It is very difficult for most youngsters to speak out.
3. In certain circumstances, it is difficult for people to move on.
4. Breaking away is more difficult for some people than for others.
5. Falling down does not mean failing if you stand up every time and keep going.
6. When you end up where you did not plan to, it is because you did not do what you had to.
7. Flying away is not necessarily the wisest choice.

Activities created by Méndez (2015)

PART I. Pair Work

Phrasal Verbs/ Contextual Topic: Daily Life

INSTRUCTIONS: Listen attentively to your teacher and follow her directions.

Activity 1.

- In pairs or trios write the answer to the following question according to what you do in real life.
- Use at least *four phrasal verbs* that you know in your answer (either separable or inseparable).
- You may take the phrasal verbs from the charts on pages 98 or 102 from the book *Interactions 2: Integrated Skills Edition*, or the handout that your instructor will give you.
- The instructor will check your written work. After that, share your answer with your classmates.

When you have to deal with a problem of any type, what do you usually do?
Specify the type of problem (family, economy, friends, studies, or any other)
and the solution (s) you give to it.

Answer



Retrieved from <http://dictionary.cambridge.org/dictionary/english/phrasal-verb>
Activity created by Sandi (2015)

PART II. Pair Work

Phrasal Verbs/ Contextual Topic: Daily Life

INSTRUCTIONS: Listen attentively to your teacher and follow her directions.

Activity 2.

- Read the list of phrasal verbs from pages 98 and 102 of the same book.
- Quickly check out each phrasal verb. Once you read them, the instructor is going to give you another handout with the meaning of some phrasal verbs (Handout). Ask your instructor any questions you have about them.
- Then, in pairs or trios, match the pictures on the newsprint sheets that are stuck on the classroom walls to the phrasal verbs that the teacher is going to give you. You may look back at the copies that you were given. There are three pictures that serve as distractors.
- For each properly matched picture and phrasal verb, each pair or trio gets a prize.

Activity created by Sandi (2015)

PART III. Group Work

Phrasal Verbs/ Contextual Topic: Daily Life

INSTRUCTIONS: Listen attentively to your teacher and follow her directions.

Activity 3.

- Once more, review the phrasal verbs from pages 98 and 102 from the book *Interactions 2: Integrated Skills Edition* and Handout that the teacher gave you.
- Then, the teacher is going to make two groups.
- Look at the board. It has two columns. Each column has 5 sentences with a blank in them. Those sentences are taken from the book *Interactions 2: Integrated Skills Edition* plus other sentences created by the instructor. All those sentences have a phrasal verb in them.
- On the other classroom walls, there are prepositions and phrases that are synonymous with the phrasal verbs that are included in the sentences stuck on the board.
- In two groups, match the prepositions and synonymous phrases to their corresponding phrasal verbs as quickly as you can.
- There are three prepositions and synonymous phrases that serve as distractors in this exercise.
- The first group to finish the exercise and have more correct responses is the winner.

Activity created by Sandi (2015)





Handout

Inseparable Phrasal Verbs

1-Agree with:

Definition: To agree with something to think that something is the right thing to do.

Example: *I don't agree with corporal punishment in schools.*

2-Differ from: differ from something

Definition: [for something] to be different from something else.

Examples: *No, this one differs from the one you saw because it has a bigger handle. How does this one differ from that one?*

3-Listen to:

Definition: 1 to pay attention to what someone is saying or to a sound that you can hear: listen to.

Example: *We sat around listening to music.*

4-Talk to:

Definition: To have a conversation with other people.

Example: *I need to talk to you.*

5-Break away:

Definition: To leave or to escape from someone who is holding you.

Example: *He grabbed her, but she managed to break away.*

6-Speak out:

Definition: Talk openly and freely.

Example: *People are afraid to speak out in oppressive political regimes (/rei'zi:m/, a method or system of government, especially one that has not been elected in a fair way).*

7-End up:

Definition: To finally be in a particular place or situation.

Examples: *They're traveling across Europe by train and are planning to end up in Moscow.*

Much of this meat will probably end up as dog food.

8-Move on:

Definition 1: To leave one place and travel to another.

Example: *They stayed for only a few days before moving on.*

Definition 2: To start to continue with your life after you have dealt successfully with a bad experience.

Example: *It's been a nightmare, but now I just want to forget about it and move on.*

9-Reach out:

Definition: To attempt to communicate.

Example: *I try to reach out to my daughter but she doesn't want to have anything to do with me.*

Handout compiled and prepared by Sandi (2015)

Definitions and examples retrieved from the Internet.

References provided in the research study (pp. 14-15)

PART I. Production

Phrasal Verbs/ Contextual Topic: Daily Life

INSTRUCTIONS: Listen attentively to your teacher and follow the directions.

Activity 1.

- Based on the video *My Shoes* write one sentence with each of the following two-word verbs:

Sentences	
a.laugh at: _____	
b.grow up: _____	
c.end up: _____	
d.reach out: _____	
e.speak out: _____	
f.break away: _____	
g.swing around: _____	
h.think over: _____	
i.fly away: _____	

Material prepared by Altamirano (2015)
Video retrieved from <https://www.youtube.com/watch?v=SolGBZ2f6L0>



PART II. Group Activity **Phrasal Verbs/ Contextual Topic: Daily Life**

INSTRUCTIONS: Listen attentively to your teacher and follow the directions.

Activity 2.

- As a group, role-play the situation presented in the video and use all of the two-word verbs above. You have 5 minutes to prepare the role-play, and 4 minutes to present it.

Activity created by Altamirano (2015)