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UNIDAD ACADÉMICA DE CIENCIAS SOCIALES

CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN
INGLÉS

GRAMMAR TEACHING TECHNIQUES TEACHERS SHOULD USE IN THE
9 DE OCTUBRE HIGH SCHOOL TO MAKE STUDENTS' WRITING SKILL
IMPROVE

QUIÑONEZ GUTIERREZ KAREN CAROLINA

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ABSTRACT

The purpose of this work is to identify what the most appropriate grammar teaching technique for improving student's writing skill is, with the aim of helping teachers to extend their knowledge as well as the students to produce better written texts.

Among all the skills, writing is probably the one students feel more comfortable with as they have more time to think and analyze but when it comes to teaching it, it becomes a serious issue as professors do not have the right tools to do it properly.

Apart from this, over the past few years there has been a dramatic change in the instructors' attitude because of this problem.

In fact, they feel unmotivated to educate so they have taken the decision of not preparing themselves more to become knowledgeable as far as writing teaching but to follow traditional methods, which do not lead to any improvement.

What matters the most in this case is the fact that if students are facing this hassle is not only the educators' responsibility but also the authorities' one.

These, are the ones who have to provide the best material to help teachers to work according to the students' needs and make them upgrade their performance.

Moreover, they have not organized any training to prepare teachers to be ready to transmit the correct information for the good use of grammar in written texts.

If done so, the students would feel a greater desire to have further grammar practice exercises without any fear whatsoever.

Key words: GRAMMAR, TEACHING TECHNIQUES, STUDENTS, TEACHERS.

SUMMARY

El propósito de este trabajo es identificar cuál es la técnica de enseñanza de la gramática más adecuado para mejorar la habilidad de escritura, con el objetivo de ayudar a los maestros para ampliar su conocimiento, así como los estudiantes para producir mejores textos escritos.

Entre todas las habilidades la escritura es, probablemente, una con la cual los estudiantes se sienten más cómodos, porque tienen más tiempo para pensar y analizar, pero cuando se trata de enseñarla, se convierte en un problema.

Los profesores no tienen las herramientas adecuadas para hacerlo correctamente. Aparte de esto, en los últimos años ha habido un cambio dramático en la actitud de los instructores por este problema.

De hecho, se sienten desmotivados para educar y han tomado la decisión de no prepararse para adquirir conocimientos de enseñanza de escritura, sino seguir los métodos tradicionales, que no conducen a ninguna mejora. Lo que más importa en este caso es que si los estudiantes se enfrentan a esto, no es sólo la responsabilidad de los educadores sino también de las autoridades.

Ellos deberían proporcionar el material para permitir a los maestros trabajar de acuerdo a las necesidades de los estudiantes y mejorar su rendimiento.

Por otra parte, no han organizado ningún tipo de capacitación para que los maestros estén listos a transmitir la información correcta para el buen uso de la gramática en textos escritos.

Si se hace así, los estudiantes sentirían un mayor deseo de tener más ejercicios de práctica de gramática, sin algún temor.

Palabras claves: GRAMMAR, TEACHING TECHNIQUES, STUDENTS, TEACHERS.

INDICE DE CONTENIDO

CONTENIDO	PÁGINA
Cubierta.....	I
Portada	II
Frontispicio.....	III
Abstract.....	1
Resumen.....	2
Índice o contenido.....	3
Introducción.....	4
Desarrollo.....	5
Conclusión.....	13
Referencias.....	14
Anexos.....	16

INTRODUCTION

When producing a text there are many aspects that we have to consider such as punctuation, vocabulary but mostly grammar.

Grammar is considered to be the key for writing as it helps us to convey messages to the reader.

Sometimes written texts are misunderstood due to the fact that a great deal of grammar structures is not used correctly so it makes it difficult to have a pleasant Reading.

The insufficiency of grammar tenses and structures has different reasons. One of them is the lack of reading practice by both teachers and students.

If done that, the position of words in a sentence can be more noticeable as texts are read either frequently or every day.

Apart from that, most teachers think that writing is an easy skill to transmit that is why they do not do any personal study which leads to a weak teaching development.

Furthermore, the techniques that are used in the classroom are most of the time the ones that are not proper for the type of pupils attending the class causing confusion in students and low results.

For the reasons mentioned before this research is going to focus on giving solutions to upgrade the grammar teaching techniques teachers have in 9 de Octubre high school in Machala.

Therefore the main objective is: To propose new teaching grammar techniques for an effective language analysis teaching, to encourage pupils to have a pleasant to read written texts.

THEORETHICAL FRAMEWORK

Teaching grammar properly has been one of the most difficult challenges for teachers as they find it hard to find the correct techniques to make grammar be understood by students.

This is an issue that has been on for decades in the English teaching area for Spanish speakers as the grammar of this one is so different from the English one; that is why there are several ups and down when it has to be conveyed and when it is not caught by learners educators have the tendency to abandon their careers because to their perspective they are not well trained for that.

Through the observation in high schools it was noticeable that both oral but mostly written communication was complicated considering the fact that the activities to cope with this topic are very limited.

Reaching the goal of having a superb writing is a hard one to achieve as it takes time, effort and a lot of practice.

To make a text understandable there are many features that have to be used in the right way. As a matter of fact, if there is not a high grammar background the possibilities of communicating in a written way are very few.

This has been a problem in high schools for several reasons thus causing discomfort in learners who most of the times are afraid of practicing as they do not want to take the risk of being misunderstood.

Even though educators are there all the time encouraging and praising their pupils, these ones still do not feel well prepared to write their own sentences following the right structures.

In el Oro province, educational institutions are characterized by a low English level staff as far as mastering this second language and teaching it well. Consequently, these places are well known for the correct teaching performance of all the subjects but the second language one.

In Machala, both in public or private schools teachers are not supported by the authorities with workshops about new grammar teaching methods or techniques, thus making them continue working with an old style grammar background which does not allowed them to improve as teachers.

With time this issue has become a fossilized teaching error, difficult to forget and correct.

This is the case of 9 de Octubre high school where instructors have limited knowledge on how to make a grammar lesson gripping to engage all pupils and help them be keen on learning a second language.

In this respect, the high school mentioned before does not count with regular meetings in which the authorities and the teachers interact and find solutions to the learning issues existing in there.

Unfortunately, that schoolhouse is now well known for having English teachers whose class is monotonous and not encouraging at all.

To this regard, also the lesson plan structure is the one that causes teachers trouble as they do not feel comfortable using it because it does not allow them to have a productive lesson.

Furthermore, the textbooks are more often than not far more advance than the students' English grammar knowledge.

According to (Rauber & Gil, 2012) students really appreciate when teachers correct their written texts where there are some grammar mistakes.

They do not feel down as they know that the feedback helps them to improve. What is more, this can help both the teacher and learners to start a real and honest relationship for the pupil to know that he/she can trust on the educator to ask any question related to grammar without feeling embarrassed.

Another aspect to consider is the fact that as the time passes they will have a better grammar performance on paper thanks to their will to enquire all their doubts.

This is a technique that has been applied in different schools over few past years and has been successful with the huge number of them.

The thought of (Baleghizadeh & Dadashi, 2013) gives us a clear idea that explanation is not enough as the key to teach is not just to involve learners but also to inspire and push them to have the desire to learn a second language, which in this case is English.

In fact, they do believe that to have a successful grammar learning a bit of dictation is required in which the teacher dictates some sentences focusing on specific grammar point, such as the S for third person singular in present simple.

This technique reminds students the way they have to write according to the tense they are being dictated.

Another further point is that with this type of exercise students can also become more accurate despite that fact of just being listened.

If practicing regularly students can also improve their handwriting which is a feature of written texts as well.

Sometimes individuals think that the content is all what matters but they do not mention the fact that also the way it is presented is valuable.

With time they will be able to predict what might be said in a sentence as as they have become stronger in this.

When teaching grammar, there are several aspects to consider. One of them is the focus on form and focus on meaning.

These two techniques allow instructors to give a short, clear and analytical grammar explanation in which all the students are involved.

This consists of asking the students questions related to the marker sentences brought for the lesson. The teacher has to help them to analyze the context of the tense and its form; that is, the structure it has.

By doing so, learners will have a concise idea of the new grammar tense. (Uysal & Bardakci, 2014)

Taking into account the results of some research (Long, 2000) repetition and substitution drills help pupils in grammar. Here, they have to pronounce correctly the main features of the tense they are taught.

For examples the contractions in present simple, present perfect, simple past, present continuous and other tenses. With this they will have in mind the main characteristics of some tenses.

A great grammar researcher (Gómez-Rodríguez, <http://www.scielo.org.co>, 2010) tells us that a useful technique to be used in the classroom is the communicative practice.

This one embodies all the tenses pupils have learnt. The high school teacher has to give them a context where they have to say which tense should be used there.

Additionally, he/she has to provide them a text with some blank gaps with the infinitive verb in brackets. Students can work either in groups or in pairs to write the correct tense.

To give students more free practice there is the controlled to free practice technique in which pupils can write with more freedom putting in practice all the grammar they know. The purpose of this activity is to encourage them to write about a topic they like and experiment with grammar.

By doing so, students will lose the fear of making mistakes but will enjoy what they are writing for the teacher to correct later. (González, 2011)

Several studies show that using L1 when teaching grammar is one of the most effective techniques for grammar teaching. Since students understand the meaning of what is said in class they will be able to have clear ideas when writing because they know what message they are conveying.

So, bearing that in mind, they will put more effort into what they are doing. (Pan & Pan, 2013)

A meaningful grammar classroom technique is the cooperative learning, which has recently been used in a variety of contexts and activities with the purpose of involving students' knowledge and skills and reinforcing their interpersonal relationships.

Through this, students can play an important role in the classroom as they can teach each other what was said. Surely, they will feel more comfortable with what they know so that this can be put on paper. (Servetti, 2010)

Grammar is not supposed to be taught just in a formal way, that means that grammar games can also be used in a classroom to make this topic less difficult to learn (Chacón Vargas & Baez Dueñas, 2013).

It is said that this type of activity helps students to develop all the skills in a pleasant way.

Plus, a teacher has to know what type of learner he/she has in the classroom taking notice of how the majority learn best.

Hence, the high school teacher will know how to behave and what teaching materials can be used to make pupils work well in the classroom.

Games besides teaching they are also a right tool to bring difference into the class avoiding the growth of boredom. Young learners do need to see variation to come to class with the curiosity of knowing what the lesson updated material is.

Some grammar games that can be uses are:

- *Write and whisper your sentence.*

The teacher has to tell students to work individually and write sentences according to the topic they are working on.

Once they finish the teacher chooses two students. These ones have to make their own team. All the teams line up facing the board, the captain of each team whispers their sentence to one learner, who whispers it to the other members of the team. The pupils that are in front of the board write the sentences.

The team who has most of the sentences correct is the winner.

- *Jump when you hear the mistake.*

For this activity all the learners have to stand up. The instructor has to read a text containing some mistakes. When pupils hear the mistake they have to jump as high as they can. They take a minute to discuss in pairs and say the correct answer to the teacher.

- *Guess the context.*

Different texts will be read. Students listen to the whole text in order. Then they work in groups and say the tense of each text saying why they think so.

After that, the teacher acknowledges.

- *Describe your classmate.*

When working on the present continuous, this activity can be done. Students get in groups, they have to take turns to say oral sentences to describe a classmate. The objective of this exercise is to put in practice the grammar structure of this tense so that students get used to it.

The rest of the people in the group have to guess what classmate is being described.

Through this action they learn having fun at the same time. This can be done not just with young learners but also with adults as a way to do something out of the routine.

- *Guess what comes next.*

Learners will receive a short paragraph. They get in pairs and read it out loud first. They take three minutes to guess what comes after each word and write it in the gap. They just have to write one word. No more than that.

For example:

She ___ a doctor.

Here, the answer would be IS.

The key of this activity is to make them activate the pieces of grammar they have in mind and become more accurate.

When they finish doing the activity, they will have an open class feedback to discuss the answers.

- *Going to board game.*

To practice the tenses learnt, the teacher writes different sentences on the board.

He/she selects different students to come forward to the board. They will be given a rolled up newspaper.

The teacher says a tense and the students have to point with the newspaper the sentence that has that tense.

The student who has pointed to the correct one selects other two classmates to come to the board.

- *Change sit.*

This activity is lots of fun and it requires energy from students.

The procedure is the following: the educator says something about daily routines. If the student does that he/she has to stand up and change sit. If he/she does not do that, the pupil does not need to change sit.

- *Say I did. Say I didn't!*

To review the short answer of the simple past, the teacher asks different questions to the students if they did so, they say "I did". If they did not, they say "I didn't".

This can have variations, such as standing up if they did and stay on their chair if they did not.

The purpose of the game is to make students practice the grammar with amusement.

The use of the mother tongue in a lesson has helped many students to understand better the use of some tenses. There are several high schools where this is totally forbidden.

That is why; pupils coming from those places have a lot of fluency in the spoken language but they lack of accuracy when writing and this is the cause of no translation in class.

As a matter of fact, a comparison in structures can be done between the two languages so that learners realize what the differences are and when they want to write something they already know how it is said.

Despite the oppositions by some English teachers, this has appeared to be the technique which best responds to a 90% of the students' needs.

This way of working can also assist them for the future in case they want to do oral or written translations. (Fortune, 2012)

To do so, they have to be highly accurate to transmit their message the best way they can.

To spot the mistakes done either in an exercise from the book or a written text it is vital for the teacher to involve all the pupils, telling them to swap texts and check each other's job so that they can not only check but also put in action the things transmitted by the teacher in charge.

This will make them independent without the necessity to have the teacher by their side all the time. Instead, they can be resourceful using the information in the book but also their notes in the notebook. (Vásquez, 2012)

CONCLUSIONS

Nowadays, we live in a world which is characterized by the fact that we have to communicate both in an oral and written way. To succeed doing it, one has to look for all the recourses available either in the libraries or online.

The positive side of nowadays society is that there is a lot of material that can be used for studies purposes but not everybody does it. Consequently, they have difficulty in producing on paper. Furthermore, there are some schools that do not take any notice of what is happening as far as productive skills so the authorities do not organize workshops or seminars to make their teachers have a better training.

With this research work it was observed that the students of the 9 de Octubre high school in the city of Machala do not count with the right information they need to work on grammar and therefore communicate in either an oral or written text. This is due to the fact that teachers with a probability of 80% do not prepare themselves to improve.

Also, the time given to this subject in the school Schedule is not enough to cover all the pupils' necessities and the teachers' planned activities for the lessons. That is the reason that pushes teachers not to plan their lessons because they know what most of them will not be done.

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ANEXES

1.

The screenshot shows a web browser window with the address bar displaying www.scielo.org.co/scielo.php?pid=S1657-07902011000100008&script=sci_arttext&tlng=pt. The page title is "Introduction". The main text discusses the challenges of English orthography and spelling instruction. It mentions that English has its own unique orthographic rules and system, which challenge even those whose first language uses a version of the Roman alphabet. It also discusses the role of schoolteachers and the importance of providing constructive feedback to students. A highlighted sentence reads: "Schoolteachers often measure their learners' spelling ability by dictating words and sentences from students' textbooks. This dictation, however, differs from conventional dictation in which a teacher reads the text three times: once at a normal speed then chunk by chunk with pauses in between and for the third time at a normal speed. Dictation at state schools in general and at junior high schools in particular aims at measuring spelling errors and for that reason teachers repeat words and sentences as many times as possible at a slow speed to make sure that students have written them down." The browser's taskbar at the bottom shows various application icons and the system clock indicating 11:38 on 26/06/2016.

2.

The screenshot shows a web browser window with the address bar displaying www.scielo.org.za/scielo.php?pid=S0256-01002014000100009&script=sci_arttext&tlng=en. The page title is "Introduction". The main text discusses grammar acquisition and instructional approaches. It mentions that how grammar is best acquired and taught has been a major issue at the centre of many controversies in second language acquisition research. It also discusses the role of schoolteachers and the importance of providing constructive feedback to students. A highlighted sentence reads: "Research and discussions on grammar teaching have recently focused on three options - 'focus-on-forms,' 'focus-on-meaning,' and 'focus-on-form' (Long, 1991:45-46). In focus-on-formS instruction, language is divided into isolated linguistic units and taught in a sequential manner through explicit explanations of grammar rules and immediate correction of errors (Long, 2000). Classes follow a typical sequence of 'presentation of a grammatical structure, its practice in controlled exercises, and the provision of opportunities for production-PPP' (Ellis, Basturkmen & Loewen, 2002:420). The underlying logic of this approach is that the explicit knowledge about grammar rules will turn into implicit knowledge with enough practice (De Keyser, 1998)." The browser's taskbar at the bottom shows various application icons and the system clock indicating 11:45 on 26/06/2016.

3.

actividades orales comunicativas, en un colegio público de Tunja (Colombia); Los datos se recolectaron por medio de notas de campo, grupos focales y los planes de clase de los futuros docentes. Los resultados revelaron que las técnicas de enseñanza empleadas por los practicantes tienen diferentes funciones dependiendo de la etapa de la clase (presentación, práctica o producción) en que se usen. Los principales papeles que los participantes adoptaron al involucrar a sus estudiantes en actividades orales comunicativas fueron: exploradores, cuidadores y productores.

Palabras clave: desarrollo de habilidad oral, docentes de inglés en formación, inglés como lengua extranjera, motivación extrínseca, técnicas de enseñanza del inglés.

Introduction

Due to the fact that in Colombia the EFL teaching process is more demanding every day, analyzing the different factors that take place in the daily teaching practices for qualifying this process is a must. However, in a context like the student-teachers' practicum, the issues related to teaching techniques, students' extrinsic motivation and oral skills deserve special attention as they have not been deeply explored. So, it is highly important to analyze how these elements work together for enhancing teaching practices.

In that respect, our initial concern to develop this project emerged from our personal experiences as student-teachers in a public school in Tunja. In this context, students' motivation to perform in English as a foreign language was extrinsic; their oral participation mainly depended on external or physical rewards, so student-teachers were moved to use them as a tool in the development of their pupils' speaking skill. This was done with the purpose of implementing a communicative approach.

Bearing in mind this previous assertion, we feel it is crucial to bring up the constructs from interactionism, one of the EFL acquisition theories, as it emphasizes the importance of communicative contact between speakers, a statement supported by authors like Pica (1994) and Long (1985) when they assert that conversational interaction facilitates FL acquisition under certain conditions. This assertion should guide student-teachers to reflect on those techniques that take part in encouraging students as regards their speaking development.

In terms of such techniques, it was valuable to think about the activities implemented by studentteachers when conducting the English teaching and learning process. As these strategies appeared as sources of motivation, their relationship with students' extrinsic motivation during their practice of oral skills in English required a wide exploration.

In that sense, reflecting on the global EFL context, we see that motivation is one of the factors that influences the extent to which people succeed or fail in any learning process. It is easy in language learning to claim that a learner will be more successful with a type of intrinsic motivation, but it has also been said that some individuals "have little capacity for internal motivation and must be guided and reinforced constantly. The use of incentives is based on the principle that learning occurs more effectively when the student experiences feelings of satisfaction" (Weller, 2005, "Internal Motivation is Longer Lasting," para. 1).

Equally important, at the national level, La Ley General de Educación (Ministerio de Educación Nacional [MEN], 1994), states that communicative competence development in a foreign language has to start at the early educational levels. All the same, the curricular guidelines for teaching English (MEN, 2006) establish that language teaching has been

4.

more successful SLA.

Since the traditional 'mother tongue prohibition' seems to have lost its stronghold, this research is based on the hypothesis that overall, L1 use could in fact be advantageous to Colombian EFL university students. The study aims to reach conclusions regarding the specific circumstances in which it might be beneficial or detrimental to students' SLA.

Theoretical Framework

Rinvolucrí (Deller & Rinvolucrí, 2008, p. 4) describes the "ban" on the L1 in the L2 classroom as "bizarre". But just exactly how bizarre is it? As one would perhaps expect, like most teaching strategies, there are both benefits and drawbacks to using the students' mother tongue in class. However, since it seems that students will use their L1 in the L2 classroom "whether we like it or not" (Harmer, 2007, p. 132), then we must consider when and how it should or should not be exploited, allowing it to become a help rather than a hindrance in the language classroom.

Drawing on others' research, Harmer (2007, p. 133) suggests that disadvantages of L1 use in class include i) reduced exposure to the L2 and therefore less opportunity for students to imitate authentic language, ii) difficulty for teachers to exploit students' L1 if they themselves do not speak that language, and iii) a lack of appropriateness in communicative speaking tasks. He also clarifies that it is important that there is always more L2 used than L1.

In contrast, Harmer also mentions advantages to L1 use, including i) drawing comparisons between the mother tongue and the target language, ii) improved group dynamics and classroom rapport, iii) concept checking through translation, and iv) more efficient class administration, "including learner training and giving feedback and evaluation" (ibid). Deller and Rinvolucrí add to these advantages by suggesting that allowing, and indeed actively encouraging, the student L1 helps students to "feel safe and grounded in the English classroom" (2008, p. 10). They list several more benefits of L1 use, to both students and teachers, namely i) faster progress, especially at lower levels, ii) greater exploitation of higher level students' linguistic intelligence, iii) greater understanding of L2 grammar through the "MT grammar mirror", iv) clarity in learning new lexis, and recognising cognates and non-cognates in the L1, v) the provision of an additional resource in the language classroom, vi) more opportunity to develop student autonomy, and vii) making the most of "limited linguistic resources". Cook (2001, p. 153) adds even further to this list by claiming that exclusive L2 use can "make the class seem less real".

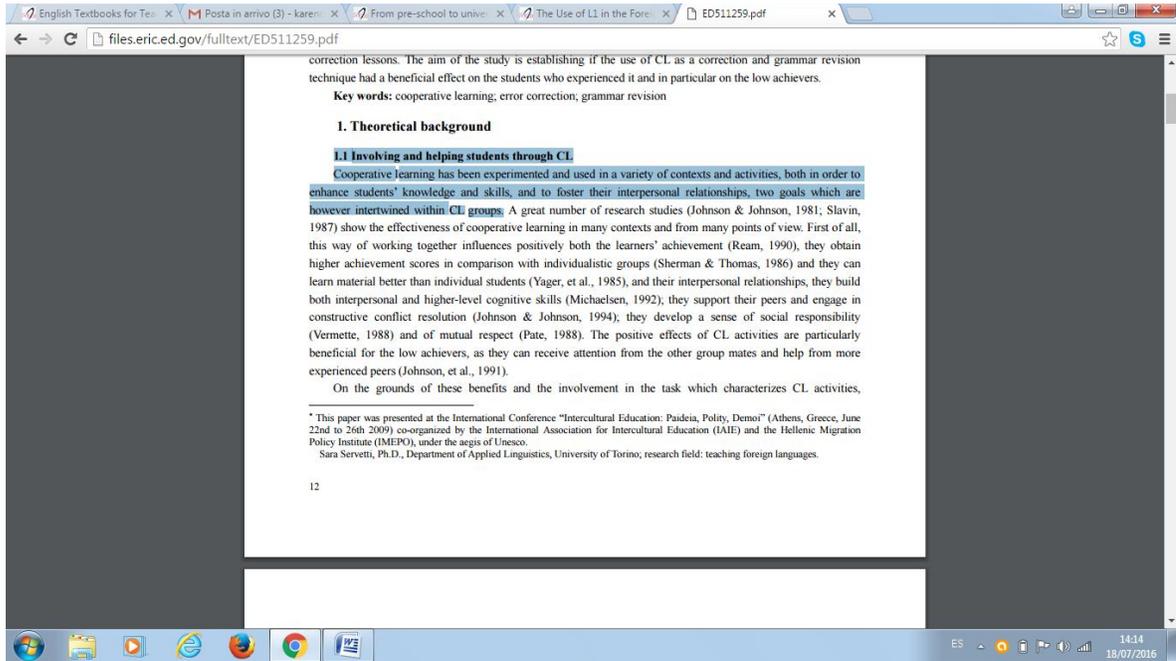
How Much?

Back in 1987, Atkinson (1987, p. 242) suggested that an approximate ratio of 95% L2 vs. 5% L1 would be appropriate at lower levels, while Tang (2002) more recently increased this to 10% L1 at lower levels, which should then be reduced as learners' proficiency improves. Neither Atkinson nor Tang explain how such ratios could be achieved and maintained, or indeed measured in the first place. Supporting Tang's idea of reducing L1-use at higher levels of competence is Prodromou's 2002 study (cited in Ferrer, 2011), which finds that students do in fact rely less on their L1 as they become more proficient in the L2.

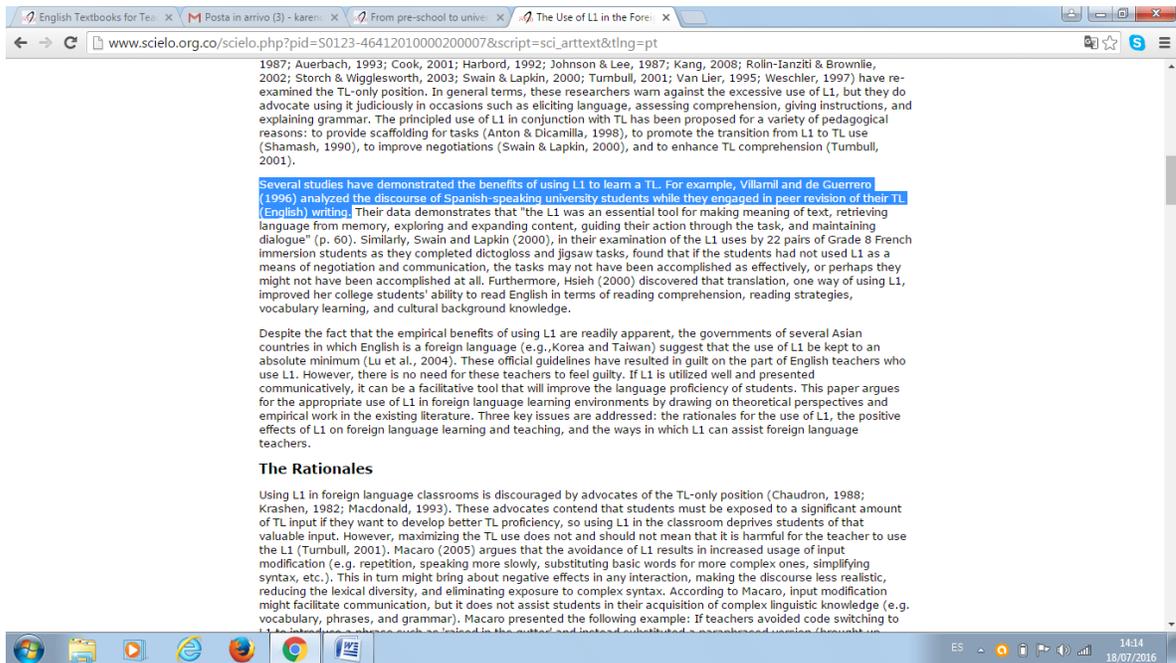
Codeswitching

It has been suggested for some time that codeswitching plays an important role in the process of bilingualism

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escritura de estudiantes practicantes, narraciones biográficas.

Introduction

"Enabling solutions to contemporary problems to be sought in the past and throwing light on present and future trends": two of the benefits that Hill and Kerber, (1967 as cited by Cohen and Manion, 1995, pp.45) see in conducting historical research, clearly relate to the motivation behind this study. The current interest and commitment of many educational institutions at all levels in our country in fostering the learning of English, under the flag of what has been called "Colombia Bilingüe" should imply a careful revision of what has happened with the teaching of foreign languages in our country from the past to now.

Documenting this pedagogical process emerges as a vital task since without a clear and informed understanding of how our students in schools and universities have experienced the development of specific skills in EFL along the years, it can not be expected that even the best plan to improve its teaching and learning can succeed.

Bearing the previous purpose in mind, three groups of student-teachers at UPTC (Universidad Pedagógica y Tecnológica de Colombia) who attended their last English level in their licenciatura program were asked to participate in this research. The course which aims at preparing pre-service teachers in academic writing, not only seeks to address the technicalities of composition skills development, but also to foster their reflection upon the role that past pedagogical experiences might play in their decisions as current learners and future teachers.

By means of an exploratory writing exercise and a survey, these pre-service teachers provided the substance to investigate what their biographical narratives informed about their past practices in learning to write in English. The biographical records which have been analyzed to answer this question involve pre-school and primary, secondary as well as university education prior to the target course. This information has been organized into several emerging topics to characterize participants' writing development.

The next sections of the article will discuss the theoretical pillars around the development of writing skills in English as a foreign or second language. Moreover, a rich perspective of what has been reported by researchers in Colombia will be added. Then, the research methodology and process rooted on historical inquiry will be specified. Finally, the findings and conclusions from data analysis will be revealed.

The Practice of Writing Skills in ESL and EFL Settings: Where do we come from? Where do we stand?

A contemporary approach to the development of writing skills in the learning of English as a second or foreign language might be linked to current pedagogical tendencies based on socio-critical literacy. Kern (2000, p. 172-173) regards writing as a means to foster mental processes and learning which might increase our comprehension and connection with others and the reality around us. Likewise, our possibility to play with language forms as we write, can lead us to a constant redefinition of meaning. In this regards, communication and imagination can be expanded when we perceive writing, not just as a possibility to accomplish language functions, but also as a vehicle to understand, interact and transform our world.

Along the previous perspective, other approaches for the teaching of writing in ESL and EFL settings have co-existed.

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the EFL context.

Razmloo (2007: 127) claims the affluence of published materials now available on the market makes selection of the right textbooks a challenging task. Hence, examination of the communicative level of the English texts chosen for this article is intended to make English teachers aware of the methodological strengths and weaknesses these kinds of instructional materials have. English teachers will also realize to what extent they can rely on textbooks in their daily teaching practice. Likewise, they will learn key specifications that will enable them to make wise decisions when it comes to selecting, evaluating, and implementing English textbooks at the institutions where they work.

Theoretical Considerations

Over the last four decades, Communicative Language Teaching (CLT) has been recognized as an ideal approach to help learners acquire a foreign language. The new directions in the theory of language proposed by Chomsky helped CLT to emerge. According to Richards and Rodgers (2006), Chomsky recognized the current standard structural theories on language as being incapable of accounting for the fundamental characteristics of language: namely, the free ability and fluidness of its dual sentences. Since CLT is a teaching language approach that mainly sees language as a system for communication, it attempts to develop communicative competence.

Communicative competence is a term introduced by Hymes (1972), who defined it as the ability to convey and interpret messages and to negotiate meaning with other speakers in specific contexts. Over the years, the term has been discussed and redefined by many authors, such as Canale and Swain (1980), Savignon (1997, 2001), and Bachman (1999). The notion of communicative competence centers primarily on the negotiation of meaning in real situational contexts. In this respect, Canale and Swain (1983) distinguished four categories that define the notion of communicative competence. The first two refer to use of the linguistic system: **grammatical competence** and **discourse competence**. The former allows speakers to know and understand the appropriate use of language forms. Without knowledge of the linguistic code, communication would be absolutely impossible. The latter is every speaker's ability to connect sentences in a meaningful and coherent discourse. The third category is **socio-linguistic competence**, which involves knowledge of the socio-cultural rules of language and the discourse in which language is used. It embodies the ability to understand the context or situational reality in which we communicate something meaningful. The fourth category is **strategic competence**, which refers to the verbal and nonverbal communication strategies speakers use to compensate for breakdowns in communication due to insufficient levels of competence. In other words, speakers are able to use strategies to compensate for an imperfect knowledge of rules and a lack of vocabulary in the communicative process. Paraphrasing, repeating, and guessing are examples of strategic verbal competence. Gestures, mimicking, and body positions are examples of strategic nonverbal competence. All these strategies are valid when learners intend to negotiate meaning.

Canale's and Swain's theory of communicative competence was modified in a more detailed way by Bachman (1991). He places grammatical competence and textual competence in a category called **organizational competence** to allude to the entire linguistic system of language formation, such as the connection among sentences to form longer discourses. Bachman also divides **pragmatic competence** into two subcategories: **illocutionary competence**, which deals with the act of receiving/ sending intended meanings in normal interaction, and **socio-linguistic competence**, which involves aspects of politeness, dialects, figures of speech, and cultural manifestations. Bachman does not include strategic competence in his classification. He categorizes it as a separate element of communicative language

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extrinsic; their oral participation mainly depended on external or physical rewards, so student-teachers were moved to use them as a tool in the development of their pupils' speaking skill. This was done with the purpose of implementing a communicative approach.

Bearing in mind this previous assertion, we feel it is crucial to bring up the constructs from interactionism, one of the EFL acquisition theories, as it emphasizes the importance of communicative contact between speakers, a statement supported by authors like Pica (1994) and Long (1985) when they assert that conversational interaction facilitates FL acquisition under certain conditions. This assertion should guide student-teachers to reflect on those techniques that take part in encouraging students as regards their speaking development.

In terms of such techniques, it was valuable to think about the activities implemented by studentteachers when conducting the English teaching and learning process. As these strategies appeared as sources of motivation, their relationship with students' extrinsic motivation during their practice of oral skills in English required a wide exploration.

In that sense, reflecting on the global EFL context, we see that motivation is one of the factors that influences the extent to which people succeed or fail in any learning process. It is easy in language learning to claim that a learner will be more successful with a type of intrinsic motivation, but it has also been said that some individuals "have little capacity for internal motivation and must be guided and reinforced constantly. The use of incentives is based on the principle that learning occurs more effectively when the student experiences feelings of satisfaction" (Weller, 2005, "Internal Motivation is Longer Lasting," para. 1).

Equally important, at the national level, La Ley General de Educación (Ministerio de Educación Nacional [MEN], 1994), states that communicative competence development in a foreign language has to start at the early educational levels. All the same, the curricular guidelines for teaching English (MEN, 2006) establish that language teaching has been deemed relevant in using the language as a key element of communication through interaction; so it demands the application of techniques in the foreign language teaching process that keeps students motivated to use English orally.

Unfortunately in our immediate context there is a lack of studies focusing on student-teachers in order for them to characterize their teaching techniques. One of the reasons why this situation has not been explored, as it should be, is because most of the time current research has been focused on students' intrinsic motivation and the activities teachers use to promote it following the thought that, as indicated by Bruner (cited in Brown, 2000), "one of the most effective ways to help students think and learn is to free them from the control of rewards and punishments" (p. 165). So this project was focused on the counterpart of this issue. Then its main purpose was to analyze and characterize the role of studentteachers' teaching techniques regarding their pupils' extrinsic motivation as they partake in communicative speaking activities at a public school in Tunja.

From this situation, we realized the considerable responsibility student-teachers have in encouraging their students to speak in class because this is one of the most neglected skills in these settings, even though foreign language acquisition theories are based on communicative principles. In our immediate context, students felt excited to speak in class when their teachers provided them with rewards or positive feedback. Then, it shows that students do not necessarily use English in class just because they are intrinsically motivated. It means that the techniques used by the teacher can be one of the ways to cause the speaking skill to become a need for students. In that respect, Vilimec (2006, p. 33) claims that the "teacher's main task will therefore be to make sure that the students know what to

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This idea suggests that language competence is the ability that allows learners to establish successful communication in a foreign language, in genuine contexts, and through everyday tasks found in real life. Being competent implies more than knowing the linguistic code; it also necessitates being able to negotiate meaning and to interact socially in the target language.

The foregoing perspectives on the concept of intercultural communicative competence lead us to consider the **principles of CLT** as being the following:

- Learners develop their ability to communicate in genuine contexts, since contextualization is a basic need. Language in context, as Byram explains, contains cultural traits.
- The contents of a language course are based on social communicative functions and not merely on linguistic structures.
- Students work in groups to establish meaningful negotiation when they are involved in role-playing activities, problem-solving tasks, dramatizations, and simulations of situations in real life.
- Classroom materials and activities are authentic, as they reflect typical real-life situations.
- Language is created by the individual, frequently through trial and error. Hence, making mistakes is part of the learning process.

As noted earlier, CLT attempts to develop communicative language competence. Therefore, one would expect communicative textbooks to be designed to provide the means to enhance it. For the purpose of the study presented in this article, I will concentrate primarily on the concept of communicative competence, rather than on the concept of intercultural communicative competence. In other words, I will focus on an analysis of the mechanical, meaningful, and communicative practices included in English textbooks. For the sake of clarification on this point, a description of the nature of communicative textbooks is provided below.

Razmloo (2007, 134) reports that Jack Richards, an influential author and textbook designer, was asked in an interview to list which principles he took into account when designing EFL communicative textbooks. Richards replied by saying that textbooks need to make communication the focus of language learning. In his opinion, textbooks must create opportunities for interaction and the negotiation of meaning through the use of information sharing, problem solving, and role-play activities. Textbooks should link the different skills of speaking, reading, listening, and writing, and ought to link the learning of grammar to communicative tasks.

In addition to the communicative role Richards assigns to textbooks, other authors also believe that **authenticity** is a major feature. Kramsch (2001: 177) claims the term "authentic" has been used as a reaction against the prefabricated artificial language of textbooks and the dialogues implemented in language classrooms. However, research conducted by Berry (2000) and Kim and Hall (2002) found there has been little change in the authenticity of communicative language samples for communicative purposes. Authenticity refers to the way language is used in communication to fulfill a social purpose in a particular context. Therefore, it is important to bear in mind that bringing authentic material into the classroom demands the teacher be prepared pedagogically to create tasks in which such material becomes purposeful in simulated situations of everyday life. For instance, genuine menus from restaurants