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**TÍTULO**

**Enseñanza de la gramática y su impacto en el desarrollo de la escritura del  
idioma Inglés**

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### **CERTIFICATION**

The present degree work called: “Enseñanza de la gramática y su impacto en el desarrollo de la escritura del idioma Inglés” has been exhaustively reviewed in several work sessions. It has been concluded and it is ready for its defense.

The options and concepts expressed in this degree work are the results of the perseverance and originality of their authors Romina Estefanía Zambrano Vera and José Ignacio Cedeño Zambrano, being their sole responsibility.

Chone, January 2025

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## **Dedication**

This work is dedicate to our family especially to our parents for providing us with the  
necessary support to complete with success this stage.

To our future students who, without knowing it, inspire us to prepare ourselves in the best  
way.

## **Acknowledgment**

Our strongest gratitude is to God, who has always illuminated our path and above all for allowing me to feel his presence in this stage of professional training.

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## **Abstract**

Grammar is fundamental in learning a language, even more so when we talk about a universal language such as the English language since it establishes the rules that govern the structure and use of the language. Understanding it allows students to communicate effectively, interpret texts correctly, and develop critical writing skills.

The research was carried out for two weeks, during the current school year. A descriptive-investigative approach was used based on a mixed methodology with qualitative-quantitative premises with data collection instruments through an observation sheet of 60 higher education students from a public university and an interview applied to three expert teachers in education.

The study was conducted in this way to analyze the importance of grammar teaching in English language learning. Denoting, that to optimize this competence, it is essential to implement strategies such as constant practice, the use of contextualized examples, constructive correction, and the integration of grammar in communicative activities. This not only improves linguistic accuracy but also fosters confidence and autonomy in language use,

## **Resumen**

La gramática es fundamental en el aprendizaje de un idioma, más aún cuando hablamos de una lengua universal como es el idioma inglés, ya que establece las reglas que rigen la estructura y el uso del lenguaje. Su comprensión permite a los estudiantes comunicarse de manera efectiva, interpretar textos correctamente y desarrollar habilidades críticas de escritura.

La investigación se desarrolló durante dos semanas, durante el presente año escolar. Se empleó un enfoque descriptivo-investigativo basado en una metodología mixta con premisas cuali-cuantitativas con instrumentos de recolección de datos a través de una ficha de observación de 60 estudiantes de educación superior de una universidad pública y una entrevista aplicada a tres docentes expertos en educación.

El estudio se realizó de esta manera para analizar la importancia de la enseñanza de la gramática en el aprendizaje del idioma inglés. Denotando que, para optimizar esta competencia, es esencial implementar estrategias como la práctica constante, el uso de ejemplos contextualizados, la corrección constructiva y la integración de la gramática en actividades comunicativas. Esto no solo mejora la precisión lingüística, sino que también fomenta la confianza y la autonomía en el uso del idioma.

## INTRODUCTION

Grammar within the teaching of a second language is of vital importance, this even takes precedence over communicative competence, since if we do not develop a correct grammatical composition of the ideas that we wish to communicate, and it is unlikely to imagine that a correct communication will occur. Although language fluency is important, a good grammatical base contributes to more precise and varied oral expression.

For many students, learning grammar is challenging; the teacher's job of educating to raise awareness is that learning is essential to produce correct and well-structured written texts, both in terms of syntax and spelling.

Within the development of an English class, teachers cannot forget that the teaching of grammar is a fundamental aspect in the process of acquiring a second language. Because grammar provides the structure and rules, that allow us to build coherent and effective sentences. However, the way it is thought has evolved over the years, adapting to new methodologies and approaches.

Teachers must convey to students that good grammatical knowledge makes it easier for them to understand written texts, since it allows them to identify the structure of sentences and the relationships between words, helping them to have a higher quality reading comprehension. Grammar is the basis on which phrases and sentences are built. By understanding grammar rules, students can express themselves more precisely and clearly.

Teaching English grammar is a complex process that requires a balanced and varied approach. By combining the explicit presentation of rules with practice in authentic communicative situations, students can develop strong grammatical competence and communicate effectively in English.

## Literary Review

### Definitions of Grammar.

For well over half a century now, there has been much debate among linguists and academics about the relevance of formal grammar to the teaching of the English language, whether for native speakers or those learning English as a second or foreign language.

There was indeed a time, in the late twentieth century, when formal grammar virtually fell out of the secondary school English syllabus in Britain and the USA. Teaching grammar was deemed elitist or superfluous. On the one hand, Chomsky had proposed his theory of universal grammar, suggesting that the brains of children were all wired up to understand grammar by intuition; on the other hand, Chomsky in linguistics was considered (not without good reason), beyond the grasp of teenage learners and of many of their teachers too. (Chomsky, 2004)

Therefore, rejecting earlier prescriptive and traditional approaches to grammar, many linguists concluded that it was best not to teach grammar at all. Quite rightly, it was deemed that teaching generative grammar, let alone transformational grammar, to learners would be elitist, since only the best school students' learners would be able to follow. (Rossiter, 2021)

Therefore, there seems to be a consensus nowadays, though a trend that is strangely bucked, in the name of anti-elitism; that grammar is important. Whether students use English, as second or additional language makes no difference to this; in this respect, the division of English teaching second language learning is largely irrelevant.

Yet when the function of grammar in language learning is looked at in a bit more detail, it should be evident that it is not the teaching of grammar that is elitist, but the idea that all students can get by without any formal teaching of grammar that is an elitist approach.

Complexity is not an inherent quality of grammar; grammar can be made quite simple or highly complex, depending on how it is presented. (Sa'adah, 2020)

Languages are natural forms of communication; children quickly learn to communicate using their native language, and soon master the main rules of expression without being taught. As they learn their mother tongue, children acquire an intuitive understanding of grammar, generally without realizing it. This intuitive grammar awareness is perfectly adequate for the communication requirements of a young child, but it soon reaches its limits.

Additionally, grammar is understood, in a broader sense, to encompass aspects such as "an internal mental system", "a set of prescriptions of language forms", "a description of language behavior", "the major structures of a language", and finally "rules for instructional and assessment purposes" (Larsen-Freeman, 2009).

The role of grammar instruction when teaching writing has a long history of debate, and the views on the role of explicit versus implicit approaches vary. This study investigates how practicing teachers view this topic and how effective they perceive their teaching methods when teaching grammar for writing. The analysis indicates differences in views among the teachers, and although the results also indicate that both explicit and implicit approaches to teaching grammar are perceived by the teachers to be effective, they mostly favor an explicit approach.

"Linguists consider the concept of grammar in a very specific sense. From a linguistics point of view, grammar is a set of internalized rules speakers use for generating and interpreting language. In this sense, grammar is mostly acquired and not learned by instruction and conscious training" (Hashemi & Daneshfar, 2018).

From the point of view of the authors, the idea that grammar is primarily acquired through exposure to language with an implicit method, rather than being explicitly taught such

as through direct teaching of grammar rules and structures via explanations and structure exercises, challenges traditional teaching practices. However, I believe that a combination of implicit and explicit methods may be more effective for balancing linguistic progress.

Teachers can of course try to teach English with little attention to grammar, and some students, the brightest and smartest ones, will manage just fine, as they can work out the rules by themselves; but this is an elitist approach. Most students/pupils/learners need a certain amount of guidance in basic grammar to make faster progress. The least able students, far from being those for whom grammar is "an unnecessary complication" are in many cases those who have most need of a grammatical approach to language learning, not least. The idea that somehow teachers should avoid teaching grammar to such students can be considered misguided, or even rather condescending. (Mariona Casas; Íl·orenç Comajoan; Alícia Santolària, 2020)

The development of writing as a productive language skill has always been a challenging task. The actual process of writing implies teaching students how to write with coherence, how to use suitable grammar and lexical structures, how to employ acceptable spelling, and how to correctly choose the appropriate language register. Regardless of the level, good writing involves discovery, planning, developing ideas, creativity, and revision.

To master writing, students need to learn a variety of techniques that help them understand and approach writing tasks to address them successfully. As in the case of all processes, teaching writing requires a systematic approach intended to motivate the students to express themselves in writing and make them aware of the steps involved in effective writing. (Anda Isabela; Brândușă-Oana, 2020)

## **The Importance of Grammar**

Most students need to write paragraphs, compositions, argumentative essays, and reports for coursework and exams. Applying a wide array of writing techniques should help students better understand the mechanisms of writing. A gradual approach to writing should take students on a journey that starts from simple paragraphs, centered on the idea of coherence and cohesion, to more complex productions, such as lengthy argumentations that pivot on personal opinions and demand critical thinking skills.

Sánchez (2008) argues that learning grammar is useful for mastering a second language: "The teaching of grammar is a fundamental key in the process of acquiring a foreign language. Without grammar we can hardly speak, and if we do it will not be in a very correct and concrete way".

Grammatical rules, spelling, and vocabulary, even pronunciation, are codes, and like any codes, for effective communication to occur, writers and readers, speakers and listeners, need to work with the same codes. When a writer uses one code, and a reader tries to use a different code to comprehend what is written, the reader may not understand, and the exercise in communication will fail, or partly fail. This happens all the time when readers try to understand a message in a language that they do not master; since they do not fully share the same code, communication is at best incomplete, at worst ambiguous, or impossible. Even if there are plenty of occasions where, with a bit of logical thinking, readers or listeners can make a sensible guess and imagine correctly what the speaker or writer is trying to say, this is not always the case.

However, according to the theory of comprehensible input proposed by Krashen, grammar is not necessarily the determining component in the language learning process: "A

very important point that must also be noted is that learning does not "become" acquisition." (Krashen 1982:83).

In this sense, it is valid to argue that both aspects have their hierarchy in the teaching-learning of a second language (L2), grammar provides a structural and precise basis while exposure to understandable input promotes the natural acquisition and communicative fluency in these. They can be beneficial for students in their second language learning process since they are balanced and contextualized approaches.

According to Otañi and Gaspar (2001), "Currently the school does not know what to do with [grammar]: whether to maintain the relationship (and under what terms) or expel it definitively" (p. 75).

Based on that, the authors think the teaching of grammar in the acquisition of a second language (L2) is given less importance compared to reading, writing, and speaking skills. Grammar is often considered a secondary or supplementary mechanism in the process of L2 acquisition and development; however, grammar retains its integral position within the range of linguistic skills without losing its meaning or value in comparison to other skills.

Starting from the premise that writing effectively requires writing skills and language proficiency, this article pivots on the idea that written expression involves understanding specific task-related elements (reason, audience, process), while language is perceived as the medium of communication. Consequently, the theoretical approaches discussed in this article are substantiated by the belief that effective writing abilities are only developed at the intersection between task-related and language-related skills.



### **Grammar Knowledge.**

When learning a language, it is essential to become familiar with the sounds that make up the words and the grammatical rules to combine them and form sentences. Learning a language involves exploring the structure of its sentences, which is closely related to the study of grammar.

Grammar forms the structural foundation that allows us to express ourselves. According to Harmer (1987:4), grammatical rules play an important role in mastering a second language. For instance, students learning a new language for the first time cannot use words unless they know how to structure them correctly. English learners often struggle with grammar, resulting in difficulties in verbal expression. For example, in the English language, descriptive adjectives are words that describe nouns by providing additional information about them, and according to its grammatical rule the adjective goes before the noun like “red house”. These allow us to express ourselves clearly and precisely, making our writing more effective.

Language-related skills indicate the learners’ language proficiency: the use of lexical structures appropriate to the given task; an awareness of grammar and syntax suitable for communication; register and style tailored according to the audience; suitable linking devices that ensure the coherence and cohesion of the text; accuracy of spelling; and use of important punctuation marks to transmit the message unequivocally.

In summary, these quotations point out how the emphasis on the writing process rather than just the product provides students with means and chances to develop more robust cognitive, metacognitive, and text composition skills, all of which are crucial for L2 writing learning. (Martinez Aja Y., 2020)

## **Grammar teaching**

The topic of grammar can claim a truly cheered history. No other aspect of the subject of English, other than perhaps the teaching of phonics, has provoked such sustained and unresolved debate about its value and its place in the curriculum.

Grammar knowledge was derived from the Latin word “gramma” meaning, “letter and sign” and the word “grammatical”, defined as “the art of writing and reading letters” (Güneş, 2013, p. 73).

The grammar of a natural language encompasses the structural rules that guide the use and formation of clauses, phrases, and words by speakers and writers. It also refers to the study of these rules, which includes areas such as phonology, morphology and syntax, as well as phonetics, semantics, and pragmatics.

According to the article by Chang (2011), In the Oxford Advanced Learner's Dictionary of Current English with Taiwanese Translation, grammar is referred to as the “Study or science of, rules for, the words into sentences (syntax), and the forms of words (morphology)”

The Longman Dictionary of Contemporary English () defines grammar as “the study of the use of the rules by which words change their forms and are combined into sentences.”

### **Teaching grammar strategies.**

Berdiyeva, S.U. (2023). “There are many good methods to implement in the teaching process; one of them is Contextual Learning”.

In the authors' opinion, one of the strategies that have the most impact on grammar teaching is contextual learning because it is based on situations and personal experiences. This method not only promotes understanding but also the practical application of grammatical concepts. This strategy involves interactive dynamics, such as games, group debates, and role-

playing simulations, which will help students stimulate collaboration and retention of learning.  
(Berdiyeva Sitora, 2023)

This article takes as its starting point the recognition that teaching, and learning are complex, situated endeavors, and therefore a consideration of the role of grammar in teaching and learning English needs to be cognizant of this. Various aspects of grammar and grammar teaching, adopting a range of methodological designs from efficacy trials through corpus studies and longitudinal qualitative studies|

### **Writing skill**

Noam Chomsky's theory of Generative grammar, proposing the existence of universal syntactic structures, has intrigued scholars and prompted investigations into the interplay between linguistic theory and artistic expression in literature.

The literature review reveals a substantial body of work delving into Chomsky's profound influence on the field of literary stylistics. Scholars have uncovered recurring syntactic patterns within literary texts, unveiling the hidden linguistic scaffolding that underpins authors' stylistic choices. This approach moves beyond surface-level analysis, aligning with Chomsky's assertion that linguistic structures play a foundational role in thought expression. However, the study also highlights the nuanced tension between universality and individual creativity. (Chomsky, 2004)

Chomsky's work has been a source of inspiration for scholars interested in the relationship between linguistic structures and artistic expression. As Chomsky himself noted, "The principles that are formulated in the study of linguistic structure have a direct bearing on the study of mind, perception, and, ultimately, creative thought and art.

While Chomsky's linguistics suggests universal structures, literary style thrives on diversity and individuality. This tension fosters debates regarding the potential

oversimplification of literary complexity. Interdisciplinary approaches that integrate Chomsky linguistics with cognitive science offer holistic insights into the relationship between language, cognition, and literary style. Ultimately, this research contributes to a deeper understanding of how linguistic structures shape artistic expression, emphasizing the need to balance universal linguistic patterns with the unique creative choices of authors within the captivating world of literature.

Teachers can of course try to teach English with little attention to grammar, and some students, the brightest and smartest ones, will manage just fine, as they have the ability to work out the rules by themselves; but this is an elitist approach. Most students/pupils/learners need a certain amount of guidance in basic grammar in order to make faster progress. The least able students, far from being those for whom grammar is "an unnecessary complication" are in many cases those who have most need of a grammatical approach to language learning, not least. The idea that somehow teachers should avoid teaching grammar to such students can be considered misguided, or even rather condescending. (Rossiter, 2021)

According to Hyland (2003), Writing is an essential skill for language production. However, it is often regarded as the most difficult skill, especially in the English as a foreign language (EFL) context, where students face many challenges in writing namely: lacking vocabulary, poor grammar, poor spelling, and student readiness.

The two definitions together give a better-rounded and nuanced view of writing. First, while the mechanics—technical production—of writing are certainly recognized, creativity, expression, and process in writing are also stressed.

Writing involves the generation of graphic symbols, but it is much more than a physical act of communication, with the sending of ideas, thoughts, and feelings into the world through writing and rewriting. (Suprijono, 2011)

Hyland (2003) asserted that teaching writing developed with practice, experience, theories, and beliefs about writing, the way of learning to write, teaching styles of writing, tasks of writing, and practical and theoretical knowledge.

Moreover, mastery of writing requires the integration of multiple skills, such as text organization, selection of appropriate vocabulary, coherence, and grammatical correctness. Hence, effective writing instruction necessitates addressing these diverse aspects holistically, combining formal instruction with opportunities for meaningful practice and constructive feedback. To summarize, Hyland's perspective on teaching writing emphasizes the significance of integrating theory, practice, and pedagogical flexibility to aid students in acquiring robust writing abilities that are tailor to their requirements. (Hyland, 2003)

### **Importance of writing skill**

Meanwhile, if we want to make good writing, we have to know some criteria for good writing. Heaton stated there are some criteria for good writing. First, it is thoughtful. It means it reflects the writer's desire to think about certain things as a topic.

Second, it is organized. It means it shows the writer's ability to express his ideas, to select what is important, and to present it in possible order. Third, is effective. It shows that the writers are aware of their audience and that they respect their standard expectations or needs.

Last, well written. It shows the author's respect for language and his sense of his power, riches, and varieties. It provides pleasure when people read it. (Sa'adah, 2020)

The importance of writing as one of the language skills stems from the influential role that language plays in human life. Since language is a means of communication among people, writing accomplishes many different communicative functions.

In conclusion, this quote points out how writing, in addition to being a communication skill, is fundamentally integrate into the process of learning a second language, in addition to being a tool for consolidating knowledge.

Besides, writing has the advantage of allowing for more reflection and review before the actual execution. This allows the possibility of fine-tuning and improving one's work, which often results in clearer, more concise, and hence effective communication.

In short, the more formal and durable nature of writing implies a bigger responsibility on the part of the author, who has to weigh every word and phrase to carry out his message with precision and coherence.

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Most students need to write paragraphs, compositions, argumentative essays and reports for coursework and for exams. Applying a wide array of writing techniques should help students better understand the mechanisms of writing. A gradual approach to writing should take students on a journey that starts from simple paragraphs, center on the idea of coherence and cohesion, to more complex productions, such as lengthy argumentations that pivot on personal opinions and demand critical thinking skills. (Anda Isabela; Brândușa-Oana;, 2020)

## Writing Process

Campbell (1998) states that the writing process is greatly recursive. Through this exhibition, the writer converges between different procedures to their ultimate goal.

That means the process of writing is not linear and unidirectional, but it involves reviewing, rewriting, and refining while composing the text. (Campbell, I. D., Campbell, C., Apps, M. J., Rutter, N. W., & Bush, A. B., 1998)

The recognition of this nature of the writing process is key to allowing students to understand that writing is dynamic and flexible; it can be modified and improved in the course of its preparation.

It is proposed that a process-oriented approach, rather than focusing on the product, allows students to pause, reflect, plan, and make conscious decisions in composing.

This approach, used in the classroom, promotes the development of metacognitive and self-regulation skills that give students more control and agency over their writing process.

Martínez et al. (2020), This study asserts that process-oriented writing instruction may assist students in paying closer attention to the quality of their texts, such as thematic orations.

By focusing on the process of writing, students are able to raise their awareness and competence in writing more coherent, well structured, and clear texts. This brings focus beyond the production of a text and focuses on the excellence and communicative effectiveness of the writing, which is crucial for developing literacy competence. (Martínez Aja Y., 2020)

Drafting is developing the first draft without over-correcting. Revision examines and improves the text, allowing for changes in structure, idea development, coherence, and clarity. Lastly, editing corrects grammatical, spelling, punctuation, and formatting mistakes to conform to linguistic and formatting norms. In conclusion, this five-step model provides

students with an organized, systematic structure for approaching the writing process, giving them the strongest composition skills and the production of higher-quality texts.

Some authors as Chang, has methods for teach English; for example, Grammar Translation Method and the Communicative Approach have both played important roles in grammar teaching. Which is better, the Grammar Translation Method or the Communicative Approach. (Chang, 2011)



## METHODOLOGY

This research used a descriptive-investigative approach based on a mixed methodology with qualitative-quantitative premises with data collection instruments through an observation sheet of 60 higher education students from a public university. The study was carry in this way to analyze the importance of teaching grammar in learning the English language.

The research was develop for two weeks, during the current school year. Previously, it was mandatory to request authorization from the authorities of the Institution and schedule meetings for the application of the research instruments, which were validate by experts in the educational area.

The data collection techniques consist of:

1. - An observation sheet, the first part of the observation sheet has six aspects that were part of the variable development of writing in the teaching of English. This observation sheet was apply in three different sessions, in periods of 45 minutes, where students receive English classes. There were 26 male students in the class and 34 women. 50% of them (are mestizos, the rest are distributed between half-breed-Ecuadorians and indigenous people, they belong to two social classes, 75% middle class and 25% belong to the lower class, Their ages range from 20 to 30 years old, but the majority of them 60% are over 25 years old.

2.- The observation sheets were applied for 2 weeks, observing 3 different classes during the afternoon sessions, it is important to mention that the normal class periods are 45 minutes, but due to the electrical crisis facing Ecuador, however due to the emergency, the authorities reduce class time to continue with the development of classes.

An interview with 24 questions that covers the two variables that were apply to three English teachers working in Higher Education. The interviewees are English teachers with

more than 10 years of experience working in higher education with their master's degree in English. Language teaching.

Both instruments were validated by three different experts who gave their points of view to improve the approach not only of the observation sheet but also of the interview. The study was carried out at a Public University.

The study was carried out in the Chone canton of the province of Manabí, where a total of sixty students and three English teachers participated. The context was suggested from teacher meetings, where different problems have been reported by teachers. The idea is that research can contribute to studying the current situation of the English major in Higher Education so that teachers can analyze the results and call for different actions to address the problems and propose corrective actions.

The purpose of this study is to analyze the importance of intrinsic and extrinsic motivation in young students during the teaching-learning process.

A convenience sampling method was used. This is a non-probability sampling method in which items are chosen for inclusion in the sample because they are the easiest for the researcher to address. This is due to geographical proximity, accessibility at a given time or the willingness to contribute to research. For the researchers, it was more convenient to carry out the research calculating in its easy access not only to the university classrooms but also to the professors who participated as interviewees and observer members.

#### **Research context:**

The study was developed in the Chone city in Manabí province, with total investigation population of 60 students. We focused on higher education students. This context was used because during the practices carried out by the researchers it was evident that the higher the

level of study, the greater the relevance given to learning grammar within the process of learning a second language.

As we have mentioned, we have selected this sample because the older the students are and the higher their educational level, the greater the interest on the part of the students in correctly developing the grammatical skills required for learning English.

The method used is convenience sampling. The units selected for inclusion in the sample are those that are most easily accessible to the researcher in this non-probabilistic sampling method. This is due to geographical proximity, availability at a given time or willingness to participate in the research.

For the development of this work, it was much more convenient to carry out the research based on their own experiences during initial teaching in the same educational institution where they carried out their pre-professional practices.

#### **Data collection:**

The data collection was executed over two weeks with 60 higher education students. In the first week, the information collected on the topic was investigated and analyzed. The following week, the respective observation sheets were prepared, designed and validated for the execution of this essay.

## RESULTS FROM OBSERVATION SHEETS.

Table #1

Teaching learning process	Always %	Usually %	Sometimes %	Never %	Total %
Students have opportunities to actively participate in class and practice the English language.	90	5	5	0	100%
When performing verbal conjugations students have clear knowledge.	80	15	5	0	100%
Degree of incidence of teaching strategies in the grammar learning process.	70	20	10	0	100%
Students use dictionary to look up new words.	65	25	10	0	100%
Students write sentences, paragraphs, texts or essays.	55	25	20	0	100%

Source: Observation in English classroom C - A214 ULEAM

Elaborated by: José Ignacio Cedeño y Romina Zambrano Vera

The 90% of the time spent in class, students “always” had the opportunity to participate in class and practice the language. While 5% were, disconnect from class, and an average tried to pay attention and participate but were occasionally distracted.

In 80% of the observed classes, the teacher “always” uses a class structure that is define as clear, orderly and following the coherence of the lessons based on the class objectives.

The 70% of the observed classes, the teacher “always” implemented resources such as texts, books, blackboard, materials, class work to support the teaching and learning of the English language.

The 65% of students assertively use the dictionary when they have a question, or to increase the vocabulary used in class. Those who do not use it do so because they do not have a dictionary available. In addition, there is a low percentage of those, who do not show interest.

Despite the teacher's efforts, we note that there is a rate of 55% who correctly write texts in English. There is an opportunity for the group to improve its level, since it is observed, that there is an average that makes mistakes less frequently, than the 20% who still do not write texts correctly.

**Table # 2**

<b>During the teaching process</b>	<b>Always %</b>	<b>Usually %</b>	<b>Sometimes %</b>	<b>Never %</b>	<b>Total %</b>
Students express interest in grammar when learning English.	70	25	5	0	100%
There is a positive relationship between the learners and the educator, based on trust and mutual respect.	80	15	5	0	100%
Students show perseverance and strive to overcome challenges during the English learning process. What is the degree of acceptance of students to grammar corrections?	65	25	0	0	100%

Source: Observation in English classroom C - A214 ULEAM

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According to Table 2, the percentage of observed compliance with the teaching-learning process of the English language in 60% of the time spent in class, the students “always” showed interest in learning and developing grammatical skills; however, 25% of the population observed reflected that issues of syntax and grammar seemed complex or did not attract their attention.

In 80% of the time spent, the students “always” showed curiosity and enthusiasm for learning the English language because they usually asked questions and even showed joy; while the “usually” 15% of the time there was not the same initial connection because they were dedicated to dialogue or playing with school supplies. Which shows a correct symbiosis in the teacher-student relationship.

Corresponding to 65% of the time in the English class, the students “always” showed perseverance in the face of the challenges represented in the classes through questions and carrying out the activities while 25% “normally” did so because in some sometimes they gave up in the face of challenges seen in class.

**Table # 3**

<b>Acquisition of grammatical skills</b>	<b>Always %</b>	<b>Usually %</b>	<b>Sometimes %</b>	<b>Never %</b>	<b>Total %</b>
The student is an active agent in the grammatical learning process.	20	70	10	0	100
Rewards and recognition (praise, incentives, grades, exams, etc.) are use as external stimuli to motivate students to participate.	75	20	15	0	100
Students find personal meaning in learning English. Are they prolix when learning grammar rules?	60	30	10	0	100
The presence of external stimuli positively affects the participation and performance of students to acquire grammatical skills.	70	20	10	0	100

Source: Observation in English classroom C - A214 ULEAM

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This table presents that students, when developing written competence, are mostly limited to developing grammatical skills. The average trend is that students remain limited to merely memorizing grammatical rules, which shows the 70% percent of the students. Which shows that developing writing cannot be confine solely to memorizing grammatical rules. The teacher must focus on developing students' ability to contextualize and execute syntax when writing texts.

In the following statement, it is evaluate that 75% of the students are receptive to the prizes and rewards that are grantee in the development of a class once the competence of writing a second language such as English has been acquire. This provides the teacher with help to keep the student population motivated to develop writing skills.

For the analysis of the following item, we observed that 60% of the students take writing correctly as a personal self-assessment versus the 10% who do not value this ability; the importance of writing within the English language learning process is prove. This result reinforces the premise of the importance of developing correct writing in students, not only as an academic value, but also even outside the classroom to develop new words, increasing their self-esteem when they express themselves in another language.

To conclude this item of the observation sheet, we denote that any external stimulus that is used within the teaching process that helps the teacher to develop the competence of writing. To conclude this item of the observation sheet, we denote that any external stimulus that is used within the teaching process that helps the teacher to develop the competence of writing, this is reflected in 70% percent of the student population observed for the execution of this work.

**Table # 4**

<b>Writing skill:</b>	<b>Always %</b>	<b>Usually %</b>	<b>Sometimes %</b>	<b>Never %</b>	<b>Total %</b>
Students develop their writing skills in English.	65	35	5	0	100
Students make corrections to their writing in English during class.	55	30	15	0	100
Students ask about their grammatical errors when writing in English.	60	35	5	0	100
When presenting a report, assignment or essay, students are receptive to grammatical corrections.	50	30	20	0	100

Source: Observation in English classroom C - A214 ULEAM

Elaborated by: José Ignacio Cedeño y Romina Zambrano Vera

Within this observation, it is evident that 65% percent of the students are correctly developing writing skills in the execution of the English class. Even in accordance with the

30% percent that is in the development process; which is consistent with the teacher's task of developing written communication skills. Which demonstrates the importance of writing for students within the population observed for this research.

Thanks to the interest of the students in exercising written competence, it is observe that a majority with 55% of the percentage takes the initiative when making grammatical corrections, either to themselves or to their classmates.

In congruence with the previous item, it is note that 60% of the students reflect receptivity, constantly developing questions based on the errors made when writing texts. Only 5% show little interest in syntax or writing errors made in the course of the class; this is sometimes due to shyness or fear of accepting errors.

When faced with the tasks and texts written within the subjects, 50% of the examiners are receptive to executing and receiving grammatical corrections. Based on the interest shown in classes and the teacher's work in developing students' writing skills.

**Table # 5**

<b>Importance of writing skill</b>	<b>Always %</b>	<b>Usually %</b>	<b>Sometimes %</b>	<b>Never %</b>	<b>Total %</b>
What is the level of writing that the students present in the development of the class?	65	35	5	0	100
Presenting a report, assignment or essay, students are receptive to grammatical correction.	55	30	15	0	100
What is the level of vocabulary that students have when writing sentences and verbal conjugations?	50	30	20	0	100

Source: Observation in English classroom C - A214 ULEAM  
Elaborated by: José Ignacio Cedeño y Romina Zambrano Vera

In this item, it is evident that 65% percent of the students have a high level of writing. This denotes the need to develop and continue strengthening written skills in students, since



thanks to this they are able to communicate in a professional and decisive way. Especially when they are higher education students.

With the strengthening of the writing learning process and the progress in the development of the skills required to obtain the ability to write correctly, it is evident that 55% percent of the class at the time of presenting tasks, essays and reports are receptive and interested when receiving grammatical corrections.

With respect to vocabulary, it is observe that 50% of the students have a good level of development of this competence. Which strengthens the process of learning to write with the development of new words.

**Table # 6**

Writing process	Always %	Usually %	Sometimes %	Never %	Total %
Do students translate texts when they begin to write sentences or paragraphs?	50	35	15	0	100
Is the teacher receptive to students' grammatical questions?	65	25	10	0	100
What is the level of motivation that students present when they are given the writing assignment?	70	25	5	0	100
Are students able to reproduce texts that are say aloud? (Dictation)	60	30	10	0	100
In the class schedule, how many hours of English lessons are allocate to writing and developing writing?	55	35	10	0	100

Source: Observation in English classroom C - A214 ULEAM

Elaborated by: José Ignacio Cedeño y Romina Zambrano Vera

In the classes observed, it is evident that 50% of the time the teacher is receptive to the grammar and syntax questions asked by the students in order to improve their writing. Which shows the teacher's dedication to the development of written skills in the students. This reinforces the premise of this research that to develop written competence in students, the

teacher must motivate them and not relegate the development of this skill, which will allow them to communicate better in a second language. In the last indicator, it is observe that translation within the learning process and the development of correct writing plays a determining role.

The teachers observed within the field research are receptive to the branch questions, which denotes the interest and motivational work towards learning; especially the development of written competence, this in congruence with the 65% of the percentage of attention to the grammatical questions asked by the students. In the development of the class, the student population remains highly motivated and receptive when receiving grammar instructions. Which shows that with the correct strategy, students accept and are motivated to develop the writing process with correct grammar.

In congruence with the above, students appear motivated to strengthen writing communication; this is evidence by a 70% percentage of motivated reception of the instructions issued by the teacher.

With the dictation activity, it is evident that 60% percent of the students are able to perform correctly versus the 10% of the student population who still have to develop and strengthen this activity.

In the following item of evidence that 50% percent of the number of hours within the English class schedule is allocated to strengthening writing clearly, which shows that in order to communicate in a second it is not only required to speak it but also write it to Be assertive in our communication in English.

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## **ANALYSIS OF THE INTERVIEWS**

From the interviewed population (three higher education teachers), the following main ideas could be identify:

### **Question # 1**

Do you consider teaching grammar important? According to your experience, is it important to incorporate grammar rules to evaluate your students? Please develop

In the first question, 90% percent of the answers were positive, mentioning the importance of teaching grammar to students, including emphasis on the development of this competence in higher education students. Encompassing the student population observed for the development of this research.

### **Question # 2**

How do you strengthen the learning processes when teaching your English classes? Indicate what pedagogical strategy you use to make grammatical corrections. How often do you use grammatical corrections?

In the second question, 80% of teachers agree on the importance of the tool used to evaluate students, with grammar being one of the main indicators to consider when carrying out an evaluation of the educational process of a second language.

### **Question # 3**

As a professional in the educational field, do you consider grammar important to develop skills in teaching English? Do you consider grammar a main axis of learning?

The teachers interviewed in the item of knowledge consolidation converge 90% percent on the importance of feedback to strengthen knowledge, especially when it comes to

learning and memorizing grammatical rules that must be constantly refresh in the development of the English class.

#### **Question # 4**

According to your professional experience, what is the degree of importance of grammatical skills in the development of English writing?

Teachers 50% percent about the importance of developing writing skills. There is an inflection point at which there is no convergence since the other half considers that it is more important to first develop oral communication skills when designing academic planning.

#### **Question # 5**

What is the role of grammar when developing learning skills in your students?

The role of grammar for the teachers interviewed is divide in opinions: 50% percent think that it should be the protagonist, and emphasize the use of correct grammar. The other half considers that it can be relegate to prioritize the development of oral communication first in the educational process.

Teachers who are in favor of grammar argue that knowing how to use grammar rules correctly will allow students to communicate correctly whether orally or in writing. That is to say, formatting writing allows students to develop in both forms of communication.

#### **Question # 6**

How important grammatical skills are in the development of writing?

The symbiosis between grammar and writing skills is undoubtedly a point where 100% of teachers agree, since we analyze that they go hand in hand. If the teacher develops grammar, writing goes hand in hand with it, as well as increasing vocabulary, improving linguistics and syntax.

The teachers interviewed consider 80% percent that the correct motivation in students provides them with a higher quality educational process; even more so when we talk about grammatical rules and the acquisition of skills that are mostly tedious, for students, even those in higher education.

#### **Question # 7**

Do you consider that the process of developing good writing linked to correct academic development in learning the English language?

According to the previous item, 90% of the premises issued by the teachers during the interview denote that learning the English language in relation to developing grammar to obtain correct writing. Since once the student develops grammar, rewriting comes as an added bonus. As well as the ability to communicate clearly and concisely.

#### **Question # 8**

From your experience as a professional, do you consider that the motivation for the correct use of grammatical rules in the development of the class is relevant?

The teachers interviewed consider 90% percent that the correct motivation in students provides them with a higher quality educational process; even more so when we talk about grammatical rules and the acquisition of skills that are mostly tedious, for students, even those in higher education.

#### **Question # 9**

According to your work experience, how does the implementation of grammatical skills by students generate improved quality of learning?

Those interviewed agree 90% percent that for the English learning process to be successful, grammatical skills must be develop. Most of them agree that its importance lies in

the fact that the correct use of grammar rules allows students to communicate in a better way and deliver better quality of academic work.

#### **Question # 10**

From your assessment, what are the rewards/recognitions that you use most in classes to motivate students about the students' estimation of the importance of grammatical skills?

Teachers in this item are divided 75% percent think that rewards or prizes to motivate students within the educational process translate into successful learning of grammar and development of writing. The rest with 25% percent believe that students should be motivate by the mere desire to improve their communication skills and the quality of their writing. Because they state that recognition is obtain after they present tasks, essays or works, they are assertive and manage to communicate correctly.

#### **Question # 11**

As a professional, the use of didactic strategies, generates the development of grammatical skills generate impact on students.

The teaching strategies used in teaching grammar and the development of writing skills, teachers agree 90% percent, that it is a challenge as a teacher to achieve a strategy that supports grammatical learning, within higher education. It is a challenge to take gamification without falling into mere ludic play. This is why teachers consider that using technological tools as platforms for writing practice and increasing vocabulary represents a plus in the educational process.

#### **Question # 12**

Do you consider writing to be an essential skill for the production of English learning?

On this item, teachers agree 100%, since higher education students cannot be consider bilingual or have an advanced level of English without having strengthened their grammar

skills. This is why for all those interviewed within the curricular planning designed for the class taught, it must be essential that feedback is provide every day on grammatical, syntax and linguistic errors in texts written during the execution of the class.

#### **Question # 13**

According to the literature, the writing it is consider the most difficult skill to acquire in learning a second language.

The teachers at this point to be analyze are divide, 75% percent believe that grammar, within English, is the most difficult skill to acquire; while 25% percent consider that pronunciation and linguistic skills are the most complicated. Most say that it is the most difficult skill to acquire because the grammar rules must be memorize, and that for most students represents a challenge. More so when they just start learning English at a higher education level.

#### **Question # 14**

What would be the basic competencies necessary for a teacher to analyze, evaluate, apply, adapt and/or create learning materials to develop writing and how can these competencies be acquire?

The 90% of teachers state that the main competencies are coherence, agreement and fluency. By developing the aforementioned concepts, students are able to write texts in a professional manner, according to their level of studies. The teacher can rely on any of these competencies to evaluate a correctly written text, adapting the level of studies for which the class taught is design.

#### **Question # 15**

What is the degree of grammatical orientation that you use with your students when teaching your English classes?

For 66% of those interviewed, the orientation and instructions given by the teacher represent an activity that occupies a large part of class time, especially when we talk about grammatical guidance. As mentioned previously, memory also plays an important role in grammar. Teachers state that remembering grammatical rules correctly ensures students' success in their writing.

#### **Question # 16**

What are the challenges that your students face when learning to write in English according to the following aspects: lack of vocabulary, bad grammar, bad spelling, and student preparation?

In this Item, teachers are totally divide; for the purposes of this research, 33% state that the main challenge is poor spelling when writing texts. Another 33% state that the lack of vocabulary is the main cause of poor writing of papers. While the remaining 34% state that, the lack of attention to grammar is the main challenge that students face when developing writing skills.

#### **Question # 17**

In the development of your classes, what is the importance of the ability to write in the development of English learning?

For 66% of the teachers interviewed, writing ability occupies a primary place in the execution of English classes. The teachers state that when carrying out the academic planning of English classes, the development of written skills must be consider, allocating a large part of the class time to it. The 34% that remains states that in his academic planning oral communication takes precedence over writing.



**Question # 18**

With the premise that most students need to write compositions argumentative essays and reports for coursework and exams. What is the range of application of writing techniques that your students should develop?

Teachers are divide in this item: 33% percent of the teachers interviewed stated that to develop good writing, reading should be promote. The other 33% of those interviewed stated that the use of the dictionary is invaluable support when developing written competence. Another 34% says that correctly memorizing grammatical rules guarantees students the ability to write texts neatly.

**Question # 19**

What are the mechanisms that help students had better understand the process of acquiring the skill of learning to write in English?

The 50% of the teachers state that as a mechanism to develop writing through grammar, it is highly effective to constantly practice reading. The other 50% state that the best mechanism to strengthen writing is to perform grammar exercises to provide feedback on grammatical rules as well as practice the content taught in classes.

**Question # 20**

Since the writing process is not linear or unidirectional, but involves revising, rewriting and refining while composing a text. What is the usual process that your students follow to acquire correct writing in the English language?

The 100% of those interviewed stated that the process to acquire writing skills depends on the discipline that is impose on the routine at the time of the development of this type of skills. Content organizers such as concept maps, infographics, diagrams, among others, are undoubtedly a considerable help that drives the writing development process.

### **Question # 21**

What is the strategy you apply so that your students carry out active learning when acquiring the skill of writing?

The teachers interviewed say 75% that the strategy they most recommend to strengthen writing competence is reading aloud, since it helps students improve their vocabulary and provides their memory with the ability to capture syntax. of the ideas written. As well as reading comprehension skills, which also helps writing.

The remaining 25% state that as a strategy students must establish routines where creative writing is exercised, writing and practice are the strategies to strengthen the learning process.

### **Question # 22**

What is the role of English translation in the process of developing writing skills?

In this item, teachers are divide: 34% state that in order for students to develop correct grammar and writing in the English language, they should not use translation tools. While 66% of those interviewed mention that translation is a useful tool that allows the student to develop their vocabulary, and mention that the use of the dictionary is essential to learn the language.

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### **Question # 23**

To conclude, what is the method you use with your students so that they do not become discourage by the multiple grammatical corrections. When starting to write in English?

The motivation of the students must always be high, whether to transmit ideas either orally or in writing. The teachers interviewed agree 100% on this premise absolute.

## DISCUSSION

In the analysis of the research instruments, it can be seen that grammar is a learning that cannot be ignored if you want to learn to speak another language. Many teachers consider that orality should initially be developed, but they disagree with this work. Since both competencies must be developed in parallel, especially when we talk about college students, promoting linguistic skills in a purely oral way, we ensure that students do not achieve the writing process to be executed correctly.

A correct writing process in a second language generates discussion among experts on the subject; as we have stated previously, for many teachers it is important to develop orality versus writing. Which relegates the development of these competencies, which from our point of view shows an incomplete learning process. Since they are not opposite competencies but must be intertwined forming a dichotomy of learning to name it in some way.

The data collected in the research, it is denoted that for students to be motivated to develop correctly their writing, they must selectively select what is going to be applied for the development of the class. Within the classes observed, it is evident that students are receptive to improving the quality of their writing. Grammatical corrections managed with the correct strategy do not demotivate students; but on the contrary, they encourage them to improve their writing within the classes observed, it was evident that due to being at a higher level of studies. Students are interested in developing their writing.

In class, habits such as reading aloud should be promoted, as well as constant practice of grammar exercises, this makes it easier for the writing development process to become stronger.

Observing higher education students allows us to assert that interest in learning writing and the correct ability to communicate advances, as students get older. Because grammatical rules and syntax processes are tedious for younger students. Grammatical rules are more imperiousness and seriousness; represent a competence that higher education students acquire with greater agility.

Due to this, the strategies used, we consider, should not be focus purely on their gamification but rather on strengthening the students' memory to better develop writing. For example, developing more carefully the use of the dictionary, and the rules in which a translation must be follow when carrying out a work or essay.

## CONCLUSIONS

For every language teacher, the development of grammar represents a milestone that must be work on. For many teachers, orality takes precedence in the teaching process goes hand in hand with the ability to write texts neatly, since ideas must be transmitters both written and spoken correctly both in their semantics, as well as in their syntax and linguistics.

Teachers, who take grammar as the axis of the educational process of the development of a second language, ensure that students develop both orality and writing.

With the development of this work, it is evident that students who develop writing can better communicate their ideas and even achieve improved orality if they correctly know the spelling of the words that are going to be use in a writing process. This linked to the strategies developed by the teacher, but it is imperative that students manage to communicate in written form with order and clarity. Grammar plays a fundamental role in the writing process, should not be neglect, not even by teachers, nor by the students.

Students' motivation to learn grammar is tie to their need to communicate assertively, as well as to receive grammatical corrections without demotivation but with an incentive to develop writing.

To conclude this work, it is necessary to mention that in the learning process, any path is valid, as long as writing comprehension is validate as a process that reflects the student's dedication and interest in learning a second language.

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