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Teaching prepositions of place in English Language to A1 level students

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Abstract

The present research is intended to solve the A1 Level students' difficulties with the use of prepositions of place in English, those of Accountancy and finance on the first year of study at the University of Matanzas. The descriptive and analytic research was carried out through the principle of systematization, supported by the application of the dialectic-materialistic method, as well as the theoretical and empirical ones. The methodology followed paves the way to elaborate a system of communicative activities to be applied in Level A1 of English Language learning, according to the Common European Framework of Reference for Languages (CEF). The activities presented must help the students to drill the English prepositions of place according to the requirements of the CEF and the students' language level.

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INTRODUCTION

At present, the University is understood as a dynamic and proactive institution, having as main goal the satisfaction of needs by educating the future professionals to live in and for the society they belong to. The preservation and development of culture is identified as an intrinsic need of the society also seen as the social mission of the University; nevertheless, this mission cannot be completed if it is not socialized, having an impact on the sociocultural development of the community. To fulfill this goal, the University not only integrates different types of knowledge, but also envisages it to preserve, develop and promote culture, offering the possibility of using it for the sake of humanity.

In Cuba, the system of education intends to contribute to the comprehensive development of the citizens. The University is conscious of its crucial role in this process, as it has the responsibility of educating young generations for the development of the political, social and economic project Cubans are renovating. Considering this, students receive a high preparation for them to assimilate knowledge and develop skills, capabilities and moral values. Consequently, a curriculum for each of the majors is created, having as a requisite for graduation, the learning of languages.

According to O'farrilEnriquez, Isora, since 2008, the Director-General of UNESCO then, Matsura, encouraged the development of language policies that would enable each linguistic community to use its first language, (...)as widely and as often as possible, while also mastering a national or regional language and an international one. The previous idea is present in Cuban pedagogical traditions since XIX Century, where personalities such as Félix Varela, José de la Luz y Caballero and José Martí recognized the significance of learning foreign languages.English, as a global language, is used around the world in a countless of dissimilar contexts, and it remains the principal foreign language taught in Cuban schools today. The focus of the teaching of English in the country is the communicative competence, which implies, according to Font, Sergio "an individual's performance of his verbal and non/verbal activity in real communicative situations involving the interaction between two or more people, or between one person and an aural or written text, in

correspondence with a given social context". Therefore, the focus of education is the purposeful use of language to perform real-life situations placing grammar in a supportive role; nevertheless, it is still recognized as "the bones or skeleton of Language" needed to make it function and providing some strategies to facilitate comprehension and communication.

The history of language teaching has been most of the time related to claims and counterclaims in favor and against the teaching of grammar. Differences in attitude to the role of grammar underpin differences between methods, among teachers, and learners. Grammar is seen as an integral part of the learning of a new language; it is the linguistic system that allows speakers to understand and to be understood when using the language to communicate; however, it is a controversial issue that has preoccupied theorists and teachers as well.

Different authors like Tommy Espeland (2017), Mousumi Sultana (2017), BitiruvMalakavyi (2016), Zuzana Epelde (2015), Gladys Bermello-Lastra (2005), Juan Carlos Vega-Puente (2005), Sidney Greenbaum (2002), Gerald Nelson (2002), Elaine Walker (2000) and Steve Elsworth (2000) have investigated grammar from a functional point of view, and have proposed solutions to the difficulties found. All of them agreed in saying that grammar could be defined as the way to make it possible for words to relate more precisely to context. In addition, the need of grammar to correlate words with context was stated.

This opinion supports the idea of English learners needing grammar to understand and analyze better the use of language structures in coherent communication, and even, to compare them to their native language. Moreover, the experience of the authoress as trainee while teaching the English subject matter evidences the existence of certain contradictions that affect the teaching-learning process of grammar, mainly to the teaching of prepositions. They are the following:

- The fulfillment of instructions and the determination of word and expression meanings.
- The dichotomies communication versus grammar present in teachers' beliefs.
- The comprehension of messages. Students show difficulties in using communicative patterns in which prepositions of place are present.

From the internship experience of the authoress in the teaching of English to A1 level students at the Language Center of Matanzas, the importance of the two last aspects are considered necessary for the proper development of the teaching-learning process of the subject at this Level. In addition, the comprehensive formation of the students as English speakers fosters the communicative competence and the cultural awareness at the same time where grammar is seen as a communicative support.

Considering the elements previously stated, and noticing that the subject A1 English Level offers students excellent opportunities for developing their basic communicative skills, the authoress evidences a conflict between the desirable objective stated in the syllabus of different majoring and the still poor development of students' communicative skills. This is so, specifically in the students of the Major Programs in Accountancy and Finances at the University of Matanzas. In spite of the efforts carried out to develop grammar abilities among students of the Major Program stated, this purpose has not yet been fully attained. Additionally, when developing evaluations related to the aspect, 81% of students are unable to provide logical answers, staying at a mechanical and reproductive level as a common characteristic

Based on the considerations previously stated, the following **scientific problem** has been formulated: How to contribute to the development of communicative grammar skills by using preposition of place in English language. The **object of study** in this research: is the teaching-learning process of communicative grammar in the subject A1 English Level. The **field of action** is the development of communicative grammar skills by using preposition of place in English language by the students of the Major Program in Accountancy and Finances, University of Matanzas.

To solve the scientific problem of this investigation, the authoress proposes the following **objective**: to elaborate a system of communicative activities contributes to the development of grammar skills by using prepositions of place in the A1 Level English lessons for the Majoring in Accountancy and finance.

In order to fulfill the objective of the present research, the following **scientific questions** are set forward:

1. Which are the theoretical foundations that support the development of grammar skills by using prepositions of place in the A1 students Level English lessons for the Majoring in Accountancy and Finances?
2. What is the current state of the development of communicative grammar skills by using prepositions of place in Level A1 students for the Majoring in Accountancy and Finances?
3. Which communicative activities can be used for the development of grammar abilities by using prepositions of place in Level A1 students for the Majoring in Accountancy and Finances?

Taking into account the **scientific questions**, a series of **investigation tasks** are suggested:

1. Determination of the theoretical foundations that support the development of grammar skills by using prepositions of place in the A1 Level English lessons for the Majoring in Accountancy and Finances.
2. Characterization of the current of development of grammar skills by using prepositions of place in Level A1 students for the Majoring in Accountancy and Finances.
3. Elaboration of a system of communicative activities for the development of the grammar abilities by using prepositions of place in Level A1 students for the Majoring in Accountancy and Finances.

To the fulfillment of this investigation a series of **methods** are suggested. As a guide of the entirety of the research process, the authoress proposes the general philosophical dialectic - materialist method in its condition of fundamental research method, in order to structure and develop the theoretical proposal to contribute to the solution of the scientific problem related to the teaching of communicative grammar. It allows the transformations of the reality and the adscription to the universal concatenation of the objects, phenomena and processes inherent to the development of the present investigation, in complete correspondence with the concrete historical analysis related to the undertaken scientific actions. In addition, some theoretical and empirical methods are proposed:

Theoretical methods: Historical-Logical: Permitted the study and determination of the tendencies and development of the use of communicative activities for the development of communicative grammar skills by using prepositions of place in the A1 Level students of the Majoring in Accountancy and Finances. The **inductive–deductive** and the **analytic-synthetic**, for arriving at conclusions through the study, exploration, and deepening on the bibliography, methodological documents related to the subject, and summarizing the obtained information.

The **Empiric Methods** used gave the authoress the possibility to characterize the field of action, and obtain the necessary data for its comprehension; among them it can be mentioned the following: **Consultation of documents:** it was used for researching on the theoretical information referred in the object of investigation and the action field as the main part of the bibliographic consults. It offers the possibility to determine the importance attached to the use of communicative grammar for teaching prepositions of place in A1 Level, CEF. **Pedagogical test to students:** It was used to characterize the performance of students using the prepositions of place whether for communicating orally, in written, or for answering grammar exercises in the Face2face lessons. **Survey:** To know the point of view of the students concerning how difficult it is for them to study and understand the prepositions of place. Besides, there are possible ways they would be interested for studying with regard to grammar content, and, in relation to teachers, provide them with some procedures about the way they use communicative grammar in their lessons.

To carry out this investigation, the authoress will intentionally work with the 16 students of the Major Accountancy and Finances, who are the **units of study** of this diploma paper. They constitute the group in which the authoress teaches.

The **practical significance** of this investigation is based on offering a practical work instrument to contribute to the development of communicative grammar skills in the use of prepositions of place and the implementation of that instrument in the English lessons for A1 Level students of Accountancy and Finances.

The present work consists of index, abstract, introduction, two chapters, conclusions, recommendations, bibliography and annexes. The first chapter gives the theoretical and methodological foundations about the use of communicative English grammar to

teach prepositions of place in the A1 Level, CEF. An overview of the teaching methods into the teaching-learning process of a foreign language and the analysis of the different definitions of grammar and their perception in language teaching. In addition, the authoress states partial conclusions. The second chapter presents the system of communicative activities to develop communicative English grammar skills at the use of prepositions of place in English language, Level A1 students.

CHAPTER I: THEORETICAL FOUNDATIONS THAT SUPPORT THE USE OF COMMUNICATIVE ENGLISH GRAMMAR TO TEACH PREPOSITIONS OF PLACE IN A1LEVEL, CEF

The epigraph deals with the theoretical foundations of the teaching-learning process of English grammar, its role in language learning, and the trends of teaching English grammar with special reference to preposition.

1.1 Teaching methods into the teaching-learning process of a foreign language.

A historical look at foreign language teaching identifies a group of approaches and methods on which language courses have been based on; to the authoress, its adoption still depends on the linguistic, psychological and educational policies, and teachers' beliefs. According to Edward M. Anthony, cited by O'Farril, the differences between an approach and a method lies on the axiomatic character of an approach, it (...) states a point of view, a philosophy, while a method is an overall plan for orderly presenting the language material, (...) based on the selected approach. The authoress agrees with Anthony's opinion; an approach is seen as axiomatic, and the method is procedural.

According to Acosta Padrón, Rodolfo, a method is generally defined as the nouns of organization of students' cognitive activity that allow the acquisition and the practical activity (...) some overall means of achieving the general objectives of a course. It is a set of actions of the teacher directed to an aim in order to organize the cognitive and practical activity of the students, thus assuring learning the content. Methods should adjust to the objectives and contents and to the 'regularities of the object of teaching. They constitute a mediator between what is learned and what is to be learned, and relate theory and practice, opinion shared by the authoress.

To the authoress, the selection and complexity of the knowledge, habits and skills developed and acquired by students, as well as their practical application, depend on the methods of teaching. Methods not only allow students to acquire knowledge and develop habits and skills, but also provide them with learning strategies to learn a language. Methods are characterized by the emphasis on distinct aspects of language teaching and learning.

A review on the bibliography consulted presents Grammar Translation as the first method to be used in language learning. Since that moment on, several methods appeared chronologically; searching for better results in language learning, but it was, according to O'Farril, the Notional/Functional Syllabus, the starting point of The Communicative language teaching method. (O'Farril, page 64). In all of them, grammar has been taught in different ways.

Differences can be seen between Traditional grammar and other paradigms. The first one, is understood as a structural approach to grammar, centered around the form or structure of the language (Larsen-Freeman, 2001). It is often described in terms of an abstract ideal with emphasis on accuracy rather than as a key aspect of human behavior and interaction (Fotos&Hinkel, 2002). The second one, of the early twentieth century, presented varied approaches to grammar, often dominated by a deductive way of teaching, focusing on grammar rules and drilling in order to have the students internalize the rules (Richards & Rodgers, 2001).

The Grammar-Translation Method became a dominating paradigm in language teaching from the 1840s into the 1900s, and it remains in use around the world. Due to the importance of the topic for the research development, the authoress shares the analysis made by Espeland, Tommy in his Master's Thesis regarding a brief overview of the traditional grammar and communicative grammar related to teaching methods.

An analysis of the key principles in the Grammar-Translation Method, based on lists laid out in Larsen-Freeman (2000) and Richards & Rodgers (2001), respectively, sum up that, in this method, first, it is taught deductively, students' study and memorize grammar rules presented by the teacher without context; later, students apply them in translation and sentences. Second, the sentence is generally the unit of teaching grammar points, students are expected to be able to translate sentences and passages from one language into another, and sentences are used to illustrate grammar rules and paradigms. Third, the students' native language is still used in grammar instruction. The teacher presents and explains rules, students ask (and answer) questions in their native tongue. Learning to communicate in the target language is not a priority. Fourth, grammatical accuracy is paramount, students are expected to develop solid skills in translation to avoid errors, but questions must be

answered correctly, another student or the teacher corrects errors. Fifth, the objective of the language teaching is to be able to read literature written in the language, literary language is valued over spoken language, and reading and writing take priority over speaking and listening. In contrast, to Communicative Language Teaching (CLT), contextualization is not a chief objective and communication and authentic language use is not highlighted.

In the Direct Method, the focus was on making foreign language learning more like first language learning (Richard & Rodgers, 2001). The Direct Method (used in the 1900s) was, in part, based on the work of reformers such as Henry Sweet and Wilhelm Viëtor, who believed in an oral-based methodology, translation should be avoided, and grammar rules should be taught inductively, rather than deductively as had been done previously (Richards & Rodgers, 2001). Students would observe grammar points in texts or in question-answer sessions with the teacher

A brief summary of central principles in the Direct Method related to grammar, based on points outlined in Larsen-Freeman (2000) and Richards & Rodgers (2001) is presented: first, grammar is taught inductively, with the students inferring grammatical rules from given examples. The teacher should demonstrate, and may choose to draw attention to grammar points when interacting with the students. Second, teaching is strictly monolingual and is conducted in the target language. Native language is to be avoided by both the teacher and the students. Grammar points are best taught through demonstration and action, rather than relying on the L1. Third, oral interaction has a central place in the Direct Method, communication and grammar skills are built up through graded progression organized around teacher-student interaction. The teacher should endeavor to make the students speak as much as possible in the target language. Good pronunciation is an important aim. Fourth, vocabulary is taught through demonstration, objects, and pictures. The focus is on everyday vocabulary and it is to be acquired with the help of full sentences, as opposed to memorizing word lists, for a more natural path to language acquisition. This approach is meant to help students with both word and sentence formation. The firm obedience to using only the target language is also different from CLT.

The Audio-Lingual Method is an oral-based method, and the audio-lingual skills, listening and speaking, take priority over the written skills, writing and reading (Simensen, 2007). It was characterized by the separation of the skills -listening, speaking, reading, and writing-and the primacy of the audio-lingual over the graphic skills. This method uses dialogues as the chief means of presenting the language and stresses certain practice techniques, such as pattern drills, mimicry and so on. Listening and speaking were important, and tape recordings, and language laboratory drills were offered in practice. A synopsis of central practices in the Audio-Lingual Method, presented by Speland based on principles listed in Larsen-Freeman (2000) and Richards & Rodgers (2001), shows that: first, grammar is taught inductively, (...) the rule-discovery is informed by strict pattern practice rather than using the language communicatively. The goal is to enable learners to form correct analogies, in it, learning structural grammar patterns takes priority over learning vocabulary. Second, language and grammar learning are essentially mechanical habit formation and the memorization of dialogues and patterns reduce the chance of errors. The teacher should immediately correct errors in order to avoid forming bad habits, and positive reinforcement is used to help form good habits. In spite of these contributions, Audiolingualism ignores the communicative competence in teaching practice.

The approaches to grammar in CLT developed quite fast, it dominates language teaching in many countries because it not only makes language learning more interesting, but helps learners develop linguistic competence as well as communicative competence. The objective is communicative competence which highlights the distinction between knowledge on forms and structures, and knowledge that lets someone communicate in a functional and collaborative way (Brown, 2000). The theoretical base for CLT led to several changes in terms of grammar teaching, one of which was a greater focus on fluency, and not simply grammatical accuracy.

Each of the different methods has contributed with new elements, and has attempted to deal with some issues of language learning. Nevertheless, they belong to different historical contexts; stressed different social and educational needs, and have different theoretical considerations. Therefore, in teaching practice, in order to apply these methods effectively and efficiently, teachers should take some questions in mind: who

the learners are, what their current level of language proficiency is, what sort of communicative needs they have, the circumstances in which they will be using English in the future, and what method motivates them most and so on. To the authoress, no single method could guarantee successful results in motivating students towards the study of a foreign language; methods have evolved, so the conception of grammar teaching has been changed until reaching communicative grammar.

1.2. Grammar definition and perception in language teaching: the need to teach Grammar.

To talk about Grammar, it is necessary to make reference to its definition, its place in language teaching, the organization of grammar in the teaching-learning process, and requisites teachers must consider to design activities to have students practice the grammatical aspects in a more meaningful way, always bearing in mind what grammar learning involves.

The bibliography consulted reinforces the idea of Grammar as an element having more than one meaning, the need of linguists to find a consensus in defining it, and demonstrating the need to its study or not. The term Grammar is presented in three main concepts:

- The branch of Linguistics, which studies word forms and types of phrases and sentences, their general meanings and their functions.
- The way words and their component parts combine to form phrases and the way the latter combine to form sentences, and that level of language.
- A system of rules about the way word classes and sentences change and function, a system that puts words together into meaningful units.

Considering the last aspect, Hornby (1994: 1) defines grammar as the study and practice of the rules by which words change their forms and are combined into sentences. In his definition the authoress identifies two basic elements: the rules of grammar, and the study and practice of the rules. Grammar is also seen as a tool or resource available to indicate a number of elements, crucial to appropriate and accurate interpretation of utterances (Close 1983); and mental process that allows human beings to form and interpret the sounds, words, and sentences of their

language (O'Grady, Archibald, Arnoff & Rees-Miller, 2010, p. 6). To the authoress, grammar could be a mental process through which grammar rules are learned to help humans to form and interpret utterances while practicing.

However, when summarizing the definition of Grammar, the authoress follows the criterion presented by Mousumi Sultana, as it sums up the role of grammar in developing linguistic competence.

In order to understand a language, learners must understand the grammar of that language (Fromkin, Rodman & Hyams, 2003). Grammar illustrates the main function of language, such as, sounds, words, sentences, and all about the preferred meaning (Fromkin, Rodman & Hyams, 2003). Grammar is the system of language for altering the structure of words and combines them into language (Oxford Advanced Learner's Dictionary, 2010). According to Brown (1994), Grammar is an arrangement of structures, which governs the traditional system, and connection of words in a sentence and smoothes the progress of the acquisition of a foreign language. It is helpful for enlightening inclusive language competence (as cited in Deng & Lin, 2016). The Longman Dictionary of Applied Linguistics defines grammar as a narrative of the construction of a language and the way in which units such as words and phrases are mixed to create sentences in the language (as cited in Nunan, 2003). In other words, Grammar is a set of regulations in order to get correction at the sentence level (Nunan, 2003) and control the sentence structure (Shen, 2012).

Learning grammar involves many interrelated factors that make it a complex process (Van der Walt, 1993:7), criterion shared by the authoress. The learning of grammar should be seen as one of the means of acquiring a thorough mastery of the language as a whole, not as an end in itself. In contrast with learning, the way grammar is taught can be helpful for students, but how it is to be taught is still a controversial issue.

Authors like Rutherford (1987), Willis (1988), Wittrock (1993), Harmer (1987), Lightbown (1985), Murphy (1988), Ellis (1992), presented their theories about grammar learning. Their positions move from understanding the point zero in learner's beginnings in second language learning task reaching a particular level of proficiency, which depend on the steady accumulation of the mastered entities of the

target language, to the tendency to let the relationship between form and meaning be as direct as possible. The authoress agrees with Magezi Fred and Higgins (1988:18) criterion. The first one, when saying that all this is the result of efforts on the part of the learner to make the links between syntax and semantics as tight as possible. The second one, when classifying this 'effort' as the simple consequence of the learner's need to make early communication in the new language intelligible to him/her, and to mould the target language into a form that is amenable to some kind of rudimentary parsing.

Ellis' definition of teaching of grammar continues to hold a central position in language teaching. To this author, Grammar teaching involves any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and/or process it in comprehension and/or production so they can internalize it (Ellis, 2006, p.84); opinion assumed by the authoress.

Magezi presents the results of research on the teaching of grammar (e.g. Ellis, 1992; 1994:611), Ellis distinguishes two views in which a second language to be taught. (1994:611) formal language teaching included in the term 'instruction' as the term refers to what takes place inside the classroom, Ellis (1994:243) contends that the term 'interaction' alludes to "the complex interaction of the linguistic environment and the learner's internal mechanisms with neither viewed as primary". As one of the aims of communicative language teaching is to engage the learner in as much classroom interaction as possible it is relevant to analyze the idea of having formal instruction aims at the unconscious acquisition of the English grammar.

The bibliography consulted distinguishes between deductive and inductive approaches to grammar teaching. Authors like Thornbury describes deductive grammar teaching as rule-focused, while inductive grammar teaching is more about rule-discovery, where a grammatical rule is often inferred through examples rather than being explicitly taught in the abstract. The latter is more linked to the Communicative Approach than the former, since CLT generally does not have a strong focus on explicit rule drilling to make the students internalize grammatical structures.

To the authoress it depends on teacher's beliefs about language teaching. Several studies have been conducted to investigate teacher beliefs regarding grammar instruction (Edilian, 2009; Farrell, 1999; Farrell & Lim, 2005; Golombek, 1998; Ng & Farrell, 2003; Richards, Gallo, & Renandya, 2001; Wang, 2009; Yim, 1993), according to this, the authoress shares the idea of emphasizing the role of teachers believes in language teaching. Even though teachers' understanding of the adequate teaching of grammar in the classroom can vary according to the language teacher's perspective and methodology, each instructor looks for the best teaching strategy to force their students to learn the grammar structures in a clear and precise way.

When teaching any of grammar structures, teachers should be get students to learn quite a large number of different, related knowledge and skills about English language such as:

How to recognize examples of the structure when spoken?

How to identify its written form?

How to produce both its spoken and written form

How to understand its meaning in context?

How to produce meaningful sentences using it themselves.

(See Annex II for summing up the criterion stated)

It is important to keep a balance, considering the need of the particular class being taught. The organization presented by the authoress is a general framework into which a very wide variety of teaching techniques will fit. Penny Ur (1988) suggested four stages:

- Presentation: where teachers usually begin by presenting the class with a text in which the grammatical structure appears. The aim is to get the learners to perceive the structure-its form and meaning-both in speech and writing and to take it into short-term memory.
- Isolation and explanation: In this stage teachers move away from context, temporarily, and focus on the grammatical aspects themselves: what they sound and look like, what they mean and how they function-in short, what rules govern them. The objective is that the learner understands these various aspects of the structure.

In some classes it is necessary to make an extensive use of the students' native language to explain, translate, and make generalizations and so on.

- Practice: where a series of exercises are done in the classroom and as home assignments, whose aim is to cause the learners to absorb the structure thoroughly; or to put it in another way, to transfer what they know from short term memory to long term memory. To achieve this purpose, it is necessary to use a series of varied exercises that can complement each other and provide a full coverage of the structure.
- Test: it is referred to the type of testing that is done automatically and almost unconsciously by teacher and learners as the course proceeds and whose main objective is to provide feedback.

Of the four stages of grammar teaching described, the authoress identifies practice as the most important since it is through practice that the material is more logically. After the analysis of the previous elements, the authoress also arrives to the conclusion that grammar, along with lexis and phonology are resources for creating meaning through text and for negotiating socially motivated communication. These resources need to be learned and need to be taught; however, when taught, they must be done in a manner that is consonant with grammar new role. Finding the way to do this is the current challenge. To the authoress of the research, grammar is essential framework when learning a foreign language. Being proficient in the grammar of a language not only is important in terms of being capable to form comprehensible utterances in that language, but also being able to understand the utterances made by other speakers properly.

1.3 The role of grammar teaching: from the communicative approach to the Common European Framework of Reference for Languages.

The points of view about grammar had a decisive influence on pedagogical practices, as well as in learning processes and other areas related to language teaching. In the history of language and language teaching, the role of grammar has been referred to, by different linguistic theories, pedagogies and, at present, by the Common European Framework of Reference for Languages (CEF).

Despite the fact that language is constantly evolving, in present days, theorists and pedagogues still search for the notion of grammar that should form the basis of classroom teaching. The authoress follows the ideas expressed by López Rama, José and Luque Agulló, Gloria, in their attempt to address the place of grammar within different foreign language teaching methodologies. For them, grammar teaching is still being used in the classroom and the CEF, but “methodology is explicitly and intentionally left to teachers and textbook designers to decide” due to the variation of methodology according to what they called “pedagogic culture”.

Discussing the role of grammar within any communicative approach is considered, in the bibliography consulted, as controversial. The authoress also agrees with López Rama and Luque Agulló, when saying that the controversy is related to misconceptions of the communicative language teaching and to the influence of natural approaches, which recognized no grammar role in language learning.(See annex III)

Spada also reinforced that “communicative language teaching means an exclusive focus on meaning”. To the authoress, it is a myth or a misconception of Thornbury who thought that “the widespread belief that CLT eclipsed attention to grammar is only partly true, since, although CLT syllabuses are organized according to categories of meaning or functions, they still have a strong grammar basis. To the authoress, the functions into which CLT syllabuses are organized and closely connected with their correspondent grammatical aspect.

The authoress has found that when explaining the role of grammar in CLT, some of the controversy may be solved if there is no talking about one type of CLT, but about two main types: the shallow-end approach and the deep-end approach to CLT. The shallow-end approach to communicative language teaching based on the thought that in order to make the learner use language in a communicative situation, it is necessary first to learn the grammatical rules and then apply them in that communicative situation. On the other hand, the deep-end approach to CLT is based on the belief that grammar is acquired unconsciously during the performance on those communicative situations, so it would be useless to teach grammar previously and explicitly.

In shallow-end syllabuses, the way in which grammar is taught, and its final result into the learners' communicative performance, are the two factors that make that grammar meaningful and communicative. This teaching consciousness-raising theory makes learners relate the new grammatical concepts to other grammatical information that they already have, both from other grammatical concepts in the target language or even from grammatical information, which appears in the students' mother tongue.

In today's classrooms, the deep-end approach is not used, due to the role given to grammar in teaching and learning the language, without lessening communication as the main target.

The authoress agrees with Lopez and Luque criterion when comparing both approaches: especially in its deep-end version CLT, proved to be inadequate for learners' competence levels: neither the exposition to quality input nor its focus on output/production are sufficient to guarantee accurate and fluent language learning. The shallow-end version, on the other hand, made a provision for grammar teaching, which arose from the needs of learners' as perceived by language teachers. However, even when the contradiction about teaching grammar still exists in ELT literature, Post communicative approaches are presented as an attempt to solve this problem by integrating the advances of both the linguistic and psychological disciplines.

From a linguistic point of view, the notion of the language to be taught has been redefined to include a more real language corpus-based approach in which socio-cultural matters are subsequently taken into account; this includes grammar. The post-CLT considered some of the most commonly applied approaches: Task-based teaching focuses on form teaching and content-based instruction. As a common point, all of them consider that modifications in the input and in the interaction, processes have to be combined with explicit grammar teaching (Ortega, 2000:209), or focus-on-form teaching (Doughty, 2001) to improve competence levels (Lopez and Luque (see annex I)

Task-Based language teaching grammar is considered as a means towards communication and not as the end itself. In the focus-on-Form, the emphasis is on

the learner and how his/her regulation processes may be affected by the input modifications and in regarding to content based instruction (CBI), grammar can be used as a means towards both presentation and acquisition of non-linguistic contents and as a vehicle for the acquisition communicate skills (Lopez and Luque).

When summing up all communicative approaches the authoress follows Lopez and Luque analysis, saying that grammar can be taught within any communicative approach without interrupting the communicative mood; but to enhance it. As Harmer (1997:7) remarks, “at this stage, it is enough to say that grammar teaching –of both the overt and covert kind- has a real and important place in the classroom”. (Lopez and Luque. For the interest of the present investigation, the authoress presents in Annex III a chart summarizing the teaching philosophy of communicative approaches about grammar and which resources they use for doing so created by these authors.

Alongside to the development of linguistic theories with a functional view of language and pedagogical approaches for teaching both, the second and foreign languages for communication, the Common European Framework of Reference for Languages (CEF), also derived from the same perspective of language, nevertheless, theorists pointed that it did not address a teaching method or a language theory.

Consistent with the functional framework considered as the basis for CLT, the CEF also considers language in terms of communicative competence emphasizing the functional aspect of language. Then, grammatical competence is defined in the CEF as “...knowledge of, and ability to use, the grammatical resources of a language [...] Grammatical competence is the ability to understand and express meaning by producing and recognizing well-formed phrases and sentences in accordance with these principles (as opposed to memorizing and reproducing them as fixed formulae).”

Even though grammar is explicitly mentioned as a competence or integral part of the language, no explicit teaching methodology is recommended for that grammar, or ‘communicative grammar’, what makes clear is that a language learner has to acquire both forms and meanings. The grammar that should be attached to any of the descriptors within the CEF depends on the particular language, and within that language, a range of different grammar items could be chosen to carry out any given

'can do' statement. The grammatical accuracy chart and Core Inventory are currently specifying a basic set of specific grammatical items within each level descriptor, but teachers and syllabus writers have to decide on additional language points, depending on the learners' needs and the particular context.

All in all, the authoress shares Lopez and Luque opinion about challenges in recognizing the role for grammar in the Common European Framework of Languages; understanding the notion of competence as the foremost problem to deal with. Although the lack of accuracy in CEF is intentional, requiring from researchers and specialists work about the grammar of the different languages, one of the challenges involve the descriptors, as they are broad categories for actual implementation.

Methodology is an explicit and intentional decision left to teachers and textbook designers, giving a space to the fact that methodology varies with pedagogic culture. Teachers do not know what it is or how to use the CEF, and the connection between CEF recommendations and how grammar is considered in post communicative approaches, summarizing what grammar is and how it should be taught.

The key to communicative grammar is presenting language in a manner that corresponds with the ways that our brains actually process and encode language, rather than lists and explanations that decontextualize grammar and make it an unreliable. Nebulous grouping of rules that seemingly contradict each other and have nothing to do with the way we actually think (Communicative Grammar , 2013)

Communicative grammar is based on the communicative approach to the teaching of second/foreign languages. Grammatical patterns must not only be learned at the utterance level but at the discourse level; the main objective focuses on the development of communicative grammatical competence, which is understood as the ability to use and understand a structure in a variety of situations spontaneously. The approach requests for a certain balance between pre-communicative and communicative activities: the first prepare the learner to handle the language rules for actual communication and the latter enable him to use the structures in real

communication. (See annex IV). To the authoress, grammar is a means towards communication

1.4. Trends of teaching English Grammar with special Reference to Prepositions

In the authoress experience, English prepositions are challenge for learners of English as a second language. The English preposition is usually defined as a word that connects a noun to other words and shows the relationship between them (Collins Cobuild English guides, 1998).

Lindstromberg (1991), Capel (1993), Swan and Walter, identified prepositions as one of the most problematic areas for various reasons such as different meanings in other languages and that the translation does not work in the same way in the mother tongue. To the authoress, the prepositions are difficult to learn by EFL students because they have to understand all the distinctions of the English prepositions, to memorize them and to use them properly.

English prepositions are generally considered difficult to teach to nonnative speakers, for a variety of reasons: the large number of possible meanings for many prepositions, which change according to the context in which they are used; the lack of a written guide to usage; and native language interference.

Some effective approaches to teaching prepositions include C. Kreisler's association approach, A. Hornsby's unit method, D. T. Langendoen's role-subdivisions, R. Close's relationships approach, and G. Pittman's demonstrable uses (Zuzana Epelde, 2015: 16). However, in most of these approaches the authoress could identify that there is a stress on teaching isolated structures, even when situational language, and little emphasis on real communication. The result could be then inaccuracy in student usage.

If communication is a primary goal of English teaching in Cuba and all over the world, teachers should begin instruction with real situations that are relevant to the students and when talking about prepositions and adverbs the student would need to be clear in order to be understood. To the authoress of the present course work, there are linguistic distinctions related to not teaching what students no need to know, errors

should not be automatically corrected, and similarities between English and the native language should be pointed out.

The teaching of prepositions: Division of prepositions according to different authors:

The bibliography consulted showed that there are many divisions of prepositions according to different authors, however for the purposes and due to the extent of this research; only two of them are going to be considered. Greenbaum and Quirk position.

Quirk and Greenbaum agree with Chalker that prepositions can be simple i.e. consisting of just one word (at, in, on) or complex, which are made by two or more words (because of, according to, in addition to, by means of) (Chalker 68). A different categorization expresses that prepositions used often in the classroom could be categorized as case, lexical, or unit prepositions for instructional purposes.

A classification of prepositions indicate a relationship in space (between one object and another), and/or a relationship in time (between events), in addition to other relationships such as instrument and cause space (relative position, passage), Time (Time position, time direction), cause and purpose, accompaniment, Concession and other relations, among others.

Prepositions can also be classified according to their form, function and meaning (Celce-Murcia, M. & Larsen-Freeman, D., 1999), this criterion is followed by the authoress. As far as the form is concerned, prepositions can be simple (one-word preposition), or complex (also called two- word, three-word, or compound prepositions) (Celce-Murcia, & Larsen-Freeman, 1999). Simple prepositions are closed class, meaning that we cannot invent new single word prepositions. However, complex prepositions are open class because new combinations could be invented (Yates. 1991). In English, there are approximately seventy simple prepositions. The most frequently used are: at, by, for, from, in, of, on, to and with (Grubic, 2004).

For the purpose of the present research, the authoress will pay attention to space preposition prepositions that express a static position (at, on, in), but there are others like away from, off, out of, etc, or a movement in direction (to, towards, on (to), into, away from, off, out of, etc.). "To" usually means that the destination was achieved,

whereas “towards” just implicates the direction. It is also important to know if the referent is a surface or something enclosing.

Teaching prepositions through communicative activities.

The type of classroom activities proposed in teaching grammar by communicative interactive methods also disguises new roles to be performed in the classroom for teachers and learners. Students has to participate in classroom activities, as they should be communicative, the authoress understand they must be based on a cooperative rather than individualistic approach to learning.

Students had to become relaxed with listening to their peers and interacting in group work or pair work tasks, rather than relying on the teacher for a model. Teachers now had to assume the role of facilitator and monitor gives them the power to fulfill the real aim of the grammar. Rinvoluceri presents advantages that activities and games bring to grammar teaching, opinion shared by the author. He stated that learners have to bring their own responsibility to learn something about the grammar and the teacher can freely observe them and discover what they actually know. He also says that during an activity all the students work at the same time and the atmosphere that a communicative activity creates in the classroom is like a motivation towards more difficult tasks. (Rinvoluceri, 4)

The authoress recognizes that communicative activities are very important in language learning because they help to keep the students interested and motivated to work. Besides, communicative activities also help to teachers to create an environment that is close to the real-life situations where the language is useful and, moreover, these types of activity makes learners want to participate and express themselves.

It has been already accepted that the language taught in the classroom needs to be meaningful which basically means that learners should react to the content in a definite way. This clearly happens when learners are surprised, entertained or challenged because they experience everything in a more realistic way and thus remember the new things better. The principal element of a communicative activity is challenge. If the fact that a communicative activity provides all what is accepted, then

there is no question about using them in the classroom. In fact, it is crucial. (Wright, Betteridge, Buckby, 1-4)

Communicative activities are not limited according to the age of a learner or student; however, some learners may like communicative activities, games, among others, more or less than others, but this has nothing to do with the age. More important is to choose an appropriate activity for a certain age group. Teachers in communicative classrooms will find themselves talking less and listening more, becoming active facilitators of their students' learning (Larsen-Freeman, 1986). The teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe, sometimes acting as monitor. A classroom during a communicative activity is far from quiet, however. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task.

To the authoress, before starting doing communicative activities the teacher must think about the class/group reflecting himself/ herself on what he or she knows about the group, what they could be interested in talking about if they have any common topics that came up in class during the last few weeks, when there are any topics that caused a debate in class or any issues that started quarrels in class, and if there are any sub-groups that have common interests/common hobbies that they are proud of

Partial Conclusions of the chapter: This chapter showed the theoretical methodological foundations for the use of communicative English grammar to teach prepositions of place in A1 level. These foundations are: the dialectical materialist method which is the bases for all the investigation which gives it its scientific character. The students are placed in a protagonist position with regard to their learning. This shows how the teaching learning of preposition of place takes part according to the historical cultural approach by Vygotsky. It also reveals the need of teaching grammar based on the communicative language teaching.

CHAPTER II: SYSTEM OF ACTIVITIES FOR THE DEVELOPMENT OF COMMUNICATIVE ENGLISH GRAMMAR

2.1.Characterization of the current state of the use of prepositions of place by Level A1 students

To develop an English lesson according to the parameters established by the CEF, it is needed not only to be in touch with the documents and levels established, but also with the general characteristics of the group, and the learning styles of the students to influence on their motivation towards language learning. The first attempt to develop this investigation was based on the selection of the group of students of second year Accountancy and Finances who demonstrated difficulties in the comprehension and use of prepositions of place and their correct use in communicative activities.

For the present investigation, the authoress applies different research methods to characterize the grand to suggest a possible solution for the difficulties diagnosed in the teaching-learning process of the Level A1 subject matter. The activities were inspired by various authors, however, there are also many of them create dexclusively by the author of the theses.

Description of the group of learners: Most of the students are attending the first year. Ages are from seveteenth to eighteenth years. It is necessary to mention that level of English of these younger is in corespondance to average A1 but great differences among students of the group could be identify. The total amount of the student is 16, elevengirls and five boys so there isconsiderable predominance of the girls in the class. The class these students belong to is heterogenous because the age ranges between 18 and 22 years old. This means that this class is constituted by late adolescents and young students. Two of the students are negative liders, I applied a technic that reveal that nobody in the class wanted a close relationship with them. Most of them do not feel motivated towards English lessons and reject grammar. The three learning stylespredominant in students are visual, auditory and kinesthetic.

To gather the information on the students from the English Teaching Undergraduate Major, the authoress used a questionnaire, technique that will allow a detailed analysis of the various issues on the implementation of communicative teaching strategies in teaching grammar communicatively.The questions asked in this

instrument were the same for all students (See Annex V, which were selected according to criteria established by the investigator and the general objective of this research.

The opinion followed by the authoress is authentic language, contextualize at collaboration and contextualization. As parameters were considered authentic language used by students and exposure to authentic language to structure the two outcomes where authentic language is present as a component in a grammar task. For this case to be, the task has to include instruction which promotes authentic language used by the students and provides authentic materials that expose students to authentic language, or provide authentic materials that expose students to authentic language. Contextualization also appears as the third parameter and appear contextualize in a context that must be meaningful and purposeful. Contextualizing a grammar task can easier the students, and make them see it is easier for students.

In question 1, item 6, students are asked to indicate their level of English; most of them considered themselves almost as intermediate students, even though they are in Level A1. In question number 7, item a (How does the English teacher commonly start the grammar lesson or grammar sections on your book?), they replied that the English professor used the book to explain the grammar sections; consequently, most of the exercises tend to consist on filling in the blanks or choosing the best alternative, and to check the homework. They seldom considered the use of a communicative activity to do so. Something similar happens when talking about the methods or procedures used to teach grammar, emphasizing in the use of preposition of place. Item b. (Could you mention some ways your English teacher uses in the grammar sections of Level A1?), revealed that teachers use drills, writing tasks, exercises from the books, filling in the blank exercises, few explanations of structures with real examples, some practices given in handouts, explanations using the blackboard, memory activities, and multiple choices. All those strategies are clear examples of the traditional methodology. Nevertheless, few students mentioned that some professors use more communicative strategies such as making sentences, writing short paragraphs or inventing role plays. Definitely, those activities inhibit

learners from using grammar to create their own sentences according to the context. In item c, (Does the English teacher include communicative activities during the Grammar lessons or integrated skill lesson? Which ones?), they indicate that some of the communicative activities they practice in class are to give the responses of each exercise orally, to go to the board to check the exercises, to describe adjectives, and use tenses, and to do some exercises in groups. In addition, some of them tend to use grammar in context through activities such as role plays, debates, oral presentations, dialogues, and video makers. However, communicative activities are not considered in the teaching plan, making students attend tiring and boring classes. In item d, (Does the professor use any type of oral or written practice after she/he has explained the grammatical structures?), they indicated that their professors' usual methodology is to make them practice the subject matter through written exercises given in handouts or books; they are commonly checked orally or on the blackboard. Few professors plan oral activities to make students apply grammar related to preposition of places in daily conversations. Grammar is not contextualized in communicative activities; classes are taught through written production in the majority of the cases. It simply makes students imitate structures that are not taught to be used in real settings.

In item e, (Do you consider that your professor adapts his/her teaching strategies to the grammatical structure you are studying? Does he/she implement activities according to this specific structure? How?), they answered that the activities developed during the class were the ones from the book (100%); they consisted of written exercises, filling in the blanks, memorizing structures to write down sentences. A few professors really plan and implement activities that require students to use their knowledge in grammar and create sentences that can be inserted in a conversation, role play or monologue. To the authoress this situation could be caused by the location of undergraduate trainees in Level A1.

In item f. (which of the classroom activities used by the teacher of English facilitates your learning?), they replied that they practice the theory delivered by their professors, mostly through activities such as providing examples on the board, doing fill in the blank's exercises, combining two sentences into one. Few moments were

devoted to developing communicative grammar activities, doing a research project, going to the lab to listen to dialogues and readings, producing videos or multimedia activities, creating sentences with new knowledge, interacting with their partners, using grammatical structures, and getting listening comprehension exercises related to prepositions in the lab. They just learn the rules, scarce treatment given the use them in formal or informal contexts, so this methodology scarcely activate their personal usage of the structures to make their language clear and precise when talking about preposition of place.

In question 8, part of the section II "The learning of Grammar rules and their usage," item a, (Does the English language represent a practical and useful tool to communicate, interact, discover or create your own ideas and goals for you?) and b (Is the learning of Grammar rules meaningful, unforgettable and applicable for you? Why? Why not?), they mentioned that the English language allows them to communicate their ideas fluently, mainly by using structures they have studied in class, this opens the door to later job opportunities, gives them the chance to speak and interact with native speakers using prepositions correctly. In addition, they see grammar rules as important tools to produce and implement the language in a communicative way through simple and complex structures, since they think that through it, their level of proficiency improves. Finally, they see the learning of the grammatical structure, mainly the section related to the use of prepositions, as a vehicle to transmit the knowledge they have learned.

In item c (How do you measure your ability to apply the grammar rules in sentences or paragraphs to be used communicatively?), they consider their level of proficiency is very good; and it reflects a perception of the necessity to handle the grammar rules in their daily conversations and academic activities. In item d (After the teacher's explanation of any of the grammar rules in English, were you able to use, transform or adapt this structure to your real-life context? Why? Or Why not?), they stated they use the grammar input to talk to other people, adapt and apply them correctly in context, and use those rules in oral courses. However, some of them require practicing more at home since classes are not enough to use the rules and learn how to contextualize them.

In item e, (When you write paragraphs, essays or a dialogue, are you able to use the grammar structures learned in your English classes? Why? Why not?), most of them agreed that writing allows them to be more careful when using the grammatical rules in general and those related to the use of prepositions, than producing spontaneous speech. Finally, they are very conscious and careful when writing their own ideas in the target language. In item f (During the Grammar lessons are you engaged in interactive and meaningful communication? How?), the students declared that oral or communicative activities are not the norm in daily grammar classes since most of the contents and activities are given in a written way. Consequently, students spend most of their time doing exercises that only require filling in the blanks or writing down some sentences.

In item g, (Do you consider that grammar rules learned during the English classes help you interact with native speakers and classmates? How?), they stated that basic rules and norms are mandatory to achieve an effective communication with native speakers, classmates and professors. They can make themselves clear when speaking if the rules and different structures are respect and used correctly. Also, the knowledge of basic and advanced grammar rules give them the tools to develop confidence to talk with others .In item h,(Could you give some recommendations in order to improve the teaching of grammar in the English lessons?), some of the recommendations given by the students to teacher prepositions and grammar in general were to plan more communicative and interactive oral activities such as role plays, oral presentations, spontaneous speeches, dialogues, and group or pair conversations. This way, students will get a space for communication and provide examples in real life context. To the authoress, professors should change their traditional methodology, evaluation and objectives to activities that are more dynamic; they should keep a balance between oral and written activities.

In the Survey to teachers to be, Level A1. (See Annex VI) 87% reaffirmed that they are teachers to be, in their third year of study. According to the teaching of grammar in their lessons, mainly when teaching prepositions, the teachers explained they presented the teaching of grammar sections as one of the most difficult to teach while delivering Face2face lessons. Most of the time they present the rule and drill it using

the procedures they have in their books, but their methodology do not answer to their students expectations in some occasions. The authoress could corroborate that 98.3% of them only use the exercises preset in the book and practice it, giving more emphasis to writing abilities what answers mostly to traditional methods of teaching grammar.

Main weaknesses:

- Lack of motivation towards grammar.
- Organizational problems of the major.
- Lack of bibliography.
- Irregularities of the digital bibliography.

Strengths:

- Excellent opportunities for the work with communicative grammar.
- Existence of English teachers in the institution to deliver the subject.

2.2 System of communicative activities to develop communicative English grammar skills in the use of preposition of place in Level A, CEF.

The study concerns the term 'grammar' as the basic foundation through which language works when it is used for communicative purposes among people. It is, consequently, of crucial importance while teaching grammar, not only teach learners how to do grammar exercises, but also teach them how to communicate in English. According to Fred Maezi Mandlhazi referring to Willis opinion, to do this the teacher should aim not only to teach grammatical forms and patterns, but also to exploit the genuine communicative situations that arise in the classroom for meaningful language practice, and to allow plenty of time for oral production activities after the practice stage of the lesson (Willis, 1988:7).“Delimitated set of interrelated components that constitutes an integrated formation.” (Leyva, 1999). “Set of elements in interaction. Interaction means that a given element of the system will behave differently if related to another of the elements forming the system. If the behaviors don't differ, there is no interaction and thus, there is no system either. Cazau 2003 .Set of closely interrelated elements that directly or indirectly maintain the system united in a more or less stable form and whose global behavior normally pursues an objective.

To analyze the theoretical background of the scientific result, the authoress considered the one presented by Suárez Armando, Camilo in his Degree paper. The authoress agrees on identifying the term systems and its relation to philosophical questions, as the general theory of the system. Following this opinion, the authoress kept in mind the following philosophical categories.

- The general: it contains the general features that are manifested in all the objects of a class.
- The particular: it integrates the specific features of some objects of a certain class.
- The singular: it determines the peculiar features of an object that make it unique and not repeated and allows the professors to join them certain lessons.

Concerning this analysis, it can be considered that these philosophical categories are related to the system of the theoretical background presented, because they express the relationships among the parts and the whole, the relationship between complex things and simple ones, and the analysis and the synthesis.

The structure of the system of communicative activities is expressed in the organization and interaction of the components that integrate it. Therefore, the authoress outlines the relation between the structure of the system and the mechanisms that facilitate the activity and the development of the object. In the present work, the object relates to the teaching-learning process of listening comprehension in English language in higher education.

After analyzing some concepts related to system of activities, the authoress assumes the definition provided by Luis E. Martinez that considers a system of activities as “System of activities interrelated in such a way that they constitute an integrity, which contributes to the success of a general objective as solution to a problem previously determined.” (Martinez, 2008, pp. 14). It’s a system because all the activities are closely interconnected.

According to the objective, the system can be considered communicative because it is characterized by:

- Autonomy and independence while learning
- Interactive in the exchanging of information
- Have fun while doing the communicative tasks

- Use of real-life situations
- Contribute to the success of learning in taking initiatives and providing responds to listening texts/situations
- Communicative activities consider the multidimensional nature of languages.
- Many dimensions are present for example: The cognitive instrumental to have knowledge that will serve as an instrument for communication. The affective motivational which refers to the feelings and the motives involved in communication, and the volitive behavioral, which is related to the will of communicating, and behave in correspondence with that.

To the authoress, communicative activities are activities that encourage and require a learner to speak with and listen to other learners, as well as with people in the program and community. Communicative activities have real purposes: to find information, break down barriers, talk about self, and learn about the culture. The bibliography presented some tips for maximizing the effectiveness of activities shared in the present work due to the relevancy they have for developing the theme. They are the followings:

- Keep teacher talk to a minimum.
- Literacy- and beginning-level learners, as well as those at intermediate and advanced levels, are highly competent individuals. Give them the credit they deserve.
- Have fun. Communicative activities are designed to be lively, interactive, and fun. An active, cooperative class is a class where a great deal of learning—social, cultural, and linguistic—is evident.

The system of communicative activities can be described as contextualized: for assuming the social role of forming and developing high school students from an intellectual, moral, ideological and physical point of view, the subjects that participate in the educational process. Intentional as it has a defined objective aimed at developing communicative grammar skills and its integration. Flexible, because it can be applied and adapted to other levels facing the same polemic situation and it is open to modifications. Lastly, it can be participatory as it propitiates the student-student and the student-teacher interaction with regard to the students learning styles and strategies. The activities are student-centered.

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 - Literacy- and beginning-level learners, as well as those at intermediate and advanced levels, are highly competent individuals. Give them the credit they deserve.
 - Have fun. Communicative activities are designed to be lively, interactive, and fun.
- An active, cooperative class is a class where a great deal of learning—social, cultural, and linguistic—is evident. The structure of the system and its dynamics is given by the relationships among the components of the system. This system of activities is subordinated to the system that follows to the relationship between the components of the TLP in the subject matter and the work with prepositions.

The activities (Annex VII) are useful to develop the students' abilities in using prepositions, mainly, prepositions of place. They can be used as warm up activities or as part of the development of the lesson. They are structured as follows:

- Title
- Objective
- Teaching aids and materials
- Procedure
- Evaluation

To the authoress, in the teaching of grammar communicatively, teachers must divide activities into three phases: Presentation, Practice and Production. One of the best ways of helping students to reach the objectives of the lesson is to introduce the new language well in the first stage: the presentation phase. Then, students need to have plenty of activities to help them to practice the new language. This is the practice stage. Lastly, the students need time to use the new language they have learned in order to communicate with each other. This is the production stage. All of the activities

located in the system correspond to level A1 CEFR. The evaluation rubric is according to the parameters considered for A1 Level.

Partial conclusions of the chapter:

This chapter showed the elaboration of a system of activities that are communicative although some of them include reproduction. The idea developed in them was to expose students to a wide range of possibilities for the students to use prepositions of place effectively.

2.3 Methodological orientations to develop communicative English grammar in the use of prepositions of place in Level A1.

Methodological orientations are important for guiding the teachers to develop communicative grammar skills when teaching prepositions of place:

- Frequently return to the structure studied. Constantly refer to them as the course progresses (Level A1). You must remember that what is learned and not practiced is soon forgotten.
- It is necessary to always keep in mind for what skills students need grammar. Students need to recognize, reproduce, and/or produce grammatical structure.
- Structural exercises can be adapted and become communicative exercises.
- Use pair and team work.
- Spend time on grammar whenever the situation calls for it.
- Use texts without punctuation marks to help students locate points according to meaning. This procedure contributes to raise awareness of the syntax.
- Make sure students understand the meaning of the expression before leading the grammar analysis. In traditional grammar students often do the exercises mechanically without understanding the message and this is perfectly possible.
- Use songs, poems and famous phrases to teach grammar.
- Use language games to introduce and practice grammar. The games are entertaining, adaptable, motivating and above all effective in learning languages.
- Make sure that exercises you design or select offers information, gap, possibility of selection, information, exchange or feedback.
- Encourage students to practice in front of the mirror using different structures.

- Encourage students to bring to the classroom structures and phrases that they have heard outside the classroom. They are authentic samples of the language that stimulate grammatical analysis related to the intention of the message.
- Schemes, drawings and diagrams are useful in teaching certain grammatical elements.
- Do not forget that the exercises must demand different forms of interaction and not only questions from the teacher and answers from the students .
- Use the translation from one language into another to show grammatical similarities and differences. This procedure develops language sensitivity and linguistic activity.

Teachers' role.

The role of the teacher in the process of communicative grammar teaching becomes more important everyday. Therefore, we can identify different roles for the teacher according to the classification offered by Jeremy Harmer: controller, organizer, advisor, promoter, participant and source of resources. The teacher as a controller has the function of controlling when he is in charge of the class. He/she controls not only what students do but also when they speak and what language they use. The teacher as an advisor has a very important task that consists on evaluating the work of the students and their performance. The teacher is in charge of equipping students with important information so that they can see the extent of their success or failure in performing the task. The teacher will wait for the activity or task to be completed and then, will tell the students how they improved in order to correct the mistakes gradually. It is vitally important that the teacher become sensitive to these students in the role of advisor, and realize when to correct. The teacher as an organizer has the main objective of organizing activities. He is in charge of telling the students that they are going to talk, and read. The teacher gives clear instructions about what the task consists of. Teachers must ensure that the activity works, and should never assume that students have understood the instructions. So it is very important to check that the students understood what to do, even if they have to speak to them in their native language. The task of a teacher as a promoter often is to encourage students to participate or need to make suggestions about how students

can proceed with an activity. The teacher has to participate in this task as an equal in an activity. The teacher as a source of resources should always be ready to offer help if it is necessary. After all the teacher has the language skills and the knowledge that students may need specially in communicative grammar. The teacher is an irreplaceable figure in the classroom because he is in charge of the planning and the schedule of content, objectives, evaluation, procedures.

Students Role

Traditionally, the teacher's role has been to provide role models, another task is to provide corrective feedback while the role of the student has been a passive one to imitate the use of correct linguistic forms of the foreign language of study. However in the communicative classroom the roles of teachers and students are in many ways complementary giving students a more active role. Promoting students with greater initiative in the classroom requires according to Professor William Littlewood for the teacher to adopt a different role. Foreign language students vary in a series of dimensions such as age, fitness, affective and personality characteristics. Regarding age it has traditionally been assumed that children learn a second language more easily than an adult. This hypothesis indicates that there is a period in language acquisition that occurs naturally and requires no efforts. According to the demands of the brain the time to start learning a second language is from four to ten years old. The teaching-learning process of communicative grammar in a second language cannot be seen only as a critical evaluation of the student's development and communicative competence, but also as an assessment of the abilities and skills developed by the student in order to control their own learning process in the foreign language autonomously.

Teachers need to be aware of the most difficult aspects of learning a second language. There is no doubt that the teaching of communicative grammar must be included among the different skills that are developed in learning a foreign language in order to promote the student's autonomous learning. The student has come to play a very active role in the teaching learning process especially communicative grammar. Therefore the teacher is no longer the only responsible actor in the educational process but there has to be a decision making process in it.

The role of teacher and student in a foreign language classroom has undergone notable changes in recent times adapting to new methodological and didactic trends.

The use of teaching aids to teach English Communicative Grammar.

For the teaching of Communicative English Grammar the authoress proposes the use of the following teaching aids :

- Visual Aids: When you present a concept using a visual aid , you are giving your students something they can associate with that concept. Later when they try to recall it , all they have to do is bring up the image you used.
- A picture is worth a thousand words. Suppose after a verb game or during some reading comprehension exercise, one of your curious students wants to know the difference between He danced at the party and He was dancing at the party. What will you do ? You could probably give a really clear explanation about how one sentence states what happened at a specific place or time, and the other gives background information to establish a scene in the past.
- Pictures are great for presenting many nouns, adjectives and simple sentence patterns. If you are using a textbook in class, make use of the pictures in it; they are sometimes very simple and effective.
- Use personal pictures: Whenever possible, use pictures of yourself or photos around town, school that students will recognize in Power Points or games. This will make it much more interesting and memorable for the students so words will stick that much easier.
- Timelines are a great way to illustrate tenses and time expressions. For instance suppose you are trying to teach the difference between by and until. You could draw simple timelines to illustrate the following sentences: Susan has to finish her thesis by March 12 and Susan will work on her thesis until 10:00 tonight.
- Charts and Graphs. These work beautifully for introducing and practicing a variety of grammatical structures. For example, you could use a pie chart or bar graph to illustrate comparatives and superlatives, such as: Peter is smartest in the class.
- Blackboard: The blackboard as a teaching aid belongs to those of direct perception. It is usually very useful because through it the teacher can write and

explain grammatical structures and also make diagrams and get the students to use them.

Sitting Arrangement:

Generally classroom management refers to the process where a teacher organizes and controls student movement, behavior and interaction pattern during a lesson. A teacher's most important job in the classroom is to create the conditions in which effective learning can take place. To make a course effective, a teacher must have the skills of managing a class successfully. It can be done through teacher's positive attitude, intentions, personality and a healthy relationship with the learners. It also requires certain organizational skills: task organization, lesson organization and techniques. All these things together can be called classroom management. There is a conventional notion about classroom management that it only means managing the student disruptive behaviours and maintaining discipline in classroom. The concept of classroom management is broader than the notion of students discipline. It includes all the things teachers must do to foster student involvement and cooperation in classroom activities and to establish a productive working environment. Almost all surveys of teacher effectiveness report that classroom management skills are of primary importance in determining teaching success whether it is measured by student learning or by ratings. Thus, management skills are crucial and fundamental.

A teacher who is grossly inadequate in classroom management skills is probably not going to accomplish much. Classroom management includes grouping and seating, seating up activities, time management, teacher's control over students in the classroom, proper start and end of the lesson, maintaining discipline, dealing with problems, using proper tools and techniques, giving instructions, monitoring etc. It is essential for a language classroom. In a language classroom, teachers need to ensure students involvement and comfort. If the students are not encouraged and do not feel comfortable in the classroom, it becomes very difficult for the teacher to teach and involve the students in the classroom activities. Thus classroom management is necessary in order to create a suitable learning environment and encourage the learners to learn the language.

Seating arrangement is one of the most important aspects of classroom management. Seating arrangement can be associated with the other aspects of classroom management such as instruction, classroom interaction, forming groups, monitoring, maintaining discipline, etc. If the seating arrangement of a classroom is as well. It also becomes difficult to grab learners' attention if the seating arrangement is not proper.

There are many types of seating arrangements. They are:

- **Orderly rows:** In orderly rows seating arrangement, both teacher and students can see each other clearly and can have eye contact. Maintaining discipline is easier in this seating arrangement. Teacher can also walk up and down if there is an aisle and can have personal interaction with the students. This type of arrangement is suitable for watching a video, using the board, explaining a grammar point, demonstrating text organization, etc. where the teacher can work with the whole class. Teacher needs to engage the whole class while working with them in this arrangement and for this teacher must move round. Orderly row is best suited for medium to large classroom.
- **Circles and horseshoes:** This type of seating is preferable in smaller classroom. There is a slight difference between circles and horseshoes, that is, in horseshoes teacher's position is at the open end of the arrangement where the blackboard is situated whereas in circles, teacher's position is between the circle. In circle seating arrangement, there is a feeling of equity among the students since the teacher's position is among them.
- **In horseshoe,** it may not be true since the teacher stays at the centre of the classroom although there is a greater chance to get close to the students. The most important advantage of this type of seating arrangement is that; all the students can see each other which are not possible in orderly row arrangement.
- **Separated tables:** Separate tables is more informal than other seating arrangements where students are seated in small groups in separate tables. In this arrangement, teacher works as a facilitator who moves around and monitors the students' activity. The atmosphere of the class is less hierarchical in this arrangement compared to others. When the teacher works with the students of one table, the other students get on with their own works. The negative sides of this arrangement are that the students may not want to work with the same peers all the time.

- **Clusters:** This seating arrangement consists of four to five desks together facing each other. Each desk consists of a group of four to five people. It is not arranged in any linear position. Clusters are scattered in different places of the classroom and there is enough space between two clusters so that the chairs do not smack each other and teachers can easily move from one place to another and can work with each group. Cluster is very favorable for the class where there is a lot of group work. Students in a group can easily make eye contacts and work with each other and can help each other as well. Before setting up a cluster, the teacher needs to think about the group of students whether they are able to do group work or not. Students have to form different levels in each group so that they can help each other. The idea of this arrangement is to promote more collaborative learning. Teacher in this arrangement helps and guides the students.
- **Table Rows:** In table row seating arrangement, long tables are placed in rows vertically from the front to the back of the room. Students sit next to each other. This arrangement is good for work group. The purpose of this arrangement is again collaborative learning. Students can do peer correction during writing activities and can share their works with peers just turning to the person next to them.
- **Desk rows:** Desk rows are the most traditional seating arrangement. In this arrangement desks are placed in several rows facing towards the front of the classroom. It is easy for the teacher to monitor the class.
- **Semi circle:** Semi circle arrangement consists of few desks touching each other placed in a semi circle shape. All the desks are face in front of the classroom. In this arrangement, both teacher and students can see each other. Teacher can easily walk around the class and can monitor the students through which he can have full control over the students.
- **Pairs:** Pairs consist of two desks placed together. Each pair of desks is away from other pairs. Students are faced towards the front of the class in this seating. So they can easily see the instructional aids. This arrangement is good test taking situation. Teacher in this arrangement, can walk around the whole class and monitor the students easily.

Assesment

Assesment is the systematic process of documenting and using empirical data to measure knowledge , skills, attitudes and beliefs.By taking the assesment, teachers try to improve the students path towards learning.It's the systematic process of gathering information about student learning, what they know, are able to do, and trying to do.

There are many types of assesment such us:

- Performance Assesment: Assesment is based on students demostrating what they can do.The term is sometimes used to describe assesment usingperformance tasks.More generally, it is used to describe approaches to assesment which value process as well as product.
- Authentic Assesment:This is a direct examination of student performance on significant tasks that are relevant to life outside school.The focuss is on a students ability to produce a quaiy product or performance.
- Portofolio:A purposeful collection of student work that shows the students effort , progress,or achievment over time .
- Portofolio Assesment: Portofolio Assesment is a methos of gathering student work samples for the purpose of evaluating student knowledge and learning.
- Reporting:The presentations of information gained though evaluation based on identified standars.Reporting may be done in writing, through a schedule conference, or informally .
- Self Assesment or Self Evaluation:The ongoing process in which students get to know themselves as learners by reflecting on their own performance, products, thinking, and learning.
- Student Centred Confarence:A meeting of teacher , parents, and student to discuss the students learning .
- Standars:Global expectations or competencies.Often,we have widely held expectations for what a student of a certain age or in a certain level of a course should be able to do. e.g :Most students will be begining to read by the spring of their second year in school.

Evaluation

The process of making judgments and decisions based on the interpretation of evidence of student learning gathered throughout assessment. Evaluation might be done by the teacher or the student independently or in collaboration. Evaluation focuses on grades and might reflect classroom components other than course content and mastery level. An evaluation can be used as a final review to gauge the quality of instruction. It is product oriented. This means that the main question is: What has been learned? In short, evaluation is judgmental.

Besides the differences, there are also some similarities between Assessment and Evaluation. Both require opinion, use measures and are evidence driven.

The authoress proposes the oral evaluation since the communicative approach is defended throughout the degree paper. It is recommended to work on the system of activities that she proposes for learning the use of prepositions of place through communicative grammar.

ACTIVITY # 1

Title: "Memory game"

Time for the activity: 25 min.

Objective: training the writing skills, prepositions of place, objects and furniture, existential sentences: there was/were

Teaching aids and materials: audiovisual aids (photocopiable work sheets, one photocopy for each student, see Appendix 1 and 2. [(Granger, Play Games with English 1, 77, 95)]

Procedure: It is integrated by 5 stages. Stage 1. Introduction (2 minutes): The teacher welcomes the learners and tells them they will have to become detectives and solve a robbery. They will need to use their excellent memory to help solve the crime. (The classroom will be divided into teams if it is a large classroom, but all teams will have the same information). Stage 2 development: (Pre-activity, 4 minutes): the teacher asks the students how their classroom has changed since they had their first class and gives them an example: for instance, there were broken windows on the wall, a few tables in the classroom, and tells every student to make one sentence. Focus on accuracy and correct the usage of prepositional forms, work with new vocabulary. If there are pieces of furniture or common objects the teacher did not mention but asks

about them. If there is a preposition that the learners do not know, the teacher teaches them. Stage 3 (Explanation, 1 minute):The teacher tells the learners that he/she is going to show them a picture of a room just a few seconds before the burglar enters the house. They will have two minutes to remember as many details as they can. Stage 4 (Activity, 8 minutes): The teacher will tell the students to get ready (if large class students can work in pairs or buzz groups, grouping weaker and stronger students together). When the students are ready, the teacher will show them the picture and he/she will stop the time (from time to time, he/she will remind them how much time they have left and create a bit of tension before the end). After that, the teacher will give them the worksheets and he/she will tell them to write down everything they can remember that is missing (to do it the teacher will remind the students to use the construction there is/ there are and a correct preposition; a competition can be made, the teacher can say that the group that writes the most correct sentences wins.). Stage 5 (Recapitulation, 10 min):After everyone has finished (or in case of competition),after the time limit the teacher asks the students about how many sentences they have written and asks some students to read the sentences out loud and find all the missing objects. Acknowledge just the correct sentences with the right preposition. Afterwards, the teacher can discuss with the students if they have ever been robbed, what have they been robbed and how it happened.

Evaluation: self-evaluation, peer evaluation, co-evaluation.

ACTIVITY # 2

Name: "Prepositional voting"

Time for the activity:30 min

Activity aims to training prepositions of time, names of holidays, days of the week, months, parts of the day, and writing. Teaching aids and materials:3 pieces of paper. The prepositions: in, on, at, will be written on the top of each paper. See appendix. (Granger, Play Games with English 1, 81)

Stages: Stage 1 (Introduction): Welcome the learners and announce them that today they will be part of the elections. Actually, announce them that they will be able to vote. Stage 2 (Pre-activity): Ask the learners to tell you different times of the year

(e.g. summer, spring...), names of the months (e.g. March, April), names of the days (e.g. Sunday, Monday), times of the day (e.g. morning, midnight, 5 PM), dates (e.g. 1st May), important years in the history (e.g. 1918, 1969) ... Do not ask about prepositions of time. Stage 3 (Explanation): Tell the learners that they will vote about the correct prepositions connected with the different holidays, times of the year and day. Tell them to take one piece of paper (A4 would be the best) and divide it in 3 equal pieces. On the top of each piece they will write with big letters one of the prepositions: in, at, on. Create these beforehand by yourself to show it as an example. Stage 4 (Activity): Tell the learners that now they are going to vote which preposition is the correct one. Let them sit in circle and see each other's choices. Let them change their opinion after seeing the choice of their classmates without commenting it. They will learn very soon that the others may be wrong. After everyone is happy with his choice, show him or her the correct one. Everyone can count one point for the correct answer. Having finished the voting, tell every student to count his or her points and announce the winner. If the teacher does not want to compete, you can leave out this part. Stage 5 (Post-activity): Now give the students a couple of minutes to write down the propositional constructions. Tell the students to write at least 3 of them under each of the prepositions written on the paper. Let them work individually but check what they are writing and if it is correct. Stage 6 (Recapitulation): After everyone has finished elicit a few correct prepositional constructions to make sure that everyone got it right. Recapitulate again some important rules or the construction you believe students should definitely remember. Evaluation: self-evaluation, peer evaluation, co-evaluation, whole class.

CONCLUSIONS

The theory analyzed reaffirmed that teaching grammar requires more than making students memorize lists of words, noun phrases, verbal phrases, prepositions, articles and other grammatical structures. It urges the implementation of effective and useful teaching methodologies to guide, help, and induce students to visualize communicative grammar as an efficient tool in language learning.

The current state of communicative grammar teaching, with emphasis on the teaching of prepositions of place, showed the students disappointment in the methodology used by most of professors. It consisted on written activities that did not allow them to see the grammatical rules and sentence structures as mere tools to write down sentences that will be inserted in conversations.

Finally, language teachers must be viewed as facilitators who are in a constant search for alternative teaching strategies. They must be willing to modify, adjust or implement new methodology to make the teaching of grammar challenging and rewarding experience for learners. Teachers must become co-learners who see their students' learning experiences as an opportunity to learn grammar from a different perspective.

Recommendations

The following recommendations are given:

- To apply the system of activities for the development of communicative grammar skills through the use of prepositions of place.
- To use this system of activities in the teaching – learning process of the English Language in other specialties according to their historical-concrete context.
- To focus on the need to study English grammar communicatively.

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ANNEXES

Annex I. Evolution of communicative approaches (Epigraph I).

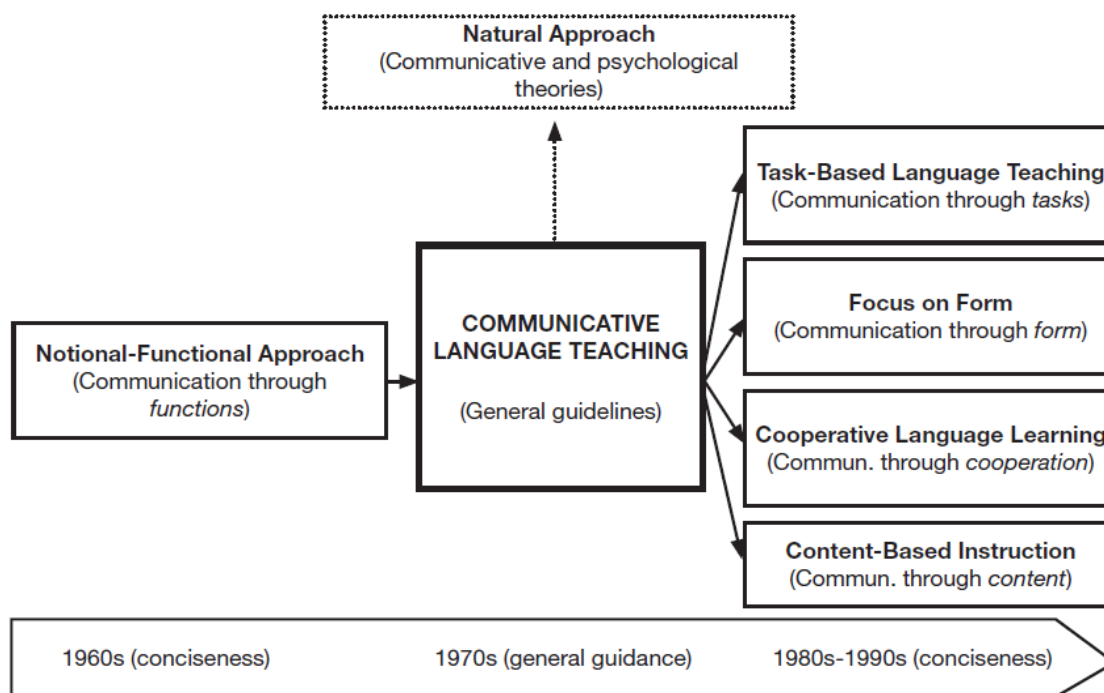


Figure 1. Evolution of communicative approaches.

ANNEX II. How communicative approaches deal with Grammar (Epigraph I, 1.1.3)

HOW (COMMUNICATIVE) APPROACHES DEAL WITH GRAMMAR		
Approach or Method	Competence vs. Performance	Techniques and Resources
<i>Traditional Grammar teaching</i>	Knowing about grammar: competence	<ul style="list-style-type: none"> • Presentation-practice-production cycle • Continuous drilling for practice • Deductive teaching


	Knowing how to use grammar in context: performance	<ul style="list-style-type: none"> • grammatical structures are dressed up into communicative functions • inductive way of teaching grammar
<i>Task-Based Language Teaching (TBLT)</i>		<ul style="list-style-type: none"> • focus on form after providing enough input • through enabling tasks • naturalistic repetition
<i>Communicative Language Teaching (CLT)</i> <i>Focus-on-Form (FonF)</i>		<ul style="list-style-type: none"> • reactive/proactive focus-on-form • sequential/integrated sequence • unobtrusive activities • input modifications
<i>Content-Based Instruction (CBI)</i>		<ul style="list-style-type: none"> • focus on form through activities which are related to the topic in question • grammar taught within context, inductively or deductively • learning by using

Figure 2. How non-communicative and communicative approaches deal with grammar.

ANNEX III. Communicative components in Grammar tasks.

Table 3.2

Communicative components in grammar tasks				
		Number of tasks:		
		<i>Access to English</i>	<i>Stunt</i>	<i>Targets</i>
<i>Tasks in total:</i>				
1. Authentic language (AL)	1.1 AL use by students			
	1.2 Exposure to AL			
	1.3 None			
2. Contextualization	2.1 Contextualized			
	2.2 Not contextualized			
3. Collaboration	3.1 Pair work			
	3.2 Group work			
	3.3 Class discussion			
	3.4 Not specified			

ANNEX IV. Survey to students.

Dear Student,

With the main objective of improving the quality of professors' teaching strategies and methodologies in Grammar courses, we would like to ask for your help in order to complete the following questionnaire.

A. Personal Information

1. Gender: a) Feminine _____ b) Masculine _____
2. Age: a) 18____ b) 19____ c) 20 _____
3. Years studying at the University of Matanzas (UM): a) 1-2 years b) 3-4 years.
4. Major: _____
5. Have you studied English before coming to study at UM? How many years? _____
6. How do you consider your level of English? a) Beginner b) Intermediate c) Advanced
7. In relation to your English Grammar Lessons
 - a) How does the English teacher commonly start the Grammar lesson or the grammar section in your book? _____
 - b) Could you mention some of the ways your English teacher uses in the Grammar classes or sections?
 - c) Does the English teacher include communicative activities during the Grammar lessons? Yes ___ No ___ Which ones? _____
 - d) Does the professor use any type of oral or written practice after she has explained the grammatical structures? Yes ___ No ___ Which ones? _____
 - e) Do you consider that your professor adapts his teaching strategies to the grammatical structure you are studying? Yes ___ No ___ I don't know ____. Does he/she implement activities according to this specific structure? Yes ___ No ___ How? _____
 - f) Which of the classroom activities used by the teacher of English facilitates your learning?
 - g) After a syntactic structure has been explained, are you exposed to some oral and written practice to contextualize the structure?

8. In relation to the learning of Grammar rules and their usage

a) Does English language represent a practical and useful tool to communicate, interact, discover or create your own ideas and goal? Why?

b) Is the learning of grammar rules meaningful and applicable for you? Yes__ no __
Why? Why not?

c) How do you measure your ability to apply the grammar rules in sentences or paragraphs? A) Good____ b) Very good ____ c) Outstanding ____

d) After the teacher's explanation of any of the English Grammar rules, were you able to use, transform or adapt this structure to your real-life context? Why? Or Why not?

e) When you write paragraphs, essays or a dialogue, are you able to use the grammar structures learned in your English classes? Why? Why not?

f) During the grammar activities, are you engaged in interactive and meaningful communication? Yes____ No ____ How?

g) During the Grammar lessons, are you able to negotiate meaning, expand your knowledge of the language or take part in meaningful intrapersonal exchanges? How?

Yes__ No __ How? _____

h) During the Grammar activities, do you have the possibility to adapt the Grammar rules to some other examples, create some other rules and develop your own learning process? How? Yes____ No ____ How?

i) Do you consider that the Grammar rules learned during the English classes help you interact with native speakers and classmates? How? Yes__ No __ How?

j) Could you give some recommendations in order to improve the teaching of grammar?

Thanks for your help!

ANNEX VI. Survey to teachers

Please circle one of the alternatives provided or fill in the answers.

1. How many years of academic education have you completed?

A. Bachelor degree _____, B. Master Degree _____, C. PhD Studies

D. Other (please specify)

2. How long have you been teaching English?

A. 1-5 years ____, B. 5-10 years ____, C. 10-20 years ____, D. Over 20 years ____

3. What age level do you teach: A. Primary school kids ____,

B. Secondary school students ____, C. University level students ____, D. Adults

4. Are prepositions included in the grammar spots of the English textbooks used in your school? A. Yes ____, B. No _____,

5. Do your students face difficulties while they master prepositions? A. Yes ____, B. No ____

6. What types of errors do your students make while they use a specific preposition?

7. What are the causes of these errors?

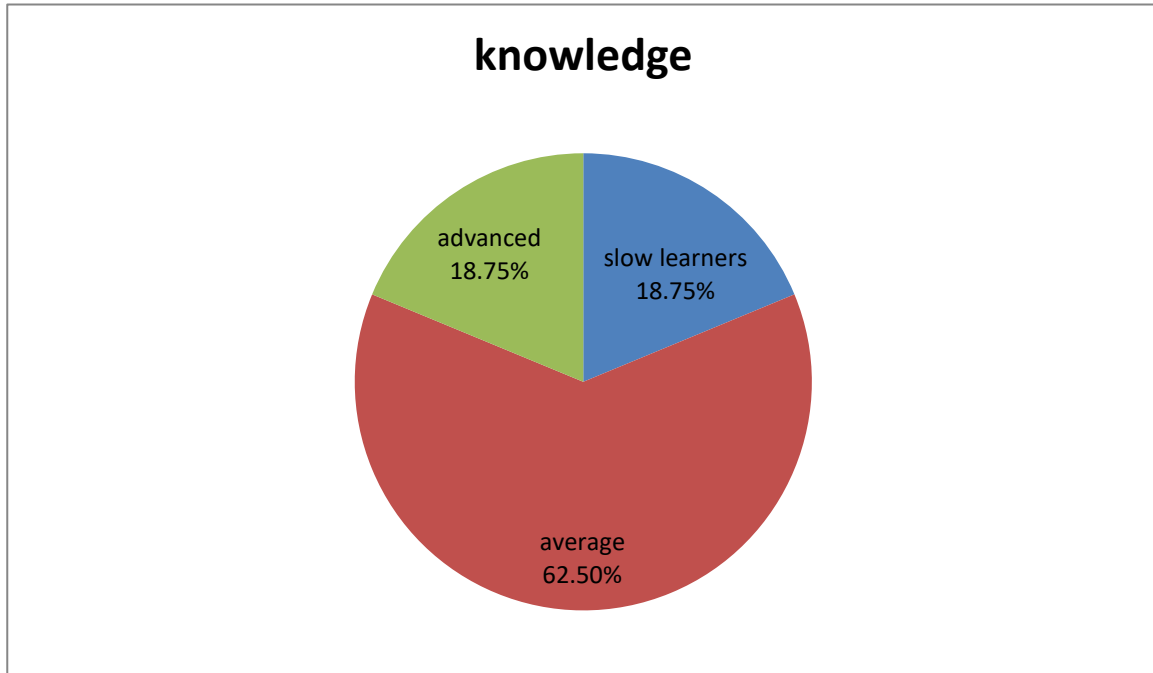
8. How do you teach prepositions?

9. Do teachers need trainings on English grammar and particularly about the usage of prepositions?

Annex VII

Unit of study: 16 students

Age: 18 y 22 years



Annex VIII

2.4. Communicative activities to develop grammar abilities in A1 level students.

ACTIVITY # 1

Title: "Memory game"

Time for the activity: 25 mins.

Objective: training the writing skills, prepositions of place, objects and furniture, existential sentences: there was/were

Teaching aids and materials: audiovisual aids (a photocopiable work sheet, one photocopy for each student, see Appendix 1 and 2. [(Granger, Play Games with English 1, 77, 95)]

Procedure: It is integrated by 5 stages. Stage 1. Introduction (2 minutes): The teacher welcomes the learners and tells them they will have to become detectives and solve a

robbery. They will need to use their excellent memory to help solve the crime. (The classroom will be divided into teams if it is a large classroom, but all teams will have the same information). Stage 2 development: (Pre-activity, 4 minutes): the teacher asks the students how their classroom has changed since they had their first class and gives them an example: for instance, there were broken windows on the wall, a few tables in the classroom, and tells every student to make one sentence. Focus on accuracy and correct the usage of prepositional forms, work with new vocabulary. If there are pieces of furniture or common objects the teacher did not mention but asks about them. If there is a preposition that the learners do not know, the teacher teaches them. Stage 3 (Explanation, 1 minute): The teacher tells the learners that he/she is going to show them a picture of a room just a few seconds before the burglar enters the house. They will have two minutes to remember as many details as they can. Stage 4 (Activity, 8 minutes): The teacher will tell the students to get ready (if large class students can work in pairs or buzz groups, grouping weaker and stronger students together). When the students are ready, the teacher will show them the picture and he/she will stop the time (from time to time, he/she will remind them how much time they have left and create a bit of tension before the end). After that, the teacher will give them the worksheets and he/she will tell them to write down everything they can remember that is missing (to do it the teacher will remind the students to use the construction there is/ there are and a correct preposition; a competition can be made, the teacher can say that the group that writes the most correct sentences wins.). Stage 5 (Recapitulation, 10 min): After everyone has finished (or in case of competition), after the time limit the teacher asks the students about how many sentences they have written and asks some students to read the sentences out loud and find all the missing objects. Acknowledge just the correct sentences with the right preposition. Afterwards, the teacher can discuss with the students if they have ever been robbed, what have they been robbed and how it happened.

Evaluation: self-evaluation, peer evaluation, co-evaluation.

ACTIVITY # 2

Name: "Prepositional voting"

Time for the activity: 30 min

Activity aims to training prepositions of time, names of holidays, days of the week, months, parts of the day, and writing. Teaching aids and materials: 3 pieces of paper. The prepositions: in, on, at, will be written on the top of each paper. See appendix. (Granger, Play Games with English 1, 81)

Stages: Stage 1 (Introduction): Welcome the learners and announce them that today they will be part of the elections. Actually, announce them that they will be able to vote. Stage 2 (Pre-activity): Ask the learners to tell you different times of the year (e.g. summer, spring...), names of the months (e.g. March, April), names of the days (e.g. Sunday, Monday), times of the day (e.g. morning, midnight, 5 PM), dates (e.g. 1st May), important years in the history (e.g. 1918, 1969) ... Do not ask about prepositions of time. Stage 3 (Explanation): Tell the learners that they will vote about the correct prepositions connected with the different holidays, times of the year and day. Tell them to take one piece of paper (A4 would be the best) and divide it in 3 equal pieces. On the top of each piece they will write with big letters one of the prepositions: IN, AT, ON. Create these beforehand by yourself to show it as an example. Stage 4 (Activity): Tell the learners that now they are going to vote which preposition is the correct one. Let them sit in circle and see each other's choices. Let them change their opinion after seeing the choice of their classmates without commenting it. They will learn very soon that the others may be wrong. After everyone is happy with his choice, show him or her the correct one. Everyone can count one point for the correct answer. Having finished the voting, tell every student to count his or her points and announce the winner. If the teacher do not want to compete, you can leave out this part. Stage 5 (Post-activity): Now give the students a couple of minutes to write down the propositional constructions. Tell the students to write at least 3 of them under each of the prepositions written on the paper. Let them work individually but check what they are writing and if it is correct. Stage 6 (Recapitulation): After everyone has finished elicit a few correct prepositional constructions to make sure that everyone got it right. Recapitulate again some important rules or the construction you believe students should definitely remember.

Evaluation: self-evaluation, peer evaluation, co-evaluation, whole class.

ACTIVITY # 3

Name: "At the zoo"

Time for the activity: 40 mins.

Activity aims: training prepositions of place, names of animals, spelling, pronunciation, training listening skills and giving instructions

Teaching aids and materials: a photocopiable worksheet with the map of the zoo (Grey AN/02). See appendix 4. Flashcards or pieces of paper with names of animals on the top, prepared at home.

Instructions: "As you go into the zoo, the first things you see are the seals in the round cage in front of you. The monkeys are in the cage on your right and the hippos are on the left, in the cage with the water pool. Next to the monkeys are the giraffes and next to the hippos are the elephants. Walk past the elephants to the back of the zoo. In the left-hand corner are the tigers. The lions are in the middle cage and the bears are on the right opposite the penguins. Turn right and walk past the seals, between the bears and the penguins. Opposite you are the parrots on the left, next to the exit, and the ostriches are on the right." Use pictures or drawings.

Stages: Stage 1 (Introduction): Welcome the learners and ask them if they like to go to the zoo and if they like the animals there. Ask if there is a zoo in Matanzas and if they have ever visited it. Wait for the answers and finally tell them that today you will create an imaginary zoo. Stage 2 (Pre-activity): Use the flashcards you prepared at home (they could be just pieces of paper with the name of the animal on the top of each one). Ask your students to repeat the name of the animal after you and ask for the Spanish equivalent. Then, ask them which of the animals they like the most and why. You can give them an example yourself. For instance: My favorite animals are tigers because they are very fast and dangerous and they are also very beautiful. Stage 3 (Explanation): Tell the learners that they will receive a map of the zoo with empty cages. They will have to put all the animals into the cages but not anyhow. They will hear the instructions where each of the animals is placed and they will have to write its name into the correct cage. Tell them that you will read the instructions more than once so they do not have to worry if they do not understand everything at the beginning. Stage 4 (Activity): Distribute the worksheets. Every student should get

one. Then, tell them that you are going to read the instructions and start reading. Read slowly especially through the complicated parts. Read the instructions various times and check on the learners. If you see that they are making the same mistake read again the part that they got wrong and focus on the instruction on the text. If they do not understand, ask them what a particular sentence or phrase means. After you have finished let learners compare their worksheets with each other's and possibly find some divergences. Discuss those in the group. Stage 5 (Post-activity): After you make sure that everyone got the same plan of the zoo, with all of the animals placed in correct cages, ask one student to choose an animal. Then, tell the student to describe the way to the cage from the entrance. The rest of the group is trying to follow the instruction and guess the name of the animal. Then, another student can do the same. You can go on with this activity with all the learners or just with some of them, depending on time. If you have weaker learners, you should do the first one yourself to demonstrate the activity to the learners. Stage 6 (Recapitulation): Ask the students once again which animals there are in the zoo. You can ask them which ones are missing, or if they would somehow change the order of the cages and why. If you have more time you can let the students color the flashcards with the pictures of the animals.

Evaluation: self-evaluation, individual evaluation.

ACTIVITY # 4

Name: "Christmassy joins the dots"

Time for the activity: 35 mins.

Activity aims: training prepositional forms, Christmas vocabulary.

Teaching aids and materials: The worksheets prepared at home and a questionnaire.

Stages: Stage 1 (Introduction): Welcome the students in your class ask them how they are and what they have just been doing. Then, slowly follow up with the introduction to the activity "Christmassy join the dots" Stage 2 (Explanation): Give every learner a piece of paper and ask them if they know the classic game "join the dots". After getting an affirmative answer explain to them that this is not a typical join the dots worksheet, because not all of the dots will create a picture. Emphasize that just some numbers are creating the picture and the others are redundant. To know

which numbers are the correct ones they will need to answer the questions you will give them correctly. To let it even clearer do the first two questions all together. Let them find out that they have different pictures. Stage 3 (Activity): Read the questions out loud and give the students some time to think about the answer. After a while, let them choose from the three options. It is important that you read the options with the correct number. Repeat the options and numbers at least two times. Stage 4 (Pictures): Check the worksheets of the students. It is possible that not all of them will have a clear picture. Ask them to discuss in pairs what is on their pictures. Even though it is not clear, maybe they can guess it. Stage 5 (Correct the answers): Go back to the answers from the questions. Read each question out loud again and elicit the correct answer among the learners. After that, confirm it and give the right number and the preposition (answer). Go through all the questions until everyone is able to recognize their picture. If necessary, explain the usage of the prepositions. Stage 6 (Final activity): Begin the conversation about Christmas and how it has changed in Cuba at the present days. Ask the learners what they are looking forward for Christmas, what they like the most about it, what presents they wish to find under the Christmas tree, etc.

Activity # 5

Name: "Where are the mice?"

Time for the activity: 30 mins.

Activity aims: training the writing skills, prepositions of space, objects and furniture, existential sentences: there is/are. Teaching aids and materials: A photocopiable worksheet (Granger, Play games with English 1, 25), one photocopy for each student and a soft-toy mouse. Stages: Stage 1 (Introduction): Welcome the learners in the classroom and show them the soft-toy mouse. Tell them they can pass it around the circle. Ask them who likes mice and where they can live. Ask them if they ever had mice in their house and if they like them. Ask what they like to eat. Stage 2 (Pre-activity): Is there a mouse in the classroom? Take the toy mouse and locate it in different places around the classroom. Ask learners about it. Elicit the grammatically correct answers with the correct usage of prepositional forms. For example, there is a mouse on the chair. There is a mouse next to the window, etc. Force the learners to

use existential sentence. The teacher can also ask, if there is a mouse under the chair to get the answer: No, there is a mouse on the chair. And so on. Stage 3 (Vocabulary training): Ask the students about the different places in the kitchen. The teacher can say the word in Spanish and ask them to translate it or you can also describe the object in English. Another possibility is to use a pantomime or draw the objects on the board. Make sure that the learners understand the meanings of all the words in the table of the photocopiable worksheet. Stage 4 (Explanation): Show the students the picture of the kitchen with mice and tell them that they will have to find all of the mice and write down where they are. They should do it as fast as possible and use the words from the table under the picture. Point out the structure of the sentences and write a model sentence on a board. Tell the students that they should be careful with the prepositions and use them correctly. They will get a point for each correct sentence. They will have five minutes to write as many sentences as they can. They should try to focus on different positions of the mice and try to write down sentences that no one else will have. Stage 5 (Activity): Distribute the worksheets to the students and let them know that they have exactly 5 minutes to write as many sentences as possible. If time was not enough for the students, the teacher can give them one or two more minutes, but he should not tell them anything. Walk around the circle and if you see a mistake in someone's worksheet warn them silently pointing at the sentence. Make sure that students work independently. After five minutes, tell them to stop writing and check their answers with their neighbor. They can count how many identical and different sentences they have. Stage 6 (Recapitulation): the teacher asks some of the students to tell him/her the sentences they wrote. Then, the teacher asks about any other sentences the learners wrote. If there is any incorrect, the teacher explains the mistake and gives the correct answer. You can make a competition and tell the ones with the most correct sentences that they won the mouse race.

ACTIVITY # 6

Name: "Who has more cards?"

Time for the activity: 40 mins.

Activity aims: training the writing skills, prepositions of space, time, common prepositional phrases (on foot, in cash, at night), vocabulary of means of transport, payments, times of the day, holidays.

Teaching aids and materials: A couple of questions prepared at home (Where did she leave her keys? When did he visit you? How did you get to school?), a series of small pieces of paper (half the size of A6 or smaller) approximately 10 pieces per learner, but it is always good to have some more. (Inspired by: Obee 86)

Stages: Stage 1 (Introduction): Welcome the learners and tell them that today they will play a card game where one team will win. Tell them that if they win or lose, it will depend just on them and the cards that they will create soon. Stage 2 (Pre-activity1: Vocabulary): First, the teacher asks learners about the different means of transport they know. He/she can go beyond the borders of classical means and mention things like a submarine, space rocket, ship, bulldozer or icebreaker. Then, the teacher can ask about different periods in year, months, holidays, and later about times in day. After that, ask about different places in the flat or the classroom. At this point, do not focus on the prepositions just elicit as many answers as possible. Stage 3 (Pre-activity2: Prepositions): Having finished the previous activity, there is time to train some basic preposition with your learners. Choose some of the means of transport, times of the year or day and elicit the correct preposition. Pay attention to the accuracy and carefully correct all the wrong answers. Stage 4 (Explanation): Divide the students into smaller buzz groups (3-5 learners) and tell them they are going to compete as a team. Show them the blank pieces of paper and tell them that those are the cards, but they have no value. They can only have value if there is a correct prepositional phrase written on them. Explain them that first they will create their cards and then, they will use them to beat other teams. The prepositional phrases on the cards have to be correct and have to be the answer of your question. Then, the teacher asks the teams the question (e.g. "When did he visit you?") and let them write as many answers as possible. Emphasize that the answers have to be without any mistake- grammatical or lexical. After that, the teacher can give them another one or two answers and more time. That depends on the time you want to spend playing the game. Stage 5 (Activity_ writing): The students will sit together in the buzz groups and

work on their own trying to produce as many prepositional forms as possible. You are there to control them and to offer them support if necessary. You can give them a notice about a common mistake they are writing down if you notice anything. Stage 6 (Activity_ competition): After the students have created the cards tell them that the game starts. Tell each one of them to turn one of the answers and put it in the middle. If they are all correct, ask for another answer. If there is any incorrect answer, the team who put it has to throw it away and put the correct card. Continue like this until the teams run short of the cards. The team that put the last correct card wins the round. The teacher can make more rounds, each one with a different question and focus. Stage 7 (Recapitulation): Congratulate the winning team (if there is one) and praise everyone for his endeavor. Repeat the correction to common mistakes they were doing and ask them again about some answers to our questions. The teacher can also discuss which of the questions was the most difficult and tricky for them and why.

Evaluation: self-evaluation, peer evaluation, co-evaluation.

ACTIVITY # 7

Name: "Find the 10 differences"

Time for the activity: 30 mins.

Lesson aims: training the speaking skills, prepositions of space, objects and furniture, syntactic construction: there is/are

Teaching aids and materials: A photocopiable worksheet: one photocopy for two learners. Search on internet.

Stages: Stage 1 (Introduction): Welcome the learners and ask them how they left their rooms in the morning. Ask them if they left them tidy or untidy, if they made their beds and cleaned their desks. Tell them to speak to the person next to them about it and then, elicit some answers. After that, ask them what they have in their rooms. Ask about the furniture, objects and clothes. Explain some new vocabulary if necessary. Stage 2 (Pre-activity): This activity is aimed at the correct construction of the questions. Ask the students questions about the classroom; for instance, is there a board in the classroom? Where is it? Is there a book on the desk? Is there a curtain on the window? Give one question to each student and require the accurate answers.

Write one model question and answer on the board. If the teacher identifies that some students struggle give them another question and help them understand it. Stage 3 (Explanation): Divide the students in pairs. Tell them that each of them will get a picture of a room with some objects in it. They cannot show their picture to their partner, they can just describe it verbally. They have to find 10 differences in their pictures. They should use the model question on the board. They can use a pen to mark it in the worksheet. The teacher can still revise some vocabulary if he feels it is necessary. Tell them to be precise with the prepositions they use, because it can completely change the meaning. Repeat again that they are not supposed to show the picture to anyone else. Stage 4 (Activity): Distribute the pictures and make clear everyone knows what to do. The teacher is just an observer and interferes just when it is necessary. Let the students discuss the differences. The teacher can spend some time with each pair and correct their mistakes. Give them a time limit to find mistakes. Stage 5 (Recapitulation): After the time for the activity to be finished asks the students to count the differences they found. After that, allow them to show the pictures to each other. Ask them how many differences they found. Next; ask the learners about each object in the room and focus on the correct preposition. Finally, the teacher can ask them if their room at home is tidy like the one in picture A, or rather untidy like the other one in picture B.

Evaluation: self-evaluation, individual evaluation.

ACTIVITY # 8

Name: "Linda says..."

Time for the activity: 25 mins.

Activity aims: training the listening skills, prepositions of space and quick reactions.

Teaching aids and materials: The list of orders prepared at home, camera.

Stages: Stage 1 (Introduction): Welcome the students in your classroom and tell them that today they will have to use their muscles in English and to move around a lot.

Stage 2 (Pre-activity): Repeat the basic prepositions of space with the learners. Take a chair. The teacher stands behind a chair and asks them: "Where am I?" Elicit the answer: "Behind the chair." Then, go on moving around the chair and always try to elicit the correct answer. Stage 3 (Explanation): Explain to the learners that this game

is very similar to “Simon says...” which everybody knows. Yet, it is a bit different. They will simply have to do everything what you say immediately, that is why the name of the game is “Linda says...” Choose one learner and give him/her some very simple orders that he/she will have to perform to demonstrate the activity. Stage 4 (Activity): Take the orders prepared at home. Start with the easy ones. (Sit down. Stand up. Stand on the right of your desk. The teacher will put his/her left hand on the person in front of him/her.) Then, he/she goes on with the more difficult ones. (Stand behind someone that is taller than the teacher is. Stand between two classmates that have lighter hair than the teacher does. Put your hands above someone’s head.) Finish with the diverting ones. (The teacher will open his/her bag. Puts his/her head into the bag. Stands on his/her desk. Jumps down. Others). Stage 5 (Recapitulation): Calm students down, tell them to sit down on their places and ask them about different prepositions they’ve just heard during the activity. The teacher can also ask them what was the most difficult or funny order. The priority will be on prepositions like in, on, at.

Evaluation: self-evaluation, individual evaluation.

ACTIVITY 9

Name: “Picture dictation”

Time for the activity: 40 mins.

Activity aims: training prepositions of place, mainly in, on, at; new vocabulary (farm animals, aliens, parts of the body, parts of the spaceship, nature, landscape), plurals, giving precise information, focusing on accuracy, training speaking and listening skills, understanding, developing the motor skills, describing feelings and art.

Teaching aids and materials: A photocopiable page cut into two pieces, each piece for one learner.

Stages: Stage 1 (Introduction): Tell the students that in today’s class they will see how hard the job of a painter is. Ask them about their favorite painters. Wait for the responses and then, ask them which work they like from the particular painter and why. They can describe the style of painting or tell some interesting details about the life of the artist. Tell them that today they will become Picasso or other famous painters (they can choose). Stage 2 (Pre-activity): Divide the learners into pairs or

couples of three. Tell them to ask each other, which work they like from a particular painter and why. They can describe the painting or tell some interesting details about the life of the artist. You can give them an example (I like Picasso, because he was one of the best painters ever and had also a very special style called cubism. My favorite painting is Guernica which is a painting of the town in Basque country).

Stage 3 (Explanation): Tell the students that they are going to become artists themselves right now. Divide them into pairs and tell them that one of them will be the artist and the other one his helper. Then, they will exchange the roles. Tell them that their task is to provide the copy of a picture and they should try to make it as similar as possible to the original. Ask the “artists” to take a piece of paper (A4) and fold it in half. They will draw on the bottom half everything that their helpers will tell them. Afterwards, they will take the bottom half of the picture and give one to each of the helpers. Tell them not to show the picture to anyone else and definitely not to their partner- artist. The teacher can make a demonstration, take the picture and explain one detail to the artists. (There is an alien in the right down corner.) Emphasize that it is very important to pay attention to the correct preposition. If not, the picture will not be the same. Make sure that everyone knows what their task is and let the students work. If necessary, provide them support.

Stage 4 (Activity): Give the learners a time limit (5-10 minutes) and let them work independently. If they need any help, be there to advise them. The teacher can walk around and try to support the weaker learners by pointing out the important parts from the drawing. If the better learners finish earlier, tell them to focus on details in the picture and to continue drawing. Find some imperfections in their pictures and tell them to correct them. Before the end of the time limit let them know they should finish the picture. After they finish drawing put all the pictures on the ground in the middle of the circle, so that everyone can see them. Let the students check all the pictures and after that, show them the original one. The teacher can comment on the different styles of drawing of different artists. After that, continue in the same way with the other half of the picture. The students that were describing will now draw on the upper half of the paper and vice versa.

Stage 5 (Post-activity): Take the pictures from the ground and show the pictures to the learners one by one and tell them that although they are all the same, they produce

different feelings in us. Show them the first picture and ask them to tell you all the words they come into their mind, for instance: funny, amusing, yellow, sunny, optimistic, etc. Try to elicit as many different words as possible. Then, choose one word to represent that particular picture and choose another one. This way go through all of the pictures and give a name to each one of them. Show the students the aim of the painters: to give the teacher a picture of something he/she knows and makes him/her feel in some particular way. Congratulate them and tell them that every one of them achieved that similar to Picasso or other painters. Stage 6 (Recapitulation): Ask the students which prepositional forms they had to use when describing the picture. Ask them what was the most complicated for them and why.

Evaluation: self-evaluation, peer-evaluation.

ACTIVITY 10

Title: Where would you like to live?

Time for the activity: 25 min

Objective: To train the prepositions of place through oral interaction

Teaching Aids and Materials: Individual copies of a fairly large scale map of an urban area.

Procedure: Tell the students where you would like to live, you could choose in the area on, the map. They can answer they would like to live in direct contact with nature, by the river on the right bank.

Then ask each student to write down a description of the place where she or he would like to live

They must pinpoint the location by using at least three prepositional phrases. You might help by suggesting prepositions they could use: near, by, on, in, under, opposite, besides, above, below, not far from, in the middle of, at the foot of, at the top of, at the end of, etc.

They mark on the map the chosen place to live. Then, they find out where other students live, by hearing their descriptions of the location.

Evaluation: Self Evaluation and peer evaluation

ACTIVITY 11:

Title: Can you remember?

Time for the Activity: 20min

Objective: To train prepositions of place mainly in, on, at, new vocabulary and the ordering of prepositional phrases construction of sentences.

Teaching Aids: Photos and a video.

Procedure: the students can recall the exact place and time of an event in their lives. For instance; many older people can remember exactly where and when they heard that president Kennedy had been shot.

Ask students to write down the event and the exact place, hour, day, and year. Then each student in turns tells the others the time and place, and gives some kind of hint and they try to guess what the event was for example, In my house at 2;00 o clock ,in the afternoon, on a Saturday; in the autumn of 1973 , something rather frightening happened to me.

Evaluation: Peer evaluation and self-evaluation.

ACTIVITY12

Title: Finding twins.

Time: 25 min

Objective: Use of simple prepositions of place to describe a scene, short oral responses to picture.

Teaching Aids: Set of 30 similar pictures but each one picture has only one exact pair.

Procedure: Each student gets one card; which may not be displayed to anyone else; and tries to find out its twin by going around and talking to other students describing or asking questions

about the content of the cards. The kind of sentences used in these translations may of course be prescribed in advance.

A: Where is your cat?

B: My cat is under the table

A: The bird?

B: In the tree.

ACTIVITY 13

Title: Where is the laptop?

Time for the activity: 20 min

Objective: To train prepositions of place and new vocabulary.

Teaching Aids: Pictures.

Procedure: Students should copy the dialogue and fill in the gaps with prepositions of place. Once

The students have finished the dialogue they should work in pairs and act out the dialogue in class.

Evaluation: Self-evaluation, co evaluation, peer evaluation and oral evaluation.

Woman: Charles, do you know where my laptop is? I can't find it.

Man: Did you check under the bed?

Woman: Yes, I did. I checked behind the bed, next to the sofa and on the desk.

Man: Hmmmmm look It is between that book and the suitcase.

Woman: NO? that's your laptop. I need my laptop to finish a report.

Men: Did you check in the bathroom?

Woman: Yeah; ahhh I just remembered where it is. It's in my handbag

Evaluation: Self-evaluation and peer evaluation.

ACTIVITY 14

Title: Giving directions.

Time for the activity: 25 min

Objective: The use of prepositions of place and the new vocabulary.

Teaching Aids: Pictures, a box with cards in it.

Procedure: The teacher shows some pictures to the students of different places in the city. The professor asks them where their friends live? The students have to use a box that has cards with the prepositions of place and make up the sentences leaning on the pictures and using the prepositions of place in , on , at.

Evaluation; Self-evaluation and peer evaluation.

ACTIVITY 15

Title: Looking for the bag

Time for the activity: 30 min

Objective: The use of prepositions of place and the new vocabulary related to clothes.

Teaching Aids: Pictures.

Procedure: Teacher starts the class by presenting some pictures with clothes and asks the students if they know any in English. After presenting all the pictures the teacher guides the exercise that consists in finding out where the bag is. To do this exercise the students should focus on the pictures to see where the bag is. The students should look at the pictures again and begin to make sentences using the prepositions of place to describe where the bag is without leaving behind the new vocabulary of the clothes.

ACTIVITY 16

Title: In the house

Time for the activity: 30 min

Objective: To describe the house and the use of prepositions of place.

Teaching Aids: Pictures of a house.

Procedure: The teacher begins by reminding students of the content of the previous lesson. The teacher asks some questions about what clothes he likes to wear and so on. The professor begins the class showing the students some pictures of the part of the house and asks them what their house looks like. After that the professor guides the first exercise that consists in describing their house through pictures using the prepositions of place and indicating where each place in the house is.

The teacher proposes that students work in pairs for instance: one of them asks where the kitchen is and the other answers. Another question would be: How is your house like? The other student answers he lives in two story house it has two bathrooms; in my room there is a sofa; behind it there is a painting.

ACTIVITY 17

Title: When is your birthday?

Time for the activity: 25 min

Objective: To train the preposition of place on and the new vocabulary.

Teaching Aids: A video of the teacher on his last birthday party.

Procedure: The teacher again takes up the use of the prepositions of place specifically the preposition **on**, and makes clarifications of when the preposition **on** is used and explains that is used for dates

to refer to places, times etc. The first exercise of the class is to practice dialogues in pairs.

Students should be prepared to talk about their next birthday using the preposition on.

Students should combine the use of prepositions specifically the preposition on and develop the new

vocabulary using the future to discuss plans.

Evaluation: Self-evaluation and peer evaluation.

ACTIVITY 18

Title: Finding things

Time for the activity: 25min

Objective: To train the prepositions of place.

Teaching Aids: Pictures.

Procedure: The professor hands out pictures to the students, they must say one by one, orally, what is in the picture and where each object is located.

Evaluation: Self-evaluation, coevaluation.

ACTIVITY 19

Title: Where does she live?

Time for the activity; 30 min

Objective: To train prepositions of place and nationalities.

Teaching Aids: a map and pictures.

Procedure: The teacher shows students a video from different countries and cultures .

After watching it the teacher guides the first exercise that consists in working in pairs, and asks each other questions about where they live. Students work in pairs and do mini dialogues using the prepositions of place and nationalities.

Evaluation: Self-evaluation and peer evaluation.

ACTIVITY 20

Title: Where do they live?

Time for the activity:25 min

Objective: The use of prepositions place.

Teaching Aids: the blackboard

Procedure: The teacher creates a situation for the students. Imagine that a Canadian wants to know where his Cuban friend lives. The professor guides the students to work in pairs and to perform the situation where the use of prepositions will be revealed once again.

Evaluation: Self-evaluation.

This chapter showed the elaboration of a system of activities that are communicative although some of them include reproduction. The idea developed in them was to expose students to a wide range of possibilities for the students to use prepositions of place effectively.