



Compromiso de los estudiantes en el aprendizaje de la gramática del Inglés

Students' engagement in English grammar learning

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RESUMEN

Este estudio investiga las percepciones y el compromiso de los estudiantes en el aprendizaje de la gramática inglesa en el Instituto Tecnológico Superior Juan Bautista Aguirre. Un total de 24 estudiantes de primer año completaron una encuesta estructurada con preguntas tipo Likert. La encuesta exploró la importancia de la gramática, las actitudes hacia su aprendizaje, los desafíos enfrentados, los métodos preferidos y el impacto de la tecnología. Los resultados muestran que los estudiantes valoran altamente la gramática, pero tienen dificultades para memorizar las reglas y aplicarlas en la conversación. Muchos informan que experiencias negativas pasadas disminuyen su motivación, mientras que las positivas aumentan su compromiso. Los métodos de enseñanza tradicionales en un entorno de aprendizaje mixto parecen ser insuficientes para satisfacer sus necesidades. En contraste, los enfoques interactivos y basados en la tecnología parecen mejorar el aprendizaje y la confianza. El estudio reconoce limitaciones, como el reducido tamaño de la muestra y la ausencia de datos sobre resultados a largo plazo. Estos hallazgos resaltan la necesidad de estrategias instruccionales flexibles y centradas en el estudiante para cerrar la brecha entre la teoría y la práctica. En general, esta investigación ofrece valiosos conocimientos para mejorar el diseño curricular y las prácticas de enseñanza en la educación de la gramática inglesa.

Palabras clave: Gramática inglesa, Aprendizaje mixto, Percepciones estudiantiles, Compromiso, Enseñanza basada en tecnología.

ABSTRACT

This study investigates students' perceptions and engagement with English grammar at the Higher Technological Institute Juan Bautista Aguirre. A total of 24 first-year high school students completed a structured survey with Likert-scale questions. The survey explored the importance of grammar, attitudes toward learning it, challenges faced, preferred methods, and the impact of technology. Results show that students highly value grammar yet struggle with memorizing rules and applying them in conversation. Many report that negative past experiences lower motivation, while positive experiences boost engagement. Traditional teaching methods in a blended learning environment appear insufficient to meet their needs. In contrast, interactive and technology-based approaches seem to enhance learning and confidence. The study acknowledges limitations, including a small sample size and the absence of long-term outcome data. These findings highlight the need for flexible, student-centered instructional strategies to bridge the gap between theory and practice. Overall, this research contributes valuable insights for improving curriculum design and teaching practices in English grammar education.

Keywords: English grammar, Blended learning, Student perceptions, Engagement, Technology-based instruction.



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Introduction

English is key for global communication, education, and careers (González, Ladino, & Escobar, 2020; López, 2021). Mastery of the language opens many doors, yet learners often struggle with its complex grammar. Blended classes add to this challenge as students receive limited practice and continue to rely on traditional methods (Rios et al., 2023; Reyes & Resabala Encalada, 2024).

At the Higher Technological Institute Juan Bautista Aguirre, first-year students face these challenges daily. They attend both in-person and online classes, which can disrupt the continuity of learning (Cadierno, 2010; Peña, 2019). Past learning experiences also influence their attitudes. Some students carry negative memories that reduce motivation, while others have positive experiences that boost engagement (Molano, 2020).

This study has three main objectives. First, it examines students' attitudes toward learning grammar. Second, it investigates the challenges they face and how past experiences affect their perceptions. Third, it explores the impact of different teaching methods, including interactive and technology-based approaches, on student engagement (Morales, Carrasco, & Orgilés, 2019; Quintana, 2020). The study aims to identify strategies that could lead to more effective and enjoyable grammar instruction.

Students' engagement in English grammar learning

Grammar forms the backbone of language. It helps us build clear, correct sentences. Some view grammar as a strict set of rules (Cadierno, 2010). Today, many see it as a tool that connects theory with real-life use (Morales, Carrasco, & Orgilés, 2019). A solid grasp of grammar strengthens communication skills (González, Ladino, & Escobar, 2020). It also boosts learners' confidence (López, 2021). Seeing grammar as a guide rather than a mere list of rules makes learning more engaging (Peña, 2019). This

approach makes lessons feel relevant and practical (Rufí, 2023; UNIR, 2022; Vélez-Intriago & Fernández-Leyva, 2022).

Grammar teaching theories guide instructional practices in diverse ways. Traditional methods emphasize clear rule explanations and structured practice. These approaches help students understand the formal aspects of grammar through repetition and focused exercises. In contrast, inductive approaches invite learners to discover rules on their own (UNIR, 2022). This method encourages exploration and critical thinking. Research shows that blending explicit teaching with discovery activities can improve retention and understanding (Morales, Carrasco, & Orgilés, 2019).

Constructivist methods add another layer to this mix. They stress active learning, where students build knowledge from their own experiences (López, 2021). In these environments, learners often work together and share ideas, making the learning process more engaging. Communicative approaches also play a key role. They focus on using grammar in real conversations and practical situations (Vélez-Intriago & Fernández-Leyva, 2022). This helps students apply what they learn in meaningful ways. Together, these theories offer flexible strategies that can meet diverse learner needs. By combining rule-based instruction, discovery, active learning, and practical application, educators create a rich and dynamic environment for mastering grammar.

Students' perceptions shape their learning journey. Many believe that mastering grammar boosts their confidence (López, 2021). Some recall past lessons as rigid, which affects their current attitudes (Molano, 2020). When teachers acknowledge these feelings, students are more willing to learn. Recognizing these perceptions helps educators create a supportive classroom environment (González, Ladino, & Escobar, 2020; Peña, 2019).

Engagement and motivation are essential to mastering grammar. When lessons connect with students' personal goals, they become more involved (Martínez, 2022). Interactive activities turn routine lessons into dynamic experiences (Peña, 2019) and encourage learners to persist through challenges. A supportive classroom builds community, encourages participation, and strengthens teacher-student rapport (González, Ladino, & Escobar, 2020). Such an environment boosts learners' confidence and invites them to experiment with language. Dynamic sessions that mix practical applications with clear explanations transform grammar from a rigid set of rules into a useful tool (Vélez-Intriago & Fernández-Leyva, 2022). When students see the relevance of what they learn, their overall motivation improves, making the classroom experience more enjoyable and productive (López, 2021).

Many learners find grammar challenging. Memorizing rules can feel overwhelming (Cadierno, 2010). Students often struggle to apply these rules in real conversations. Negative past experiences sometimes lead to frustration and anxiety (Molano, 2020). Irregular class schedules and limited practice time in blended learning add to the difficulty. Without constant feedback and practical exercises, rules can easily fade from memory. These hurdles show the need for supportive teaching methods that offer regular practice and clear explanations (Peña, 2019). Using real-life contexts and interactive activities may help students overcome these challenges (Vélez-Intriago & Fernández-Leyva, 2022).

Teachers use various methods to make grammar lessons effective. Some rely on traditional rule explanations. Others promote discovery through inductive approaches (UNIR, 2022). Blending these methods creates a balanced classroom. Constructivist techniques help students build knowledge from their own experiences (López, 2021). Interactive activities, such as group work and role-plays, make lessons more

practical. Integrating technology also offers dynamic exercises (Vélez-Intriago & Fernández-Leyva, 2022). This mix helps learners connect theory with real-life situations. It boosts confidence and participation while addressing diverse learning needs (Peña, 2019; Rufí, 2023).

Digital tools have reshaped how students learn grammar. Interactive software and online platforms allow for practice beyond the classroom (Reyes & Resabala Encalada, 2024). Technology offers instant feedback that traditional methods often lack (Estupiñán, 2020). Studies show that digital resources help learners visualize and apply grammatical rules in real time (Ríos Díaz et al., 2023). Mobile apps and educational games also make grammar more engaging (Quintana, 2020). Furthermore, virtual environments support collaborative learning, letting students work together on grammar exercises (Rodríguez Rodríguez et al., 2020). Such innovations complement traditional instruction and address diverse learning styles (Bastidas Arteaga & Muñoz Ibarra, 2020).

Institutional context matters for grammar learning. Policies and curriculum design shape teaching practices (Gonzales, F., Gonzales, A., Trujillo, N., & Fernández, C., 2020). Differences in resources and class schedules also affect student engagement. Research in public institutions shows that limited practice time hinders progress (González, D., Ladino, J., & Escobar, D., 2020). Blended learning adds another layer, as external factors—like work and family commitments—influence student perceptions. When institutions offer flexible schedules and targeted support, learners can overcome these obstacles and improve both motivation and performance.

Curriculum design plays a key role in grammar learning. Traditional methods alone often limit student engagement. Curricula should blend rule-based teaching with interactive, student-centered activities (González, Ladino, & Escobar, 2020; Bastidas

Arteaga & Muñoz Ibarra, 2020). Integrating digital tools and collaborative projects makes lessons more practical and engaging (Reyes & Resabala Encalada, 2024; Ríos Díaz et al., 2023). Flexible scheduling and differentiated instruction can help address institutional constraints (Gonzales et al., 2020; Estupiñán, 2020). These strategies support a balanced approach that enhances both understanding and retention of grammar rules. Overall, these implications guide future reforms in language education (Quintana, 2020; Kwan Chung et al., 2021).

Current studies have advanced our understanding of grammar learning, yet notable gaps remain. Moreover, socio-cultural influences and individual learner differences are still underexamined (Ortiz, 2015). The interplay between teacher feedback, peer support, and technology also deserves deeper investigation (Kostiv & Rodríguez-Hernández, 2022). In addition, there is a need to assess how flexible curriculum designs affect learner outcomes over time (Rufí, 2023). Addressing these gaps will help in crafting more comprehensive and adaptive instructional strategies for grammar learning (Quintana, 2020).

Method

This study used a quantitative design to explore students' views on learning English grammar. We collected data through a

structured survey with closed Likert-scale questions. The survey was given to 24 first-year high school students at the Higher Technological Institute Juan Bautista Aguirre.

The survey asked about the importance of grammar, attitudes toward learning it, challenges faced, preferred methods, motivational factors, and the role of technology. Descriptive statistics were used to analyze the responses and identify trends.

In addition to their responses, basic demographic data were collected. The participants represented a diverse mix in terms of gender and socio-economic backgrounds. They also varied in their prior exposure to English, which provided a broader view of their learning experiences.

An inductive approach helped us draw broader conclusions from individual answers. Simultaneously, a deductive framework connected our findings to existing theories in language learning and pedagogy. This combined approach gave us a clear view of the factors affecting grammar learning.

Overall, the methodology offers a reliable framework to assess current teaching practices. The insights gained from this study will guide improvements in curriculum design and instructional strategies at the institute.

Tabla 1.

Survey Results for English Grammar Learning

| Survey Item | Response Option | Percentage (%) |
|--------------------------------|--|----------------|
| Importance of Grammar | Very important | 66.7 |
| | Important | 29.2 |
| | Somewhat important | 4.2 |
| | Not important at all | 0.0 |
| Attitude toward Grammar | I like it and enjoy learning it | 9.1 |
| | It's necessary but sometimes difficult | 31.8 |
| | I don't like it, but I understand it's important | 54.5 |
| | I don't like it and don't consider it relevant | 4.5 |
| Main Challenges | Memorizing rules | 75.0 |
| | Applying rules in oral communication | 45.8 |
| | Difficulty with verb tenses | 33.3 |

| | | |
|--|--|------|
| | Lack of practice or resources | 16.7 |
| | Lack of interest or motivation | 16.7 |
| Preferred Methods | Theoretical explanations and written exercises | 29.2 |
| | Games and interactive activities | 20.8 |
| | Use of technology (apps, videos, online platforms) | 20.8 |
| | Conversation and oral practice | 29.2 |
| Influence of Previous Experiences | Positively influenced perception | 66.7 |
| | Neutral influence | 29.2 |
| | Negatively influenced perception | 4.2 |
| Commitment | Very committed | 20.8 |
| | Somewhat committed | 70.8 |
| | Not very committed | 8.3 |
| | Not committed at all | 0.0 |
| Motivating Factors | Personal desire to improve English | 75.0 |
| | Academic or work necessity | 54.2 |
| | Engaging or interesting teaching methods | 20.8 |
| | Rewards or recognition | 16.7 |
| | Other | 4.2 |
| Impact on Confidence | Significantly boosts my confidence | 58.3 |
| | Slightly boosts my confidence | 37.5 |
| | Does not affect my confidence | 0.0 |
| | Decreases my confidence | 4.2 |
| Motivating Activities | Games and group activities | 41.7 |
| | Practical exercises and problem-solving | 33.3 |
| | Use of technology (apps, videos, online platforms) | 12.5 |
| | Traditional explanations and written exercises | 12.5 |
| Impact of Technology | Significantly improved learning | 25.0 |
| | Slightly improved learning | 66.7 |
| | No impact on learning | 8.3 |
| | Made learning more difficult | 0.0 |

Nota: Percentages reflect the proportion of respondents for each option.

Results

The survey results reveal that most respondents (66.7%) rate English grammar as very important, while 29.2% consider it important, and only 4.2% view it as somewhat important; no one sees it as unimportant. In terms of attitude, 9.1% enjoy learning grammar, 31.8% find it necessary yet challenging, 54.5% do not like it but acknowledge its value, and 4.5% reject its relevance.

Memorizing rules is the main challenge (75%), followed by difficulties in applying rules during oral communication (45.8%) and confusion with verb tenses (33.3%). A smaller group (16.7%) points to a lack of practice/resources and a lack of interest/motivation as issues.

Students show varied preferences in learning methods: 29.2% favor theoretical explanations and written exercises, another 29.2% prefer conversation and oral prac-

tice, while 20.8% each opt for games/interactive activities and technology-based approaches. Additionally, prior experiences influence perception positively for 66.7% of respondents, with 29.2% remaining neutral and only 4.2% reporting negative effects.

Commitment levels are moderate overall, with 20.8% very committed, 70.8% somewhat committed, and 8.3% not very committed. The main motivating factors are a personal desire to improve English (75%) and academic or work necessities (54.2%), while engaging teaching methods, rewards, or other factors play a lesser role.

Grammar study significantly boosts confidence in 58.3% of respondents and slightly in 37.5%; 4.2% report decreased confidence, and none see no impact. Finally, 41.7% are most motivated by games and group activities, 33.3% by practical exercises, and 12.5% each by technology-based methods and traditional explanations. Technology itself is seen as slightly improving learning for 66.7% of students, significantly for 25%, with 8.3% noting no impact and none reporting negative effects.

Discussion

The results show that most students view English grammar as very important, supporting the idea that grammar is a key foundation for language learning (González, Ladino, & Escobar, 2020; López, 2021). However, their attitudes toward grammar are mixed. While a small group enjoys the subject, many students see it as necessary yet challenging. This finding echoes Molano's (2020) work, which highlights how past negative experiences and traditional teaching methods can shape learners' attitudes.

Memorizing rules emerged as the main challenge for students, with 75% reporting difficulties in this area. This supports Cadierno's (2010) argument that traditional, rule-based instruction often leads to rote learning rather than true comprehension. Additionally, many respondents struggle with applying

these rules in oral communication, indicating a gap between theoretical knowledge and practical language use (UNIR, 2022; Peña, 2019).

Preferences for learning methods were diverse. Nearly one-third of students favored theoretical explanations and written exercises, while a similar proportion preferred conversation-based practice. Other respondents showed a preference for interactive activities, such as games and the use of technology. These varied preferences suggest that a blended approach, which combines traditional and modern teaching methods, could better address different learning styles (Morales, Carrasco, & Orgilés, 2019; Quintana, 2020).

Technology played a positive role in the learning process, with most students reporting that digital tools improved their grammar learning experience. This is in line with the findings of Reyes and Resabala Encalada (2024) and Ríos Díaz et al. (2023). Moreover, the study found that learning grammar tends to boost students' confidence. Commitment levels were moderate overall, driven by both personal desire and academic or work-related needs (Kwan Chung et al., 2021).

Overall, while students highly value grammar, the results suggest that traditional instructional methods may not fully meet their needs. More interactive and student-centered approaches, which blend traditional instruction with modern techniques, appear necessary to bridge the gap between learning rules and applying them in real-life situations. Future research should explore the long-term benefits of blended learning and further investigate how technology can enhance grammar instruction (Bastidas Artega & Muñoz Ibarra, 2020).

Conclusion

The study shows that students value English grammar but face challenges in mastering it. Many struggle with memorizing rules and applying them in conversation (Cadierno,

2010; Peña, 2019). Negative experiences lower motivation, while positive ones boost engagement (Molano, 2020). Traditional methods in blended classes may not fully serve student needs (Rios et al., 2023; Reyes & Resabala Encalada, 2024).

The study has limitations. The sample size is small and may not represent all learners. Long-term outcomes were not measured. Further research is needed to explore the impact of new teaching strategies and to verify these findings.

Interactive and tech-based approaches seem to improve learning and confidence (Morales, Carrasco, & Orgilés, 2019; Quintana, 2020). More flexible, student-centered methods are needed to bridge the gap between theory and practice. These findings call for improvements in curriculum design and teaching strategies.

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