

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT**

**UNDERGRADUATE WORK ON
HOW TO MANAGE LARGE ENGLISH CLASSES EFFECTIVELY
IN JUNIOR HIGH SCHOOL AT “COMPLEJO EDUCATIVO
CAPITAN GENERAL GERARDO BARRIOS” SANTA ANA**

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TO GOD ALMIGHTY

For His guidance and wisdom
to let me reach this goal.

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INTRODUCTION

This document comprises important information about the research work “How to manage large English classes effectively in the Junior High School at Complejo Educativo Capitán General Gerardo Barrios” Santa Ana.

The research document has been divided into three chapters. Chapter I deals with the problem the Junior high school English teacher at “Complejo Educativo Capitán General Gerardo Barrios” Santa Ana faces during his classes, the valid and strong reasons to prove that the execution of this research work is necessary and relevant, the objectives, the related literature about the problem to be investigated, the hypothesis and the methodology to execute the project.

Chapter II presents the analysis and interpretation of data, the method the researcher used to execute the project and the instruments (questionnaires and an English exam).

Finally, Chapter III contains conclusions and recommendations that may be considered by the reader or other researchers who are investigating about the same problem. The bibliographical references are included in this chapter, and the appendices that give more details about the research process carried out.

CHAPTER I

RESEARCH DESIGN

I. DESCRIPTION OF THE PROBLEM

Teaching English is a complex task and represents a big challenge for teachers of English. Therefore, they need to be thinking about different activities or strategies they can use in the classroom to help their students develop the four English learning macro skills: listening, speaking, reading, and writing. However, it is very difficult for teachers of English to make students develop them because sometimes English teachers have to teach large classes, especially in public schools, and English needs to be practiced both through individual and group work. It is difficult for English teachers to make all students participate in large English classes because students get bored when they have to do the same activity for a long time. And this causes students' disorder and lack of attention to the teachers' instructions during class.

As a matter of fact, the junior high school English teacher at "Complejo Educativo Capitán General Gerardo Barrios" in Santa Ana is facing many difficulties to teach English because the English class in the mentioned level usually has about forty or forty five students, and he has to teach six different groups during the week. It is very difficult for this teacher of English to keep students' attention and discipline in order to make them assimilate all the

contents taught in class. Through some surveys made to some junior high school students of this Complejo Educativo, an interview made to the junior high school English teacher, and some direct observation activities, the researcher confirmed that the junior high school English teacher at “Complejo Educativo Capitán General Gerardo Barrios in Santa Ana is truly facing many problems and great barriers to keep students’ attention in the English class due to the quantity of students attending this class. While the teacher is asking a student to repeat any drill, the rest of students are talking among themselves, bothering their classmates, or just reading different material in class, so it is almost impossible for the teacher to have total control of the class. Besides, there are some other barriers that are influencing the problems in the English classes at this school such as:

- Students’ poor class participation: Because of the quantity of students, many of them don’t have the chance to participate in class. If the teacher asks them to participate one by one, the class would become boring.
- Teachers’ difficulty to check homework assignments and activities in the classroom: The English teacher can’t check all the homework assignments and activities of the students because the class hour lasts just forty five minutes, so the teacher will spend the whole class on trying to check them, and he will not be able to teach any topic; as a result, students will begin talking and creating disorder in the classroom.

- Bad results: If the teacher doesn't have enough time to check what students do in class and the homework assignments, it is impossible for students to know if their homework assignments are well done.
- Lack of extra-material: It is very important to use extra material such as photocopies, handouts, etc., to teach English, but if the teacher wants to use any of them, he has to spend his own money to get copies of the material for the students because some students' economical condition is low, and very frequently they don't have enough money to get the extra-material they have to use in the English class.

The large quantity of students in the English classes are causing many problems to English teachers, especially in public schools, where there is only one English teacher to teach all junior high school students. Even though the Ministry of Education is not interested in solving this serious problem, it is very important that we as English teachers look for some solutions to overcome this barrier.

What has been stated so far makes the researcher state the following question to try to find solutions to this problematic situation:

Will the use of updated and suitable techniques help junior high school English teachers to manage large classes effectively to some extent?.

II. JUSTIFICATION

Teachers have a big responsibility to teach their students effectively, and this task becomes hard when they have to teach large classes. As a matter of fact the junior high school English teacher at “Complejo Educativo Capitán General Gerardo Barrios” in Santa Ana is facing many difficulties when teaching English due to the large students’ population. The most difficult barriers this English teacher has to overcome are lack of students’ class participation, little time to check homework assignments and activities in the classroom, students’ bad results in tests, students’ lack of discipline in the classroom, and lack of enough audiovisual material. However, the English teacher at “Complejo Educativo Capitán General Gerardo Barrios” in Santa Ana is really interested in helping his students learn English; that’s why, it is very important to look for a suitable solution, so this problem may be overcome. As a result, the students can have better English classes, and they can feel motivated and invited to learn English. This proves that the results of this project will bring benefits to all junior high school students in Santa Ana because they will be willing to learn English. Besides, it will help the junior high school English teachers because they are going to be able to teach more pleasant and productive English classes to their junior high school students. These are just some of the reasons that justify the importance to propose suitable techniques to help not only the junior high school English teacher at “Complejo Educativo Capitán General Gerardo

Barrios” Santa Ana but also other English teachers who are facing the same problem to manage large classes effectively at public schools.

III. OBJECTIVES

A. GENERAL OBJECTIVE

To improve the English teaching-learning process in junior high school level at “Complejo Educativo Capitán General Gerardo Barrios” in Santa Ana

B. SPECIFIC OBJECTIVE

To help the junior high school English teacher at “Complejo Educativo Capitán General Gerardo Barrios” in Santa Ana handle large English classes effectively.

To let junior high school students at “Complejo Educativo Capitán General Gerardo Barrios” become motivated and invited to learn English.

IV. THEORETICAL FRAMEWORK

Everything around the world is changing every single day, so people of this century need to be updated because of the changes in technology, politics, culture, economy. And of course, education is not the exception; therefore, the

government of El Salvador through the Ministry of Education has been trying to improve the educational system of this country by establishing an ambitious project called: "Reforma Educativa". This project is only one more of a sequence of projects to help the Salvadorean citizens to have better education. According to the "Tercer Documento de la Reforma Educativa en Marcha", the project has many goals to reach, and some of them are:

- 1- The improvement of quality in Education.
- 2- A better relationship in the educational community (parents, students, and teacher).
- 3- The improvement of the curricula.
- 4- The integral development of the students.
- 5- An updated education able to dare the new challenge (1-2)

The task of changing and improving education at school is a job not only for the Ministry of Education but also for teachers in the classroom who need to be open to changes as well.

The inclusion of English in school programs is not a controversial topic nowadays because everybody knows its importance in this competitive world. Private schools teach English to children since they are four or five years old. According to Bonomo, "All normal children are born with the ability to make

sounds, but the sounds take shape and become meaningful only through the constant hearing and repetition of those sounds which produce responses.

Although all normal persons are born with the capacity to understand and to speak, the baby probably learns to say the word “water” because he is given water every time he produces sounds that are close to the sounds in “water” used many times each day for several years, generally in association with “water” (The Foreign Language Learner 9). That’s why, it is very important to encourage children to learn English at a very early age because they keep in their minds what their teachers teach them. At public schools, the teaching of English begins when students are in junior high school, that is, when they are teenagers; in other words, at a very difficult age when their prior interests are having fun, going to parties, practicing sports or just watching TV; then it becomes difficult to keep students’ attention at school.

In El Salvador, many junior or high school English teachers teach English the way they learned it many years ago, and they don’t realize that it has to be different because of the demands of teenagers or children at the present. Sometimes English teachers just say, “Please, open your book on page twenty, and complete the exercises”, and there is no explanation or examples given by the teachers or the students; as a result, the students do the exercises, close their books, and the class is over; thus, there is no motivation to learn the language. One of the best ways to get students interested in class is the use of

audiovisual aids. Unfortunately, some English teachers have to work full time, so they don't have enough time to prepare any material for the topic they have to teach each day. That's the case of the English teacher at "Complejo Educativo Capitán General Gerardo Barrios" Santa Ana. He has to work in the morning in that school, and in the afternoon, he works in another educational center. Even though he has taught the subject for twenty-three years, he faces many barriers in the teaching process. The most common barriers this English teacher has to overcome are his students' lack of motivation in class, the quantity of students per class, and the lack of time to prepare audiovisual aids for his classes. In fact, the teacher tries to do his job the best he can, but he says that the number of classes he has with each group of students is not enough for the acquisition of the English language, since they are learning a completely foreign language, and the grammar rules of this language are different. His experience proves that teaching only three classes during the week to each group is too little time. It is very difficult for the teacher to develop all the contents included in the "Programa de Tercer Ciclo" in so little time. Besides, this English teacher feels frustrated when teaching some groups because the quantity of students in each classroom is high, and it is not easy to deal with large English classes mainly because not everybody likes the language. And this is a very important factor to create a good and pleasant

atmosphere in the classroom. It is so important that students feel comfortable in their classes and that the teacher feels motivated to teach them.

Now a question arises at this point: What is a large class? There are some definitions about this topic.

“There is nothing like a large class. The large class is only in the mind of the orthodox teacher”.

“A large class is one with more students than available facilities can support”.

“There is no fixed number. The large class depends on the discipline smaller number for engineering, science and medicine and larger number for the arts, humanities, and social sciences”. (www.psu.edu/celt/largeclasses/cbib.html).

The definition of large classes then depends on the subject the teacher is teaching because an English class has to be interactive, participative, dynamic, but how can one participate in a class of forty or more students? How can one make large classes communicative? It is difficult to answer that question, especially in public schools in El Salvador, where there are forty or forty five students in each class, and where the conditions are not appropriate for the teaching-learning process. Even though there are many English teacher training

programs, they do little or nothing to prepare teachers for the daily, practical problems of managing such large classes.

The most difficult tasks involved in large-classroom management are:

getting students to listen to the teacher

grading and record keeping

developing individual relationships with students

monitoring classroom activities

giving directions

moving and organizing students in the classroom

getting students to interact with each other

getting students to participate in class

correcting texts and homework

developing or finding suitable large-group activities

<http://education.itrc.hp.com/trainer/education/productlist.asp>).

Because of all the problems a teacher can face when teaching, we can find and compare large and small classes as follows:

In large classes, students receive less individual attention, whole-class teaching sometimes employed for control and keeping students on task, group

work hard to manage because of too many or too large groups, restricted opportunities for students assessment and individual feedback, limitations to practical activities. On the other hand, smaller classes receive more individual attention, whole-class teaching employed when appropriate to the activity, group work can be employed effectively and flexible, better quality assessment and feedback to students and more opportunities for active learning (<http://www.crlt.umich.edu/tsllc.html>).

All the problems mentioned above sometimes make English teachers think that there is no solution to the problem of teaching large English classes effectively. On the other hand, some of the problems English teachers face are due to some characteristics of the kind of students they have in the classroom (The Foreign Language Learner 20-21). For instance, students of junior high school at “Complejo Educativo Capitán General Gerardo Barrios”, Santa Ana, show specific characteristics that cause many problems in the English learning and teaching process. Some of them are:

- 1- Students’ age- Because of their ages (fourteen, fifteen, and sixteen years old) students are usually very active, and teachers need to be very wise to deal with students’ necessities and interests.
- 2- Students’ aspirations and needs- Teachers need to know the reasons why students have to learn the language. Maybe some students need to

learn it because they will travel to an English speaking country, some others just because they like English a lot and they would like to learn it as soon as possible. So the English teacher needs to investigate it to reach their students' aspirations regarding the English language.

3- Students' motivation- It is necessary for teachers to think about the source of their students' motivation. Teachers have to find out if their students are highly motivated to learn the new language because they want to communicate with speakers of the language, because they feel it will be useful for them educationally or professionally, or just because their parents encourage them to learn the language.

4- Students' native language- Teachers have to know what similarities in sound, structure, and vocabulary are. For example, in Spanish the words are pronounced the way they are written, but in English they are pronounced differently. In English there are some sounds that Spanish doesn't have. So students can get confused when learning English even though many of the grammar rules of both languages are different.

5- Students' socio economical status- Because most of the students at "Complejo Educativo Capitán General Gerardo Barrios" Santa Ana belong to families who have very reduced financial resources, many students don't have the English textbook to work in class. Even though the English

textbook is not the only tool students can use for the acquisition of the language, it can be very useful for practicing written exercises.

Finally, the researcher thinks that the problem of oversized English classes in El Salvador is something teachers have to learn to deal with, and what teachers should do is to look for different and suitable English teaching techniques to face and overcome the problem of teaching large English classes effectively.

V. HYPOTHESIS

THE USE OF SUITABLE ENGLISH TEACHING ACTIVITIES WILL HELP THE JUNIOR HIGH SCHOOL ENGLISH TEACHER AT “ COMPLEJO EDUCATIVO CAPITAN GENERAL GERARDO BARRIOS”, SANTA ANA, MANAGE LARGE ENGLISH CLASSES EFFECTIVELY.

Independent Variable.

The use of suitable English teaching activities.

Indicators:

- 1- Use of Dramas
- 2- Use of Games
- 3- Use of Conversations

- 4- Use of Stories
- 5- Use of Repetition drills
- 6- Use of substitution drills
- 7- Use of Transformation drills
- 8- Use of Expansion drills
- 9- Use of Reduction drills
- 10-Use of Integration drills
- 11- Use of Question and Answer practice

DEPENDENT VARIABLE

The management of large English classes effectively

Indicators:

- 1- Teacher's success to keep students' attention in class
- 2- Teacher's success to make students' participate actively in class
- 3- Teacher's ability to check homework assignments
- 4- Teacher's success to make students' get better grades in tests
- 5- Teacher's motivation to teach large classes
- 6- Students' motivation in class

UNIT OF OBSERVATION

Junior high school students at “Complejo Educativo Capitàn General Gerardo Barrios”, Santa Ana.

Logical Term: Will help.

VI. METHODOLOGY

This project will be conducted by using the descriptive and experimental research model. To plan and carry out the research, the researcher had to take certain steps. In this section of the research project, the researcher describes not only what he has done so far, but also what she will need to do to execute the research work.

The first step taken by the researcher was to find out whether the junior high school English teacher at “Complejo Educativo Capitàn General Gerardo Barrios” in Santa Ana faces many difficulties when teaching English to the junior high school students at that institution. For this purpose, the researcher had to make surveys, interviews, and direct observation. Through the surveys made to some junior high school students of this Complejo Educativo, an interview made to the junior high school English teacher, and some direct observation, the researcher realized that the junior high school English teacher at “Complejo Educativo Capitàn General Gerardo Barrios” in Santa Ana is facing many

problems and great barriers to keep students' attention in the English class. The survey administered to the students contained ten questions in which the students stated their points of view about the English subject. Eight questions were multiple choice items, and two were open questions. (See appendix A).

Then, the junior high school English teacher was interviewed, and he shared his point of view about the problem being investigated.

Another fundamental tool the researcher used was some bibliography related to the problem of how to manage large English classes effectively. This theoretical information found in the bibliography helped the researcher to evaluate what is being used to teach English at schools so far. After all these activities, it was necessary to analyze and interpret all the data obtained.

HOW THE DATA WERE ANALYZED AND INTERPRETED

It was very important to analyze the information obtained through the surveys administered to the junior high school students at "Complejo Educativo Capitán General Gerardo Barrios".

Five questions were tabulated because through them, the researcher got the most relevant information to describe the problem to be investigated. After tabulating, the data obtained were represented in graphs to show the results of the surveys. (See Appendix B). The questions tabulated were chosen according

to their importance. The questions chosen were number two, three, eight, nine, and ten.

The results of the survey showed that most of students don't participate in class because of different reasons; for example, some of them consider that English is not important to them; some others don't feel motivated, and they would like to have the opportunity to participate more actively in class; however, the English class is too large.

METHODOLOGICAL PROCEDURES TO TEST THE HYPOTHESIS

After the results were obtained, the researcher formulated a hypothesis. Some steps will be followed in order to verify the hypothesis.

First of all, the researcher will compile some English activities which may help the English teacher at "Complejo Educativo Capitàn General Gerardo Barrios" in Santa Ana manage large classes more effectively. The researcher will read some more bibliography related to the problem being investigated to learn about other suitable activities the English teacher can use in large English classes. Then, all the methodology proposed by the researcher will be used in an English course which will be offered to two groups of students at "Complejo Educativo Capitàn General Gerardo Barrios" Santa Ana. This course will help

the researcher know whether that methodology can be proposed to improve the teaching of large English classes at “Complejo Educativo Capitàn General Gerardo Barrios”.

THE DATA THAT WILL BE NEEDED TO PROVE OR REJECT THE HYPOTHESIS

- a) The results of the questionnaires administered to the English teacher and the junior high school students in order to know their opinion about the new activities being used in the English course.
- b) The results of the English written exam administered to the students at the end of the course.

DESCRIPTION OF THE ENGLISH COURSE

Objective

The objective of the English course will be to determine whether the chosen methodology is effective to teach large English classes or not. Through the English course, the researcher attempts not only to put the hypothesis to test but also to solve to some extent the problem the English teacher faces at “Complejo Educativo Capitàn General Gerardo Barrios” Santa Ana.

This English course will take place at “Complejo Educativo Capitàn General Gerardo Barrios” Santa Ana during two months. It will be carried out every Saturday morning from 8:00 to 11:00. The researcher will work with two groups of students of seventh grade, and she will use the proposed English activities to teach English. The researcher will work with two groups of students, but she will use different methodology to teach English to each group. The first group will attend classes from 8:00 to 9:30, and the second group from 9:30 to 11:00. In the first group she will use the methodology the English teacher at “Complejo Educativo Capitàn General Gerardo Barrios” Santa Ana uses during his classes. The English teacher at that institution doesn’t use any kind of dynamics in class. He explains each topic, gives some examples, and asks students to copy from the board and to complete the exercises in the textbook. On the other hand, the researcher will use the methodology proposed with the second group. This methodology contains a variety of English learning activities for students. The most common activities are games, dialogues, repetition drills, transformation drills, stories, question and answer practice, etc.

The researcher will plan each class, taking into account the necessities of the students attending the English course. The topics studied in the course will be taken from the book “Welcome to the English Language” by R. Aquino because the English teacher at the Complejo Educativo is working with that textbook. After using both methodologies, the one the English teacher at the Complejo

Educativo uses in his classes and the one proposed by the researcher, the researcher will compare the progress of both groups by administering a questionnaire to both groups of students.

Also, a written test (Appendix C) will be necessary to evaluate the students' progress after the English course. By comparing the results obtained in each group the hypothesis can be approved or rejected. Besides, a questionnaire will be administered to the English teacher at "Complejo Educativo Capitàn General Gerardo Barrios" to know his point of view about the students' progress in his classes.

The teacher's questionnaire will contain three closed questions and two open questions. (Appendix D). The students' questionnaire will contain five open questions. (See appendix E).

HOW THE CONTENTS WILL BE DEVELOPED

Seven contents will be developed in the English course. Each content will be planned very carefully so that the classes can be productive and meaningful to the students.

The first content to be developed is "Countries and Nationalities". The most common countries and nationalities will be taught. The teacher will give students a list of countries and nationalities. She will read the list, and the

students will repeat after her many times to reinforce the pronunciation. Substitution drills will be included. Question and answer practice will be included, too. The teacher will ask students a question; one student will answer. A student will ask the teacher a question, and she will answer. A student will ask another student a question, and pairs of students will ask each other. Some conversations will also be included.

The second content is “Family Member”. The students will identify the family members, and they will also learn how to make some short paragraphs about each member of the family. They will be asked to draw the family tree by using some pictures. Some question and answer exercises will be included.

The third content is “Numbers”. This content will be developed through some games. The teacher will dictate two numbers between one and one hundred, and the students have to sum both quantities and say the result: the first student who gets the right result will be the winner; another game the teacher will use is writing numbers. The teacher will divide the class into two groups. One student of each group will go to the board; he /she will write as many numbers (in letters) as he/she can on the board for two minutes. The teacher will check the time; then, another couple of students will do the same. Finally, the teacher will check the spelling of the numbers. The group who has more numbers written correctly

will be the winner. Another activity is a dictation. The teacher will dictate some numbers between one and one hundred.

The fourth content is “Body Parts”. The teacher will draw the human body on a paper, and the students will point out each part. The teacher will say any part of the body, and she will touch that part of her body. Later, the students will touch each part of their body. The teacher will ask students to repeat and touch each part of the body. Another activity the teacher will use is expansion drills. The teacher will give a word or expression to be inserted or added to a sentence. The teacher will draw some parts of the body, for example, the arms, the eyes, the nose, etc. She will also write their names on pieces of paper; the students will match the parts of the body and the right names.

The fifth content is “The Time”. The teacher will explain the most common ways to express the time. She will use a real clock for students to practice. Transformation drills (sometimes called conversion) will be used in this content. The teacher will give a practice for students to change one way to express the time into another one. Some short conversations will be used to practice the different ways to tell the time.

The sixth content is “Occupations and Professions”. The teacher will give students a list of the most common professions and occupations. She will teach the students pronunciation by repetition. Some integration drills will be used.

The teacher will ask them to combine the short sentences to make one sentence. Example: "I am a teacher. I am intelligent." I am an intelligent teacher. Finally, a short drama will be performed by the students. The drama will be about some people talking about their professions or occupations .

The seventh content is "Places around the city". First, the teacher will draw a map of the city. She will show the most common places around the city. Substitution drills will be used in order to practice many places around the city. Question and answer practice will also be used. At the end, students will write a short story. The story will be about a couple who wants to know this city and its most common and important places.

CHAPTER II

DATA ANALYSIS AND INTERPRETATION

Large classes in public schools is one of the most common problems in our country. As a matter of fact, the “Complejo Educativo Capitàn General Gerardo Barrios”, Santa Ana, faces this problem; most of the classrooms are full of students, and obviously the teaching-learning process is not developed satisfactorily because large classes have many disadvantages. For instance, the students don't have the opportunity to participate actively in class; the teachers don't have enough time to check homework assignments to all students; the environment of the classroom is not the best because the space is not adequate for the students to move and interact among themselves. Besides, teachers sometimes cannot prepare enough extra material for all the students, and they don't know how to use different suitable dynamics to motivate their students.

Specifically, the junior high school English teacher at “Complejo Educativo Capitàn General Gerardo Barrios”, Santa Ana, doesn't have enough time to prepare extra material for his classes, and the methodology he uses is not adequate to teach such a large English class. For this reason, the purpose of this research work is to suggest some techniques to teach large groups and to demonstrate that the use of those English teaching activities will help the junior

high school English teacher at this institution manage large English classes effectively.

I . METHOD

Subjects

Two groups of junior high school students participated in the English course carried out to verify the hypothesis. Thirty five students enrolled in group “A”, and thirty two in group “B”. The reason of having two groups was to use different methodology in each group and to compare the learning results of both groups. The teacher used traditional methodology to teach group “A”, and she used the proposed methodology to teach group “B”.

II. MATERIALS

To carry out this investigation, the researcher used a questionnaire administered to the junior high school English students, a questionnaire administered to the English teacher, and a written exam.

First, the questionnaire was administered to the junior high school English students (both groups) to evaluate the English course. The questionnaire consisted of five open questions which helped the researcher to know how the students evaluated the English course. Second, the researcher evaluated the teacher’s work through a questionnaire administered to her in order to know the

students' improvement in the English-learning process. The questionnaire consisted of four questions: one open question and three yes-no questions.

At the end of the English course, the researcher administered a written exam to the junior high school English students.

III. PROCEDURE

To determine if the change of methodology would help the junior high school English teacher to manage large English classes effectively, the researcher planned the English course from June 7th 2,003 to July 19th. 2,003. During this period, the researcher taught English to two groups of seventh graders at the "Complejo Educativo Capitàn General Gerardo Barrios", Santa Ana. Group "A" attended classes every Saturday from 8:00 a.m. to 9:30 a.m. and group "B" from 9:30 a.m. to 11:00 a.m. The two groups were evaluated through a written exam at the end of the course.

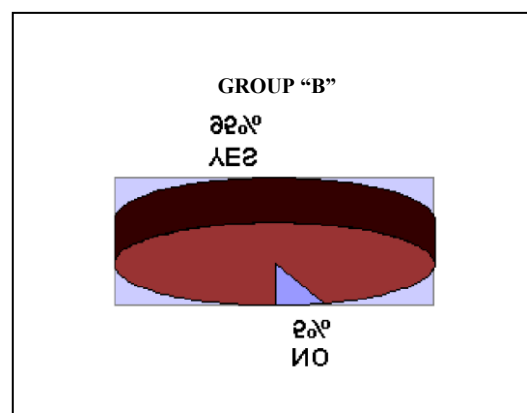
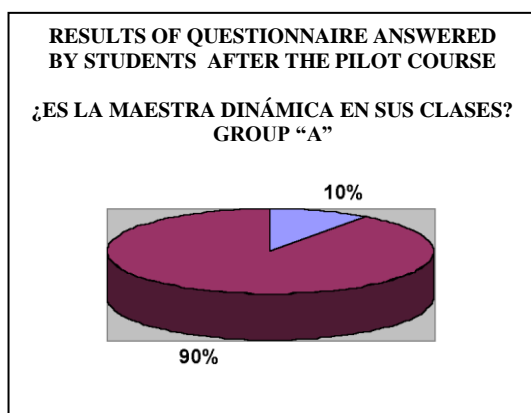
The written exam consisted of seven parts. The first part contained questions about the first content "Countries and Nationalities"; the second part contained questions about the family members; the third part about the parts of the body; the fourth part about cardinal numbers; the fifth part about the time; the sixth and seventh parts about places around the city. The two groups had their written exam on July 19th. 2,003. Then, the researcher administered a

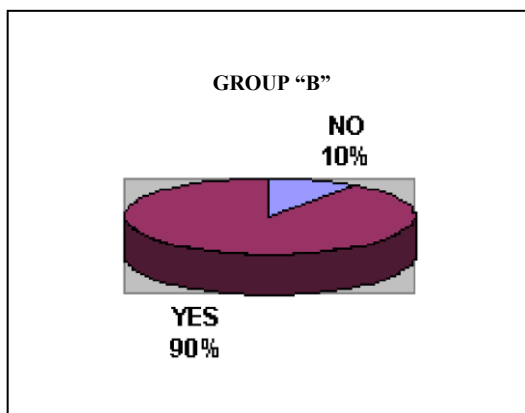
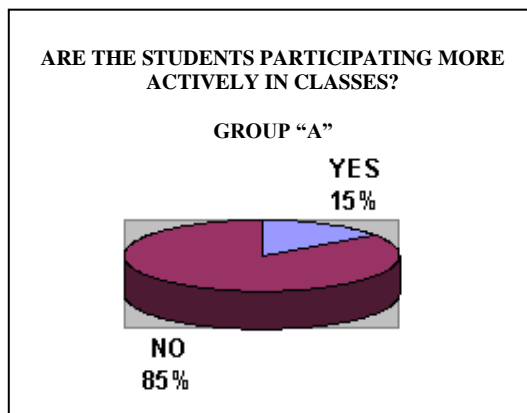
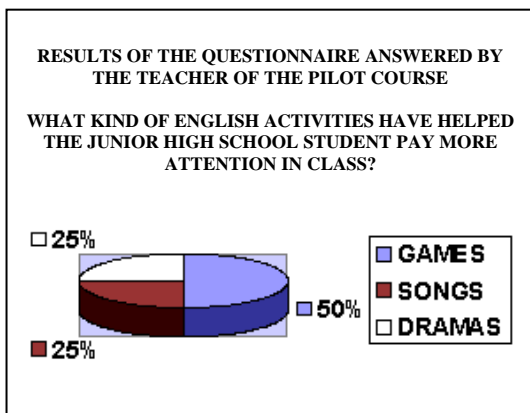
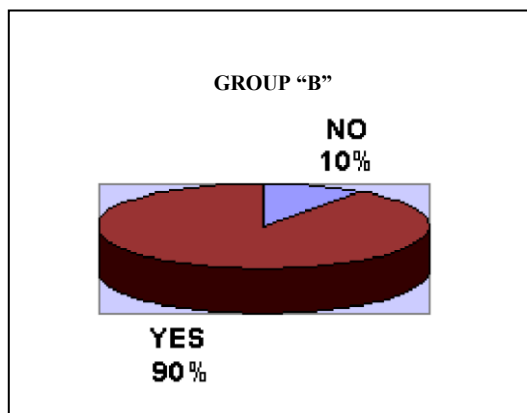
questionnaire in order to know the students' opinions about the methodology used to teach the English course.

IV. RESULTS

A. QUESTIONNAIRE

The researcher designed a five question questionnaire in order to evaluate the English course. Through these questions, the researcher concluded that the students who attended the English course with the proposed methodology (Group "B") felt more motivated to learn English than the others who attended the English course where the traditional methodology was being used (Group "A"). At the same time, Group "B" liked and had fun during the English course because the English teacher used interesting dynamics to teach the course.





B. ENGLISH WRITTEN EXAM RESULTS

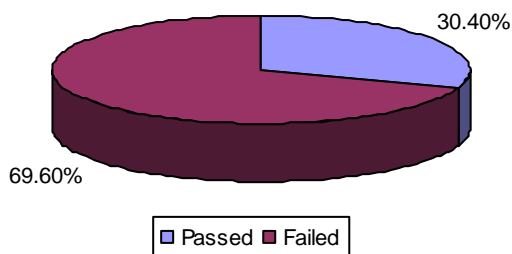
After administering the English written exam at the end of the course, the researcher analyzed and interpreted the grades obtained by both groups as follows:

Table 1. The English written exam administered to group “ A” who attended the English course with the traditional methodology.

NAME	GRADE
1	4
2	3
3	3
4	3
5	2
6	4
7	4
8	3
9	4
10	3
11	3
12	3
13	6
14	3
15	4
16	3
17	5
18	6
19	7
20	4
21	5
22	5
23	5

Table 1

It is very important to clarify that thirty two students started attending the course, but only twenty three students attended classes until the end.



Sixteen students (Group "A") (69.6%) failed the English written exam and seven students (30.4 %) passed the English written exam.

Table 2. The English written exam administered to (Group B) who attended the English course with the methodology proposed by the researcher.

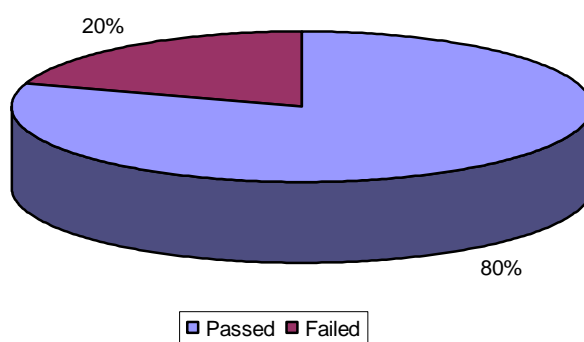
Results of the English Written Exam.

NAME	GRADE
1	5
2	3
3	6
4	7
5	4
6	7
7	4
8	7
9	7
10	6
11	3
12	8
13	7
14	9

15	8
16	10
17	7
18	6
19	6
20	5
21	7
22	7
23	10
24	4
25	9
26	8
27	10
28	4
29	5
30	6

Table 2

It is very important to clarify that thirty five students started attending the English course, but only thirty students attended classes until the end.



Twenty four students (80%) (Group "B") passed the English written exam; six students (20 %) failed the English written exam.

The results of the English written exam administered to both groups show that the students of group “B”, whose classes were taught using the proposed methodology got better grades than the students of group “A”, where the traditional methodology was being used.

CHAPTER III

CONCLUSIONS, RECOMMENDATIONS, BIBLIOGRAPHICAL REFERENCES AND APPENDICES.

CONCLUSIONS

The results of the analysis and interpretation of the data collected through the instruments administered to students and the English teacher at “Complejo Educativo Capitàn General Gerardo Barrios”, Santa Ana, indicate that:

English Students enjoy and assimilate more when teachers use different interesting activities to motivate their students.

Students feel comfortable and like to participate more actively in class when English teachers use new strategies to motivate them, such as games, songs, dramas, oral exercises, and the like.

Students get better grades in English tests when they feel motivated during the English learning process.

Students realize that the English teaching-learning process involves not only listening to the teacher but also participating actively in the process, giving opinions to improve it.

Students practice more the target language when the activities teachers use in class involves students more and when most of them are given the chance to participate more often.

Teachers and students enjoy being together in a classroom when they are learning something useful and at the same time they are having fun.

Teachers and students establish a better relationship through the use of certain dynamics. They can interact more often, and they feel less nervous and worried about learning the language.

Teachers feel more motivated in the teaching-learning process because students are more interested in learning the target language .

Students feel at ease and more open to the process of learning a new language when the activities the teacher uses in class are interesting to them.

Students' attitude toward English changes, and learning the English language becomes a challenge not a requirement to pass when they really know the importance of it.

11. After analyzing the results obtained, the researcher concludes that the hypothesis was accepted in an eighty percent degree because the methodology proposed really helped both the junior high school students and the junior high school English teacher to have better results in the English classes.

RECOMMENDATIONS

After carrying out the investigation, the researcher recommends that:

English teachers should prepare their lesson plans including a variety of activities so that students may be motivated to learn the language.

English teachers should connect with their students. It is important for teachers to establish a relation with students and try to be more than a teacher. Getting to class early to listen to their students' questions, comments or complaints can be a good idea to connect with them.

English teachers should encourage their students to participate actively in the teaching-learning process. The result of students' active class participation is a better acquisition of the language.

English teachers should update their knowledge very often. They need to look for new strategies and dynamics to make a more creative and interesting class to motivate their students.

III. BIBLIOGRAPHICAL REFERENCES

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IV. APPENDICES

APPENDIX A

ENCUESTA SOBRE MANEJO DE GRUPOS NUMEROSOS

OBJETIVO: La presente encuesta tiene como objetivo primordial conocer los puntos de vista de los estudiantes de tercer ciclo del “Complejo Educativo Capitán General Gerardo Barrios”, Santa Ana, acerca de la materia de idioma inglés en su escuela.

INDICACIÓN: Lee detenidamente cada pregunta y subraya la respuesta que consideres correcta.

1- ¿Te gusta el idioma inglés?

NADA POCO MUCHO

2- ¿Participas en clase?

NUNCA A VECES SIEMPRE

3- ¿Te sientes motivado(a) a aprender inglés? ¿Por qué?

NUNCA A VECES SIEMPRE

4- ¿Crees que es importante aprender inglés?

NADA POCO MUCHO NO SE

5- ¿Crees que es importante realizar actividades (juegos, canciones) para el aprendizaje del idioma? ¿Por qué?

NADA POCO MUCHO

6- ¿Consideras tu libro de texto un instrumento importante para tu aprendizaje?

NADA POCO MUCHO

7- ¿Cómo consideras tus notas de inglés?

MALAS REGULARES BUENAS EXCELENTES

8- ¿Cómo consideras tu que podrías mejorar tus notas de inglés?

TAREAS EX – AULA LABORATORIOS CORTO ESTUDIANDO MAS

9- ¿Qué actividades realizas en tu clase de inglés?

JUEGOS CANCIONES DIALOGOS DRAMAS

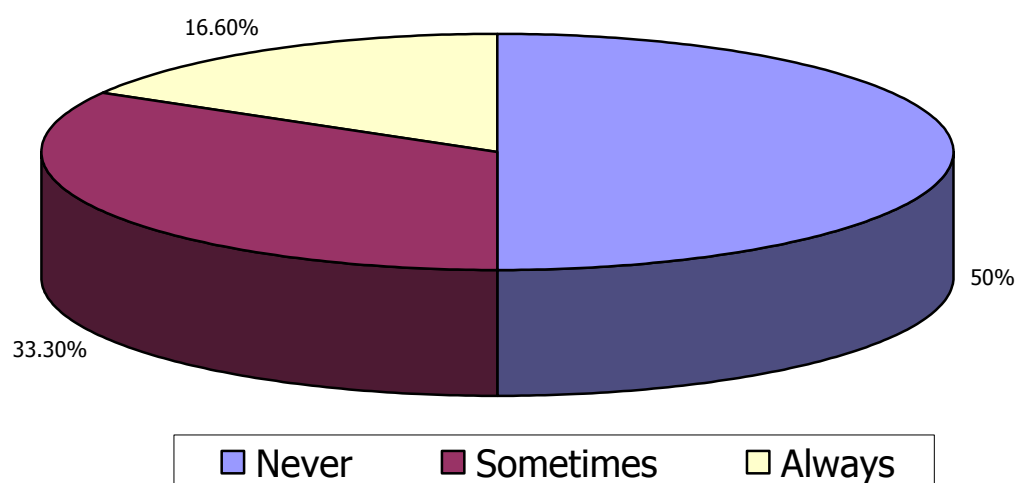
10- ¿Si tus notas son malas a que se lo atribuyes?

DESCUIDO DESINTERES NO ENTIENDES LA CLASE

APPENDIX B

Results of the questionnaire administered to the high school students to know their point of view about the English subject.

Question No. 2. Do you participate in class?

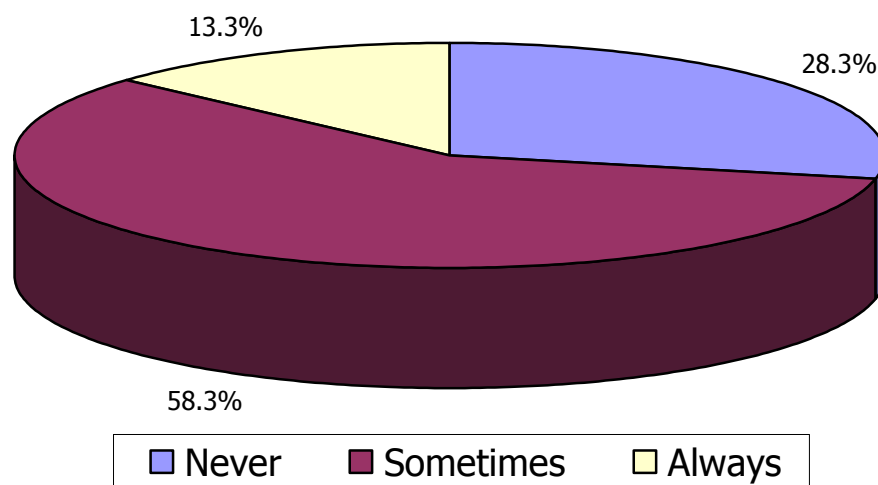


Never	30 students	50%
Sometimes	20 students	33.3%
Always	<u>10</u> students	16.6%
	60 students	

Thirty students (50%) never participate, twenty students(33.3%) sometimes participate , and ten students (16.6%) always participate.

APPENDIX B

Question No. 3. Do you feel motivated to learn English?

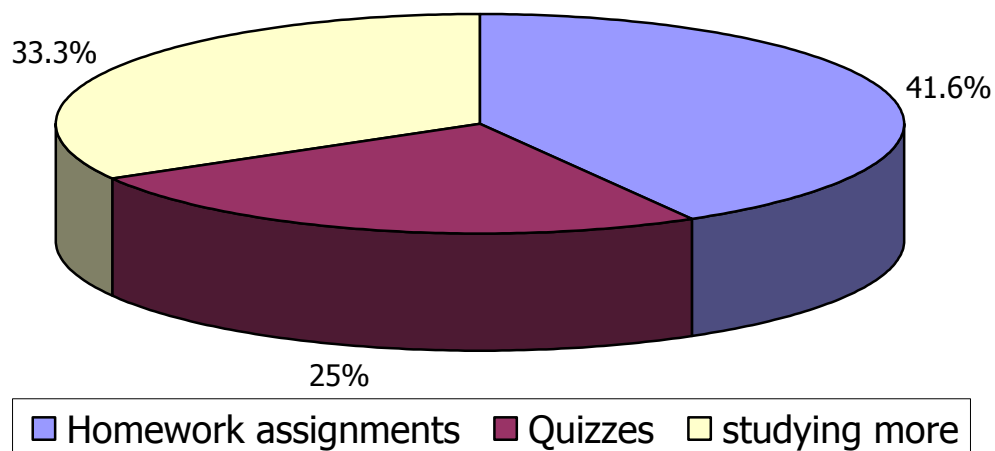


Never	17 students	28.3%
Sometimes	35 students	58.3%
Always	8 students	13.3%

Seventeen students (28.3%) never feel motivated, to learn English, thirty five students (58.3%) sometimes feel motivated, and eight students (13.3%) always feel motivated to learn English.

APPENDIX B

Question No. 8. How can you improve your grades?

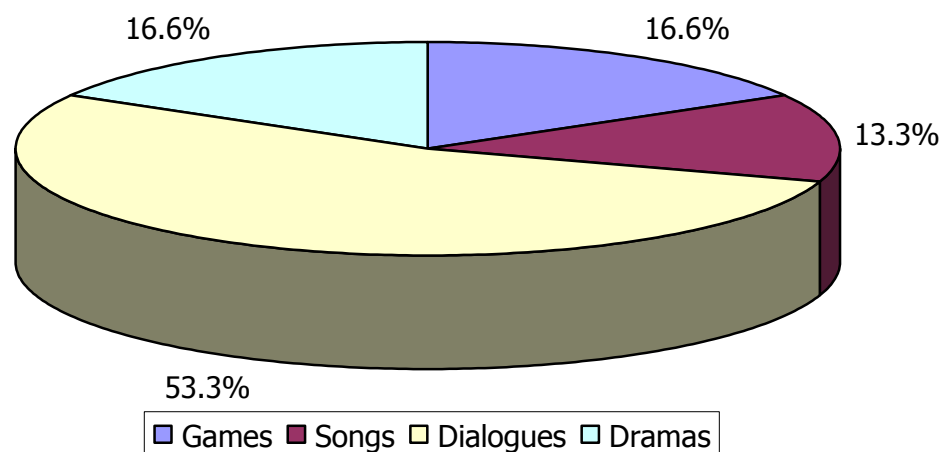


Homework assignments	25 students	41.6%
Quizzes	15 students	25%
Studying more	<u>20</u> students 60 students	33.3%

Twenty five students (41.6%) doing homework assignments, fifteen students (25.0%) having quizzes, and twenty students (33.3%) studying more.

APPENDIX B

Question No. 9. What kind of activities do you do in class ?

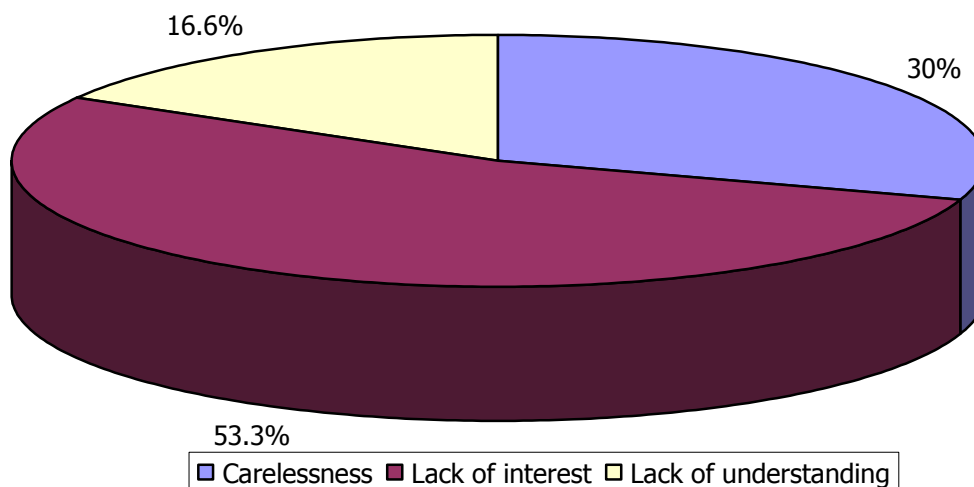


Games	10 students	16.6%
Songs	8 students	13.3%
Dialogues	32 students	53.3%
Dramas	10 students	16.6%

Ten students (16.6%) do games, 8 students (13.3%) sing songs, 32 students (53.3%) perform dialogues, and ten students (16.6%) perform dramas.

APPENDIX B

Question No. 10. What is the reason why you get bad grades ?



Carelessness	18 students	30%
Lack of interest	32 students	53.3%
Lack of understanding	<u>10</u> students	16.6%
	60 students	

Eighteen students (30%) get bad grades because of carelessness, thirty two students (53.3%) lack of interest, and ten students (16.6%) lack of understanding.

APPENDIX C

English Written Evaluation

English course

Teacher: Lorena Roxana Funes

Date: July 19, 2,003

Student: _____

I Part. Write the nationality.

- 1- Austria _____
- 2- The United States _____
- 3- France _____
- 4- Mexico _____
- 5- England _____

II Part. Answer the following questions.

- 1- What does your mother do?

- 2- What's your father's name?

- 3- How old is your sister?

- 4- What are your brother's favorite activities?

- 5- What does your sister do?

III Part. Write the meaning of the following words.

- 1- Knee _____
- 2- Head _____
- 3- Toe _____
- 4- Elbow _____
- 5- Forehead _____

IV Part. Solve the following exercises.

- 1- ten + twenty two =
- 2- fifty + fifty =
- 3- twenty one + nine =
- 4- sixteen + eleven =
- 5- ten + eighty seven =

V. Part. What time is it?

- 12:00 =
2:25 =
5:42 =
8:55 =
11:08 =

VI. Part. Write the meaning of the following words.

- 1- gardener _____
- 2- receptionist _____
- 3- bus driver _____
- 4- mason _____
- 5- baker _____

VII. Part. Write in Spanish.

- 1- Flower shop _____
- 2- Drugstore _____
- 3- Shopping mall _____
- 4- Bakery _____
- 5- Museum _____

APPENDIX D

This questionnaire will be administered to the English teacher in order to know the students' improvement during the pilot course.

DIRECTION: Answer the following questions completely.

- 1- What kind of English activities have helped the junior high school students pay more attention in class? Why?
- 2- Have you observed any difference in both groups?
- 3- Do the students enjoy your classes ? Why?
- 4- Are the students really interested in learning English?
- 5- Are the students participating more actively in classes?

APPENDIX E

This questionnaire will be administered to the junior high school students to evaluate the English course.

INDICACION: Lee las siguientes preguntas y contéstalas claramente.

- 1- ¿Te sientes más motivado que antes para aprender inglés? ¿Por qué?

- 2- ¿Te gusta participar en las actividades que la maestra encargada del curso piloto plantea en sus clases? ¿Por qué?

- 3- ¿Es la maestra dinámica en sus clases y mantiene captada tu atención?
¿Por qué?

- 4- ¿Sientes que a parte de divertirte con las actividades que realizas en la clase de Inglés también aprendes? ¿Por qué?

- 5- ¿Qué nota le asignarías al curso que recibiste? ¿Por qué?

APPENDIX F

ENGLISH LESSON PLAN

I- **Generalities:**

Teacher's name: Lorena Roxana Funes

Signature:

Schedule: 8:00 a.m. - 11:00 a.m.

Date: June 7, 2003

Lesson Plan # 1

Time: 3 hours

II- **Topic / content:** Countries and Nationalities

III- **Objective:** To make students learn the most common countries and nationalities through oral and written exercises.

IV- **Materials Needed:** A list of countries and nationalities, a world map, some flashcards

V- **Warm up:** (Time 3:00 minutes)

Pandora's box

VI- **Content Development:** (Activities and procedures)

ACTIVITIES:

- 1- Give students a list of the most common countries and nationalities.
- 2- Show a world map to point out the country and its nationality.

3- Talk about some famous people and their nationalities.

Grammar explanation

4- Some exercises

5- Repetition drills

6- Question and answer practice

8- Dialogues

DEVELOPMENT

Ronaldo is a famous soccer player. He is from **Brazil**. He is **Brazilian**.

Shakira is a singer. She is beautiful and young. She sings very well. She is from **Colombia**. She is **Colombian**.

Bill Clinton is a famous president. He is from **The United States**. He is **American**.

Chayanne is a singer. He is famous, handsome, and an excellent dancer, too. He sings and dances very well. He is from **Puerto Rico**. He is **Puerto Rican**.

Ricardo Arjona is a singer. He is very popular because he sings very well. People like his songs because of the messages. He lives in **Mexico**, but he is from **Guatemala**. He is **Guatemalan**.

Grammar Explanation: I am from El Salvador

S + V_{to be} + from + Country

AFFIRMATIVE SENTENCES

I am from El Salvador.

You are from El Salvador.

He is from El Salvador.

She is from El Salvador.

We are from El Salvador.

You are from El Salvador.

They are from El Salvador.

NEGATIVE SENTENCES

I am not from El Salvador
 S + V_{tobe} + not + from + country

You are not from El Salvador.

He is not from El Salvador.

She is not from El Salvador.

We are not from El Salvador.

You are not from El Salvador.

They are not from El Salvador.

Interrogative form.

Am I from El Salvador?
 V_{tobe} + S + from + country + ?

Are you from El Salvador?

Yes, I am.

No, I am not.

Is he from El Salvador?

Yes, he is.

No, he is not.

Is she from El Salvador?

Yes, she is.

No, she is not.

Are we from El Salvador?

Yes, we are.

No, we are not.

Are they from El Salvador?

Yes, they are.

No, they are not.

EXERCISES ON PAGE 4 AND 5. (American Shine)

REPETITION DRILLS

1) Francisco Flores is from El Salvador.

He is Salvadorean.

2) Britney Spears is from the United States.

She is American.

3) Cecilia Bolocco is from Chile.

She is Chilean.

- 4) Carlos Menen is from Argentina.
He is Argentine.
- 5) Roberto Carlos is from Brazil.
He is Brazilian.
- 6) Luis Figo is from Portugal.
He is Portuguese.
- 7) Zidane is from France.
He is French.
- 8) We are from El Salvador.
We are Salvadorean.
- 9) Pamela Anderson is from Canada.
She is Canadian.
- 10) Viviana is from Venezuela.
She is Venezuelan.

QUESTION AND ANSWER PRACTICE

- T: Are you Salvadorean?
- S: yes, I am.
- T: Is Shakira from the United States?
- S: No, she is not. She is from Colombia.
- T: Are Thalía and Alejandra Guzmán from Mexico?
- S: Yes, they are.
- T: Is Rocío Durcal from Spain?

S: Yes, she is.

T: Is Maite Delgado from Nicaragua?

S: No, she is not. She is from Venezuela.

T: Are Celia Cruz and Francisco Gatorno from Mexico?

S: No, they are not. They are from Cuba.

T: Is Ricardo Arjona from Guatemala?

S: Yes, he is.

Then, the students will create their own questions to ask other classmates.

DIALOGUES.

1) A: Hello. I am Patricia.

B: Hi. My name is Alicia. Are you from Honduras?

A: No, I am not. I am from Peru.

B: I am from El Salvador.

2) A: Good morning. My name is Andrea. I am from Spain. Where are you from?

B: Good morning, Andrea. I am from Costa Rica, and my name is Rebeca. This is my cousin, David.

A: David, where are you from?

C: Hi! Andrea. I am from Brazil.

A: Brazil! I like your country. I love Rio de Janeiro. Well, it's time to go home. Bye.

B: Bye, Andrea.

C: See you next time.

HOMEWORK ASSIGNMENT: Students will choose 10 countries from the list of countries and nationalities given by the teacher. Then, they will write one affirmative sentence, one negative sentence, and the interrogative form of each.

EXAMPLE:

Australia / Australian.

She is from Australia.

She is not from Australia.

Is she from Australia?

Yes, she is. She is Australian.

Students will bring some pictures of the family.

EVALUATION: Students' attendance, students' participation, students' homework assignment

ENGLISH LESSON PLAN

I- Generalities:

Teacher's name: Lorena Roxana Funes Signature: _____

Schedule: 8:00 a.m. to - 11:00 a.m.

Date: June 14, 2,003 Lesson Plan # 2

Time: 3 hours

II- Topic / content: Family Members

III- Objective: To enable students to identify the family members through oral and written exercises

IV- Materials Needed: Construction paper, glue, pictures, markers

V- Warm up: (Time 3:00 minutes)

A review of the last class

Question and answer practice

- 1) Where is Shakira from?
- 2) Where is Celia Cruz from?
- 3) Where is Carlos Santana from?
- 4) Where is Francisco Flores from?
- 5) Where is Pamela Anderson from?

- 1) Is Madonna from Austria?
- 2) Is Vicente Fox from Mexico?
- 3) Is Christina Aguilera from England?
- 4) Is Ricardo Arjona from Guatemala?
- 5) Is Ronaldo from Portugal?

VI- Content Development: (Activities and procedures)

ACTIVITIES:

- 1) Talk about the family. Name each member and say some characteristics.
- 2) Show some pictures of the family.
- 3) Show a picture of your own family and say details about each. (Name, age, professions / occupations, favorite activities).
- 4) Repetition drills
- 5) Question and answer practice

DEVELOPMENT:

- This is my mother. Her name is Margarita. She is fifty years old. She is a housewife. She likes to cook, clean the house, and wash the clothes in her free time.

- This is my father. His name is Antonio. He is fifty five years old. He is an employee. He likes to watch TV, play soccer, and play the guitar in his free time.

- This is my brother. His name is Rafael. He is twenty eight years old. He is a doctor. He likes to work with people, practice sports, and sing.

- This is my sister. Her name is Tania. She is twenty five years old. She is a secretary. She likes to work in the office, play tennis, and dance.

- The students will repeat the previous short paragraphs. (One by one, by lines, boys and girls).

- Question and Answer Practice

- What's your mother's name?

- What does she do?

- How old is she?

- What are her favorite activities?

- What's your father's name?

- What does he do?

- How old is he?

- What are his favorite activities?

- What's your brother's name?

- What does he do?

- How old is he?

- What are his favorite activities?
- What's your sister's name?
- What does she do?
- How old is she?
- What are her favorite activities?

- **Family tree** (On construction paper)

Homework assignment: Students will bring some photos of their family. Then, each student will show the photo, and he/she will talk about each member.

Evaluation: Student's attendance, participation, homework assignment

ENGLISH LESSON PLAN

I- Generalities:

Teacher's name: Lorena Roxana Funes **Signature:** _____

Schedule: 8:00 a.m. - 11:00 a.m.

Date: June 21, 2003 **Lesson Plan # 3**

Time: 3 hours

II- Topic / content: Numbers (Cardinals)

III- Objective: To enable students to count from one to one hundred through oral and written exercises.

IV- Materials Needed: Board, marker, list of numbers to be dictated

V- Warm up: Four or five students will show a photo of the family and talk about each member.

VII- Content Development: (Activities and procedures)

ACTIVITIES:

- 1) Practice the numbers with the students. The teacher will begin saying the numbers, and the students will continue with the rest.
- 2) Show a poster containing the numbers from one to one hundred.
- 3) Repetition drills

- 4) Game (The teacher will dictate two numbers between one and one hundred. The students have to sum both quantities and say the result).
- 5) Writing numbers (The teacher will divide the class into two groups).
- 6) Dictation

DEVELOPMENT:

- Twenty seven + thirteen =
- Fifty + fifty =
- Thirty one + nineteen =
- Seventeen + eighty three =
- Ten + eighty two =
- Twenty two + forty seven =
- Forty + thirty eight =
- Nineteen + sixty six =
- Thirty + fifty three =
- Thirteen + fifty four =

DICTION:

- | | |
|----------------|-----------------|
| 1) Thirteen | 6) One hundred |
| 2) Twenty nine | 7) Ninety four |
| 3) Eight | 8) Seventy two |
| 4) Twelve | 9) Forty six |
| 5) Thirty five | 10) Sixty seven |

- | | |
|------------------|-------------------|
| 11) Eighteen | 16) Seventy seven |
| 12) Ninety nine | 17) Forty eight |
| 13) Thirty seven | 18) Eighty |
| 14) Twenty | 19) Eleven |
| 15) Sixty eight | 20) Ninety one |

Homework Assignment: Write the numbers from one to one hundred.
(Construction Paper). Draw the human body on a sheet of paper for next class.

Evaluation: Student's attendance, participation, homework assignment

ENGLISH LESSON PLAN

I- Generalities:

Teacher's name: Lorena Roxana Funes Signature: _____

Schedule: 8:00 a.m. to 11:00 a.m.

Date: June 28, 2003 Lesson Plan # 4

Time: 3 hours

II- Topic / content: Body parts

III- Objective: To enable students to identify the body parts through games, oral, and written exercises

IV- Materials Needed: A poster of the human body, some cards (containing the names of each part of the body), board, marker

V- Warm up: A short dictation

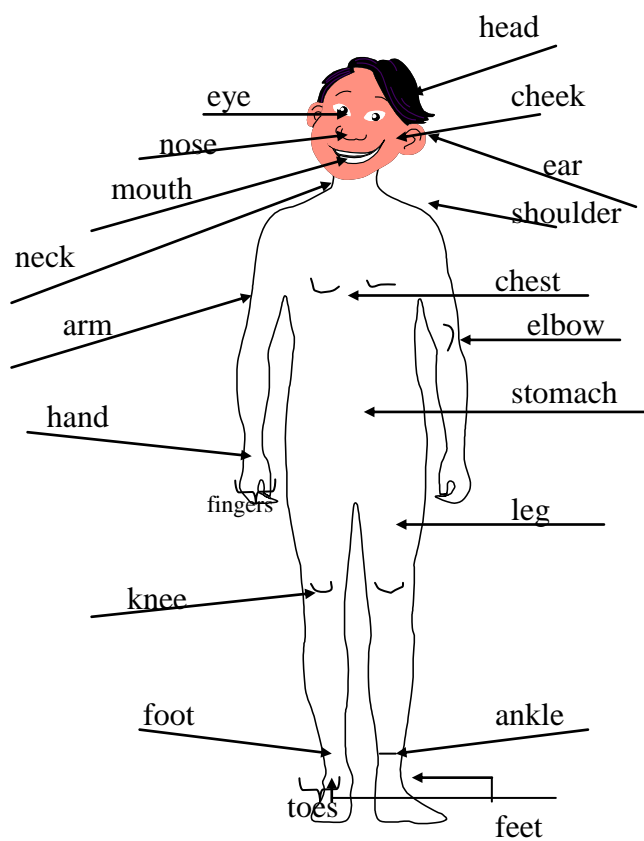
VI- Content Development: (Activities and procedures)

ACTIVITIES:

- 1) The teacher will show a poster of the human body. She'll point out the poster and say the name of the body parts.
- 2) The students will repeat each part of the body, and they'll touch their body parts at the same time.
- 3) The students will copy the name of each part of the body.

- 4) Expansion drill
- 5) Matching Game
- 6) Dictation

DEVELOPMENT:



3) Body Parts

Head
Forehead
Eyes
Nose
Mouth
Cheeks
Ears
Neck

Shoulders
Chest
Back
Stomach
Arm
Elbow
Hand
Fingers

Leg
Knee
Ankle
Foot
Feet
Toes

4) Expansion drill

Example:

The teacher: This is my eye.

Then, the teacher will show a card with another name (nose).

The students: This is my eye.

This is my nose.

The teacher: Cheek

Students: This is my eye.

This is my nose.

This is my cheek

T: Arm

S: This is my eye.

This is my nose.

This is my cheek

This is my arm.

T: Neck

S: This is my eye.

This is my nose.

This is my cheek.

This is my arm.

This is my neck.

T: stomach, foot, knee, ear, etc.

5) Matching Game

The teacher will write two sets of cards with the names of each part of the body (in English and Spanish). Two students will participate. Each student will have a set of cards; they will match the part of the body written in English with the one in Spanish. The students who get more pairs in two minutes will be the winner. (many couples will participate).

6) Dictation

1- cheeks	11- chest
2- neck	12- shoulders
3- stomach	13- ears
4- feet	14- head
5- hand	15- foot
6- elbow	16- mouth
7- nose	17- ankle
8- forehead	18- eye
9- knee	19- back
10- fingers	20- toes

Homework assignment: The students will bring a clock for next class.

Evaluation: A short evaluation, students' attendance, participation in class, homework assignment

ENGLISH LESSON PLAN

I- Generalities:

Teacher's name: Lorena Roxana Funes **Signature:** _____

Schedule: 8:00 a.m. - 11:00 a.m.

Date: July 5, 2,003 **Lesson Plan # 5**

Time: 3 hours

II- Topic / content: The Time

III- Objective: To enable students to express the time in different ways through oral and written exercises

IV- Materials Needed: A real clock, flash cards, marker, board

V- Warm up: Touch your ... (The students will touch every part of the body the teacher asks for).

VI- Content Development: (Activities and procedures)

ACTIVITIES

- 1) The teacher will explain the different ways to express the time. She'll use a real clock.
- 2) The teacher will write some examples on the board.
- 3) The teacher will ask students to show their clock (the last class, the teacher asked them to bring a real clock for this class), and they'll use it at the same time the teacher uses the clock, too.

- 4) The students will copy from the board.
- 5) The teacher will say the time and the students have to use their Clock.
- 6) Conversations

DEVELOPMENT:

What time is it? O'clock.

- 1:00 = It's one o'clock.
 2:00 = It's two o'clock.
 3:00 = It's three o'clock.
 4:00 = It's four o'clock.
 5:00 = It's five o'clock.
 6:00 = It's six o'clock.
 7:00 = It's seven o'clock.
 8:00 = It's eight o'clock.
 9:00 = It's nine o'clock.
 10:00 = It's ten o'clock.
 11:00 = It's eleven o'clock.
 12:00 = It's twelve o'clock.

What time is it?

- 1:30 = It's one thirty.
 2:45 = It's two forty five.
 3:27 = It's three twenty seven.
 4:16 = It's four sixteen.
 5:10 = It's five ten.
 6:12 = It's six twelve.
 7:37 = It's seven thirty seven.

8:13 = It's eight thirteen.
9:20 = It's nine twenty.
10:22 = It's ten twenty two.
11:50 = It's eleven fifty.
12:11 = It's twelve eleven.

What time is it? "To"

1:35 = It's twenty five to two.
2:46 = It's fourteen to three.
3:39 = It's twenty one to four.
4:38 = It's twenty two to five.
5:56 = It's four to six.
6:52 = It's eight to seven.
7:41 = It's nineteen to eight.
8:44 = It's sixteen to nine.
9:57 = it's three to ten.
10:50 = It's ten to eleven.
11:56 = It's four to twelve.
12:43 = It's seventeen to one.

What time is it? "Past"

12:09 = It's nine past twelve.
1:23 = It's twenty three past one.
2:27 = It's twenty seven past two.
3:18 = It's eighteen past three.
4:35 = It's thirty five past four.
5:47 = It's forty seven past five.
6:33 = It's thirty three past six.
7:21 = It's twenty one past seven.

8:13 = It's thirteen past eight.

9:24 = It's twenty four past nine.

10:32 = It's thirty two past ten.

11:10 = It's ten past eleven.

CONVERSATIONS

1) A: Hello, my friend. Where are you going?

B: Hi, I'm going to school.

A: To school? Really? What time is it?

B: It's seven twenty five. Too late.

A: I know classes begin at 7:20.

B: Hurry up bye.

A: Bye. See you tomorrow at nine o'clock.

2) A: Excuse me! Lady. What time is it?

B: It's twenty one to eight.

A: Thank you. Do you know what time the movie starts?.

B: It starts at eight fifteen.

3) A: I'm waiting for a friend.

B: What time is she going to come?

A: At three o'clock.

B: I'm sorry because it's three forty five.

Homework assignment: Bring the following exercises on a sheet of paper for next class.

What time is it?

1:00

4:00

6:00

12:10

2:44

8:29

10:56

3:35

5:47

10:40

2:20

6:12

9:25

12:35

EVALUATION: Students' attendance, participation in class, homework assignment, and a short questionnaire

ENGLISH LESSON PLAN

I- Generalities:

Teacher's name: Lorena Roxana Funes **Signature:** _____

Schedule: 8:00 a.m. - 11:00 a.m.

Date: July 12, 2,003. Lesson Plan # 6

Time: 3 hours

II- Topic / content: Occupations and professions

III- Objective: To enable students to learn the most common professions and occupations through games, oral, and written exercises

IV- Materials Needed: Photocopies, some sets of cards (containing the names of the most common professions and occupations in English and Spanish), board, marker

V- Warm up: Questions about the time

What time is it?

2:00 =

6:00 =

11:00 =

1:35 =

3:27 =

4:59 =

5:20 =

7:33 =

9:40 =

12:22 =

VI- Content Development: (Activities and procedures)

ACTIVITIES:

- 1) the teacher will give students a photocopy containing the most common professions and occupations.
- 2) The students will repeat each profession and occupation.
- 3) The teacher will describe the activity a professional does in the job.
- 4) Integration drills
- 5) Matching Game
- 6) A short drama

DEVELOPMENT

- | | | | |
|-----|--------------|-----|-------------------|
| 1- | farmer | 13- | receptionist |
| 2- | veterinarian | 14- | sanitation worker |
| 3- | gardener | 15- | photographer |
| 4- | firefighter | 16- | mechanic |
| 5- | chef / cook | 17- | electrician |
| 6- | lawyer | 18- | painter |
| 7- | cashier | 19- | architect |
| 8- | carpenter | 20- | accountant |
| 9- | baker | 21- | butcher |
| 10- | barber | 22- | actor |
| 11- | bus driver | 23- | actress |
| 12- | mason | | |

Integration drill

Example: He is an architect. He draws plans.

He draws plans because he is an architect.

1) He is a barber. He cuts hair.

He cuts hair because he is a barber.

2) He is a mason. He builds houses.

He builds houses because he is a mason.

3) He is a bus driver. He drives a bus.

He drives a bus because he is a bus driver.

4) He is a mechanic. He fixes cars.

He fixes cars because he is a mechanic.

5) She is a photographer. She takes pictures.

She takes pictures because she is a photographer.

6) She is a receptionist. She takes messages.

She takes messages because she is a receptionist.

7) She is an English teacher. She teaches English.

She teaches English because she is an English teacher.

8) She is a travel agent. She sells tickets.

She sells tickets because she is a travel agent.

9) He is a painter. He paints pictures.

He paints pictures because he is a painter.

10) He is a gardener. He takes care of the garden.

He takes care of the garden because he is a gardener.

MATCH

- veterinarian - electricista
- farmer - cocinero
- electrician - fotografo
- receptionist - actor
- actor - albañil
- baker - recepcionista
- barber - cajero
- cook - actriz
- sanitation worker - veterinario
- architect - carnicero
- cashier - granjero
- photographer - panadero
- butcher - peluquero
- actress - recolector de basura
- mason - arquitecto

SHORT DRAMA: An interview.

Some people are talking about their professions. They are looking for a job.

A: Hello, lady. What's your name?

What do you do?

B: Hi. My name is Adriana. I am a receptionist, and I work in a company.

What about you?

A: Well, my name's Alejandro. I am a cashier, and I work at Banco de Comercio.

A: Hello. What's your name?
What do you do?

C: Good morning. My name's Mariana. I am a good cook, but I don't have any job.

A: Good morning. What's your name?
What do you do?

D: Good morning. My name's Manuel. I am an excellent mason, and I'm looking for a job.

A: Good morning. What's your name?
What do you do?

E: Good morning. My name's Alicia. I am an excellent architect, and I'd like to get a good job.

Homework assignment: Students will bring 15 professions more for next class.

EVALUATION: Students' attendance, participation in class

ENGLISH LESSON PLAN

I- Generalities:

Teacher's name: Lorena Roxana Funes **Signature:** _____

Schedule: 8:00 a.m. - 11:00 a.m.

Date: July 19, 2003 **Lesson Plan # 7**

Time: 3 hours

II- Topic / content: Places around the city

III- Objective: To enable students to identify the most common places around the city through oral and written exercises

IV- Materials Needed: A map of a city, flashcards (containing the names of the most common places in a city in English and Spanish), a photocopy, marker, board

V- Warm up: A short dictation about the last topic studied

VI- Content Development: (Activities and Procedures)

ACTIVITIES:

- 1) The teacher will give students a photocopy of the most common places in the city.
- 2) Repetition drills

3) The teacher will show a map of a city, and she will try to locate some places.

4) Substitution drills

5) Matching exercise

Dictation:

- | | |
|----------------------|-----------------|
| 1. gardener | 6. actress |
| 2. sanitation worker | 7. bus driver |
| 3. receptionist | 8. baker |
| 4. barber | 9. Veterinarian |
| 5. architect | 10. carpenter |

Development:

Places in a city

- | | | |
|-----|------------------------|------------------|
| 1- | bakery | panaderia |
| 2- | bankbanco | |
| 3- | barber shop | peluqueria |
| 4- | bookstore | libreria |
| 5- | cafeteria / coffeeshop | cafeteria |
| 6- | hospital | hospital |
| 7- | clinic | clinica |
| 8- | copy center | fotocopiadora |
| 9- | drugstore / pharmacy | farmacia |
| 10- | flowershop | floristeria |
| 11- | gas station | gasolinera |
| 12- | hair salon | salon de belleza |
| 13- | hotelhotel | |
| 14- | ice cream shop | sorbetería |

15-	library	biblioteca
16-	movie theater	cine
17-	museum	museo
18-	music store	tienda de música
19-	park parque	
20-	pet shop	tienda de mascota
21-	post office	correo
22-	restaurant	restaurante
23-	school	escuela
24-	shopping mall	centro comercial
25-	supermarket	supermercado
26-	toy store	juguetería
27-	theater	teatro
28-	zoo zoológico	
29-	train station	estación de tren
30-	shoestore	zapatería

Map of a city

The students will locate the following places in a city.

- | | | | |
|-----|-------------|-----|---------------|
| 1- | bakery | 11- | hotel |
| 2- | copy center | 12- | shoestore |
| 3- | drugstore | 13- | post office |
| 4- | flowershop | 14- | supermarket |
| 5- | bank | 15- | toystore |
| 6- | hair salon | 16- | theater |
| 7- | library | 17- | train station |
| 8- | museum | 18- | park |
| 9- | pet shop | | |
| 10- | school | | |

Substitution drill

I want to go to the hospital
 (bakery)
 (flowershop)
 (hair salon)
 (ice cream shop)
 (park)
 (museum)
 (pet shop)
 (school)
 (shoestore)
 (toystore)
 (Theater)
 (zoo)

Match

- | | |
|------------------|---------------------|
| 1. bakery | 1- cine |
| 2. coffeeshop | 2- escuela |
| 3. drugstore | 3- panaderia |
| 4. flowershop | 4- zoologico |
| 5. movie theater | 5- jugueteria |
| 6. zoo | 6- farmacia |
| 7. music store | 7- restaurante |
| 8. restaurant | 8- cafeteria |
| 9. school | 9- tienda de discos |
| 10. toy store | 10- floristeria |

Evaluation: students' attendance, dictation, a short evaluation

APPENDIX G

LIST OF STUDENTS GROUP A

- 1- Avilés López, Wendy Marlene
- 2- Baños Lemus, Christian Alexander
- 3- Castro Fuentes, Alejandro Steven
- 4- Castro Rodríguez, Carlos Francisco
- 5- Catalán Ayala, Jorge Roberto
- 6- Cerritos Mancía, Kevin Josué
- 7- Díaz Contreras, Francisco Javier
- 8- Escalante Gómez, Carlos Alberto
- 9- Estrada Rosa, Gabriela Melissa
- 10- Fuentes Morán, Ronald Alberto
- 11- González González, Vanessa Jeanmilette
- 12- González Zelaya, Oscar René
- 13- Granadino Molina, Gloria Jeanmilette
- 14- Guevara Mejía, Cindy Carolina
- 15- Hernández González, Nestor Osmín
- 16- Herrera García, Cristina Gabriela
- 17- Linares Hernández, Emerson Ernesto
- 18- Márquez Castro Jorge Luis
- 19- Mejía Calderón, Karen Selena
- 20- Mejía Morales, Luis Fernando
- 21- Mezquita Díaz, José Rodrigo
- 22- Monrroy Reyes, Alan Mauricio
- 23- Morales Cáceres. Patricia Arely
- 24- Palma Monterrosa, Karla María
- 25- Peralta Deras, Gerardo Antonio
- 26- Peraza González, Jenniffer Gabriela
- 27- Perdomo Hernández, José Armando
- 28- Pineda Flores, Kevin Heriberto
- 29- Portillo Mejía, José Jonathan
- 30- Racancoj López, Giovanni Mauricio
- 31- Ramos Campos, Diana Raquel
- 32- Rodríguez Angeles, Jaime Adrián

APPENDIX H

LIST OF STUDENTS GROUP B

- 1-Acevedo Santos, Bryan Alexander
- 2-Acosta Equizabal, Bernardo Rafael
- 3- Acuña Quintana, Adriana Marcela
- 4- Agreda Cuellar, Marina Jeanmilette
- 5- Arbués Cardona, Tatiana Abigail
- 6- Baños Lemus, José Amilcar
- 7- Barrientos Linares, Kevin Vladimir
- 8- Barrientos Sibrián, Leonardo Wilson
- 9- Campos Rendón, Brenda Alicia
- 10- Campos Ruballos, Carlos Enrique
- 11- Cárcamo Chávez, Cindy Gabriela
- 12-Carpio Martínez, Andrea María
- 13- Carranza Belloso, William Bernardo
- 14- Carrillo Serrano, Eduardo David
- 15- Carrillo Serrano, Miguel Fernando
- 16- Castillo Morales, Felicita del Carmen
- 17- Catalán Ayala, Sergio Mauricio
- 18- Chicas Flores, Erick Alfredo
- 19- Cortéz Alemán, Ricardo Alfonso
- 20- Crespo Parada Victor Alexander
- 21- Cruz Ramírez, María Lorena
- 22- Cruz Ramírez, Sonia Guadalupe
- 23- Estrada Rosa, Victor Jared
- 24- Fernández Iglesias, Luis David
- 25- Flores, Rafael Antonio
- 26- Francia López, Ana Alicia
- 27- Francia López, Ana Lissette
- 28- Girón Mejía, Fátima Lourdes
- 29- Grijalva Martínez, Daniel José
- 30- Guevara Carrillo, Osmín Eduardo
- 31- Hidalgo Rodríguez, Josué Elí
- 32- Marroquín Calderón, David Alexander
- 33- Marroquín Gálvez, José Jobani
- 34- Menjivar Ortiz, Tania Stephannie
- 35- Miranda Granados, Jenniffer Irene