UNIVERSITY OF EL SALVADOR WESTERN MULTIDISCIPLINARY CAMPUS FOREIGN LANGUAGE DEPARTMENT



UNDERGRADUATE WORK

THE EFFECTIVENESS OF USING THE ADEQUATE METHODS, TECHNIQUES,
AND RESOURCES TO TEACH ENGLISH AS A FOREIGN LANGUAGE TO
TRUE BEGINNERS OF SEVENTH GRADE AT CENTRO ESCOLAR TOMAS
MEDINA 10421 IN THE CITY OF SANTA ANA IN THE YEAR 2009

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ABSTRACT

The purpose of this study was to verify the effectiveness of using adequate methods, techniques, and resources to teach English as a foreign language to true beginners of seventh grade at Centro Escolar Tomás Medina 10421 in the city of Santa Ana in the year 2009. The unit of study consisted of 39 students who were taking the English subject for the first time, but at the end of the project the unit of study became 35 students because of dropout. It was the researchers' decision to carry out this investigation because of the poor teaching process of English at public schools. In the preliminary study, the researchers observed some English classes at this public school and realized that the teacher did not use a lesson plan to develop a class; as a result, he did not use the right methods and techniques to teach English as a foreign language. Then, the researchers administered a questionnaire addressed to seventh graders in order to determine if they were true or false beginners. Through this instrument, the researchers found out that more than a half of the total amount of students was true beginners. The researchers also used a checklist to evaluate the teacher's preparation, use of methods and techniques as well as lesson planning. By using this instrument, the researchers discovered that the teacher was not aware of the type of learners he had in the classroom; as a result, the methods, techniques, and resources used to develop a class were not adequate. The data gathered through these instruments showed the researchers that the problem really existed. This study helped the researchers realize about the necessity of using adequate methods, techniques, and resources to teach true beginners effectively and make them acquire a meaningful knowledge of the target language as well as develop the writing and speaking skills. The researchers conclude that when using the suitable methodology and resources, the students get more involved in the learning process, and the English knowledge acquired by the students becomes memorable and enjoyable.

INTRODUCTION

In El Salvador, most of seventh graders at public schools do not receive English as a foreign language. This is a sad reality and a more challenging one if taken into account that these kinds of students do not have even basic knowledge of this language since they are true beginners. To fully grasp this situation, a group of students was chosen to carry out the quantitative study "The effectiveness of using adequate methods, techniques, and resources to teach true beginners of seventh grade at Centro Escolar Tomás Medina 10421 in the city of Santa Ana in the year 2009" This research consisted of determining how the adequate methods, techniques, and resources helped students to acquire a better understanding of the target language.

Chapter 1 deals with the statement of the problem which describes the problem being studied. It also includes the justification, the objectives of the study, and the research questions that conduct the investigation. Besides, it presents all the instruments used to gather the data for the preliminary study.

Chapter II contains the theoretical framework which explains widely the different English methods that exist to teach English as a foreign language. This chapter also includes valuable information about the four English methods the investigators consider suitable to teach true beginners. At the same time, this chapter presents in a detailed way the distinct techniques and resources that are necessary tools for any English teacher when working with the type of students mentioned above. The operationalization of the hypothesis is another important part in this chapter since it helped the investigators to prove what they stated as matter of the investigation.

Chapter III presents the research methodology. In this part, the researchers describe the steps and the instruments used to gather the data. Among these instruments, there are observation guides, questionnaires, a pre-test and a post-test. Also the researchers included a description of the methodology they implemented in order to carry out this study.

Chapter IV comprises the interpretation of data. That is, the results obtained through the administration of different instruments. At the same time, this chapter describes the teaching methods, techniques, and resources that the researchers used to teach true beginners at Centro Escolar Tomás Medina 10421.

Chapter V reckons in the researchers' conclusions which have to deal with the research study and the recommendations that can be very important to support future investigations. Finally, in the appendices, the researchers included not only the lesson plans as tools that can be implemented in schools to teach English as a foreign language to true beginners but also the photos and all the instruments used to gather the data.

CHAPTER I

RESEARCH DESIGN

STATEMENT OF THE PROBLEM

1.1 Description of the Problem

Teaching English as a foreign language is a challenging task for many teachers. However, teaching a target language to someone who does not know even the basic vocabulary or phrases of the foreign language can be a more challenging and frustrating situation. In the teaching field, a person who has had no previous exposure to the target language is known as a true beginner.

Something interesting about true beginners is that there is not a specific list of characteristics to identify this kind of learner. On the one hand, there are some true beginners who show high enthusiasm and motivation, and they progress rapidly and measurably since they want to learn. On the other hand, some of them have dogmatic ideas about learning and they lack confidence.

The city of Santa Ana has around one hundred public schools (See appendix A). These public schools are classified and divided into districts. Some schools within each district are bigger and have more population than others (Valle, 2009). The crowded ones have a great number of students from different social and economic status. According to Licenciado Valle (a statistics programmer), who is in charge of the MINED statistics office in the city of Santa Ana, the largest public schools in the city are five, belonging to different districts. These public schools are Centro Escolar INSA, Complejo Educativo República de Guatemala, Complejo Educativo General Gerardo Barrios, Centro Escolar Colonia Río Zarco, and Centro Escolar Tomás Medina 10421, district 0204 (See appendix A). Two of the five largest schools which are found in the district 0204 are Centro Escolar INSA and Centro Escolar Tomás Medina 10421 (See appendix B). Therefore, in order to know the percentage of true beginners in these two largest public schools, the researchers administered a questionnaire to seventh graders. Even though the instrument was administered in both schools, the study was carried out at Centro Escolar Tomás Medina 10421.

First, in order to administer the instruments, the researchers obtained the principal's permission (See appendix C). Second, a questionnaire addressed to seventh graders was administered with the object of determining the level of English that the students of seventh grade at C. E Tomás Medina 10421 had. According to Licenciado Barillas, the teacher in charge of the English subject, there were two sections of seventh grade, and each section had forty students. The questionnaire was administered to the half of the total amount of the population (forty students.) The results gathered showed that twenty-three students were true beginners. To support this data, the researchers interviewed the English teacher who admitted that the majority of seventh graders had never studied this language before, so the percentage of students of seventh grade who were true beginners at Centro Escolar Tomás Medina was 57.50%.

In this way, the same questionnaire was also administered to the ten sections of seventh grade at Centro Escolar INSA. In accordance with Licenciado Marroquin sub- principal of C.E INSA, there were 410 students attending seventh grade in the 10 sections (See appendix D). The results obtained showed that 189 students of seventh grade were true beginners since they had no prior or very little English background and this was the first year they studied this subject at school (See appendix E). This amount of students represented 46.09 percent of the whole population of seventh graders. All the information gathered proved that the phenomenon of having true beginners of English in seventh grade at public schools in the city of Santa Ana did exist. Besides that, these results pointed out the necessity of using the adequate methods, techniques and resources to teach true beginners as well as of adapting the English program used to teach English at public schools according to the students' background.

Through observing some English classes of seventh graders at Centro Escolar Tomas Medina, the researchers could realize that the teacher did not use any methodology to develop the classes. In this sense, it is important to know what methodology involves. According to Richards (1985) and Hymes (1971) methodology refers to the different ways of teaching a language using a specific method. Also, methods are defined as the principles, and they are best articulated

by answering the questions: "What is the purpose of education?" and "What are the best ways of achieving these purposes?" The answers of these questions made clear for the researchers that the teacher did not have any objective or purpose for the class since he just improvised the activities to develop a topic (See appendix F). Not only did the teacher overuse certain activities, especially drills but also the researchers observed that the teacher developed activities mechanically in most of the classes. That means students just repeated and copied what the teacher said or wrote on the board. As a result, the researchers realized that the majority of the students did not acquire meaningful knowledge about the language (See appendix G). Also, students were not able to internalize the new structures correctly because most of the time the teacher asked them to say or write sentences using the English language, but they could not do it. In addition, the teacher did not use warm-ups to begin the class. So, students adopted a passive attitude during the class, and they were not willing to participate actively.

Another fact that researchers could observe was the lack of planning of the teacher since he did not use a lesson plan. Therefore, the teacher did not organize the sequence of the class, and the information provided by him was almost meaningless; he did not have a book to support the topics developed in class. As he did not plan the class, he did not prepare material in advance or he did it inadequately (See appendix F). For instance, in one class the teacher brought some drawings about school items but the size of the drawings was not suitable since the students who were at the back of the classroom were not able to see them. In addition, it was noticed that the school had its own equipment such as CD players and a TV. However, the English teacher did not take advantage of them since the researchers never saw the teacher using the CD player or bringing a song for the students.

As it was mentioned before, the study was carried out at Centro Escolar Tomás Medina. This public school is located near Oscar Quiteño Stadium in the city of Santa Ana. The building has good conditions to fulfill the students and teachers' needs. The English teacher of Tercer Ciclo is Mr. Barillas, who teaches Spanish and has just been in touch with the English language and now is in charge

of the English subject (See appendix H). The target population was the seventh grade section "C" which had 40 students. The students' ages were among 12 or 14 years old, and there were more girls than boys. In general, most of them had a good attitude toward learning English (See appendix I). However, the students' good attitude was not enough to achieve a successful learning since it also depended on the facilitator's preparation to teach true beginners.

1.2 Justification

According to the MINED program, one of the general methodological guidelines of the seventh graders' course at public school in El Salvador is to deliver a human, meaningful, motivating, and effective teaching (See appendix J) Notwithstanding, the methodological procedures (methods, techniques and resources) used in this course are not in accordance with this aim since the majority of seventh graders at public schools are true beginners.

To support this assumption, a brief survey was carried out at the two largest public schools that belong to the district 0204 in the city of Santa Ana; that is, Centro Escolar INSA and Centro Escolar Tomás Medina (See appendix B). In both schools the percentage of students who were true beginners was about fifty percent of the whole population. Certainly, leaving this situation aside could affect the English teaching learning process. For instance, at Centro Escolar Tomás Medina 10421 the overall average was not acceptable to achieve the objectives of the English MINED program (See appendix K), so students were not building up solid basis of the target language.

Thus, it was worthwhile to make an implementation of adequate methods, techniques and resources as tools to help seventh grade teachers as well as seventh grade students who were true beginners. This action contributed to improve students' grades, to increase students' motivation, and to have a successful learning. In this sense, students with strong bases of English can have better chances to find good jobs, to grow professionally, and to have a successful

performance in the society since English is spoken by more people than any other language, and it is the native language of more than 350 million people. Moreover, English is the international language of diplomacy, business, science, technology banking, computing, medicine, and engineering.

1.3 Research Objectives

1.3.1 General Objectives

 To determine the appropriateness of the methods, techniques, and resources used to teach English as a foreign language to true beginners of seventh grade at Centro Escolar Tomás Medina 10421 in the City of Santa Ana in the year 2009

1.3.2 Specific Objectives

- To verify if the methods used by the English teacher are suitable to improve true beginners' understanding of English as a foreign language at Centro Escolar Tomás Medina 10421 in the City of Santa Ana in the year 2009
- To asses the accuracy of the techniques used by the English teacher to make true beginners of seventh grade at Centro Escolar Tomás Medina 10421 in the City of Santa Ana in the year 2009 develop the speaking and writing skills of English as a foreign language

 To measure how the adequate resources facilitate the teaching process with true beginners of seventh grade at Centro Escolar Tomás Medina 10421 in the City of Santa Ana in the year 2009

1.4 RESEARCH QUESTIONS

- To what extent were the methods used by the English teacher suitable to improve true beginners' understanding of English as a foreign language at Centro Escolar Tomás Medina 10421 district 0204 in the City of Santa Ana in the year 2009?
- In what way were the techniques applied by the English teacher accurate to make true beginners of seventh grade to develop the speaking and writing skills acceptably at Centro Escolar Tomás Medina 10421 district 0204 in the City of Santa Ana in the year 2009?
- Why were the resources provided by the English teacher useful to facilitate the teaching-learning process at Centro Escolar Tomas Medina 10421 district 0204 in the City of Santa Ana in the year 2009?

CHAPTER II

THEORETICAL FRAMEWORK

In teaching a target language, instructors have to be conscious of the great variety of methods that have to be applied successfully in the teaching-learning process. However, before mentioning the most common teaching methods that exist to teach English as a foreign language, it is important to know the definition of the word "method" and what it involves. The term "method" or "approach" refers to the theories about the nature of how language is learned. This means that learning and teaching a language requires a logical set of steps that begin from the easiest to the most difficult part of the process. Also, a method takes into account the basic units of language structure, the nature of language proficiency, the psycholinguistic and cognitive process involved in language learning as well as the conditions that allow for effective learning to take place (Richards, 1985). In this sense, applying a teaching method involves to pay special attention to the students' mother tongue as well as to the previous knowledge they have about the target language. For instance, some speakers find it difficult to pronounce certain phonemes that the target language has and that their mother tongue does not. When referring to the students' background, it is understood that not all the methods are applicable for teaching and learning a foreign language in any setting. Therefore, it is essential for any English teacher to be aware of the different methods or approaches and their characteristics in order to choose and to apply the adequate one or ones, so that s/he can develop the class successfully.

2.1 The Most Common Methods to Teach English as a Foreign Language

The most well-known methods to teach English as a foreign language are nine. The oldest method to teach a foreign language is the Grammar-Translation Method in which the classes are taught in the students' mother tongue with little active use of the target language, so no attention is given to pronunciation. In this method, grammar instruction provides the rules for putting words together, and this instruction focuses on the form and inflection of words.

The Direct Method is characterized by lack of using of the mother tongue since one of its principles is that the native language is never used in the classroom. Moreover, translation is not allowed, and grammar is taught inductively¹; that is, students build up their own sentences using the grammar rules from their practice and experience with the target language. In this method, one important aspect is the target culture since students can learn many things through it (Mora, 2008).

A method that is used for practical and academic reasons is the Reading Approach. This method highlights that only the grammar necessary for reading comprehension is taught, and translation reappears as a respectable classroom procedure. Besides that, vocabulary is expanded as quickly as possible since the acquisition of vocabulary is considered an essential part of the learning process. However, minimal attention is paid to pronunciation or conversational skills in the target language since through this method, students learn to translate and to read in the foreign language, but they do not learn to communicate (Mora, 2008).

One method that is based on the principles that language learning is a habit formation is the Audiolingual Method. This method fosters dependence on mimicry, memorization of set phrases, and over-learning, so structural patterns are taught using repetitive drills. An important aspect is that little or no grammatical explanations are provided as it is taught inductively. Also, the four macro skill of English are developed in sequence (listening, speaking, reading and writing), and the teacher can use the mother tongue during the class. Preventing learners' errors² is the teacher's task in listening and writing practices (Mora, 2008).

Another method used mainly to teach adults is the Community Method. This method is not based on the usual methods by which languages are taught. Rather, the approach is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as the personal and language problems the person encounters in learning foreign languages; in the teaching learning process, the students are

¹ Inductively: Of related to, or using logical induction. Inductive reasoning. The process of forming a general conclusion from particular cases.

² error: a mistake, inaccuracy, or misapprehension. The state of being mistaken.

considered as clients and the teachers as counselors. The classes or language-counseling relationship begins with the client's linguistic confusion and conflict, and the process is divided in five stages that go from the client's completely dependence on the counselor's help to the client's mastering the language (Curran, 1976).

In the Silent Way Method, the teacher has the complete control of the class and s/he is in charge to pass on to the learners the responsibility for the utterances of the descriptions of the objects shown or the actions performed. Thus at the beginning of the course, the teacher provides all the tools students need to foster the target language.

A method that is categorized along with others under the rubric of a communicative approach is the Functional-Notional Approach. This method stresses the means of organizing a language syllabus, and the emphasis is on breaking down the global concept of language into units of analysis in terms of communicative situations in which they are used. There are many aspects involved in this method such as notions, situations, exponent, code, and codeswitching. The term notion refers to the elements that may be expressed through nouns, pronouns, verbs, prepositions, conjunctions, adjectives or adverbs.

The use of particular notions depends on three major factors that are the functions, the elements in the situation, and the topic being discussed. The situation is the element that affects the variation of language such as the use of dialects, the formality or informality of the language and the mode of expressions. Exponents are the language utterances or statements that stem from the function, the situation and the topic. The shared language of community of speakers is defined as code. Code-switching is a change or switch in code during the speech act, which many theorists believe is purposeful behavior to convey bonding, language prestige or other elements of interpersonal relations between the speakers. Besides this, the functional-notional approach is subdivided in five headings: personal, interpersonal, directive, referential, and imaginative (Finocchiaro & Brumfit, 1983).

One method that combines information and skills through the use of the

kinesthetic³ sensory system is the Total Physical Response (TPR). These combinations of skills allow the students to assimilate information and skill at a rapid rate. This method is also known as the Comprehension Approach because of the importance of listening comprehension. This means, that the idea of focusing on listening comprehension comes from how a child acquires his/her mother tongue by spending all the time watching and listening people around him/her. It permits the students to make sense about the vocabulary in the same way a beginner learns a foreign language by listening to the new vocabulary from the teacher so that learners understand with a constant repetition. As an important point, there are some characteristics, for instance, the students learn another language through actions, imperatives⁴ are the main structures to transfer or communicate information and develop skills, students are not forced to speak, students feel comfortable and relieve anxiety, and the spoken language is emphasized over the written language.

Suggestopedia⁵ or Desuggestopedia is one of the teaching methods developed by the Bulgarian psychotherapist Georgi Lozanov. It is based on the study of Suggestology⁶. However, as the theory improved, it has focused more on "desuggestive learning" and now is often called "desuggestopedia.". It is worth mentioning that the main purpose of Suggestopedia is to enhance learning by lowering the affective filter of learners. Its creator claims that "suggestopedia is a system for liberation," the liberation from the "preliminary negative concept regarding the difficulties in the process of learning" that is established throughout their life in the society (Lozanov, 1978). Desuggestopedia focuses more on liberation as Lozanov describes "desuggestive learning" as "free, without a mildest pressure, liberation of previously suggested programs to restrict intelligence and spontaneous acquisition of knowledge, skills and habits" (Lozanov, 1978).

The Communicative Method is applied to the teaching of foreign languages

³ Kinesthetic: pertaining to kinesthesis (sense of movement or muscle sense).

⁴ Imperative: Grammar: relating to, or constituting the mood that expresses a command or request. A command or order.

Suggestopedia: methodology develop by Georgi Lozanov. Sometimes it is called super learning or accelerated learning.

Suggestology: it comes from the words suggestion and pedagogy.

that emphasizes interaction as both the means and the ultimate goal of learning a language, using a foreign language to communicate in all its forms. Despite a number of criticisms, it continues to be popular to teach English, especially in Europe, where constructivist views⁷ on language learning and education in general dominate academy discourse. This method has been criticized because its activities are artificial, difficult to monitor and not suitable for all levels, it causes embarrassment, it encourages incorrect forms, it has cultural bias, spontaneity is lost, and timing lessons is difficult. The use of the communicative approach in language teaching requires the implementation of a variety of activities as drama in the ESL classroom. These kind of activities provide a meaningful way of learning the target language.

2.2 The Adequate Methods to Teach True Beginners

Even though there is a variety of methods to teach English as a foreign language, not all of them are adequate to teach certain type of students. For instance, teaching false beginners⁸ and true beginners⁹ requires different methodology. Therefore, the researchers believe that it is important to know which methods are appropriate to teach true beginners and which of them are not based on students' lack of previous knowledge of the target language. After reading what experts suggest, the researchers consider that the most suitable methods to teach true beginners are the Grammar Translation Method, the TPR, the Audiolingual Method and Suggestopedia.

The first method that is suitable to teach English as a foreign language to true beginners is the Grammar Translation Method. The appropriateness of using this method with true beginners is that the teacher and the students can use the

⁷ Constructivist: artist of school of constructivism.

⁸The term false beginners is used to identify those who know some basic structures of the language such as colors, numbers, and other miscellaneous vocabulary.

⁹ In language teaching, the term true beginner is used to distinguish people who have had no previous exposure to the language.

mother tongue in the process of learning a target language. The researchers think that, this principle helps the teacher and the students to avoid communicative problems because students feel free not only to express what they think about the topic under study but also to express their doubts about it. In this method, the teacher can translate every word or a phrase from English into Spanish and vice versa. Investigators strongly believe that this procedure can be suitable for true beginners since most of the time they do not know the meaning of words due to the poor knowledge they have about the target language. Thus, translation becomes an easy way of explaining the meaning of words from one language into another. This point is important since some true beginners do not get the meaning of words when the teacher provides definitions or synonyms in the target language. Besides, true beginners will not have problems at the moment of answering questions on their native tongue, and the communication between the teacher and the students will not become a problem in the teaching learning process.

The second Method is the Total Physical Response which is mainly used in low or basic levels since it goes from the easiest to the complex structures of the foreign language. The researchers consider this method is adequate to teach true beginners because the teacher transfers important knowledge through the use of actions, and the students learn English in a funny way. Besides, the foreign language (English) is learned in the same way as the first language (Spanish). It means that the students have to develop listening skills first and speaking skills afterwards. Through the use of this method, the teacher can make the students feel motivated to learn the English language since they have not only to become active participants in the classroom activities but also to use body movements during the lesson. In addition, true beginners can learn new vocabulary by looking at the actions without translation. Therefore, the researchers believe that the Total Physical Response Method can be a good alternative to teach true beginners because they have the opportunity to practice the target language using the vocabulary in a real context, and the students are allowed to speak English until they feel confident.

The third method that the investigators think can be used to teach true

beginner is the Audio-lingual Method. This method was developed because of people's necessity to learn a foreign language (Mora, 2008). In this method, everything is taught step by step and with a suitable sequence; as a result, true beginners can get meaningful learning. The researchers believe that the use of this method with true beginners can be really effective since the target language is learned through a constant practice. In this sense, daily English practice can give true beginners the chance to internalize the foreign structures and vocabulary studied in class. This method not only has a variety of activities (mimicry, memorization, listening, speaking, different drills, and so on) to teach true beginners but also permits the use of the mother tongue which makes students feel comfortable and secure at the moment of speaking.

Suggestopedia is another excellent approach the researchers think is suitable to teach true beginners since it is based on the relaxation and the playfulness that permits students to get a rapid learning of the foreign language. According to Enrique R. Pérez Novas (1998), people learn more when they smile or make mistakes without feeling embarrassed. In this respect, the goal of the suggestopedia method is to make students feel free and avoid any mental barriers such as prejudices and traumas¹⁰. In this process, the teacher makes an important role because he is the one that encourages the students to believe in themselves, to feel confident, and to develop the English learning process with great effectiveness. Thus, the students speak spontaneously and interact in the target language without any interruption or correction. Besides, games and fun are excellent for true beginners because through this kind of activities students forget the fatigue, the embarrassment, and the fear to participate in any activity the teacher asks them to develop.

Indeed, the adequate use of the Grammar Translation Method, the TPR, the Audiolingual Mehtod, and Suggestopedia can contribute in a great deal to achieve any English teacher objective which is to make students acquire and internalize the bases of the foreign language to communicate successfully.

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¹⁰ Trauma: shock or a painful experience

2.3 The adequate Use of Written and Oral Techniques to Teach English as a Foreign Language to True Beginners

The methods chosen by the researchers to teach true beginners lead to fifteen teaching techniques that English teachers can apply with this kind of learners. These techniques are classified based on the method in which each of them is used. Among these techniques there are reading comprehension questions, deductive application of rule, fill-in-the-blanks, memorization, using commands to direct behavior, role reversal, action sequence, dialog memorization, repetition drill, transformation drill, question and answer drill, classroom set-up, peripheral learning, choose a new identity, and role play.

2.3.1 Grammar Translation Techniques

2.3.1.1 Reading comprehension questions

In this technique, students answer questions in the target language based on their understanding of the reading passage. This set of questions is divided in three groups. The first one is composed by questions that ask for information within the reading passage. In the second group of questions, students have to make inferences based on their understanding of the passage, so they have to answer the questions about the reading even though the answer are not contained in the passage itself. The last group of questions requires students to relate the passage to their own experience. The researchers think this technique can be really helpful to teach true beginners because they have the chance to get the idea from any reading in the foreign language. Moreover, true beginners can learn more vocabulary and improve their pronunciation. Through this technique, students get

confident while answering questions since they believe they are able to do it in the target language.

2.3.1.2 Deductive Application of Rule

Here, the grammar rules are presented with examples, and the exceptions to each rule are also noted. The important aspect is that after students understand a rule, they are asked to apply it to some different examples. At this point, researchers believe that this technique can be helpful for both teachers and true beginners. Not only can the teachers explain any topic, structure or tense easily and simply, but also true beginners can understand and get familiar with the rules and exceptions of any tense. Besides, this technique can be helpful to true beginners because they are exposed not only to the explanation but also to the practice of the topic studied. Something important to mention is that students can learn better the rules since they can review their notes whenever they need it.

2.3.1.3 Fill-in-the-blanks

In this technique, students are given a series of sentences with words missing. Then, they have to fill-in-the-blanks with new vocabulary items or with items of a particular grammar type such as prepositions or verbs with different tenses. Through this technique, true beginners can practice the structure that has been studied in class and, at the same time, it permits the teacher to check students' exercises in an easier way.

2.3.1.4 Memorization

In the memorization technique, students are given lists of target language vocabulary words and their native vocabulary equivalent, and learners are asked to

memorize them. Students also memorize grammatical rules and grammatical paradigms such as verb conjugations. This technique can be very useful for true beginners because they have the opportunity to learn more vocabulary as well as their meaning. Undoubtedly, the memorization of isolated words can help students to identify the meaning of the words learned in certain contexts.

2.3.2 Total Physical Response Techniques

2.3.2.1 Using Command to Direct Behavior

The use of commands is the major technique of the Total Physical Response Method. The commands are given to get students to perform an action. At first, to clarify meaning, the teacher performs the actions with the students. Later, the teacher directs the students alone. The students actions tell the teacher whether or not the students understand. In order to use this technique with true beginners, the teacher can play "Simon Says" with the goal of reviewing action verbs or the parts of the body. Example:

T: Simon says, "stand up!"

S: (stand up)

T: Simon says, "Jump!"

S: (Jump)

T: Touch your head!

S: (Touch their heads)

In the case that a teacher gives a command and one student does not perform the action, the teacher can ask another student to model the action in order that the student who did not understand can get the meaning of the command.

2.3.2.2 Role Reversal

In this technique, students command their classmates to perform some actions. To develop this technique in class, the teacher can prepare some pieces of paper depending on the number of students. For example, the teacher can prepare five pieces of paper. S/he writes the word "students" on four and the word "teacher" on one of them. Then, the teacher ask the students to take them, and the one who picks up the word "teacher" has to pass to the front and give the commands to his/her classmates. This technique can be very helpful for true beginners since they are provided with the opportunity to relate the actions with the English language.

2.3.2.3 Action Sequence

This technique consists of following a series of commands in a sequence. Example the teacher says, "stand up", "go to the board", "take a piece of chalk", "write an adjective", "come back to your seat", "sit down".

2.3.3 Audio-lingual Techniques

2.3.3.1 Dialog Memorization

In this technique, the English teacher uses a dialog or a short conversation between two people to begin a new lesson. The teacher asks the students to form pairs, and explains the two students they have to memorize the dialog through mimicry. Another way in which teachers can develop this technique is that the teacher divides the class into two groups "A" and "B", and assigns one role to group A and the other one to group B. After the dialog has been memorized, the teacher chooses one student from each group to pass to the front and perform the dialog. This technique really motivates true beginners to learn the target language because they have the chance to communicate short ideas or phrases in the target language that have been established previously. Also, through this technique, the teacher can introduce certain sentences patterns and grammar points that are included within the dialog memorized. Thus, when practicing drills, true beginners can easily recognize and memorize the new structures.

2.3.3.2 Repetition Drills

This technique consists basically of students' repetition. Students are asked to repeat the teacher's model as accurately and quickly as possible. This helps true beginners to learn thoroughly the vocabulary, grammatical structure and the pronunciation of certain words. This drill is generally used to teach true beginners a dialog or reading. Something important here is that the teacher has to explain the meaning of words or phrases so that students can understand when and how to use them.

2.3.3.3 Transformation Drill

In this technique, the English teacher helps true beginners to master the language notes or grammar studied in class. The English teacher develops this technique by asking students to change a certain kind of sentence pattern into another one. For instance, the teacher asks the students to change some affirmative sentences into negative ones, or to change a statement into a questions and so on. Through this technique, the teachers can be aware of the difficulties

students have while speaking as well as writing, so teachers can give some reinforcement until most of true beginners have understood the grammar studied.

2.3.3.4 Question and Answer Drill

As the majority of true beginners have problems with the subject-verb inversion when building up questions, this technique can help English teachers to give true beginners practice on this matter. The teacher can give cues to students, so they can form the questions; if the question is not well-done, the teacher asks another student to form the question and so forth until the question is well elaborated. After doing that practice orally, the teacher can ask one of the students to dictate the questions, so the teacher can write them on the board for students to copy them. At the end, the teacher can make the students answer the questions by giving them the options they have to answer.

2.3.4 Suggestopedia Techniques

2.3.4.1 Classroom set-up

The aim of this technique is to create a bright and cheerful classroom environment. English teachers can decorate the classroom with visual aids in the target language so that teachers provide a positive environment for students. The researchers believe this technique can be useful with true beginners since this kind of students needs to feel confident when learning English as a foreign language for the first time. Besides, by observing the visual material in the target language, true beginners realize that what they are learning is useful and valuable.

2.3.4.2 Peripheral learning

In this technique, the teacher puts on the wall some posters containing grammatical information about English. It is claimed that through this action, the students are able to absorve the necessary facts effortlessly. These posters should be changed periodically according to the topics studied in class, so students are provided with the suitable grammar they need to know. The researchers think this technique is useful to teach true beginners because it can help them to learn grammatical concepts easily. In addition, by using creative visual aids containing grammar, teachers can overcome true beginner's misconception that grammar is boring since these visual aids present grammar in an attractive way.

2.3.4.3 Choose a new identity

In this technique, students choose a new name and occupation or the teacher can assign a new identity to each student. Researchers state that this technique can help true beginners to create confidence and to feel free to commit mistakes. In this sense, students do not feel ashamed for making errors while doing any activity in the English class since they are not mistaken with the other person they represent. Thus, as they are someone else, they are confident to participate actively in class no matter if their actions are right or wrong.

2.4 The Adequate Use of Resources to Teach English as a Foreign Language to True Beginners

Besides the methods and techniques to teach English as a foreign language, the researchers claim that English teachers can take advantage of a great variety of resources that can help them to make their classes more interesting, catch students' attention, and hand in information clearly and easily. In the teaching field, the word resources involves all the materials teachers use to develop their classes (Wisniewka, 1998). Thus, researchers state that the adequate use of resources is essential when teaching English as a foreign language to true beginners since these can help the teacher not only to convey

meaningful knowledge to students but also to build up acceptable bases of the foreign language in true beginners.

There exist different kinds of resources to teach English, but not all of them are appropriate to teach this especial kind of learners. Nevertheless, the researchers think that teachers can adapt some of these resources to fulfill true beginner's needs. The most common resources used to teach English are visual aids such as the blackboard, photographs, illustrations (illustrative pictures), charts, and realia as well as audiovisual aids like songs and musical videos. Not only do the researchers believe that both visual and audio visual aids can help teachers to increase the effectiveness of the teaching-learning process and to achieve their major purpose which is good teaching but also researcher's opinion is that the appropriate use of visual and audiovisual aids can help true beginners to make their learning experience more concrete and memorable, so they can be able to internalize new structures and vocabulary by connecting the target language (English) with their lives. Hence, the researchers highlight the importance of the adequate use of this kind of resources by taking into account the class and the teacher's objectives, the topic under study, and the students' needs and background.

2.4.1 Visual aids

Visual aids are defined as pictures or diagrams that teachers use to help learners to get a better understanding of the target language (Wikipedia Encyclopedia). When teaching true beginners, the researchers claim these resources are indispensable in any English classroom since visual aids, when used accurately, can help learners to memorize vocabulary fast, to keep learners interested and motivated to learn, and to build up clearer and richer concepts. Also, the researchers believe that the effective use of visual aids can facilitate and simplify the teacher's job since "on picture is worth a thousand words" (Dale, 1951), so instructors can enrich the teaching process and foster significant

knowledge in true beginners. The researchers think that from the great variety of visual aids teachers can use the ones that are suitable to teach English to true beginners are the blackboard, photographs, illustrations (illustrative pictures), charts and realia.

2.4.1.1 The blackboard

Edgar Dale (1951) defines the blackboard as an indispensable tool in any classroom, but also emphasizes that many teachers often take it for granted and they do not use it effectively. Thus, the researchers think that being aware of its importance can help English teachers to explore different ways of using it accurately and to acquire and master satisfactorily any blackboard technique.

The researchers know that in many Latin American countries like El Salvador, the blackboard is the most important visual aid in the classroom, mainly in public schools where technology is usually very limited. So without a board English teachers can find it difficult to explain most of the topics to true beginners because their first encounter with the written language is through it. Therefore, the researchers claim that in order to make an effective use of the board, teachers have to make an appropriate distribution of the information placed on the board and to include only the most relevant aspects of the topic under study. This is important because most of true beginners want and like to copy "everything", and if the teacher places too much data on the board, the students can get bored or lost when copying. When taking into account this simple recommendation, English teachers can not only avoid using the board wastefully but also avoid wasting time.

2.4.1.2 Photographs and Illustrations (Illustrative pictures)

According to Dale (1951) both photographs and illustrations are classified under the rubric of still pictures. Not only photographs are considered the most

familiar and highly valuable type of visual material that can be mounted¹¹ or unmounted for different purposes but also are easy to find since teachers can clip them from newspapers, magazines, and books. Illustrations are even more widely used in teaching than photographs because they involve every kind of pictorial representation of reality from an artist's canvas to the drawing made by a student.

The researchers assert that, when teaching true beginners, teachers can use both photographs and illustrations adequately to introduce a new topic and motivate students to learn since these visual aids arouse curiosity and prepare students for the "strange" new topic. Moreover, the researchers think that a cheerful pictorial background serves not only to orient true beginners into the subject-matter but also to excite students' interest in it.

Indeed, the researchers believe that the proper use of photographs and illustrations can contribute positively in the teaching process since they can help the English teacher to state the objectives of the class clearly, and, at the same time, to introduce the topic in a dynamic and creative way.

2.4.1.3 Charts

The word "chart" has many different meanings and applications. For instance, the Larousse Dictionary (2004) defines chart as a map or one designed as an aid to show or record progress, change, and so on. Edgar Dale (1951) defines chart as a means of mapping anything that is not geographical or statistical. Also, this type of visual aid can be used to layout or to delineate different kinds of data, to summarize, to compare, to contrast, and to provide other useful means for dealing with subject-matter. Hence, the researchers think that making an effective use of charts can help the teacher to convey meaningful information of the target language (grammar rules, vocabulary, model, and so forth) to true beginners, increasing in this form their learning. The researchers highlight the fact

¹¹ Mounted: that can be projected on a screen.

that true beginners need to create a relationship between the target language and their lives, and charts are aids that English teachers can use to build up that connection. Through charts, teachers can make the learning experience as much like the direct experience as possible since these aids can represent the direct reality. Sometimes, it is not possible for English teachers to bring real objects to the class (for example, means of transportations such as trucks, trains, and so on) so that true beginners may have a direct experience between the word and the object. However, through using a well-done chart, true beginners can appreciate the abstract object that is contained on it, and create a mental image of the object and associate it with the word.

2.4.1.4 Realia

The researchers understand that the word realia refers to the real objects that English teachers use as visual aids to enrich the concepts developed in a class. For example, if the teacher is introducing fruits and vegetable to a group of true beginners, s/he can bring the real objects to the class, so students make a direct association between the words from the vocabulary list and the real objects. This help beginners to internalize vocabulary lists easily as a Chinese proverb says, "What I hear, I forget. What I see, I remember. What I touch, I know"; thus, it is important whenever it is possible to bring real objects to the classroom so that students feel motivated to learn the new vocabulary in the foreign language.

2.4.2 Audiovisual aids

Audiovisual aids are defined as any device that uses sound or sight in the communication of an idea. From this definition, the researchers understand that audiovisual materials are means that help English teachers to develop the listening, speaking and reading skills. There is a variety of audiovisual aids such as musical videos, documentaries, movies, lyrics of songs, and so forth, and these are used and adapted to different levels. Thus, when teaching English to true beginners, it is important to choose an adequate audiovisual aid taking into account students' knowledge of the target language. Hence, the researchers claim that form the list of audiovisual aids, the one that is appropriate to teach true beginners is the use of songs.

2.4.2.1 Songs

Thomas J. Garza states that songs are one of the most powerful combinations in helping the learner commit limited phrases and word combinations to memory to be put into active service at a later time in communication. Songs often contain key elements of repetition, rhyme and rhythm that facilitate quick memorization and easy imitation. From this, the researchers believe that songs have great value in teaching English to true beginners since songs can be used to motivate students, to reduce students' native language accents, and to reinforce vocabulary and grammar. Also, the researchers know that using adequate songs can make the English learning process unforgettable. Hence, English teachers should choose those songs that fit their teaching style, age, level and personality of true beginners group.

2.5 The Importance of Designing and Using a Lesson Plan When Teaching True Beginners

Everyone involved in teaching preparation agrees that some sort¹² of planning is essential for successful teaching at any level (Allyn and Bacon,1995). In this sense, the researchers strongly believe that designing a lesson plan to teach true beginners is even more important in order to achieve the objectives set

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¹² Sort: a kind, type or class

by the teacher at the beginning of each lesson. The teacher not only has to adapt the methods and techniques to fulfill the student's needs but also to plan step by step each part of the lesson in order to make students have a good acquisition of the English language.

Planning instruction includes identifying important and desirable things for students to learn, selecting materials to foster¹³ students' learning and organizing learning experiences into a coherent, reinforcing sequence to facilitate learning. Besides, the researchers think that in planning instruction the teacher has to consider the characteristics of the students such as prior knowledge, work habits, learning styles, disabilities, the instructional materials, time available to teach, and so on.

A lesson plan, which is defined as a step-by-step guide to what an EFL teacher plans to do in the classroom on a given session (Sermeño, 2009), helps teachers allocate¹⁴ instructional time, select appropriate activities, link individual lessons to the overall¹⁵ unit, sequence activities to be presented to the students, set the pace of instruction, select the homework to be assigned, and identify techniques to assess students' learning. The researchers agree that planning a lesson helps English teachers in four ways. First, it helps reduce teacher's uncertainty and anxiety about instruction by providing them with a sense of purpose and subject matter focus. Second, planning affords¹⁶ teachers an opportunity to review and become familiar with the subject matter they will teach. Third, plans include ways to get activities to be pursued and a framework¹⁷ to use during the actual delivery of instruction. Fourth, a well organized plan will assist in increasing the chances of a successful learning experience for the students.

Besides, according to Allyn and Bacon (1995), before planning a lesson, the English teachers need to ask themselves the following questions: Why am I teaching this lesson? What do I hope to accomplish? Who are my students? What

¹³ Foster: to encourage the development of something.

¹⁴ Allocate: to give set a part or assign something to someone for a particular purpose.

¹⁵ Afford: to be able to do something, or allow something to happen, without risk.

¹⁶ Overall: including everything

¹⁷ Framework: a basic supporting structure. A basic plan or system.

is the time available for teaching this lesson? How will I begin the lesson to capture students' attention? Will I need other resources to teach this lesson? How will students spend their time during the lesson? How will the lesson be assessed 18? How will I close the lesson? Will there be homework or enrichment activities offered? How will I know if I succeeded in teaching this lesson? Thus, taking into account the questions above, the researchers will use a lesson plan which includes the basic components such as objectives, warm up, presentation, language notes, practice, wrap up, evaluation, and homework.

The first component of any lesson plan is the objectives in which the teachers describe what the students should be able to do after instruction. In the second component of the lesson plan which is the warm up, the teachers start the class with an activity to get the students' attention. It can be as simple as telling a short story, playing a song, or drawing a picture on the board. Presentation is another part of the lesson in which the teachers use a dialog or a short reading, including the target structures they intend to teach. Therefore, in this section the teachers present the grammatical structure in context. In Grammar notes section, the teachers present the grammatical structures that they will teach to the students as simple and practical as possible.

According to Sermeño (2009) practice is another stage of the lesson plan where the teachers must include controlled, semi controlled, and free practice activities. Controlled practice is a stage in a lesson where learners practice new language in a limited form. Students are led by the teacher very closely to assure ¹⁹ the correct use of the target structures. Controlled practice includes repetition drills, substitution drills, expansion drills, listening, dictation and reading practice. Semi-controlled practice is a second stage in the practice where the teachers lead the students to use the target structures, but they allow them to do it in a freer fashion, so they can start using their creativity to use the target structure in a real context. In this sense, the teachers guide the students, but letting them feel free to produce language. Free practice integrates the focus structure, vocabulary, and functional

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 $^{^{18}}$ Asses: to judge the quality or importance of something.

¹⁹ Assure: to state positively and confidently. To convince someone of the truth or validity of something.

language into student's overall language use. Free practice exercises often encourage students to use the target language structures in small group discussions, written work (paragraphs or essays), and longer listening comprehension practice. Another component of any lesson plan is wrap-up in which feedback allows students to check their understanding of the lesson's topic. Feedback can be done quickly at the end of the class by asking students questions about the target structures.

The following component is evaluation which allows the teachers to verify whether the class objectives have been reached or not. Teachers can use a short activity to check students' understanding of the target content and vocabulary and to check the students' development of skill. The last component of the lesson plan is homework. Assigning homework after each class is a good way to help students use the studied content in a creative way. Teachers have to make sure they assign homework that students can do by themselves, applying the studied grammatical structures and vocabulary.

To sum up, the researchers are aware of the importance of planning a lesson to reach the English teachers' objective which is to convey meaningful knowledge to true beginners and help them to use the language they are learning. Thus, a lesson plan avoids improvisation and wasting of time since the teacher selects the appropriate activities that can be developed in class and sets the specific time for each of them.

OPERATIONALIZATION OF VARIABLES

Objective	Hypothesis	Variables	Indicators	Sub-indicators	Technique to test the	Population (Data	
					hypothesis	source)	
To verify if the	The use of a	The use of a	A.	1. Techniques			
methodology	suitable	suitable	Methods Using actions to direct		Observation	Seventh	
used by the	methodolog	methodology		behavior	Guide	grade	
English	y to teach		1.TPR	Role reversal		students	
teacher is	English as a			Action sequence		section C	
suitable to	second						
improve true	language to			Techniques			
beginners'	true		2. Audio-	Dialog memorization			
acquisition of	beginners at		lingual	Repetition drill			
English as a	Centro			Transformation drill			
second	Escolar			Question and			
language at	Tomas			answer drill			
Centro Escolar	Medina						
Tomas Medina	10241						
10421 district	district 0204			Techniques			
0204 in the	can help		3.	Reading comprehen-			
City of Santa	seventh		Grammar	sion questions			
Ana in the year	graders to		Translation	Deductive application			
2009	have a			of role			
	successful			Fill-in-the-blanks			
	acquisition			Memorization			
	of the						
	English						
	language						

T		I	<u> </u>	Ι	<u> </u>
		4. Suggesto- pedia	4. Techniques Classroom set-up Peripheral learning Choose a new identity Role play		
		B. Resources	Audiovisual Songs Z. Visual Charts Illustrations (illustrative pictures) Photographs	Questionnaire	Seventh grade students section C
	True beginners' successful		Realia Blackboard	Observation guide	
	acquisition of the English language	1.Participation2. Students' practice	Oral participation Written participation Oral/written practice Homework	Questionnaire	Seventh grade students section C
		3. Students' assessment	Evaluation at the end of the lesson	Pre-test and post test	Seventh
		4. Students' facial expressions	positive gestures negative gestures		grade students section C

CHAPTER III

METHODOLOGICAL DESIGN

3.1 Methodology

The methodology used to carry out this study was the Quantitative Explicative Approach. Through this method, the researchers were able to give answers to the causes of the phenomenon studied as well as to explain why and in which conditions it occurred. As an important point, the researchers had to choose suitable techniques, and useful instruments for collecting the necessary data.

In order to determine whether the problem existed or not, the researchers had to observe some English classes at Centro Escolar Tomás Medina 10421 district 0204 in the City of Santa Ana in the year 2009. Thus, the researchers elaborated four instruments; one checklist to determine the teacher's use of the adequate methods, techniques and resources, and one observation guide to realize about seventh graders' development of the four macro skills. Moreover, a questionnaire was administered to the students and another questionnaire and an interview to the English teacher in order to find out the percentage of true beginners in this public school. Even though the results obtained showed that the phenomenon really existed, the researchers supported their findings by approaching another public school in the same district which is Centro Escolar INSA 10399. Using the same questionnaire that was administered at Centro Escolar Tomás Medina, the researchers obtained almost the same results. Finally, the researchers realized that the problem of the inadequate methods, techniques and resources to teach true beginners was interfering with the students' acquisition of the English language since the classes observed were developed without taking into account seventh graders English background.

3.2 Methodology to carry out the study

To carry out this study, the researchers approached the selected public school and asked for permission and set the schedule for developing the whole third term classes. The researchers' target population consisted of thirty-nine students who were taking English in seventh grade section C at Centro Escolar Tomás Medina 10421, district 0204 in the City of Santa Ana in the year 2009. At

the same time, the researchers not only gave classes but also observed each other to determine students' progress.

A crucial part in this study was the process of gathering of data. This procedure required the selection and designing of some instruments. At this point, the observation guide sheet, the questionnaire, and the test were really useful, again. Through these instruments, the researchers got suitable information from the English teacher and seventh graders. Also, the researchers administered the instruments described below with the purpose of finding out how the use of adequate methods, techniques and resources to teach true beginners could help them to reach a successful acquisition of the English language.

To validate the instruments properly, the researchers approached experts in the research field at the foreign language department at the Western Multidisciplinary Campus of the University of El Salvador. The researchers handed in the instruments in advance, so experts had enough time to check the instruments and provide some suggestions and observations for the researchers. The researchers also administered the instruments to two students of seventh grade, so the researchers found out if the questions were understandable for students at that level. In this way, students became one of the main sources of validation as well as experts of the language department. Once the instruments were validated, the researchers administered them. The research instruments which were used to gather the data were:

3.2.1Two observation guides

Both observation guides were used to obtain data about the true beginners' English language acquisition. One observation guide focused on the use of adequate methods and techniques in the English class and contained nineteen items (See Appendix L). The other observation guide focused on students' participation in both oral and written activities developed in the class and contained ten items (See Appendix M). These instruments provided the researchers with valuable information to collect and analyze the data and they were administered

from August 17 to October 17 of the year 2009. The schedule to observe and develop the English classes was from Tuesday to Friday at 1:15 and ended at 2 o'clock.

3.2.2 A Questionnaire

A questionnaire was administered to seventh grade students at Centro Escolar Tomás Medina in the City of Santa Ana in the year 2009 (See Appendix N). This questionnaire helped the researchers know students' point of view about visual and audiovisual aids that the English teacher used in class. Also, this questionnaire helped the researchers to find out if the adequate use of these resources could help true beginners to acquire meaningful basic knowledge of the English language. The researchers administered this questionnaire in the second week of October of the year 2009.

3.2.3 A Pre-test and Post-test

A pre-test was administered to seventh graders to determine the level of knowledge they had about the topics that were developed in the third term (See Appendix O). This instrument helped the researchers to prove if students had a poor background and to determine their weaknesses. This test was administered the third week of August. In addition, a post-test (See Appendix P), that was the same pre-test, was addressed at the end of the course to evaluate students' progress. This post-test provided the researchers valuable information to prove the hypothesis stated in this study. The post-test was administered the second week of October of the year 2009.

MONTHS	ı	MA	RC	CH		AF	PRII	L		M	ΑY			Jl	JNE			JL	ILY		Α	UG	US	Т	SE	PTE	MB	ER	C	СТ	ВЕ	R	N	OVE	МВ	ER
ACTIVITIES																																				
weeks	1	2	3	3 4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Selection and definition of																																				
the problem and topic																																				
proposal																																				
Statement of the problem																																				
justification and objectives																																				
Theoretical framework																																				
Hypotesis																																				
Methodology (population																																				
and istruments)																																				
Treatment period																																				
Analysis and interpretation																																				
of data																																				
Final presentation																																				
Final report																																				

CHAPTER IV DATA ANALYSIS AND INTERPRETATION

4.1 Analysis of Data

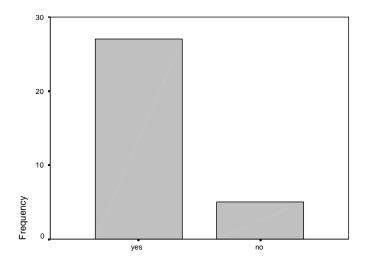
4.1.1 Adequate Methods to Teach True Beginners

As it was stated before, the teaching methods used to teach English as a foreign language to true beginners at Centro Escolar Tomas Medina 10421 were the Grammar Translation Method, the Audiolingual Method, the TPR, and the Suggestopedia Method.

Graph 1

Did the students pronounce the words and sentences correctly?

	Frequency	Percent
Yes	30	84.4
No	2	15.6
Total	32	100.0



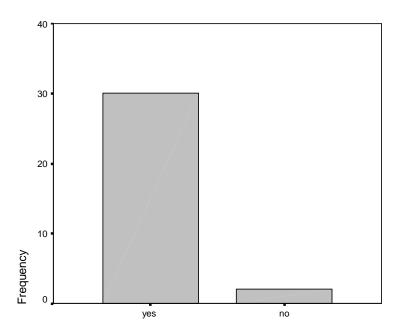
Graph 1 presents the results obtained at the end of the two months using the Audiolingual Method and the TPR Method. Through the observation guides (See Appendices L and M), the researchers could realize that 84.4 percent of

students was pronouncing words and sentences correctly while reading paragraphs or conversations, and only 15.6 percent of them was still having pronunciation problems.

Graph 2

Were the students able to transform affirmative sentences into negative?

	Frequency	Percent
Yes	22	93.8
No	10	31.3
Total	32	100.0



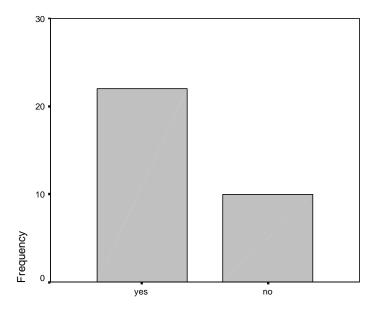
Graph 2 shows that at the end of the unit, 93.8 percent of students was able to transform affirmative sentences into negative ones not only in the written form but also in the oral form. Also, this graph shows that 6.3 percent of students could not transform affirmative statements into negative ones. Thus, the researchers could observe that the structures presented in the course were understood and

internalized by the majority of students. As a result, most of them knew how to apply these rules in certain contexts.

Graph 3

Were the students able to build up statements using a word given by the teacher?

	Frequency	Percent
Yes	22	68.8
No	10	31.3
Total	32	100.0

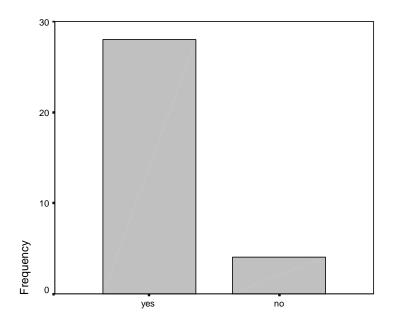


Graph 3 presents that 68.8 percent of students could build up statements using a word given by the teacher and 31.2 percent of them were not able to do it. Hence, the researchers were aware of the effectiveness of using these four methods to help true beginners to develop their writing skill at an acceptable level.

Graph 4

Could the students apply appropriately the grammar rules studied in class while doing written exercises?

	Frequency	Percent
Yes	28	87.5
No	4	12.5
Total	32	100.0



Graph 4 reveals that 87.5 percent of students could apply appropriately the grammar rules studied in class when doing written exercises while 12.5 percent of them were not able to do it. The investigators were able to get this information since they had the chance to check some seventh graders' written assignents. Moreover, the researchers realized that before students did any grammar exercise or activity the English teacher applied the deductive application of rules what facilitated that students understood the grammar rules.

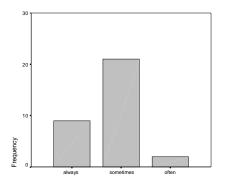
4.1.2 The use of adequate written and oral techniques to teach true beginners.

The adequate use of teaching techniques helped true beginners at Centro Escolar Tomás Medina 10421 develop the writing and oral skills. Seventh graders said that they liked the researchers' classes since they used a variety of activities to put into practice all the grammar structures covered in class. The students claimed that they enjoyed and were willing to participate in class because the researchers tried to do different activities focused on writing as well as speaking. At the beginning of the unit, the researchers noticed that the students had some difficulties at the moment of writing and speaking since they were not familiar with new words and the grammar rules. However, at he end of the unit, it was evident the true beginners' improvement at the moment of applying the grammar structures when writing and speaking.

Students showed (by asking questions and participating) that they liked and understood the class.

Graph 5

	Frequency	Percent
Always	9	28.1
sometimes	21	65.6
Often	2	6.3
Total	32	100.0

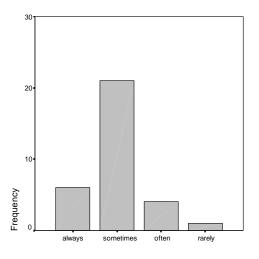


According to the data gathered through an observation guide, graph 5 shows that 28.1% of the students always asked questions and participated during class while 65.6 % of them sometimes asked the researchers to clarify doubts about the activities, and began working in the activities. On the other hand, only 6.3 % of the students often showed by asking questions and participating thay they liked and understood the class. Thus, this graph shows that of 32 students 30 of them showed a high interest in the writing and oral activities developed in class.

Graph 6

Students showed through facial expressions that they understood the class.

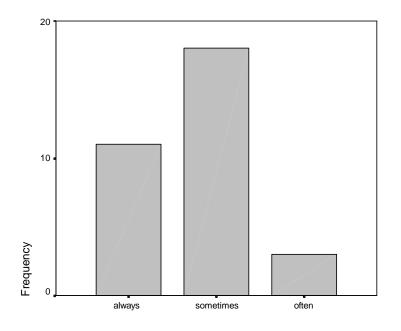
	Frequency	Percent
Always	6	18.8
Sometimes	21	65.6
Often	4	12.5
Rarely	1	3.1
Total	32	100.0



Besides asking questions and participating, the graph 6 presents that 18.8% of the students always showed through facial expressions that they understood the class while 65.6% of them sometimes made positive gestures at the moment of doing activities such as fill-in-the-blanks, repetition drill, transformation drill and so on. 12.5% of the students often smiled and noodled when the researchers asked if they had understood the class. Finally only 3.1% of the students rarely indicated by facial expressions that they had a clear idea about the activities developed in class.

Graph 7
Students were willing to participate without being forced by the teacher.

	Frequency	Percent	
Always	11	34.4	
Sometimes	18	56.3	
Often	3	9.4	
Total	32	100.0	



Graph 7 reveals that 9.4% of the students often needed to be forced to

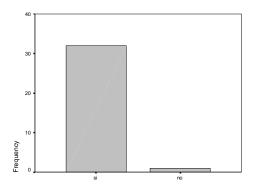
participate in class. These data is significant since of a group of 32 students just 3 students were not willing to participate while the rest of the students always or sometimes did it.

4.1.3 Adequate use of resources to teach true beginners

Even though there are many different kinds of resources to teach English as a foreign language, not all of them are adequate or appropriate to teach true beginners. The teacher has to use the adequate resources in order to fulfill students needs and to make the class easily and enjoyable. Also the variety of resources is really essential to increase the teaching learning process and to facilitate the teacher's job since they are indispensable in the class. Some of the most common resources to teach true beginners are illustration, charts, boards, photocopies, realia, and so forth.

Graph 8
¿Se siente usted motivado a aprender inglés cuando su maestro utiliza material visual?

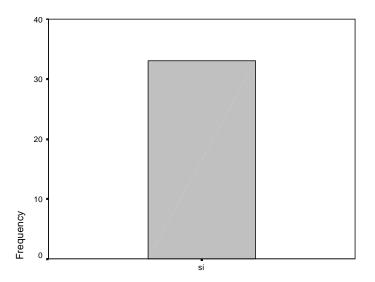
	Frequency	Percent
Si	32	91.4
No	3	8.6
Total	35	100.0



Although 8.6% of students said that they did not feel motivated to learn English despite the visual material the teacher used, 91.4% of students said the opposite since they considered this visual material as an indispensable tool to make their learning more satisfactory.

Graph 9
¿Aprende usted nuevo vocabulario a través de las canciones que su maestro utiliza?

	Frequency	Percent
Sí	35	100.0
		100.0

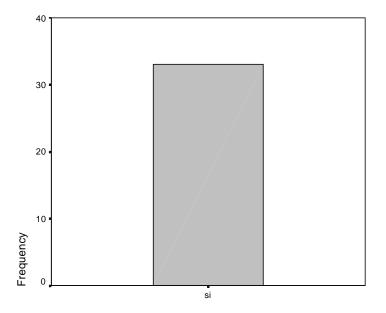


According to the data gathered from a questionnaire addressed to seventh graders, graph 9 proves that 100 percent, that is, all of the students considered songs a good resource to learn new vocabulary since songs helped them a lot to increase their vocabulary and learn structures.

¿Cree usted que las canciones utilizadas por el maestro de inglés refuerzan las estructuras gramaticales estudiadas en clase?

Graph 10

		Frequency	Percent
	Sí	35	100.0
Total		35	100.0



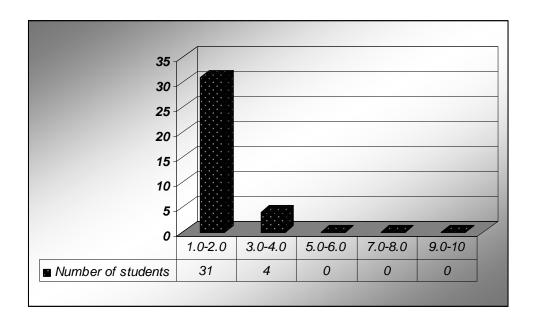
Graph 10 demonstrates that songs were very important to reinforce all the grammatical structures studied in previous classes. This also shows that the executioners not only reinforced grammar through songs but also motivated and encouraged them to participate actively in classes. Since 100% of the students felt motivated by songs, this means that the use of them facilitated in a great deal the teaching learning process because these songs contained many structures or phrases that students were able to memorize to reinforce their grammar and vocabulary.

Graph 11

Seventh graders' grades gotten in the pre-test done at Centro Escolar

Tomás Medina 10421 in the city of Santa Ana in the year 2009

	Number of
Grade	students
1.0-2.0	31
3.0-4.0	4
5.0-6.0	0
7.0-8.0	0
9.0-10	0
Total	35



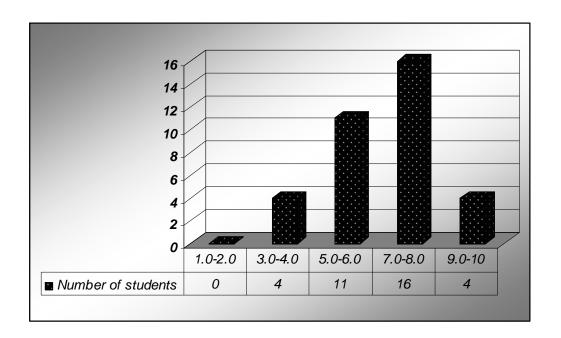
Graph 11 presents the results obtained when researchers administered the pre-test to seventh graders in order to find out the level of knowledge they had about the English language. The researchers found out that as these students were true beginners, their grades were poor since they did not have even a basic knowledge of the language. Also, the researchers noticed that the highest grade was 4.5 and the lowest was 0.3. These results showed that the way the classes were taught and developed may have not been adequate for this kind of learners.

Graph 12

Seventh graders' grades gotten in the post-test done at Centro Escolar

Tomás Medina 10421 in the city of Santa Ana in the year 2009

	Number of	
Grade	students	
1.0-2.0	0	
3.0-4.0	4	
5.0-6.0	11	
7.0-8.0	16	
9.0-10	4	
Total	35	



Graph 12 contrasts the results gotten in the pre-test with the ones obtained in the post-test. Here, students' grades improved notably since in this exam the highest grade was 9.0 and the lowest was 3.0. Thus, during the two months the researchers were teaching these students with the adequate methods, techniques and resources for teaching true beginners, the researchers realized that the

effective use of these can help students to improve their knowledge and help them to get good grades.

Also, the researchers monitored how students were mastering at a basic level the writing and speaking skills while doing exercises during the class.

4.2 Interpretation of data

The following analysis is based on all the data gathered during the whole process of investigation through different instruments such as two observation guides addressed to the English teachers as well as to seventh graders in order to find out the effectiveness of using certain methods to teach English to true beginners, a questionnaire addressed to seventh graders and a pre-test and post test addressed to them, too. All the data were analyzed taking into account what experts said and what the researchers could understand about the theories on how to teach English as a foreign language to true beginners of seventh grade at Centro Escolar Tomás Medina 10421 in Santa Ana in the year 2009 and how the effective use of the methods, techniques and resources help true beginners acquire a basic knowledge of the language.

According to the information the researchers found and stated in the theoretical framework, choosing the adequate methods to teach true beginners and using them effectively help seventh graders increase their knowledge of the language constantly since in every class students internalized the new vocabulary and grammatical structures studied. Moreover, as students understood the topics developed in class, they were eager to participate in oral and written activities.

During the first classes, it was observable that almost all the students could not understand the meaning of certain words; as a result, students pronounced them incorrectly. However, at the end of the first month, the researchers realized that most of the students were able to pronounce the words correctly after the executioners while doing oral exercises (See Graph 1). Also, during the last month more than a half of the students was able to read sentences by their own without

the teacher's help. Besides, the meaning of words, especially verbs, was understood by making students perform the actions. In this way, these meanings were internalized and students were able to use these words when they were building up sentences orally.

One of the main objectives stated in each lesson was to help students to develop and improve their writing skills. Therefore, the grammar rules were presented directly and with examples, so students were able to see how the structures were used in specific contexts. At the beginning, students found it difficult to memorize basic rules for the tenses studied, and they were not able to change affirmative sentences into negative ones. Nevertheless, through the use of charts containing grammar structures and copies containing examples on how to use the affirmative, negative, and interogative form of sentences, students understood how to use and apply grammar rules correctly.

The use of adequate techniques is also essential in the teaching process, but it is important to remember that they have to be based on the methods the teachers use since not all of them are applicable to teach English as a foreign language to true beginners. In the way the teacher uses techniques, students have the opportunity to apply the grammar structures and the new vocabulary covered in class. Thus, they can develop the writing and oral skills successfully.

On the one hand, through the observation that the researchers made to evaluate the English teacher's development at this public school, it was noticed that when the teacher did not use adequate techniques to develop a class, students did not feel motivated to participate since the teacher presented the different topics in a monotonous way. On the other hand, the researchers found out (when the project was being executed) that at the beginning of the unit students were afraid of reading short paragraphs and dialogs because they did not know how to pronounce certain words. However, as time passed by, students felt more confident and read complete sentences with some help of the teacher. Besides, most of the students enjoyed doing written activities since they had the opportunity to use verbs, prepositions, and other elements of a sentence in different contexts. In addition, the students practiced the English language through the use of different

drills. In some cases, the students changed affirmative sentences into negative, and sometimes they were asked to create their own sentences using the cues given by the teacher. So, at the end of the unit, students were able not only to write complete sentences but also to pronounce them correctly.

Besides using adequate methods and techniques, the executioners also used the adequate resources which helped not only the researchers to develop the class effectively but also the students to fulfill their needs. Through the use of resources, true beginners could acquire a better acquisition of the language since they were indispensable in the development of the classes. The researchers noticed that audio visual aids such as illustrations, realia, and charts were important tools to make students learn new vocabulary and grammar rules since they were presented in an attractive way. When teaching true beginners, the audio visual aids like songs enriched the learning process because the students felt motivated to listen to songs that contained the grammar structures they were studying.

Satisfactorily, researchers proved that the effectiveness of using adequate methods, techniques and resources to teach true beginners really help this kind of students acquire a better understanding and knowledge of the topics developed in class. The researchers could determine this through the application of a pre-test and post-test and compare the grades students' got on both exams. In the first exam, the highest grade was 4.5 while in the second one the highest grade was 9.0 (See Appendix Q). Moreover, in the pre-test, all the students failed the exam, but in the post-test twenty-five students passed the exam with grades higher than six. This amount of students represents 71.4 percent of the whole population, and only 28.6 percent; that is, 10 students, failed the exam.

CHAPTER V CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

- The researchers could verify through observation that during the two months
 of using the adequate methods (Grammar Translation, Audiolingual Method,
 Total Physical Response and Suggestopedia) to teach true beginners,
 seventh graders' knowledge of English was increasing constantly.
- The effective use of oral and written activities could help true beginners to develop the writing and speaking skills at a basic level and, at the same time, to foster good bases for further levels.
- The variety of activities, methods, and the adequate use of resources helped the executioners to develop the class successfully as the students felt motivated to learn the foreign language and participate actively in class.
- The adequate use of teaching resources (drawings, photos, songs, charts, and so on) could facilitate the English process since they helped the executioners to make the classes more interesting, catch students' attention, and convey information easily.
- All resources can be useful tools to teach English and they help the teacher to make a class more interesting; however, not all of them are applicable for certain topics, so teachers should be careful when choosing the resources.
- The programs and methods suggested by the MINED are not in accordance
 with true beginners' background because most of the students at public
 schools do not have any previous knowledge about the foreign language
 until they get to seventh grade.

- The adequate use of methodology to teach true beginners plays an important role in the English teaching-learning process since it can be the most suitable solution to the problem that most of true beginners encounter at Tercer Ciclo; that is, they are not acquiring a significant knowledge when learning English as a foreign language.
- The researchers are conscious that the solution to this problem of having true beginners at Salvadoran public schools is the implementation of an English program from first grade to sixth grade; however taking into account the problematic economical situation our country has, implementing a program of this dimension requires not only material resources such as money, equipment, and so on but also human resources such as professionals in this field.

RECOMMENDATIONS

- Every English teacher should be aware of the different methods to teach true beginners because not all of them are adequate to teach this kind of students since each method emphasizes on the development of specific techniques.
- All English teachers should be aware of the two types of learners they can encounter in a classroom (true beginners or false beginners). Thus, in the first class they might be able to determine if the majority of students are true beginners or false beginners by asking basic questions and seeing students' responses; in that way, they can adapt the method, techniques and resources they will use to fulfill students' needs and background.
- The English teacher should choose adequate techniques to develop the writing and speaking skills successfully in his/her students.
- The English teacher should make an effective use of the adequate resources such as visual and audiovisual aids not only to catch students' attention but also to motivate them to learn.
- The English teacher should take advantage of the equipment (CD players, DVDs, CDs, and so on) provided by the school in order to develop the classes successfully.
- The MINED should include in the English program for Tercer Ciclo methods such as the Grammar Translataion Method, the TPR Method, the Audiolingual and Suggestopedia Method that are adequate to students' background or knowledge.

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APPENDICES

APPENDIX A



MINISTERIO DE EDUCACION DIRECCION DEPARTAMENTAL SANTA ANA

CENTROS ESCOLARES DEL MUNICIPIO DE SANTA ANA, SEGUN DOCENTES Y SECCIONES

CODIC	GO CENTRO ESCOLAR	DOCENTES	SECCIONES
10399	CENTRO ESCOLAR INSA	167	111
10470	COMPLEJO EDUCATIVO REPUBLICA DE GUATEMALA	75	66
10491	COMPLEJO EDUCATIVO CAPITAN GERARDO BARRIOS	S 74	63
10391	CENTRO ESCOLAR COLONIA RIO ZARCO	42	55
10421	CENTRO ESCOLAR TOMAS MEDINA	47	46



APPENDIX B





Supervisor: Waly Astrid Romero

CÓDIGO	CENTRO ESCOLAR	
10421	C.E. Tomas Medina	
10469	C.E.Rafael Alvaroz I alimate	
10399	C.E. INSA	
10406	E Especial . Elisa Alvarez de Diaz	
	10421 10469 10399	10469 C.E.Rafael Alvarez Lalinde 10399 C.E. INSA



APPENDIX C

Lic. Ismael Qvijada Director C.E INSA Presente

Reciba un cordial saludo y exitos en sus labores. El motivo por el cual nos dirigimos a usted es para solicitar su autorización para realizar una encuesta dirigida a los aliumnos de séptimo grado de las diferentes secciones (de A a la J). El objetivo de dicha encuesta es para indagar cuantos aliumnos reciben la materia de Inglés por primera vez este año. La información obtenida es necesaria para sustentar nuestro proyecto de tesis la cual esta encaminada a ayudar a estudiantes que no poseen conocimiento previo del idiomo Inglés. La encuesta será administrada por las investigadoras Claudia Vanessa Juentes y Phirtim Lizbeth Grande; ambas egresadas de la Universidad Nacional de la carrera Licenciatura en Idioma Inglés Opción Enseñanza. El día a realizar la encuesta es el jueves 28 de mayo del corriente año.

Muchas gracias por su colaboración y esperando que su respuesta sea favorable,

Clausia Vanessa Fuentes

A AT SECO

Cake:

Merce Antonio Marroquin Lineres

Nurian Lizbeth Grande

UNIVERSIDAD DE EL SALVADOR FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE DEPARTAMENTO DE IDIOMAS ANTEPROYECTO DE TESIS

SANTA ANA 23 DE FEBRERO DEL 2009

Honorable Directora del Centro Escolar Tomas Medina Licenciada Irma Isabel Ibáñez de Morales Presente.

Por medio de la presente reciba un cordial saludo. El motivo por el cual nos dirigimos a usted es para solicitar un permiso con el fin des llevar a cabo una investigación de campo enfocada en los alumnos y alumnas de 7º grado C en el área de Inglés. Dicha investigación es requerida para realizar el proyecto de tesis.

La investigación consiste en indagar si los alumnos ya antes mencionados poseen conocimiento previo del idioma Inglés y las dificultades que presentan en el proceso de aprendizaje.

Este proyecto estará a cargo por claudia Vanesa Fuentes Góchez, Nurian Lizbeth Grande Rodríguez, Mayra Griselda Morán Clavel, Sara Noemy Ramírez Elías, todos egresados de la Licenciatura en Idioma Inglés, Opción Enseñanza de la Universidad de El Salvador Facultad Multidisciplinaria de Occidente.

La investigación se llevara a cabo en el lapso de seis meses a partir del mes de marzo y finalizando en el mes de agosto del presente año. Dicha investigación se dividirá en una observación diagnostico y distribución de instrumentos tales como entrevistas y cuestionarios dirigidos a los alumnos y el profesor con el objetivo de indagar las bases y el nivel de conocimiento que los alumnos poseen con respecto al idioma Inglés.

Posteriormente los estudiantes encargados del proyecto impartirán cuatro horas clase a la semana en el horario de 1:15 a 2:00 p.m. durante el segundo periodo de clases. De igual manera, los encargados del proyecto administraran nuevamente instrumentos para poder medir el conocimiento adquirido en dicho periodo de clase.

Es importante mencionar que la primera etapa, observación diagnostico, no entorpecerá la labor docente dentro del aula ya que el propósito de esta es observar el desempeño de los alumnos, y lo mismo se pretende en la segunda etapa del proyecto.

Esperando una respuesta favorable, atentamente,

Fuentes Góchez, Claudia Vanessa Grande Rodríguez, Nurian Lizbeth Morán Clavel, Mayra Griselda Ramírez Elías, Sara Noemí

APPENDIX D

42

1: D- oriented SÉPTIMO "A" PROF: PERIODO: MATERIA: NOMBRES DE ALUMNOS/AS 1 Ascencio Arriola, Julio César 2 Benítez Santos, Esmeralda Lissette 3 Bernal Argueta, Hilda Liliana 4 Calderón Martínez, Mauricio Arnoldo 5 Calderón Ramírez, Denis Edenilson 6 Castro Ruíz, Josselyn Jeanmillette 7 Centeno Magaña, Katherinne Zuleyma 8 Contreras Mendoza, Gabriel Enrique 9 Díaz Arana, César Wilfredo 10 Dueñas Jiménez, Nancy Tatiana 11 Galán Góngora, Karla Pamela 12 Gómez Elizondo, Marvin Aristides 13 Hernández Solís, Giovanny Alberto 14 Inestroza Hernández, Gilberto 15 López Vásquez, Ronald Mauricio 16 Magaña Mancía, David Gregorio 17 Martinez López, Fátima Arely 18 Medina López, Maura Lorena 19 Medina Zeledón, Kevin Enrique 20 Meléndez Ramos, Jenniffer Astrid 21 Membreño Recinos, Jonathan Alexander 22 Miranda Romero, Kenny Vanessa 23 Monzón Barillas, Ana Luisa 24 Morales Tejada, Josué Leonel 25 Núñez Lemus, Christian Alexánder 26 Ortílz Ramírez, Gabriela Saraí 27 Palma Flores, Jonathan Atilio 28 Pérez, Marvin Alexis 29 Pérez García, Marlon Arlel 30 Pineda, Roxana Gabriela 31 Ramírez Escobar, Manuel Alexander 32 Ramírez García, Margarita Marisol 33 Rivas Gutiérrez, Eduardo José 34 Ruíz Martínez, Karla Beatriz 35 Salguero Guevara, Evelyn Gabriela 36 Salinas Sandoval, Brenda Elizabeth 37 Samayoa, Ana Julia 38 Sánchez Pérez, Willian Ernesto 39 Sánchez Sánchez, Yolanda Abigall 40 Siliézar Valdéz, Bryan Edgardo 41 Zelaya Argueta, Jeser Natán



ANO: 2009 SEPTIMO "B" MATERIA: PERIODO: NOMBRES DE ALUMNOS/AS No. 1 Aguilar Pineda, Mónica 2 Alegría Arévalo, Ismael Enrique 3 Caballero Álvarez, Jorge Efraín 4 Cabrera Rivera, Christian Edgardo 5 Calderón Flores, Alexis Humberto 6 Castro Ramos, Rosa Angela 7 Chávez Cardoza, Kevin Enrique 8 Chávez Morales, Karen Beatriz 9 Cruz García, Delmy Noemí 10 García Aguilar, Luis Guillermo 11 García García, Jonathan Fernando 12 Gónzalez Avalos, Carlos Samuel 13 Guerrero Ortiz, Juan Fernando 14 Guevara Ruíz, Diego Alejandro 15 Henríquez Vega, Allison Andrea 16 Hemández Godoy, Ileana Astrid 17 Herrera, Kathya Jeanmillette 18 Izaguirre Acuña, Manuel Alejandro 19 Lucero Castillo, Javier Alexis 20 Magaña Calidonio, Mercedes Guadalupe 21 Martínez Morales, Jenniffer Ivette 22 Matute Gálvez, Marlon Josué 23 Mejía Franco, Oscar Orlando 24 Mira Mira, Claudia Raquel 25 Mira Mira, Guillermo Rafael 26 Morán Salguero, Erika Edith 27 Peñate Carballo, Laura Berenice 28 Pineda, Josselyn Elizabeth 29 Pleitez Hernández, Carlos Mauricio 30 Puentes Benítez, Merlyn Elizabeth 31 Quintanilla Mejía, Daniel Isaías 32 Renderos Zaldaña, Claudia Gabriela 33 Reymundo Landaverde, Gisela Marisol 34 Romero Nolasco, Jonathan Efraín 35 Salazar Linares, Josué Eugenio 36 Salguero López, Gabriela Melissa 37 Saracay Alvarez, René Ernesto 38 Sermeño Salazar, René Alejandro 39 Valencia Guirola, Ronald Ademir 40 Vásquez Amaya, Jonathan Alexander 41 Zaldivar Guerrero, Wilson Ernesto



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PROF: Jahriera J. Harcia PERIODO:

No.	NOMBRES DE ALUMNOS/AS		T T		T	7	
1	Arévalo Arévalo, Ronald Ernesto		-	-	+	-	
2	Arroyo Bernal, Elías Alexis	-		-	-	-	-
3			-	-	+	 	1
4	Cerna Segura, Rodolfo Alejandro			+	+	-	-
5	González Argueta, Diana Carolina				+	-	-
6	Granilla Martínez, Carlos Eduardo				+		-
7	Hernández Monterrosa, Dina Abigail			-	+	-	-
8	Inestroza Palma, Katherinne Andrea				-	-	-
9	Martínez Mendoza, Edwin Armando		-		+	-	-
_	Mejía Mendoza, Vanessa Victoria		-	-	+	-	-
	Mendoza Moreno, David Ernesto			-	+	-	-
	Menéndez Sermeño, Rodrigo Oswaldo		-	-	+-	-	-
13	Menjívar Sánchez, Jonathan Alexis		-	-	+	-	-
	Moreno Valle, Karla María			-	+		-
15	Nolasco Galindo Katherine Gabriela			_	+		-
	Núñez García, Natalia Jazmín		-	_	+	-	-
	Orellana Orellana, Kevin Alexander				+	-	-
18	Ortiz Arévalo, David Enrique				+		-
19	Ortiz Erazo, José Daniel			-	+	-	-
	Pacheco Medina, Vladimir Alejandro			-	+		-
21	Pacheco Rojas, Diana Stephanie				-	-	
22	Peña Motha, David Wotzbeli			_			-
23	Peña Rosales, Daniel Francisco			+	-	-	
	Peñate Hurtado, Jeniffer Patricia			_	1	-	
	Peñate Mirón, Estéfani Clarisa				_		
	Peraza Mendoza, Jessica Ofelia				1		
27	Perdomo Herrera, Josué David				1		
28	Pérez Girón, Karla Vanessa				1		\vdash
29	Quijada Guevara, David Fernando					-	\vdash
30	Quintana Carrillo, Juan Luis			1			\vdash
	Ramírez, René Marcelo						
	Ramírez Argueta, Kevin Gabriel						
33	Recinos Pérez, Maura Cristina						
34	Reyes Alvarez, Gerardo Santiago						
	Reyes Rosales, Katherinne Lissette					91.00	
	Rodríguez Urbina, Abigail del Carmen					N 1100000	
37	Rojas Contreras, Karen Vanessa						
38	Ruíz Ramírez, Carlos Humberto						
	Salguero Castaneda, Gabriela Estefanía						
40	Sánchez Flores, Mónica Jazmín						
41	Tejada Salazar, Chritian Iván						
42	Valencia, Tatiana Abigaíl						7



ATERIA	e Com	PERIO	PERIODO:					
ŧΰ.	NOMBRES DE ALUMNOS/AS		т				_	_
1 Acuña F	lernández, José Víctor		+	-			+	+
2 Argume	do, Diana Carolina		-			+	-	+
3 Barrera	Castillo, Carlos Eduardo				-+	+	+	+
4 Cabrera	Medina, Leticia Carolina		-	-	-	+	+-	╀
5 Canizale	z Martínez, Douglas Eduardo		-		-	+	+-	╀
6 Chacon	Ruíz, Jan Billy		-				-	+
7 Chancha	n Madrid, Luis Miguel				_	+	-	╀
8 Cortez Z	aldaña, Kevin Alfonso			-	_	+	-	╀
9 Fajardo	Vega, Daysi Guadalupe				-	+	-	-
10 Figueroa	Mejía, Diana Melissa					+	-	H
11 Godoy C	andray, Alvaro José					+	-	-
12 González	Núñez, Bryan Ernesto		-	-	-	+	-	-
13 Grijalva	Tovar, Karla Elizabeth	_			-	+	-	-
14 Guerra F	lores, Estefanía Lissette			_		+	-	-
15 Herrera	Peraza, Wilber Giovanni			-		+	-	-
16 Lima Saz	, Jenniffer Abigail		-		-	+		-
17 Martínez	Ayala, Kevin Vicente				+	-		-
18 Martinez	Pérez, Raúl Humberto			-	-	+		_
19 Méndez	Morales, José Wilfredo				-	+	-	-
20 Mendoza	Lemus, José Mario				-	+		-
21 Mendoza	Nájera, Blanca María		-		-	+	-	-
22 Morales	Bonilla Claudia Elizabeth					-		-
23 Morales	Oliva, José Moises				_	1-	-	_
4 Morán, K	atherinne Johanna		-+		+	1	-	-
Moreno 7	rujillo, Diana Vanessa		-		-	1	-	_
6 Muñoz A	ala, Mónica Beatriz		-	_	+	+		-
7 Orantes	spinoza, César Enrique		-+	-	-	1		2
8 Pereira C	enteno, Andrea Marisela		\rightarrow	-	+	1-1		-
9 Pérez Me	jía, Liliana Beatriz			-	-	+-+		_
 Portillo M 	ejía, José Jonathan		\rightarrow		-	1		_
1 Recinos I	Davila, Carlos Alberto		_		-	1		-
2 Rodrígue	Morales, Jonathan Roberto		+		-	+		
3 Román M	artinez, Fernando Alfredo					+-+		
4 Rosales F	abián, Milton Alexis		-		-	1-1		-
5 Rosales C	Niva, Haydeé Lissette		\dashv			1	-	_
Sagastum	e Quintanilla, Beatriz Adriana		-		+	-		
7 Sánchez (Carbajal, Noé Roberto		-			1 1		
8 Sánchez I	Morales, Ronald Alexander		-	-	+			-
Sánchez l	Ramírez, Milton Enrique		-	-	-	-	-	
Turcios C	ruz, Edgardo Alexander		+		-	-	-+	_
Zavaleta (Quezada, Claudia Marisol		-	-	-	-		-
Zepeda C	orado, Brenda Jennifer			-	-			_

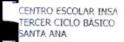
42 Ventura, Alejandro Omar



SEPTIMO "E" AÑO VIOLE COMO COMO DE MANO AÑO: 2009 PROF: MATERIA: PERIODO: NOMBRES DE ALUMNOS/AS Abrego Ascencio, Kevin Eduardo Alvarez Mendoza, Rosario Esperanza 3 Amaya Marroquín, Eunice Ivette 4 Arias Guevara, Karen Abigail Avilés Salazar, Jenniffer Tatiana Azahar Bernal, Fernando Augusto 7 Barrientos Hernández, Ricardo Alberto 8 Bolaños Vega, Gabriel Leandro Cámbara González, Marco Antonio 10 Cárcamo Osorio, José David 11 Colindres , Juan Pablo 12 Fajardo Beltrán, Oscar Antonio 13 Flores, Otto René 14 Flores Landaverde, Oscar Samuel 15 Flores Repreza, Karla Abigail 16 Galdámez Quintanilla, César Eduardo 17 García, Estefanía Melissa 18 García Chicas, Marvin Javier 19 Guerrero Chávez, Vladimir Enrique 20 Hernández, Katherinne Guadalupe 21 Herrera Chávez, Gabriela del Carmen 22 Linares Monterrosa, William Eliseo 23 Marroquín Reyes, Benjamín Antonio 24 Martínez Dueñas, José Alexander 25 Martínez Merino, Diana Araceli 26 Martínez Rivas, Jonathan Guillermo 27 Mejía Martínez, William Ernesto 28 Mendoza Cáceres, Karen Noemí 29 Menjívar Martínez, Mónica Beatriz 30 Morataya Vásquez, Katya Gabriela 31 Murga Leiva, Tania Paola 32 Orellana , Josselyn Margarita 33 Pérez Ramírez, Carlos Rodrigo 34 Posada Torres, Priscila Beatriz 35 Raymundo Díaz, Katherinne Gisela 36 Rivas Erazo, Jorge Luis 37 Rojas Flores, Francisco Iván 38 Sandoval Castro, José Nahum 39 | Sandoval Sandoval, Elías José 40 Santos Alfaro, Josué Adonai 41 Vanegas Cuellar, Kevin Eduardo



PROF: Glenda Judith Hernandez Sandoval (practicante) MATERIA: # studios Sociales PERIODO: 1 NOMBRES DE ALUMNOS/AS Alfaro , Carlos Oswaldo 2 Alvarado Flores, Erika Abigail 3 Argueta Amaya, Oscar Armando 4 Ayala Ruíz, Oswaldo Otoniel 5 Bernal Henriquez, Ana Yolanda 6 Cáceres Trujillo, Susana Raquel 7 Campos Martínez, Karla Lissette 8 Campos Santamaría, Irving Samuel 9 Chámul Martínez, Kevin Alberto 10 Cruz Elizondo, Patricia Marcela 11 Delgado Ortiz, Esmeralda Jeanmillette 12 Estrada Tovar, Erick Edgardo 13 Figueroa Lemus, Juana Ester 14 Flores , María Griselda 15 Góchez Martínez, Luz de María 16 González, Fernando Antonio 17 González Argumedo, Víctor Mauricio 18 Grijalva Carías, Mauricio Enrique 19 Hernández Avilés, Héctor Antonio 20 Hernández Fernández, Hugo Dennis 21 López Recinos, Joel Alfonso 22 Magaña Juárez, Mayra Abigail 23 Martínez , Irving Giovanni 24 Martínez Jaco, Alba Teresa 25 Masín Flores, Mario José 26 Melgar Linares, Tomás Alexander 27 Mendoza Regalado, Laura Elizabeth 28 Morán Montoya, Miguel Iván 29 Nunfio Durán, Glenda Josseline 30 Núñez Vásquez, Dennis José 31 Pérez Delgado, Nancy Gabriela 32 Ramírez Sagastume, Alexis Stanley 33 Rodríguez Mendoza, Douglas Odir 34 Rojas Mendoza, Erika Velariz 35 Sandoval Ángel, Kevin Oswaldo Santeliz Recinos, Alejandra Beatriz 37 Serrano Repreza, Katherinne Beatriz Solórzano Portillo, Laura Patricia 39 Valdez Dimas, Saúl Iván 4) Valencia Alemán, Alejandra Milena 41 Vásquez Martínez, Kevin Alexander





SEPTIMO "G" AÑO: 2009	(a milimate)
PROF: Yessica del Carmen Gyardade Guheira MATERIA: Lerguage y Literatura	2 (practicante)
ATERIA: Lenguage y Literatura O. NOMBRES DE ALUMNOSIAS	PERIODO:
Acevedo Marroquín, Nelson José	
2 Acosta García, María Tatiana	
Amaya Gutiérrez, Gabriela Estefanía	
4 Ayala Lara, Carolina Estefanía	
5 Castro Barillas, María Elissa	+++++++++++++++++++++++++++++++++++++++
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10 Figueroa Hernández, Daniela Elizabeth	
Fuentes Echeverría, Kenia Alejandra	
12 Galicia Núñez, Luis Eduardo	
13 García Barrera, Sandra Carolina	
4 García Ramos, Tatiana Jeanmillette	
15 Góchez Landaverde, Nelson Humberto	
6 González, Brayan Edgardo	
7 González Escobar, María José	
8 González Rodríguez, Francisco Heriberto	
9 Hernández, Rodolfo Alberto	
Hernández Vaquero, Jessica Gabriela	
1 Jiménez Alfaro, Ernesto Arjuna	
22 Jiménez Martínez, Gerardo Javier	
3 Jordán Morán, Carlos Alexander	
24 Magaña Tobar, José Armando	
5 Marroquín González, Karen Maribel	
Martinez , Ariel Omar	
7 Martínez Arriola, Antonio Iván	
8 Martínez Chacón, Samuel Edgardo	
9 Martínez Díaz, Samuel Antonio	
Martínez Peraza, Alberto José	
Martinez Sandoval, Katherinne Alejandra	
2 Mendoza Campos, Kevin Vladimir	
Molina Centeno, Katherinne Ivonne	
4 Monroy Arévalo, Carlos Alberto	
Montes, Katya Gisela	
6 Morán Rodríguez, Erick Edgardo	
7 Portillo Ladino, Mónica Cristina	
8 Rivas Lemus, Elizabeth Ester	
9 Ruano García, César Moisés	
Ruíz Villatoro, Héctor Gregorio	
1 Velásquez Morán, Ada Mélida	
2	



CENTRO ESCOLAR INSA TERCER CICLO BÁSICO	
SANTA ANA	_
SEPTIMO "H" AÑO : 2009	
PROF: Yessica del Carmen Gundado G. L.	
MICHA: L'enquale y Literature.	PERIODO:
No. NOMBRES DE ALUMNOS/AS	PERIODO.
1 Aguilar Brito, Oscar Mauricio	
2 Alarcón Cristales, Ana Margarita	
3 Andino Posada, Ana Ruth	
4 Ayala Chacón, Jonatan Andrés	
5 Baños Agustín, Wendy Vanessa	
6 Carrillo Linares, Adrian Alejandro	
7 Corleto Hernández, José Luis	
8 Cornejo Morán, Adriana Beatriz	
9 Cristales Hernández, Andrea Isabel	
10 Cuellar Herrera, Karla Michelle	
11 Erazo Ramos, Jessica Beatriz	
11 Elazo Raillos, Jessica Beatriz	
12 Figueroa Brito, Norma Elizabeth	
13 García Loucel, Josué Andy	
14 García Molina, Karen Tatiana	
15 García Recinos, Karla Aracely	
16 Godoy Aguilar, Marvin Leonel	
17 Hernández Chilín, Kevin Ernesto	
18 Lobos Godoy, Daniel Enrique	
19 Marroquín, Beatriz Adriana	
20 Medina Ruano, Dalia Astrid	
21 Montoya Cruz, Zuleyma Gabriela	
22 Morales Hernández, Melvin Raúl	
23 Morales Vásquez, Katya Maribel	
24 Morales Velis, Katherinne Vanessa	
25 Moreno Estrada, Francisco Javier	
26 Orantes Segura, Mario Francisco	
27 Pacheco García, Erick Armando	
28 Pineda Franco, Daniel Alexander	
29 Portillo Cruz, Eva Jeanmillette	
30 Quiñónez, Ana Elizabeth	
31 Ramos Escobar, Gabriela Alejandra	
32 Reyes Estrada, Omar Alexander	
33 Rivas Najarro, Melvin Alejandro	
34 Rodríguez Cruz, José Abraham	
35 Ruíz Posada, Marcos Ernesto	
36 Candoval Modrano Alabarda M	
36 Sandoval Medrano, Alejandra Margarita	
37 Sermeño Hernández, Oscar Alberto	
38 Solórzano Fajardo, Wendy Lissette	
39 Uceda Mendoza, Carlos Humberto	
40 Vaguerano Gómez, Héctor Alexander	
41 Vásquez García, Héctor Iván	
42	

42



SEPTIMO ""

Yessica del Caimen Guardado

RIA: Lenguaje y Literatura. AÑO; 2009 MATERIA: PERIODO: NOMBRES DE ALUMNOS/AS 1 Acuña García, Alejandro José Acuña Rodríguez, Kevin Eduardo Baños Mojica, Moris Eduardo Contreras Herrarte, Tatiana Jeanmillette Díaz Guerra, Gabriel Orlando Escalante Alfaro, Manuel Alejandro Estrada Quintanilla, Erick Alexander 8 Fajardo Hurtado, Mario Fernando 9 Figueroa Galeano, Karla Jazmín 10 García Quintanilla, Mariana Beatriz 11 González Núñez, Katherine Aída 12 González Santos, Kevin José 13 Guadrón, Jorge Francisco 14 Hernández , Miguel Ángel 15 Hernández Arteaga, Carlos Alfredo 16 Hernández Barrera, Alfredo Josué 17 Hernández Gavidia, Carlos Eduardo 18 Lucero González, Kevin Osvaldo 19 Mancía Díaz, Moisés Alexander 20 Mendoza , Kevin Javier 21 Molina Álvarez, Rodrigo Alexander 22 Molina Castillo, Katherinne Elizabeth 23 Murcia Chicas, Andrea Noemí 24 Ortiz Mancía, Josselyn Beatriz 25 Pérez Aldana, Julissa Corina 26 Pérez Ardón, Carlos Alberto 27 Pérez Cornejo, Celeste Guadalupe 28 Pérez Morán, Josué Antonio 29 Pérez Sandoval, Nancy Carolina 30 Pleitez Medrano, Tatiana Jeannette 31 Portillo Sánchez, Roberto Carlos 32 Quijano, Sofía Raquel 33 Ramírez, Josselyn Carolina 34 Rodríguez Flores, David Alberto 35 Rodríguez Juárez, Brenda Elizabeth 36 Rodríguez Mendoza, Kevin Ernesto 37 Sánchez Linares, Katherinne Melissa 38 Trujillo Figueroa, Wendy Karina 39 Valdés Grande, Jaime Emmanuel 40 Vásquez López, Diana Beatriz 41 Zavala Urías, Karen Yamileth

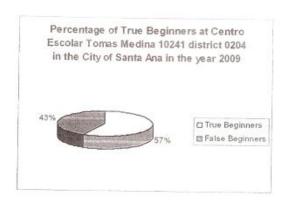


PROF: Jame A. Rodviques

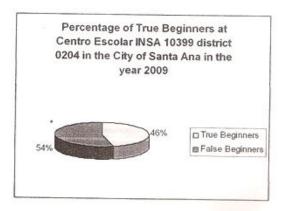
AÑO : 2009

PRO	OF: Jame A. Rodviguez							
INO.	TERIA:	-		PER	ODO:			
1	NOMBRES DE ALUMNOS/AS				1	T	-	
2	Acuira Rodríguez, Karen Ricely							1
3	Transfer Craita, Fidilo All Prin			and				1
4	Transfer Quarter mile, Luis Mario					1	1	+
5	Trines Rounguez, Ruxalla peatriz						+	+
-	Burgos Tejada, Mario Gabriel					+	+-	_
6	Table Order Contos Alberto				1	1	-	+
7	Cortéz Córdova, Dennis Giovanni			_	-	+-	+	-
8	Doñán Grijalva, Mónica Patricia				+	+	+	+
9	Durán Larín, Helen Michelle				+	1	+-	-
10	Erazo Serpas, Ana Sofía			_	+-	+-	+-	-
11	Estrada Santeliz, René Benjamín				+-	+	+	-
12	Flores López, José Mario				+-	+-	+	+-
13	Girón Cabezas, Ricardo Aarón			-	+-	+-	+-	-
14	González Cordero, Claudia Melissa			-	+	+	-	-
15	Grijalva Quezada, Josselvo Abigail			+-	+-	+	+-	-
16	Guevara Lobos, Carlos Guillermo		-		-	+-	+-	-
17	Guzmán Alemán, Kevin Jonathan	\rightarrow	-	-	-	+-	+-	
18	Guzmán Pineda, Luis Feline	\rightarrow	-	-	+-	+-	-	-
19	Hernández González, Josselvn Estefanía	\rightarrow	-		+	-	-	
20	Hernandez Orellana, Miguel Antonio		-	-	+	+	_	-
21	Hernández Rivera, Jorge Vladimir	-+-+	-	-	-	-	_	
22	Herrera Vásquez, José Isaías		-	-	-	-	_	
23	Lemus Aguirre, Mario Enrique	-	_	+-	+	_	-	
24	Lemus Arqueta, Jimmy Eduardo	++		-	-		_	
25	Martínez, Kevin Alexander	\rightarrow		-	-	_	_	
26	Mendoza Hernández, Clarissa Liliana	-+-+		-	-			
27	Molina Castillo, Karla Johanna	\rightarrow		-	_			
28	Novoa Valle, Josselyn Marcela	\rightarrow		-				
29	Orellana Ramírez, Kevin Rafael	\rightarrow						
30	Palencia Gil, Karla Marina			-				100000000000000000000000000000000000000
31	Pérez Siciliano, Jeremías Noé	\rightarrow	_	-				
32	Pérez Zaldaña, Josué Alexander	\rightarrow		-				
33	Ramírez López, René Enrique			-		Land V		100000
34	Ramírez Trejo, Rosa Esmeralda		_				200	
35	Rivera Rodríguez, Carlos Oswaldo	-						
36	Sagastume Morales, Tatiana Esmeralda		_					
37	Salazar Aguilar, Erika Tatiana							
38	Santillana Hernández, Nelson Alexander	-						
39	Sermeño Meiara, Theima Xiomara							
40 7	Frujillo Morán, Marlon José							
41 7	Zeceña Flores, Tatiana Carolina	-						
42	ecena riores, ratiana Carolina							
12								

APPENDIX E



¿Es este el pri recibe la mate escuela?	mer año que ria de Ingles en la	Frecuencia	Porcentaje Valido
Valido	Si	23	57.0
	No	17	43.0
	Total	40	100.0



¿Es este el pri recibe la mate escuela?	mer año que ria de Ingles en la	Frecuencia	Porcentaje Valido
Valido	Si	189	46.0
	No	221	54.0
	Total	410	100.0

APPENDIX F

MULTIDISCIPLINARY CAMPUS FOREIGN LANGUAGE DEPARTMENT PRELIMINARY THESIS PROJECT

ESCO BROW	KLIST FOR EVALUATING THE ENGLISH TEACHER'S CLASS OF SEV LAR TOMAS MEDINA 10241 DISTRIC 0204 IN THE CITY OF SANTA A (N 1994)					
	RVER'S NAME: TIME:					
	CTIVE: To determine if the teacher plans, presents, develops, and perform class logically.	mances	tphe	seve	enth	grade
	TIONS: Circle each item in the column that most clearly represents your average, 2 average, 1 unsatisfactory, N/A not applicable.	evalua	tion: 4	4 exc	elle	nt, 3
I.	PREPARATION					
Degre	e to which					
1.	The teacher was well-prepared and well-organized in class.	N/A	4	3	2	1
2.	The lesson review material and looked ahead to new material.	N/A	4	3	2	1
3.	The prepare goal/ objective were apparent.	N/A	4	3	2	1
II.	PRESENTATION					
	e to which			_	_	
1.	,	N/A	4	3	2	-
2.	The lesson was smooth, sequenced, and logical.	N/A	4	3	2	
3.	The lesson was well-paced.	N/A	4	3	2	1
4.	Directions were clear and concise and students were able to carry					
	them out.	N/A	4	3	2	1
5.	Material was presented at the students level of comprehension.	N/A	4	3	2	1
6.	An appropriate percentage of the class was student production of					
	the language.	N/A	4	3	2	1
7.	The teacher answered questions carefully and satisfactorily.	N/A	4	3	2	1
8.	The method/s was/were appropriate to the age and ability of students.	N/A	4	3	2	1
9.	The teacher knew when the students were having					
	trouble understanding.	N/A	4	3	2	1
10	. The teacher showed an interest in, and enthusiasm for, the subject					
	taught.	N/A	4	3	2	1
III	EXECUTION / METHODS					
Dogra	a to which					
Degree 1.	e to which There were balance and variety in activities during the lesson.	N/A	4	3	2	1
2.	The teacher was able to adapt an unanticipated situations.	N/A	4	3	2	1
3.	The material was reinforced.	N/A	4	3	2	1
4.	The teacher moved around the class and made eye contact with					

		students.	N/A	4	3	2	1	
	5.	The teacher knew students' names.	N/A	4	3	2	1	
	6.	The teacher positively reinforced the students.	N/A	4	3	2	1	
	7.	Students' responses were effectively elicited.	N/A	4	3	2	1	
	8.	Examples and illustrations were used effectively.	N/A	4	3	2	1	
	9.	Instructional aids or resource material was used effectively.	N/A	4	3	2	1	
	10.	Drills were used and presented effectively.	N/A	4	3	2	1	
	11.	Structures were taking out of artificial drill contexts and applied to the						
		real contexts of the students' culture and personal experiences.	N/A	4	3	2	1	
	12.	Error perception	N/A	4	3	2	1	
	13.	Appropriate error correction.	N/A	4	3	2	1	
	IV.	TEACHER'S PERFORMANCE						
Deg	ree	to which						
	1.	Patient in eliciting responses.	N/A	4	3	2	1	
	2.	Clarity: tone, and audibility of voice.		N/A		4	3	2
		1						
	3.	Initiative, resourcefulness, and creativity.	N/A	4	3	2	1	
	4.	Pronunciation, intonation, fluency, and appropriate and acceptable						
		use of language.	N/A	4	3	2	1	

APPENDIX G

UNIVERSISTY OF EL SALVADOR WESTERN MULTIDISCIPLINARY CAMPUS ENGLISH LANGUAGE DEPARTMENT THISES STATEMENT OBSERVATION GUIDE	No
RESEARCHER'S NAME:	
DATE:	TIME
OBJECTIVE: To observe the seventh grader learning process at Centro Escolar Tomás M	rs´ development of the four macro- skills in the English edina."
DIRECTION: Mark with an X the corresponding	ng option
Section I Speaking Skill	
The seventh graders' speaking skill includes to	the development of:
1. Pronunciation: the students articulate	the words correctly.
1. YES	2. NO
2. Fluency: The natural way students ha	eve when talking is highly acceptable.
1. YES	2. NO
3. Grammar: the grammatical structures	students use when talking is acceptable.
1. YES	2. NO
 Intonation: the students give the right and interrogative) 	t stress to the different forms (affirmative, negative
1. YES	2.NO
5. Stress: The students intonate all the v	words correctly.
1. YES	2. NO
Section II listening Skill	
The seventh graders' listening skill includes the	ne development of:
6. Understanding: the students have a g	good understanding during the listening activities.

2. NO _____

1. YES_____

7. Differentiation: the student	ts can identify the different words in context.
1. YES	
Comprehension: the stude different situations.	ents are able to notice differences in intonation and meaning in
1. YES	2. NO
9. Prediction: The students a	are able to predict what comes next in a sentence.
1. YES	2. NO
Section III Reading Skill	
The seventh graders' English stud	lents read with:
10. Fluency: the students read	d naturally.
1. YES	2. NO
11. Intonation: students respe	ct intonation marks.
1. YES	2. NO
12. Comprehension: students	understand what they read.
1. YES	2. NO
13. Prediction: the students ar	re able to guess the meaning of a word by context.
1. YES	2. NO
14. Pronunciation: students sa	ay all the words correctly even if they do not know them.
1. YES	2. NO
Section IV Writing Skill	
Seventh graders's English student	ts write with:
15. Clarity: Students make th	emselves clear.
1. YES	2. NO

16. Syntax: Students are able to order the	words correctly.
1. YES	2. NO
17. Accuracy: students use the correct work	ds.
1. YES	2. NO
18. Good spelling: students write all the wo	rds correctly.
1. YES	2. NO
19. Correct patterns: students can follow a	specific example of a pattern.
1. YES	2. NO
COMMENTS:	

APPENDIX H

UNIVERSIDAD DE EL SALVADOR

FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE

DEPARTAMENTO DE IDIOMAS

ENTREVISTA DIRIGIDA AL MAESTRO DE INGLÉS DE SÉPTIMO GRADO DEL CENTRO ESCOLAR TOMÁS MEDINA 10421 DE SANTA ANA EN EL AÑO 2009.

 El objetivo de la entrevista es conocer la formación docente del maestro de inglés con respecto a dicha área de enseñanza.

1. ¿Es su especialidad el idioma inglés?

No

2. ¿Y por qué desempeña el cargo de maestro de inglés?

Bueno, este yo soy maestro en la formación anterior como maestro de humanidades, y en maestro de humanidades nos especializaban en para dar sociales, idioma nacional en ese entonces verdad e ingles entonces; eh bueno esa fue puede decirse la especialidad del maestro de humanidades y posteriormente he estado he tomado algunos cursos de inglés de intermedio, avanzado; eh se ha dado, asistí a una capacitación sobre el manejo de programa, bueno he asistido a dos, en dos, una fue de mas de un año que íbamos un día a la semana pero duró cabal un año completo y el otro fueron diez meses con un nuevo programa, ese ha sido la eh que le digo la formación para el desarrollo del idioma inglés.

3. ¿y recientemente ha recibido usted alguna actualización?

Si si el año pasado a eso de quizá Mayo o Junio terminé un curso de nivel avanzado.

 Bueno el segundo objetivo es conocer las actividades y técnicas que el maestro utiliza para la enseñanza del idioma inglés

1. ¿Utiliza usted bingos, juegos, canciones o fichas, material ilustrativo, dinámicas para impartir las clases de inglés?

Bueno, no precisamente las que usted menciona. Por lo general a veces algunos eh afiches, eh tarjetas que a veces los mismos alumnos lo elaboran o objetos de que están al alcance verdad y dentro de algunas allí se ocupan algunas como dinámicas la del diálogo entre ellos para poner en práctica talvez algunos vocabularios o de acuerdo a la clase.

2. ¿De todas las actividades que usted utiliza cuál le resulta más efectiva?

De todas las actividades en la conversación. La conversación a veces bueno por un lado la conversación y la otra este ellos elaboran le dijera párrafos o diálogos para ver talvez las estructuras gramaticales verdad y luego desarrollan ellos esas mismas ya sea diálogos o o el párrafo que ellos elaboran.

 El tercer objetivo es saber la percepción que el maestro tiene acerca de los conocimientos que los alumnos poseen sobre el idioma ingles

1. ¿Considera usted que los alumnos poseen conocimiento previo del inglés?

No ninguno ninguno ni siquiera a veces si cuenta de que tengan parientes en Estados Unidos pero no, algunas ocasiones hay alumnos que vienen talvez de Estados Unidos pero aquí en este caso no, nada en lo absoluto

2. ¿Cual es el mayor problema que ve usted que los alumnos enfrentan en el aprendizaje de inglés?

El mayor problema quizá es que a veces no tenemos recursos eh bibliográficos también recursos de audio no no no se cuenta

- ¿Considera usted a sus alumnos motivados a aprender el idioma inglés?
 Si yo los considero que si se les nota en sus clases.
- 4. ¿Considera usted que los temas sugeridos o diseñados por el MINED van de acuerdo al nivel de conocimiento de los alumnos del séptimo grado?

No, fíjese que talvez eh los contenidos pueden estar eh dosificados o graduados verdad pero el problema es que se cuenta de que el alumno como que tuviera bases de inglés y no es así porque inglés por lo general en la mayoría de centros escolares parte a partir de séptimo excepto en los colegios verdad, en cambio otros si tienen sus bases si les ayuda y el programa se apega a eso por de pronto a mi juicio verdad pienso que no se apega por ese problema de que los niños no tienen ninguna base o conocimiento de inglés.

APPENDIX I

UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE
DEPARTAMENTO DE IDIOMAS
ANTEPROYECTO DE TESIS
CUESTIONARIO DIRIGIDO AL PROFESOSR DE INGLÉS DEL SEPTIMO GRADO DEL CENTRO
ESCOLAR "TOMÁS MEDINA" DE SANTA ANA EN EL AÑO 2009

NOMB	RE DEL ENTREVISTADOR:	
FECHA	A:	HORA:
PARTE	ΞΙ	
OBJET poseen		ocimiento previo de Inglés que los alumno de 7º grado "C
Indicac	ión: Marque con una X la rep	ouesta de su elección.
1.	Es este el primer año en el d	que los alumnos reciben la materia de Inglés en la escuela?
	1. SI	2. NO
2.	Pueden los alumnos decir e	l abecedario en Inglés?
	1. SI	2. NO
3.	Pueden decir los alumnos le	os números del 1 al 100 en Inglés?
	1. SI	2. NO
4.	Pueden los alumnos escribi	r los números del 1 al 100 en Inglés?
	1. SI	2 .NO
5.	Pueden los alumnos propore dirección y número de teléfo	cionar datos personales tales como nombre completo, edad, ono en Inglés?
	1. SI	2. NO
6.	Pueden los alumnos deletre	ar palabras en Inglés?
	1. SI	2. NO
7.	Pueden los alumnos decir lo	os números en Inglés?
	1. SI	2. NO

8.	Pueden los alumnos escrib	r los números en Inglés?
9. I	SI Pueden los alumnos decir los	2. NO s días de la comena v los meses del año en Inglés?
	1. SI	
10	. Pueden los alumnos escribi	r los días de la semana y los meses del año en Inglés?
	1. SI	2. NO
PARTI	≣ II	
	FIVO: Conocer la percepción os del séptimo grado.	del maestro acerca de la actitud hacia el idioma Inglés de los
1.	Considera usted que a los a	alumnos les gusta el idioma Inglés?
	1. SI	
2.	Cree usted que a los alumn	os les gustaría tener un mayor conocimiento del idioma Inglés?
	1. SI	2. NO
3.	Considera usted que a los a	alumnos les gusta participar en la clase de Inglés?
	1. SI	
4.	Cumplen los alumnos con s	sus tareas de Inglés?
	1. SI	
5.	Cree usted que a sus alum	nos les gusta redactar diálogos y actuarlos en clase?
	1. SI	2.NO
6.	Le consultan a usted sus al clase?	umnos a fin de aclarar dudas sobre los temas estudiados en la
	1. SI	2. NO
7.	Considera que a los alumno hablar en Inglés?	os les gusta participar en actividades en las que tiene que
	1. SI	2. NO

PARTE III

1.	Utiliza canciones en su clase de Inglés? 1. SI	2. NO
2.	Utiliza usted la técnica de 'fill in the blanks" er Ingles?	n las canciones que desarrolla en la clase de
	1. SI	2. NO
3.	Utiliza ustd la técnica de "underline the word" e Inglés?	en las canciones que desarrolla en la clase de
	1. SI	2. NO
4.	Utiliza usted lecturas en su clase Inglés?	
	1. SI	2. NO
5.	Utiliza usted la técnica de "PDP framework" a Inglés?	la hora de desarrollar lecturas en la clase de
	1. SI	2. NO
6.	Utiliza usted conversaciones o diálogos en su	clase de Inglés?
	1. SI	2. NO
7.	Asigna usted las conversaciones en grupo?	
	1. SI	2. NO
8.	Asigna usted las conversaciones en pareja?	
	1. SI	2. NO
9.	Pide usted a sus alumnos que escriban descriestudiadas en clase?	pciones o historias utilizando las estructuras
	1. SI	2, NO

OBJETIVO: Conocer las actividades y t a clase de Inglés

APPENDIX J

ENGLISH Syllabus



Bias Antonio Soca Presidente de la República

Ana Vilha de Exoba Vicepresidenta de la República

Dahm Xioman Meza Ministra de Educación

Carlos Benjamín Orazco Viceratnistro de Tecnología

Viceministro de Educación José Luis Guzmán

Norma Carolina Parnirez

ana de Varela il de Educación Director General de Educación ă

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187 S. Talvado, Majercio è Sinacido. 186 - Il sivoles, Majercio è Sinacido. Perputato — de esta lutari spere ciste (Misherio è e la luta — de est. — de falories, El pir. 1888, 2004. 8 p. J. J.D.Z. St.

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Equipo técnico

Augusto Antonio Comeio Huezo

- Herbert Ovidio Aparicio Castellanos

 - Losé Isaías Parada Diaz
 Losé Trinidad Galdárrez Sóenz

Apoyo técnico externo And Moria Mendoza

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Dear Teachers:

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Within the framework of the 2021 National Education Plan, The Ministry of Education is pleased to make this updated version of the English Syllabus for the Third Cycle of Basic Education available to you. Its content is coherent with our constructivist, humanist and socially committed curricular orientation. At the same time, it incorporates the vision of developing competencies, making the principles of the policy "Curricula al Servicio del Aprendizaje" be put into practice.

As part of this policy. The Ministry of Education has renewed the guidelines for the evaluation of learning to match the competencies proposal and the needed type of evaluation for our educational system; an evaluation in the service of learning. This is possible if high expectations are placed on our students and an about a total that with effort and steadiness they eventually can achieve their goals.

The Minis titon takes advantage of this opportunity to manifest our trust in you. We know you will needly advantage of this opportunity to manifest our trust in you. We know you will needly a state of the state of

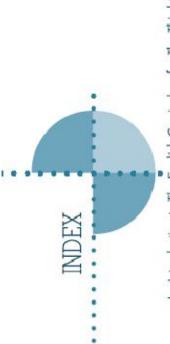
taking into our experience and studies in education.

tion believes in your commitment to the mission which has been entrusted to young men and women of El Salvador obtain better learning achievements

and develop integratify.

The Minis us - that th José Luis Guzmán Vice - Minister of Education

> Darlyn Xiomara Meza Minister of Education



VI. Seventh grade general objectives.

Unit 1: Nice to meet you

Unit 2: The classroom

1. Introduction to The English Curriculum for The Third Cycle of Basic Education

838888

Unit 3: My family is from El Salvador

Curricular Comparents 5
Description and Presentation of the Learning Unit Format 5

Unit 1: Getting to know my classmates

Unit 4: Let's go shopping.

Unit 2: My school ...

Unit 6: Healthy habits.

Unit 5: Porty time ...

Q?

Eighth Grade general objectives.

Unit 6: A perfect day.

Unit 4: Goods Unit 5: Holidays...

II. Third Cycle Curriculum

888844

59

Unit 1: Making friends in the neighborhood.

Unit 2: The neighborhood.

Unit 3: My hometown. Unit 4: It's on sale!

Ninth Grade general objectives

52 53 55 55

Cross-Curricular Themes

III. Presentation of the English Subject, Approach, Language Proficiency Levels, and Content Blocks

99	=	23	4	100
Pesentation of the English Subject. 10 The Communicative Abordosch	General Communicative Competence Level to be Reached by The End of The Third Cycle of Basic Education	Comparison Between The Former English Sylkabus and The Current English Sylkabus for Seventh Grade	Comparison Between The Former English Syllabus and The Current English Syllabus for Eighth Grade	Comparison Between The Former English Syllabus and The Current English Syllabus for Ninth Gracie.
Presentation of the The Communicative	General Communi Reached by The Et	Companison Betwe The Current Englis	Comparison Betwee The Current Englis	Comparison Betwee

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IV. Methodological Guidelines.

Unit 5: Entertainment. Unit 6: You should visit the doctor.	VII. Glossary	VIII. References	a. Bibliographical Referencesb. Electronic Sources
<u>23</u> 4	12	91	6

8

88



1. Introduction to The English Curriculum for The Third Cycle of Basic Education

The English Curriculum for the Third Cycle of Basic Education features a curricular proposal in order to address the need to respond the questions teachers should have as they plan their classes. These questions are properly answered through the following curricular components:

CURRICULAR COMPONENTS	Competencies/Objectives	Contents	Methodological guidelines	Evaluation graidelines. Achievement indicators
QUESTIONS	What do teachers teach for?	What must students learn?	How to teach?	How, when and what to evaluate?

The English curriculum is based on these curricular components which are developed as follows:

- Description of competencies, proficiency levels and approach that orients the English subject development.
- Presentation of contents aligned with the subject objectives and allow the structuring of units of study.
- The methodological guidelines provide specific recommendations for the sequencing of units. They describe, in logical order, the stages to develop language competencies through the delivering and practicing of language functions. In addition they provide general recommendations and it is up to teachers to improve them. The English syllabus features general methodological guidelines per cycle of education.
- Evaluation is developed through suggestions and criteria applicable to diagnostic, formative and summative evaluation functions.

Finally, objectives, contents and achievement indicators are clearly presented in each unit of study.

The English curriculum has been designed upon the standard profitciency levels to be reached in each grade and cycle of education. On the other hand, it is flexible to teachers' creativity to contextualize it to their teaching environment to successfully achieve the stated objectives and language profitciency levels.

Syllabus innovations

The English curriculum designed and implemented in 1998 is definitely one of the sources for the designing and implementation of the current version; although, it is worth stating that this is a functional/notional syllabus embracing the communicative approach for its development in order to achieve objectives and language proficiency levels. The most remarkable features are detailed below:

a. Objectives

Objectives are presented by cycle of education, grade and in each unit of study.

Objectives atm at achieving language and preparation for life competencies, that is the reason why they are formulated using action verbs introducing the goals to be reached by means of procedures. Afterwards, concepts and attitudes are presented embedded in the objectives, thus, articulating the three types of knowledge. Besides, the "what for" or learning purpose is finally stated to connect contents with life and students' needs.

anguage proficiency levels

evaluating teaching and learning to eventually reach the set language They are meant to serve as guiding references for planning, delivering and Language proficiency levels are given by cycle of education and grade. proficiency levels² by cycle of education and grade.

b. Contents

Presentation of content sets

and most abstract world, properly integrating and balancing the three The English syllabus presents and describes the sets of contents by each grade providing an insightful view on how they are structured from the simple to the complex, from the immediate students' world to the farthest types of contents or knowledge: conceptual, procedural and attitudinal and joining language learning, ranging from the mastery of simple daily language functions to the mastery of more complicated and sophisticated discourse. This new version of the English Syllabus has structured units of study in a different form; these differences are highlighted in a comparative chart of the former syllabus with the current one.

Three types of contents: conceptual, procedural and attitudinal

Contents' relevance relies on their contribution to achieve the stated objectives as well as language and preparation for life competencies. Antoni Zabala³ defines contents as follows: Set of skills, attitudes and knowledge needed for development of competencies. They are categorized in three large groups depending on how they are related with knowing, knowing what to do or to be, that procedural contents (skills, techniques, methods, strategies..etc.) and is to say, conceptual contents, (deeds, concepts and conceptual systems), attitudinal contents (attitudes, norms and values)"

The conceptual, procedural and attitudinal contents have the same or learn by heart. They have a space and importance of their own but relevance because the importance and articulation of knowing, doing knowing what to be, and coexisting, is only reflected through their integration. The challenge relies on overcoming the trend to solely" teach" must not be understood anymore as a synonym of successful learning. This takes place only when the three types of contents are articulated. Procedural contents deserve special attention because there is a potential risk of confusing them with methodology. Cesar Coll⁴ defines them as follows:

orderly fashion, and that performance is purposely addressed to achieve "They are always concerned with certain concrete forms of performance, whose most salient feature is that they take place in a systematic and a definite goal"

etc. When categorizing them as contents, the procedures are subjected to Procedural contents are not new in the curriculum, whereas the practical dimension or concepts application has been long fostered for decades. They have been labeled before as techniques, skills, strategies, algorithms, planning and control in much the very same way activities are adequately prepared to guarantee the learning of other types of contents⁵.

Sequencing of contents

and horizontally to guarantee that teachers will deliver teaching in a scaffolding fashion and students will construct knowledge in the same The scope and sequence has been meticulously elaborated vertically WCY.

problems to connect learning with background knowledge, previous life experiences and a sense of usefulness; therefore, learning will emerge as Moreover, contents are suited to address students' needs, interests and a likeable, enjoyable and meaningful task.



Besides, standardized minimum proficiency levels have been set to be neached by the end of each grade and cycle of education; thus, assuring feachers and students have clear teaching and learning standards to pursue.

c. Evaluation

Achievement indicators⁶ constitute one of the most selient innovations. Achievement indicators prove the expected learning outcomes in relationship with objectives and contents of each unit. They are useful in assessing students' learning because they point out expected performance; therefore, they must be considered for assessment and academic reinforcement activities. In this English syllabus, achievement indicators are meant to evaluate students' development of language and preparation for life competencies.

Achievement indicators are numbered correlatively in each unit of study. Example, 5.1 means that the indicator belongs to unit five and is the indicator number one.

d. Academic Reinforcement

Evaluation results must be used to support and orient teaching planning as well as students' learning. Through the analysis of evaluation results, teachers could decide on what to feedback, and how to reshape their teaching approach to address students' affective and learning needs, thus, preventing frustration and dislike towards English subject as well as drop out.

Through performance outcomes teachers and students may assess learning quality, understand how learning took place and weigh the obstacles faced during the process. Consequently, teachers and students will look into the causes that made learning difficult recognizing that it is often not because students neglect the studies or are unable to have success?

The constant follow up outlined in the achievement indicators implies the providing of prompt and opportune academic reinforcement to those students who need it and the making of planning and teaching adaptations to adequately address different students' learning styles.

Graphic description of units

- Grade, number and name of unit. They are the unit general
- Estimated time of completion for the unit: Approximate number of hours to be allocated to the development of each unit.
- Objectives of unit: They express what is expected to be achieved by the students at the end of each unit.
- Conceptual, procedural and attitudinal contents. They comprise
 the concepts, procedures and attitudes that must be acquired by
 students through the mediation of the teaching-learning process.
- Achievement indicators: They are sample evidence that students have reached the stated objectives at the end of each unit.

Evaluation of Servicio del Aprendingia, Ministerio de Educación, San Salvador, 2007. Evaluation de Servicio del Aprendingia, Ministerio de Educación, San Salvador, 2007.

III. Presentation of the English Subject, Approach, Language Proficiency Levels, and Content Blocks

Presentation of the English Subject

The English Syllabus for the Third Cycle of Basic Education focuses on the development of language competencies essential for communicating and properly interacting with the environment. Developing these competencies implies the learning of concepts, the domain of procedures and the adopting of attitudes integrally. This integration guarantees the acquisition of the expected competencies.

This syllabus promotes the development of five competencies: oral comprehension (listening), oral production (speaking), reading comprehension (reading) and writing production (writing). Such competencies are developed through a spiral process to internalize language functions by using the language in different contexts and circumstances with a given degree of accuracy and fluency.

The Communicative Approach

The communicative approach pursues the development of communicative competence. The terms competence and performance became fundamental to Chornsky's (1965) theory of transformational-generative arammat.

Chomsky distinguished between a native speaker's underlying competence -referring to knowledge of the language, including rules of grammar, vocabulary, and how linguistic elements can be combined to form acceptable sentences and the individual's performance or actual production and comprehension of specific linguistic events.

In a definition of communicative competence, Savignon outlines the following characteristics:

 Communicative competence is a dynamic concept that depends on the negotiation of meaning between two or more persons who share some knowledge of the language. Thus, communicative competence can be said to be an interpersonal trait.

- b. It applies to both written and spoken language.
- c. It is context-specific, as communication always takes place in a particular context or situation. The competent language user will know how to make appropriate choices in register and style to fit the particular situation in which communication occurs.
- d. It is important to distinguish between competence and performance. Competence is what one knows. Performance is what one does. Only performance is observable, however, and it is only through performance that competence can be developed, maintained, and evaluated.

In conclusion, the conceptualization of the term proficiency includes specifications about the competency levels attained in terms of the functions performed, the contexts in which the language user can function, and the accuracy with which the language is used. Thus, the notion of proficiency enables us to broaden our understanding of communicative competence to include more than the "threshold level" needed to simply get one's message across.

APPENDIX K

Ministerio de Educacion Direccion Nacional de Eduacion

Cuadro de registro de evaluación de los aprendizajes Por Asignatura y Periodos

Centro Escolar Tomas Medina Aula Informatica 2009

Mombire de alumno	NOmbre del alumno Actividades From Actividad	Nombre del alumno	NOMIDIFO del alumno	NOMIDRO del alumno	Nombrie del alumno	Mombre del alumno	Total Sehoritas 19	40 Trigue	33 Sant	35 Ross	34 Reg	33 Reci	31 Ran	30 Para	28 Ore	27 Mon	25 Mar	24 Man	22 Lóp	21 Lop	201 00	18 Len	17 July	15 Hg	14 000	12/8	11 Fig.	10 EI	000	7 Ca	6 84	5 Av	J AM	2 44	1 40	No.	
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APPENDIX L

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

OBSERVATION GUIDE FOR OBSERVING TRUE BEGINNERS' PERFORMANCE IN THE ENGLISH CLASS IN THE YEAR 2009

OBJECTIVE: To find out if the methods used by the English teacher are effective to help true beginners of seventh grade get a successful acquisition of English as a second language.

Direction: Mark with an "X" the right answer for each question

Grammar Translation Method

1. Do the students understand what t	hey are reading?
1. Yes	2. No
2. Do the students answer correctly the	ne questions asked by the English teacher?
1. Yes	2. No
3. Can the students apply appropria	tely the grammar rules studied in class while
doing written exercises?	
1. Yes	2. No
4. Can the students apply appropria	tely the grammar rules studied in class while
speaking?	
1. Yes	2. No
5. Can the students apply the voca	bulary studied in class while doing fill-in-the-
blank exercises?	

1. Yes	2. No
6. Can the students give the equivale	ent of a word in both English and Spanish?
1. Yes	2. No
Sugges	stopedia Method
7. Do the students learn the spelling	of the words by observing the visuals stuck in
the classroom?	
1. Yes	2. No
8. Can the students describe in the	ne written form a new identity given by the
teacher?	
1. Yes	2. No
Audio	lingual Method
9. Are the students able to memorize	and understand short dialogs?
1. Yes	2. No
10. Can the students perform succes	sfuly short dialogs in front of the class?
1. Yes	2. No
11. Do the students pronounce the w	ords and sentences correctly?
1. Yes	2. No
12. Are the students able to transform	n an affirmative sentence into negative?
1. Yes	2. No
13. Are the students able to change a	a stament into a question and vice versa?

1	I. Yes	2. No
14. Are th	ne students able to answer in ar	acceptable time the teacher's questions?
	1. Yes	2. No
15. Are t	the students able to build up	statements using a word given by the
teacher?		
	1. Yes	2. No
16. Are th	ne students able to build up que	stions using a word given by the teacher?
	1. Yes	2. No
	Total Physical F	Response Method
17. Can th	Total Physical Formula in the students give commands to the students of the st	·
	he students give commands to	·
	he students give commands to	each other? 2. No
18. Can th	he students give commands to one of the students pronounce the com	each other? 2. No
18. Can th	he students give commands to one of the students give commands to one of the students pronounce the commands. Yes	each other? 2. No mands correctly?

APPENDIX M

UNIVERSITY OF EL SALVADOR WESTERN MULTIDISCIPLINARY CAMPUS FOREIGN LANGUAGE DEPARTMENT

CLASS.

OBSERVATION GUIDE FOR TRUE BEGINNERS OF SEVENTH GRADE AT CENTRO ESCOLAR TOMAS MEDINA 10421 DISTRIC 0204 IN THE CITY OF SANTA ANA IN THE YEAR 2009

OBSERVER'S NAME:	
DATE:	TIME:
OBJECTIVE: TO OBSERVE SE	/ENTH GRADERS' PERFORMANCE IN THE ENGLISH

DIRECTION: MARK WITH AN "X" THE MOST APPROPRIATE ITEM.

No.	Activity	1)Always (100%)	2)Sometimes (75%)	3)Often (50%)	4)Rarely (25%)	5)Never (0%)	Comment
1	Students participate actively.						
2	Students ask when they have a doubt.						
3	Students are reluctant when they do oral and written activities.						
4	Students show (by asking questions and participating) That they like and understand the class.						
5	Students show evidence that they enjoy the oral activities						
6	Students show (by making positive gestures) that they enjoy the written activities.						
7	Students show through facial expressions that they understand the class.						
8	Students are willing to participate						

	without being forced by the teacher.			
9	They students work in the exercises assigned in class.			
10	Students hand in the homework assignments on time.			

APPENDIX N

UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE
DEPARTAMENTO DE IDIOMAS

CUESTIONARIO DIRIGIDO A LOS ALUMNOS DEL SEPTIMO GRADO SECCION C DEL CENTRO ESCOLAR TOMAS MEDINA 10421 DISTRITO 0204 DE SANTA ANA EN EL AÑO 2009

OBJETIVO: Comprobar si el uso adecuado de materiales visuales y audiovisuales ayuda a que los alumnos de séptimo grado que cursan Ingles por primera vez adquieran un conocimiento básico de dicho idioma.

Indicación: Marque con una "X" la opción de su preferencia

Nº	Indicador	1.Si	2. No
	l Material Visual		
1.	¿Utiliza carteles su maestro?		
2.	¿Utiliza su maestro carteles para desarrollar la clase?		
3.	¿Utiliza su maestro fotografías para introducir vocabulario nuevo en la clase?		
4.	¿Utiliza su maestro objetos reales para desarrollar la clase?		
5.	¿Considera usted que el material visual que su maestro utiliza es efectivo para que usted aprenda Ingles?		
6.	¿Se siente usted motivado a aprender Ingles cuando su maestro utiliza material visual?		
7.	¿Cree usted que los carteles que su maestro utiliza están bien diseñados?		
8.	¿Considera usted que el tamaño de letra es visible y		

	legible para toda la clase?	
9.	¿Considera usted que las fotografías utilizadas por el	
	maestro están en buen estado?	
10.	¿Cree usted que el maestro hace buen uso de la pizarra	
	para impartir la clase?	
	II Material Audiovisual	
11.	¿Utiliza su maestro canciones?	
12.	¿Aprende usted nuevo vocabulario a través de las	
	canciones que su maestro utiliza?	
13.	¿Cree usted que las canciones utilizadas por el maestro	
	de Ingles refuerzan la gramática (oraciones) estudiada	
	en clase?	
14.	¿Cree usted que las actividades que realiza el maestro	
	con las canciones le ayudan aprender Ingles?	
15.	¿Considera usted que las canciones utilizadas por el	
	maestro se relacionan con los temas desarrollados en	
	clase	

APPENDIX O

UNIVERSITY OF EL SALVADOR WESTERN MULTIDISCIPLINARY CAMPUS FOREIGN LANGUAGE DEPARTMENT

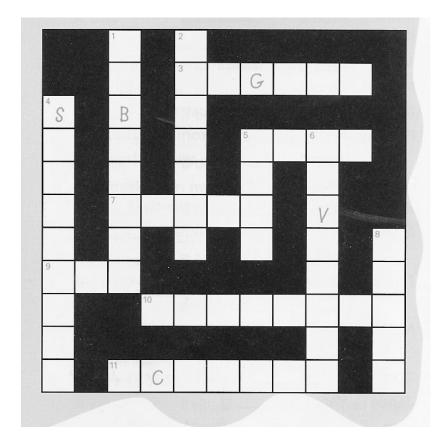
RESEARCH TOPIC: THE EFFECTIVENESS OF USING ADEQUATE METHODS, TECHNIQUES AND RESOURCES TO TEACH TRUE BEGINNERS AT CENTRO ESCOLAR TOMAS MEDINA.

ENGLISH PRE-TEST ADRESSED TO SEVENTH GRADERS OF CENTRO ESCOLAR TOMAS MEDINA 10421 DISTRICT 0204 IN THE CITY OF SANTA ANA IN THE YEAR 2009

STUDENT'S NAME:	GRADE:
DATE:	HOUR:

 $\label{eq:objective:to-assess} \textbf{OBJECTIVE: To assess students' knowledge of the English language}.$

I PART. Complete the crossword puzzle (12 points).



Horizontal

- 3. The eighth month
- 5. The sixth month
- 7. The fourth month
- 9. The fifth month
- 10. The twelfth month
- 11. The tenth month

Vertical

- 1. The second month
- 2. The first month
- 4. The ninth month
- 5. The seventh month
- 6. The eleventh month
- 8. The third month

II PART. Write the time in words (5 points).



1. _____



2.					



3.







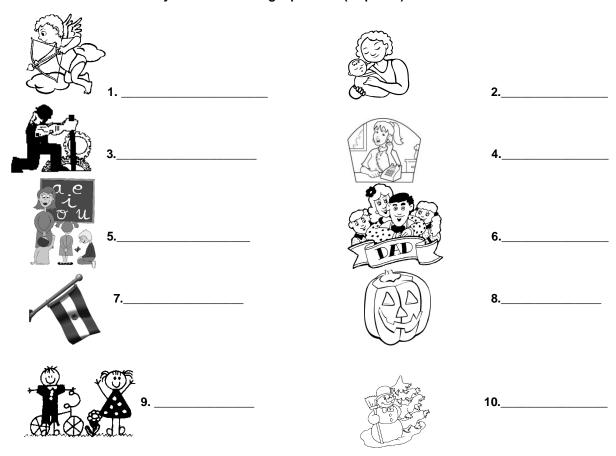
5.____

III PART. Complete the following sentences using ON, IN, or AT (10 points).

	(· p · · · · · · · · · · · · · · · · ·
1.	My sister's birthday is Monday 9:30 a.m.
2.	Nancy's birthday is August 30 th .
3.	School starts seven thirty in the morning.
4.	It finishes twelve o'clock.
5.	We have a test Thursday.
6.	My favorite TV program starts nine o'clock.
7.	Christmas is December 25 th .
8.	Our holidays start July.
9.	My birthday is January.
10.	. We don't have classes Sundays.
IV PAR	Γ. Write the dates below (month/day) (5 points).
1.	3/11
2.	1/21
3.	4/13
4.	10/22
5.	7/16
V PART	Circle the correct form of the verb (10 points).
1.	I play / plays table tennis on Fridays.
2.	She have / has homework on Mondays.
3.	They go / goes swimming on the weekends.
4.	I watch / watches TV after school.
5.	We have / has lunch at five o'clock.
6.	You do / does a school project on Thursdays.
7.	He live / lives in Belice.
8.	We collect / collects football posters.
9.	Ricky play / plays baseball.
10.	The teacher check / checks the homework.
VI PAR	T. Complete the text. Use the correct form of the verbs in brackets (10 points).
Daniela	Flores lives (live) in Medellin. She is very good at music. She(play) the guitar in a
band.	She also(like) sports. "I(go) swimming and
	(play) tennis and basketball. My sister, Maria,(watch) soccer or

	(not/read)	a lot, but I		_(listen to) r	music and I		(collect)
tickers.							
/II PAR	T. Order the words to	o maka santanc	es (5 noint	·e)			
III FAIN	T. Order the words to	o make sement	es (5 point	.s ₎ .			
1.	Winter / we / skiing / o	go / in					
2.	Like / my /doesn't / fo	ootball / mother					
3.	Do / you / have / Mon	ndays / gymnastic	cs / on / ?				
4.	Watch / dog / does / t	television / your /	?		-		
5.	San Salvador / live / i	in / grandparents	/ my / don'	t			
'III PAF 1. 2.			ers (10 poi	ints)			
1.	2 nd		ers (10 poi	ints)			
1. 2. 3. 4. 5. 6. 7.	2 nd		ers (10 poi	ints)			
1. 2. 3. 4. 5. 6. 7. 8.	2 nd		ers (10 poi	ints)			
1. 2. 3. 4. 5. 6. 7. 8.	2 nd		ers (10 poi	ints)			
1. 2. 3. 4. 5. 6. 7. 8. 9. 10.	2 nd				ronunciatio	on (10 points)	
1. 2. 3. 4. 5. 6. 7. 8. 9. 10.	2 nd	ing verbs in pas			ronunciatio	on (10 points)	
1. 2. 3. 4. 5. 6. 7. 8. 9. 10. X PAR' vorked isited	2 nd	ing verbs in pas	st accordin		ronunciatio	on (10 points).	/id/
1. 2. 3. 4. 5. 6. 7. 8. 9. 10. X PAR' vorked isited	2 nd	ing verbs in pas	st accordin	ng to their p	ronunciatio	,	
1. 2. 3. 4. 5. 6. 7. 8. 9. 10. X PAR' vorked isited vanted ved	2 nd	ing verbs in pas	st accordin	ng to their p	ronunciatio	,	
1. 2. 3. 4. 5. 6. 7. 8. 9. 10. X PAR' vorked isited	2 nd	ing verbs in pas	st accordin	ng to their p	ronunciatio	,	

X PART. Write the holiday that each drawing represents (10 points).



APPENDIX P

UNIVERSITY OF EL SALVADOR WESTERN MULTIDISCIPLINARY CAMPUS FOREIGN LANGUAGE DEPARTMENT

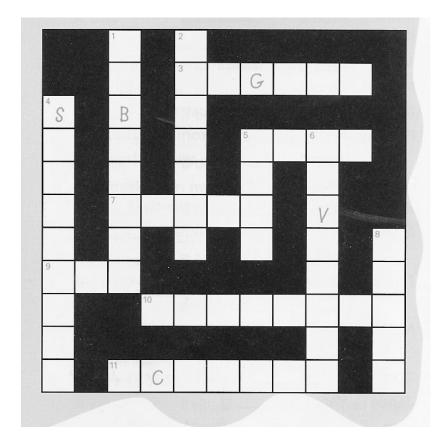
RESEARCH TOPIC: THE EFFECTIVENESS OF USING ADEQUATE METHODS, TECHNIQUES AND RESOURCES TO TEACH TRUE BEGINNERS AT CENTRO ESCOLAR TOMAS MEDINA.

ENGLISH POST-TEST ADRESSED TO SEVENTH GRADERS OF CENTRO ESCOLAR TOMAS MEDINA 10421 DISTRICT 0204 IN THE CITY OF SANTA ANA IN THE YEAR 2009

STUDENT'S NAME:	GRADE:
DATE:	HOUR:

OBJECTIVE: To assess students' knowledge of the English language.

I PART. Complete the crossword puzzle (12 points).



Horizontal

- 3. The eighth month
- 5. The sixth month
- 7. The fourth month
- 9. The fifth month
- 10. The twelfth month
- 11. The tenth month

Vertical

- 1. The second month
- 2. The first month
- 4. The ninth month
- 5. The seventh month
- 6. The eleventh month
- 8. The third month

II PART. Write the time in words (5 points).



2. _____



2.					



3.



4._____



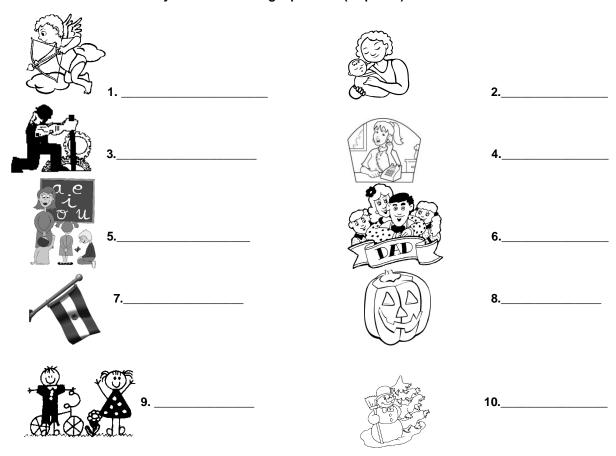
5.____

III PART, Complete the following sentences using ON, IN, or AT (10 points).

III FART. Complete the following sentences using ON, IN, of AT (10 points).	
11. My sister's birthday is Monday 9:30 a.m.	
12. Nancy's birthday is August 30 th .	
13. School starts seven thirty in the morning.	
14. It finishes twelve o'clock.	
15. We have a test Thursday.	
16. My favorite TV program starts nine o'clock.	
17. Christmas is December 25 th .	
18. Our holidays start July.	
19. My birthday is January.	
20. We don't have classes Sundays.	
IV PART. Write the dates below (month/day) (5 points).	
6. 3/11	
7. 1/21	
8. 4/13	
9. 10/22	
10. 7/16	
V PART. Circle the correct form of the verb (10 points).	
11. I play / plays table tennis on Fridays.	
12. She have / has homework on Mondays.	
13. They go / goes swimming on the weekends.	
14. I watch / watches TV after school.	
15. We have / has lunch at five o'clock.	
16. You do / does a school project on Thursdays.	
17. He live / lives in Belice.	
18. We collect / collects football posters.	
19. Ricky play / plays baseball.	
20. The teacher check / checks the homework.	
VI PART. Complete the text. Use the correct form of the verbs in brackets (10 points).	
Daniela Flores lives (live) in Medellin. She is very good at music. She(play) the guidant flores lives (live) in Medellin.	tar in a
band. She also(like) sports. "I(go) swimming	and
(play) tennis and basketball. My sister, Maria,(watch) soc	cer on

	(not/read)	a lot, but I		_(listen to) music ar	nd I	(collect)
tickers.							
/II PAR	T. Order the words to	o make sentence	es (5 points	s).			
6.	Winter / we / skiing / g	go / in					
7.	Like / my /doesn't / fo	otball / mother					
8.	Do / you / have / Mon	days / gymnastic	s / on / ?				
9.	Watch / dog / does / t	relevision / your /	?				
10							
10.	San Salvador / live / i	n / grandparents /	/ my / don't	t			
/III PAF 11. 12.	San Salvador / live / i RT. Write the following 2nd 31st 17th 17th 17th 17th 17th 17th 17th 17t	g ordinal numbe					
/III PAF 11. 12. 13. 14. 15. 16. 17. 18.	2 nd	g ordinal numbe					
/III PAF 11. 12. 13. 14. 15. 16. 17. 18. 19.	2 nd	g ordinal numbe	ers (10 poi	nts)	pronunci	iation (10 noine	rc)
/III PAF 11. 12. 13. 14. 15. 16. 17. 18. 19.	2 nd	g ordinal numbe	ers (10 poi	nts)	pronunci	iation (10 point	ts).
/III PAF 11. 12. 13. 14. 15. 16. 17. 18. 19. 20.	2 nd	g ordinal numbe	ers (10 poin	nts) g to their	pronunci		•
/III PAF 11. 12. 13. 14. 15. 16. 17. 18. 20. X PAR	2 nd	g ordinal numbe	ers (10 poin	nts)	pronunci	iation (10 point	ts).
/III PAF 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. X PAR vorked	2 nd	g ordinal numbe	ers (10 poin	nts) g to their	pronunc		•
/III PAF 11. 12. 13. 14. 15. 16. 17. 18. 20. X PAR vorked visited vanted	RT. Write the following 2nd	g ordinal number	ers (10 poin	nts) g to their	pronunci		•

X PART. Write the holiday that each drawing represents (10 points).



APPENDIX Q

Universidad de El Salvador Foreign Language Department Thesis Project

List of students of seventh grade ,who took the pretest, at Centro Escolar Tomas Medina in Santa Ana in the year 2009

<u></u>	T
Names	Grade
Alegria Perez, Luis Alonso	1
Alvarado, Edwin Vladimir	2,1
Avalos, Alvaro Enrique	0,3
Carballo, Susana Jazmin	2,1
Castaneda, Elba Lucia	2,4
Cruz D., Mauricio Ernesto	1,8
Elias Lopez, Jaime Alexander	3,3
Figeroa, Patricia Jazmin	1,7
Gomez H., Kevin Mauricio	2,5
Granados, Juan Alberto	1,6
Guzman, Maricela de los Angeles	4,5
Hernandez, Joselinne Sarai	1,6
Iraheta, Stephanie	2,2
Juares, Josseline Elizabeth	2,9
Lemus, Zulma Guadalupe	1,8
Lopez Linares, Jose Alberto	1,1
Lopez Linares, Samuel Isaias	1,8
Lopez, Natalya Gabriela	2,8
Maldonado G., Jose Mauricio	2,1
Martinez O., Elias Neftali	2,8
Mejia Fuentes, Jennifer Elizabeth	2,2
Monterrosa, Acevedo, Lizbeth	2,2
Orellana H., Melvin Oswaldo	2,3
Palma, Oscar Alexander	2,8
Perez Salina, Erika Jamileth	1
Ramirez M., Alberto Jose	3,3
Recinos, Beatriz Adriana	3,9
Recinos, Jorge Luis	1,8
Rivera, Daniela Elizabeth	0,7
Rosales G., Luis Ernesto	2,3
Rosil, Brenda Natalia	2,3
S. Robert Alexander	2,2
Santos G., Alexander Osmin	2,4
Tobar Ortiz, Rocio Jazmin	2,1
Trigueros, Rosa del Carmen	1,4

Universidad de El Salvador Foreign Language Department Thesis Project

List of students of seventh grade ,who took the post-test, at Centro Escolar Tomas Medina in Santa Ana in the year 2009

Names	Grade
Alegria Perez, Luis Alonso	4,3
Alvarado, Edwin Vladimir	4,7
Avalos, Alvaro Enrique	5,4
Carballo, Susana Jazmin	5,4
Castaneda, Elba Lucia	7,7
Cruz D., Mauricio Ernesto	8
Elias Lopez, Jaime Alexander	7,6
Figeroa, Patricia Jazmin	3
Gomez H., Kevin Mauricio	7,7
Granados, Juan Alberto	6,2
Guzman, Maricela de los Angeles	7,6
Hernandez, Joselinne Sarai	7,6
Iraheta, Stephanie	6,4
Juares, Josseline Elizabeth	7,9
Lemus, Zulma Guadalupe	7
Lopez Linares, Jose Alberto	5,6
Lopez Linares, Samuel Isaias	7,8
Lopez, Natalya Gabriela	6,2
Maldonado G., Jose Mauricio	3,7
Martinez O., Elias Neftali	8
Mejia Fuentes, Jennifer Elizabeth	7,6
Monterrosa, Acevedo, Lizbeth	7,1
Orellana H., Melvin Oswaldo	8,7
Palma, Oscar Alexander	6,9
Perez Salina, Erika Jamileth	7,5
Ramirez M., Alberto Jose	6,6
Recinos, Beatriz Adriana	9
Recinos, Jorge Luis	1,8
Rivera, Daniela Elizabeth	5,1
Rosales G., Luis Ernesto	8,8
Rosil, Brenda Natalia	6
S. Robert Alexander	6,4
Santos G., Alexander Osmin	3,7
Tobar Ortiz, Rocio Jazmin	7,8
Trigueros, Rosa del Carmen	8,8

APPENDIX R

SUGGESTED LESSON PLANS TO BE USED IN THE FIFTH AND SIXTH UNITS OF THE SEVENTH GRADE PROGRAM

UNIVERSIDAD DE EL SALVADOR FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE

DEPARTAMENTO DE IDIOMAS

BY: MAYRA MORAN

UNIT 5: HOLIDAYS

TOPICS: ► DATES (MONTHS, DAYS, YEARS)

► ORDINAL NUMBERS

OBJECTIVES: At the end of the class students will be able to:

► Recognize and produce language related to dates (months, days, years)

► Use and recognize ordinal numbers

MATERIALS: markers, erasers, board, photocopies, charts, etc.

DAY 1

I. WARM-UP: What 's The Next Month?

Write the numbers from 1 to 12 on the board in two columns. Leave space for a month to be pasted next to each number. Ask a student to paste a month on the board in the correct order. Then ask another student to paste the second one. (Continue...) They will read it to check pronunciation and order. When students come back to their seat, call out commands that include their birthdays.

COMMANDS:

- If your birthday is in July, stand up

- If your birthday is in September, raise your hands.

- If your birthday is in January, close your eyes.

- If your birthday is in December, jump twice.

TIME: 15 MINUTES

II. PRESENTATION: (SEE APPENDIX A)

CONVERSATION

CAROL: Hello Patty! I am Carol. Can you do me a favor?

PATTY: What happens?

CAROL: I need to go to the doctor next week, and I need a person to take care

of my son.

PATTY: What day?

CAROL: On Tuesday

PATTY: On Tuesday? I cannot do it that day. I have to go to the market.

CAROL: What about on Wednesday?

PATTY: I'm sorry but I cannot.

CAROL: Ehhhh.... And what about on Friday

PATTY: That day is good.

CAROL: Thanks God! I will appreciate it.

PATTY: O.K. no problem.

Pre-reading activity:

The teacher asks the students for new words and explains their meaning.

During reading:

- The teacher reads the dialogue twice
- He asks the students to repeat.
- He divides the class into two groups and role plays it.

- Post reading:

- The teacher asks the students to work in pairs in order to make a short

dialogue similar to the previous one. If we have time, some couples will

perform their dialogues.

TIME: 25 MINUTES

HOMEWORK: Students will answer the following questions (according to the

dialogue)

1. What does Carol need?

2. When does she need to go to the doctor?

3. What is Patty going to do on Tuesday?

4. When is she going to take care of the son?

TIME: 5 MINUTES

DAY 2

WARM-UP: Seven Wishes (SEE APPENDIX B)

Students write down seven wishes (one for each day). They will get up and

mingle until they find someone with a matching (or similar) wish. Then, they will

sit down, make couples, and talk about it. (They can do it in their mother

tongue)

TIME: 15 MINUTES

LANGUAGE NOTES

A. PREPOSITION OF TIME: IN ON

IN: We use the preposition for months, years, centuries, and long periods.

EXAMPLES:

In May

In summer

In the summer

In 1990

In the 1990s

In the next century

In the Ice Age

In the past/future

AFFIRMATIVE FORM

(Subject + verb + preposition + complement)

- 1. Holy Week is in July.
- 2. Mother's Day is in May
- 3. Her father's birthday is in August.
- 4. My parents' first anniversary is in 2010.
- 5. The peace is in the future.

NEGATIVE FORM

(Subject +verb + not + preposition + complement)

- 1. Holy Week is not in November.
- 2. Mother's Day is not in February.
- 3. Her father's birthday is not in August.
- 4. My parents' first anniversary is in 2010.
- 5. The peace is not in the future.

INTERROGATIVE FORM

(Verb + subject + preposition + complement +?)

- 1. Is Holly Week in July?
- 2. Is Mother's Day in May?
- 3. Is her father's birthday in August?
- 4. Is my parents' first anniversary in 2010?
- 5. Is your birthday in June?

ANSWERS:

- 1. Yes, it is
- 2. Yes, it is
- 3. No, it isn't
- 4. Yes, it is
- 5. No, it is not

ON: We use the preposition **ON** for days and dates.

- on Sundays
- on Tuesday
- on March 6th
- on December 25th, 2009
- on Christmas Day
- on Independence Day
- on my birthday
- on New Year's Eve

AFFIRMATIVE FORM

(Subject + verb + preposition + complement)

- 1. Christmas Day is in December.
- 2. The party is on Tuesday
- 3. My birthday is on January 15th, 2009.
- 4. My friends play soccer on Sundays.
- 5. People see parades on Independence Day.

NEGATIVE FORM

(Subject + verb + not +preposition + complement)

- 1. Soldier's Day is not on December 24th
- 2. The party is not on Tuesday.
- 3. My birthday is not on January 15th, 2009
- 4. The games are not on Sundays.
- 5. The meetings are not on Independence Day.

INTERROGATIVE FORM

(Verb + subject + preposition + complement + ?)

- 1. Is Christmas Day on December 24^{th?}
- 2. Is the party on Tuesday?
- 3. Is my birthday on January 15th, 2009?
- 4. Are the games on Sundays?
- 5. Are the meetings on Independence Day?

ANSWERS:

- 1. Yes, it is
- 2. No, it is not

3. No, it isn't

4. Yes, it is.

5. No, it isn't.

B. WH QUESTIONS

1. What do you do on Christmas Day?

2. When is your parent's first anniversary?

3. How do you celebrate Mother's Day?

4. Where do you go for your birthday?

5. What does your family do on New Year's Eve?

C. THE PRESENT TENSE: ACTION VERBS (all forms)

1. My parents dance all night on New Year's Eve.

2. Her sister eats lost of food on Christmas Day.

3. She does not work on Independence Day.

4. Carlos goes to a party for his birthday.

5. They drink a lot on Labor Day.

TIME: 25 MINUTES

HOMEWORKI: Ask students to write five questions and to answer them in affirmative and interrogative form using the patterns studied in class.

TIME: 5 MINUTES

DAY 3

WARM-UP: CIRCLE MIMIC

One student has to be outside the classroom. The rest of the students make a circle. One of the students in the circle makes a movement and the others follow

him/her. The student that is outside enters and tries to guess who begins with the movement. (He tries three times) If the student doesn't guess, he will have a penalty. (Other student continues)

TIME: 15 MINUTES

III. **PRACTICE**: (SEE APPENDIX C)

• CONTROLLED PRACTICE: (Written Activity)

Write the words in the correct order to make sentences.

- The teacher gives the students a copy of appendix C.
- the teacher explains the example
- The teacher checks the answer.

EXAMPLE:

is / My / birthday / brother's / July. / in

My brother's birthday is in July.

- 1. anniversary / is / Her / 2009 / in
- 2. Day / not / is / Teacher's / in / May
- 3. October / on / 28th / Week / Holy / Is /?
- 4. in / days / My / are / summer / free
- 5. Day / May 3rd / of the Cross / is / on
- 6. Independence / Is / in /? / September / Day
- 7. in / Father's / June / Day / is
- 8. exam / is / The / Tuesday / on

TIMIE: 10 MINUTES

• SEMI- CONTROLLED PRACTICE: (Written activity)

Fill in the blanks with **ON** or **IN**

In the same copy, the students will fill in the blanks taking into account in which expressions we use IN and ON

the past
 May
 Tuesday
 the 1990s
 the Ice Age
 New Year's Eve
 my birthday
 the summer
 December 24th, 2009
 1990

ANSWER: IN, IN, ON, IN, IN, ON, ON, IN, ON, IN

TIME: 5 MINUTES

FREE PRACTICE: (oral activity)

Have the students make a dialogue. Let them work in pairs. Then, tell students to pass to the front. (if they memorize it, it will be better)

TIME: 10 MINUTES

HOMEWORK: Ask students to write the months of the year with a special day for each one.

EXAMPLE:

January—my birthday

TIME: 5 MINUTES

DAY 4

WARM-UP: Five Things Beginning With F

The teacher asks the students to work in couples. The teacher says a letter: F
Then, the students are going to write five words beginning with F as quickly as possible. The first pair to finish wins. Give them another letter. Letters: T, S,P, M.

TIME: 10 MINUTES

SEMI-CONTROLLED PRACTICE (written activity) (SEE APPENDIX D)

The teacher explains the students that they have to match the months according to the holidays.

1. Teacher's Day

A. on September 15th

2. Mother's Day

B. on December 31st

3. Independence Day

D. in April

4. Christmas Day

D. III / Ipili

5. Day of the Cross

E. on May 10th

C. on May 3rd

6. Father's Day

F. on June 22nd

7. Holy Week

G. on June 17th

8. New Year's Eve

H. in December

9. Friendship Day

I. on February 14th

CONTROLLED PRACTICE: (written activity)

The teacher gives some sentences to the students and they have to write the negative and the interrogative form. (Check the sentences)

EXAMPLES:

AFFIRMATIVE: My birthday is in June.

NEGATIVE: My birthday is not in June.

INTERROGATIVE: Is my birthday in June?

SENTENCES:

a. Sara's birthday is in May.

b. Christmas is on December 24th

c. Vacations are in July.

d. Holy Week is in the winter.

e. Summer is in April.

FREE PRACTICE: (Dictation Activity)

- The teacher dictates the following vocabulary studied in class.

1. In the summer 6. On December 24th

2. Christmas 7. April

3. February 8. Independence Day

4. Dance5. in March10. Eat

- Students write down the words as the teacher dictates them.

- A student writes the words on the board.

- If the word is wrong, correct it.
- Then, another student will pass to the front.

TIME: 5 MINUTES

WRAP-UP: (oral activity)

Discuss the following questions with the students

- 1. What is the best month of the year for you? Why?
- 2. What do you eat for Christmas? Why?
- 3. What do you do on Mother's Day?
- 4. What is the day that you like the most? Why?

TIME: 5 MINUTES

VI. **EVALUATION**: (fill in the blanks)

This exercise is to make sure students can use the prepositions IN/ON in the different forms, and to see if they can also write the new vocabulary.

1.	She celebrates her	birthday July.	
2.	is	December 24 th	
3.		,	are the first months of the
	year.		
4.	Father's Day is		.
5.	He is free	Sundays.	

TIME: 5 MINUTES

HOMEWORK:

Ask the students to write a ten line paragraph using the vocabulary studied in class

(in a separate piece of paper).

TIME: 5 MINUTES

DAY 5

WARM-UP

The teacher divides the class into two groups (boys and girls). He writes two

words on the board (one for each group). A member of each group will pass to the

front to write a word that begins with the last letter of the word that the teacher

wrote on the board. The group with more words wins. (The teacher checks the

words)

TIME: 10 MINUTES

PRESENTATION (reading activity)

I have to do many things this week. First, I have to go to the

supermarket on Monday. Second, I have to take care of my sister on Wednesday. Third, I have to go to school on Friday. And finally, I have

to wash the dog on Saturday.

-Write the paragraph on the board, and then read it.

- Ask the students to repeat.

- Erase the first sentence of the paragraph, and ask the students to repeat and

memorize it.

- Erase the second sentence and do the same.

- Ask some students to say the paragraph without reading it.

LANGUAGE NOTES:

TABLE OF ORDINAL NUMBERS (1-31)

17th seventeenth 1st first 2nd second 18th eighteenth 3rd third 19th nineteenth 20th twentieth 4th fourth 5th fifth 21st twenty- first 22nd twenty-second 6th sixth 7th seventh 23rd twenty- third 8th.eighth 24th twenty- fourth 9th ninth 25th twenty- fifth 10th tenth 26th twenty- sixth 11th eleventh 27th twenty- seventh 12th twelfth 28th twenty- eighth 13th thirteenth 29th twenty- ninth 14th fourteenth 30th thirtieth 15th fifteenth 31st thirty- first 16th sixteenth

SPELLING OF ORDINAL NUMBERS:

just add TH to the cardinal numb	er:
----------------------------------	-----

Four	fourth
Eleven	eleventh

EXCEPTIONS:

One first
Twosecond
Threethird
Fivefifth
Eighteighth
Nineninth
Twelvetwelfth
In the compound ordinal numbers, note that only the last figure is written as an ordinal number: 421 st four hundred and twenty- first FIGURES:
First 1 st
Second 2nd
Third3 rd
Fourth4 th
Twenty six26 th
TITLES: In names for kings and queens, ordinal numbers are written in Roman numbers. In
spoken English, the definite article is used before the ordinal number.
EXAMPLES:
Charles II Charles the Second
Edward VI Edward the Sixth
Henry VIII Henry the Eighth

HOMEWORK: Ask the students to memorize the exceptions of the ordinal

numbers.

TIME: 5 MINUTES

DAY 6

WARM-UP

As students walk into the classroom, write their names on the board. Number the list as you go. Give the students an example and then point to a student's name

and ask: what place is.....?. Students respond: fifth, etc.

TIME: 10 MINUTES

PRACTICE:

SEMI-CONTROLLED PRACTICE: (fill in the blanks)

- The teacher will write the sentences on the board, and then the students will fill in

the blanks using the months and the ordinal numbers.

EXAMPLE:

January is the first month of the year.

1. _____ is the twelfth month of the year.

2. April is the _____month of the year.

3. July is the month of the year.

4. _____is the second month of the year

5. _____is the ninth month of the year.

6.	November is themonth of the year.
7.	is the third month of the year.
8.	July is themonth of the year.
9.	is the eighth month of the year.
FREE PRAC	CTICE:
	lents to work in pairs and write a short dialogue. (If there is time, the it). Check their work.
	TIME: 15 MINUTES
CONTROLL	ED PRACTIE:
	will dictate some ordinal numbers. Students will pass to the front to the board. The teacher checks errors.
NUMBERS:	
21 st 19 th 3 rd 8 th 1 st 31 st 15 th 28 th	

TIME: 5 MINUTES

HOMEWORK: (See appendix E)

- -Students will circle the ordinal numbers in the square
- -They will write sentences with them.

DAY 7

WARM-UP: (mimic game)

- The teacher writes ten words in some pieces of paper.
- He makes two groups (girls and boys)
- A student of a group takes one paper and mimics the word.
- His group will guess what the word is.
- If they do not guess it, the chance is for the other group.(They have five words for each team)

3RD

TIME: 10 MINUTES

CONTINUE......PRACTICE (SEE APPENDIX F)

SEMI-CONTROLLED PRACTICE

- Ask the students to match the numbers.
- Check what they did.

FIFTFFNTH

LILICENIU	3
TWENTIETH	18 TH
FOURTH	29 TH
THIRTY-FIRST	12 TH
SEVENTH	31 ST
THIRD	15 TH
EIGHTEENTH	7^{TH}
TWELFTH	4 TH
TWENTY NINTH	20 TH

TIME: 5 MINUTES

WRAP-UP: Listening Activity (See Appendix G)

The teacher gives a copy of the song "I just call to say I love you" by Steve

Wonder.

The teacher asks the students to make couples.

► Pre-listening

The teacher plays the CD for the students to listen to the song

- The teacher plays the CD once again so students get familiarized with it.

► During listening

- The teacher asks the students to circle any word related with the context

studied in class (months, days, and holidays)

- The teacher asks students to say the words they found.

► Post listening

-The teacher plays the CD for the students to sing the song.

- The teacher divides the class and makes a contest. Girls versus boys. The

students have to sing the song and the teacher decides who did it better.

TIME: 25 MINUTES

HOMEWORK: Answer the following questions

1. What is the second day of the week?

2. What is your first name?

3. What is the seventh day of the week?

WARM-UP

The teacher prepares some pieces of paper containing the ordinal numbers.(in letters). He divides the class into two teams. Then, he asks the students of each group to stick them in order on the board. First team to finish wins. (Check the order).

EVALUATION: (see appendix H)

COMPLETE THE CHART

NUMBER	DAY	MONTH	
FIRST			
SECOND			
THIRD			
FOURTH			
FIFTH			
SIXTH			
SEVENTH			
EIGHTH			
NINTH			
TENTH			
ELEVENTH			
TWELFTH			

HOMEWORK:

- Ask the students to make trios
- Each group will write ten ordinal numbers (number- letters) in a chart.
- Students will paste them on the wall. (Check spelling)

APPENDIX A

CONVERSATION

CAROL: Hello Patty! I am Carol. Can you do me a favor?

PATTY: What happens?

CAROL: I need to go to the doctor next week, and I need a person to take care of my son.

PATTY: What day?

CAROL: On Tuesday

PATTY: On Tuesday? I cannot do it that day. I have to go to the market.

CAROL: What about on Wednesday?

PATTY: I'm sorry but I cannot.

CAROL: ehhhh.... And what about on Friday

PATTY: That day is good.

CAROL: Thanks God! I will appreciate it

CONVERSATION

CAROL: Hello Patty! I am Carol. Can you do me a favor?

PATTY: What happen?

CAROL: I need to go to the doctor next week, and I need a person to take care of my son.

PATTY: What day?

CAROL: On Tuesday

PATTY: On Tuesday? I cannot do it that day. I have to go to the market.

CAROL: What about on Wednesday?

PATTY: I'm sorry but I cannot.

CAROL: ehhhh.... And what about on Friday

PATTY: That day is good.

CAROL: Thanks God! I will appreciate it

APPENDIX B

WRITE A WISH FOR EACH DAY

SUNDAY:	
MONDAY	
TUESDAY	
WEDNESDAY	
THURSDAY	
FRIDAY	
SATURDAY	

Write the words in the correct order to make sentences.

EXAMPLE:

is / My / birthday / brother's / July. / in

My brother's birthday is in July.

- 1. anniversary / is / Her / 2009 / in
- 2. Day / not / is / Teacher's / in / May
- 3. October / on / 28th / Week / Holy / Is / ?
- 4. in / days / My / are / summer / free
- 5. Day / May 3rd / of the Cross / is / on
- 6. Independence / Is / in / ? / September / Day
- 7. in / Father's / June / Day / is
- 8. exam / is / The / Tuesday / on

Fill in the blanks with ON or IN

11	trie past
12	May
13	Tuesday
14	the 1990s
15	the Ice Age
16	New Year's Eve
17	my birthday
18	the summer
19	December 24 th , 2009

APPENDIX D

MATCH THE MONTH WITH THE HOLYDAYS

1. Teacher's Day A. on September 15th

2. Mother's Day B. on December 31st

3. Independence Day C. on May 3rd

4. Christmas Day D. in April

5. Day of the Cross E. on May 10th

6. Father's Day F. on June 22nd

7. Holy Week G. on June 17th

8. New Year's Eve H. in December

9. Friendship Day I. on February 14th

MATCH THE MONTH WITH THE HOLYDAYS

1. Teacher's Day A. on September 15th

2. Mother's Day B. on December 31st

3. Independence Day C. on May 3rd

4. Christmas Day D. in April

5. Day of the Cross E. on May 10th

6. Father's Day F. on June 22nd

7. Holy Week G. on June 17th

8. New Year's Eve H. in December

9. Friendship Day I. on February 14th

APPENDIX E

CIRCLE THE ORDINAL NUMBERS AND MAKE SENTENCES

D 0 N T H IR R IOTEN NSFF Т Н E H E LG W Т C EН R Т X O WS E Т Н Ν Ν Н Т S D Т D Α C M F Е Н JL Τ R

N T \mathbf{O} Н R D R T $\mathsf{E} \mathsf{N}$ F O NSF F H E L G W T C Н V Ε R Т S O W Ε X Н N Ν Т Н S D Т D Α C Ε M F R Н J L Т

APPENDIX F

MATCH THE NUMBERS

FIFTEENTH	3 RD
TWENTIETH	18 TH
FOURTH	29 TH
THIRTY-FIRST	12 TH
SEVENTH	31 ST
THIRD	15 TH
EIGHTEENTH	7 TH
TWELFTH	4 TH
TWENTY NINTH	20 TH
	2RD
FIFTEENTH	3 RD
	3 RD 18 TH
FIFTEENTH	3 RD
FIFTEENTH TWENTIETH	3 RD 18 TH
FIFTEENTH TWENTIETH FOURTH	3 RD 18 TH 29 TH
FIFTEENTH TWENTIETH FOURTH THIRTY-FIRST	3 RD 18 TH 29 TH 12 TH
FIFTEENTH TWENTIETH FOURTH THIRTY-FIRST SEVENTH	3 RD 18 TH 29 TH 12 TH 31 ST
FIFTEENTH TWENTIETH FOURTH THIRTY-FIRST SEVENTH THIRD	3 RD 18 TH 29 TH 12 TH 31 ST 15 TH

APPENDIX G

"I Just Called to Say I Love You"

No new years day

To celebrate

No chocolate covered candy hearts to give away

No first of spring

No song to sing

In fact heres just another ordinary day

No April rain

No flowers bloom

No wedding Saturday within the month of June

But what it is

Is something true

Made up of these three words that I must say to you

I just called to say I love you

I just called to say how much I care

I just called to say I love you

And I mean it from the bottom of my heart

No summers high

No warm July

No harvest moon to light one tender August night

No autumn breeze

No falling leaves

No even time for birds to fly to southern skies

No libra sun

No Halloween

No giving thanks to all the Christmas joy you bring

But what it is

Though old so new

To fill your heart like no three words could ever do.

I just called to say I love you

I just called to say how much I care

I just called to say I love you

And I mean it from the bottom of my heart.

I just called to say I love you

I just called to say how much I care

I just called to say I love you

And I mean it from the bottom of my heart, of my heart, of my heart...

APPENDIX H

COMPLETE THE CHART

NUMBER	DAY	MONTH	
FIRST SECOND THIRD FOURTH FIFTH SIXTH SEVENTH EIGHTH NINTH TENTH ELEVENTH	DAY	MONTH	
TWELFTH			

COMPLETE THE CHART

NUMBER	DAY	MONTH	
FIDOT			
FIRST			
SECOND			
THIRD			
FOURTH			
FIFTH			
SIXTH			
SEVENTH			
EIGHTH			
NINTH			
TENTH			
ELEVENTH			
TWELFT			

UNIVERSIDAD DE EL SALVADOR

FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE

DEPARTAMENTO DE IDIOMAS

BY: MAYRA MORAN

LIZBETH GRANDE

TOPICS: ► HOLIDAYS

▶ BIRTHDAYS

OBJECTIVES: At the end of the class students will be able to:

► Recognize and produce language related to holidays

► Recognize and express dates of birthdays

MATERIALS: markers, erasers, board, photocopies, charts, etc.

DAY 1

WARM-UP:

The building word (5 min)

The teacher writes the word "Washington" on the board. Each student has to write as many words as it is possible from the previous word. The student who writes more words wins.

Example:

Washington: wash, ash, on, in, got, etc.

PRESENTATION

Conversation

Pre-reading (5 minutes)

Write on the board the word "holiday" and explain that it means a day off or vacation like Valentine's Day, Mother's Day, Father's Day and Children's Day. Then ask the students to tell you the date of the holidays mentioned

here.

During- reading (15 min)

Bring a chart with the conversation or write it on the board and underline the holidays. Read the dialogue and ask the students to repeat it. After that, ask the students to work in couples in order to memorize it, and ask for some volunteers to performe it. The best couple will have a price.

Post- reading (10 min)

Ask individual questions about what students do for Valentine's day

Teacher: What do you do in Valentine's day?

Student: I go to pizza hut with my boyfriend.

Help the students to answer

Conversation

Lisa: So, Tyler, What do you plan to do for Valentine's day?

Tyler: Well, I plan to take my girlfriend out for dinner.

Lisa: Oh! Really? Where do you plan to go?

Tyler: La Pampa Argentina. It's her favorite restaurant.

Lisa: Oh! that's a good idea.

Tyler: How about you? What do you plan to do?

Lisa: Well, I don't plan to go to a restaurant; I prefer to go to dance

Tyler: It sounds like fun. Well have a good Valentines' day.

Lisa: Thanks. You, too.

Language Notes (10 min)

The most common holidays in El Salvador (Appendix A)

- Valentine's day February 14th
- Secretary's day- April 26th
- Labor's day May 1st
- Mother's day May 10th
- Father's day June 17th
- Teacher's day June 22nd
- Independence Day -September 15th
- Children's day- October 1st
- Halloween October 31st
- Christmas December 25th
 - A) Holidays with prepositions of time on, in

Affirmative Form

- Halloween is on October 31st. (specific)
- Teacher's day is in June. (no specific)

Negative Form

- Halloween is not on October 20th. (specific)

- Teacher's day is not in November. (no specific)

Interrogative Form

- Is Halloween on October 31st?
- Is Teacher's day in June?

W-H Questions

When is Halloween?

What do you do for Teacher's day?

Homework

Tell the students to practice the spelling of the holidays

Day 2

Warm-up

The gossip game (5 min)

Divide the class into two groups and give a piece of paper with the sentence "My favorite holiday is children's day" to the last student of each line. He/she has to read the sentence and to say it to the next student in the line and so on. The first student in the line has to write the sentence on the board. The team that writes the correct or a similar sentence will win the game.

B) Simple Present Tense (15 min)

In the third person singular (he,she,it) we add 'S' to the verb

Simple present tense

AFFIRMATIVE	NEGATIVE	QUESTIONS
		Do you play soccer
1	1	
you	you	SHOR ANSWER
We play soccer	we don't play soccer	Yes, I do
They	they	No, I don't
he/she/it plays soccer	he/she/it doesn't play soccer	Does he play soccer?
		Yes, he does
		No, he doesn't

Verb Conjugation & Spelling Appendix B

The spelling for the verb in the third person differs depending on the ending of that verb:

- 1. For verbs that end in -o, -ch, -sh, -ss, -x, or -z we add -es in the third person.
 - go goes
 - catch catches
- 2. For verbs that end in a **consonant + y**, we remove the **y** and add **-ies**.
 - marry marries
 - study studies

NOTE: For verbs that end in a **vowel + y**, we just add **-s**.

- play plays
- enjoy enjoys

Practice (10 min)

- the teacher gives the students a copy of appendix c.
- the teacher explains the example
- the teacher checks the answer.

Fill-in the blanks with the correct form of the verb (Appendix C)

1 -	My family and I live (live) in the suburbs. My wife and I(work)
	near here, so we(walk) to work. Our daughter Emily
	(work) downtown, so she(drive) to work. Our son
	(not drive). He(ride) his bike to school.
2-	My parents(live) in the city. My mother(take) a
	train to work. My father is retired, so he(not work) now. He
	also(use) public transportation, so they(not
	need) a car.
3-	My brother(not live) with us. He(have) an apartment
	in the city. He(go) to school all day, and he(do)
	office work at night.

Written activity (10 min)

- Write the following sentences on the board and ask the students to translate them into the negative and the interrogative form
- 1- Maria likes Valentines'day.
- 2- We celebrate Mother's day.
- 3- My mother cooks on Christmas.

- 4- I go to the park on Independence Day.
- 5- The students prepare a party for the Teacher's day.
- 6- Luis eats candies on Halloween.

Wrap-up (5 min)

Oral activity

- At random, ask some students to tell you whether the negative or affirmative form of the sentences above

Homework

- Ask students to write a short conversation in the simple present tense including some holidays like the one in the presentation.

Day 3

Warm up (10 min)

- Ask students to work in couples
- Give a copy of appendix D
- Play the song and ask each couple to underline all the verbs in the present tense
- Student sing

Oral activity (10 min)

- Ask the following questions and encourage the students to give you logic answers
- 1- What do you do on Valentines' Day?

- 2- What does your mother do on Mother's Day?
- 3- What do you eat on Christmas?
- 4- What does your father do on Father's Day?
- 5- What do you/people do on Christmas?
- 6- What do you do on Independence Day?
- 7- What do you think your teacher does on Teacher's Day?
- 8- What do you think children do on Halloween?

Reading activity (Appendix E) 10 min

- Give each student a copy of appendix E
- Read the paragraph
- Encourage some students to read it individually
- Check pronunciation and any other mistake

I need a job

I'm Theresa Glass I don't have time to work, but I need a job because college is very expensive. I study art. I have class all day on Monday, Wednesday and Friday, and on Tuesday and Thursday morning. I usually study on weekends. I don't have any experience, but I can learn quickly.

Post- reading (5 min)

- Ask the following questions
 - 1- What's her name?
 - 2- Does she have time to work?
 - 3- Is college cheap?
 - 4- What does she study?
 - 5- When does she have classes?
 - 6- When does she usually study?
 - 7- Does she have experience to work?

Wrap- up (10 min)

 Bring some pieces of paper containing some verbs in the simple present tense

 Say a number from the list and ask that student to take a piece of paper in order to tell a sentence.

Example:

eat – I eat fruits every day.

Homework

Ask the students to write 5 questions about the paragraph of appendix E

Day 4

Warm up (10 min)

The chain game

- Tell the students that everybody has to say any activity that they do during the week. The point is that each student has to repeat what the previous student said and add a new sentence
- Begin saying "I get up at 7 o'clock".

Presentation (5 min)

Pre- reading

 Write on the board "When is your birthday" and write your date. Then ask some students the same question to check if they able to say their birthday's day

During- reading (10 min)

- Write the conversation on the board and read it. Ask the students to repeat after you. Then, ask some couples to read it

Post- reading (5 min)

- Write the following questions on the board.
- Students have to copy them and answer them
- Encourage some students to give you the answers
- 1- What day is Nick's birthday?
- 2- Can Amy go to the movies?

Conversation

Nicks' mom: Hello, Amy. How are you?

Amy: I'm fine, thanks.

Nicks' mom: Can you come to the movies with us on Saturday?

Amy: Oh! Saturday..... the 27th of October..... That's Nicks' birthday, isn't it?

Oh, no I'm sorry. I can't.

Nick's mom: Oh, well.

Amy: Thanks anyway.

Practice (10 min)

Oral activity

- Give to each students a copy of Appendix F
- Students stand up and ask other students the month of their birthday
- They have to write the name of a classmate in each month

Example

Student A: When is your birthday?

Student B: It's in January.

Wrap up (5 min)

- Ask to some students to past to the front and to say the information they got

In Appendix F

Example

Luis birthday's is in March.

Maria birthday's is in November.

Homework

 Ask students to write a short dialogue about their mom inviting a friend to their birthday party. Encourage them to use the previous conversation as a model Warm up (5 min)

Stand up if.....

- Say a month and encourage students to stand up if their birthday is on that month. Mention all the months and try to tell them as fast as you can.

Example

Stand up if your birthday is on May, September, December, etc.

Written activity (10 min)

- Write on the board the following sentences
- Students write the holyday that people celebrate on those dates

Example

It's on February 14th San valentines' Day

- 1- It's on May 1st -
- 2- It's on June 17th
- 3- It's on June 22nd
- 4- It's on May 10th
- 5- It's on September 15th
- 6- It's on October 1st
- 7- It's on October 31st
- 8- It's on December 25th
- 9- It's on Feburary 14th

Correct it (15 min)

- Bring 10 pieces of paper containing wrong affirmative, negative, and interrogative sentences in the simple present tense
- Play some music while students past a ball. The student who has the ball
 when the music stops takes a piece of paper and writes the correct
 sentence on the board

Wrap- up

Evaluation (Appendix G) (15 min)

- Students write the correct form of the verbs
- The teacher checks it

Homework

- Ask students to write 5 sentences about what they usually do on their birthdays
- Encourage some students to read what they wrote

Example

On my birthday, I get up late. I go out with my friends. I go to eat with my family/boyfriend etc.

Appendix A

The most common holidays in El Salvador

- Valentine's day February 14th
- Secretary's day- April 26th
- Labor's day May 1st
- Mother's day May 10th
- Father's day June 17th
- Teacher's day June 22 nd
- Independence Day -September 15th
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The most common holidays in El Salvador

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Appendix B

The spelling for the verb in the third person differs depending on the ending of that verb:

- 1. For verbs that end in **-o**, **-ch**, **-sh**, **-ss**, **-x**, or **-z** we add **-es** in the third person.
 - go goes
 - catch catches
- 2. For verbs that end in a **consonant + y**, we remove the **y** and add **-ies**.
 - marry marries
 - study studies

NOTE: For verbs that end in a **vowel + y**, we just add **-s**.

- play plays
- enjoy enjoys

The spelling for the verb in the third person differs depending on the ending of that verb:

- 1. For verbs that end in **-o**, **-ch**, **-sh**, **-ss**, **-x**, or **-z** we add **-es** in the third person.
 - go goes
 - catch catches
 - 2. For verbs that end in a **consonant + y**, we remove the **y** and add **-ies**.
 - marry marries
 - study studies

NOTE: For verbs that end in a **vowel + y**, we just add **-s**.

- play plays
- enjoy enjoys

Appendix C

Fill-in the blanks with the correct form of the verb

	My family and I live (III	,	•	,		
		ork. Our daughter Emily				
		work. Our son	(not drive). He	(ride) his bike		
	to school.					
2-		(live) in the city. My moth		_		
		not work) no		_(use) public		
	transportation, so they	/(not need) a	a car.			
3-	My brother	not live) with us. He	(have) an apartme	ent in the city. He		
	(go) to sc	hool all day, and he	(do) office work at	night.		
-ill-in th	ne blanks with the corre	ect form of the verb				
1-	My family and I live (live	ve) in the suburbs. My wife	and I(work	x) near here, so we		
	(walk) to w	ork. Our daughter Emily	(work) downto	wn, so she		
	(drive) to	work. Our son	(not drive). He	(ride) his bike		
	to school.					
2-	My parents	(live) in the city. My moth	er(take) a	train to work. My		
	father is retired, so henot work) now. He also(use)					
	transportation, so they	/(not need) a	a car.			
3-	My brother	not live) with us. He	(have) an apartme	ent in the city. He		
		hool all day, and he	(do) office work at	night.		
	(go) to sc		(***) ********************			
	(go) to sc	oor all day, and no	()			
−ill-in th	(go) to so	•				
	ne blanks with the corre	•		k) near here, so we		
	ne blanks with the corre	ect form of the verb	and I(work			
	ne blanks with the corre My family and I live (lin(walk) to w	ect form of the verb	and I(work	wn, so she		
	ne blanks with the corre My family and I live (lin(walk) to w	ect form of the verb ve) in the suburbs. My wife a vork. Our daughter Emily	and I(work	wn, so she		
	My family and I live (live (walk) to we (drive) to to school.	ect form of the verb ve) in the suburbs. My wife a vork. Our daughter Emily	and I(work)(work) downto(not drive). He	wn, so she (ride) his bike		
1-	My family and I live (live (walk) to we (drive) to to school.	ect form of the verb ve) in the suburbs. My wife a vork. Our daughter Emily work. Our son (live) in the city. My moth	and I(work)(work) downto(not drive). He er(take) a	wn, so she(ride) his bike train to work. My		
1-	My family and I live (live) (walk) to we (drive) to to school. My parents father is retired, so he	ect form of the verb ve) in the suburbs. My wife a vork. Our daughter Emily work. Our son	and I(work) downto(not drive). He er(take) a	wn, so she(ride) his bike train to work. My		
1-	My family and I live (live) to to school. My parents father is retired, so they	ect form of the verb ve) in the suburbs. My wife a vork. Our daughter Emily work. Our son (live) in the city. My moth not work) no	and I(work) downto (not drive). He er(take) a ow. He also a car.	wn, so she(ride) his bike train to work. My _(use) public		

Appendix D Girlfriend (Avril Lavigne)

CHORUS

Hey, hey, you, you, I don't like your girlfriend No way, no way, I think you need a new one Hey, hey, you, you, I could be your girlfriend

Hey, hey, you, you, I know that you like me No way, no way, you know it's not a secret Hey, hey, you, you, I want to be your girlfriend

You're so fine, I want you mine, you're so delicious
I think about you all the time, you're so addictive
Don't you know what I can do to make you feel alright?
Alright, alright

Don't pretend, I think you know I'm precious

And so yeah, I'm a hey, hey princess

I can tell you like me too and you know I'm right
I'm right, I'm right, I'm right

She's like so whatever
You could do so much better
I think we should get together now
And that's what everybody's talking about

I can see the way, I see the way you look at me
And even when you look away I know you think of me
I know you talk about me all the time again and again
And again and again and again

So come over here and tell me what I want to hear Better yet, make your girlfriend disappear I don't want to hear you say her name ever again And again and again and again

Cause she's like so whatever

And she could do so much better

I think we should get together now

And that's what everybody's talking about

In a second you'll be wrapped around my finger 'Cause I can, cause I can do it better There's no other, so when's it gonna sink in? She's so stupid, just what were you thinking?

I need a job

I'm Theresa Glass I don't have time to work, but I need a job because college is very expensive. I study art. I have class all day on Monday, Wednesday and Friday, and on Tuesday and Thursday morning. I usually study on weekends. I don't have any experience, but I can learn quickly.

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Appendix F

January
February
March
April
May
June
July
August
September
October
November
December

UNIVERSIDAD DE EL SALVADOR

FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE

DEPARTAMENTO DE IDIOMAS

By Vanessa Fuentes

Sara Ramírez

UNIT 6: A PERFECT DAY

TOPICS: Simple Present Tense (Adverbs of frequency), Daily routine and Telling

the time.

OBJECTIVE: At the end of this lesson students will be able to:

Use the adverbs of frequency correctly while speaking and writing.

> Use the Simple Present Tense to describe what they do in their daily

routines.

> Tell the time accurately.

MATERIALS: markers, eraser, copies, charts.

Day 1

WARM UP (10 minutes)

Chain spelling

The teacher gives a word and asks the students to spell it. Then a second student should say a word beginning with the last letter of the word given. The game continues until someone makes a mistake; that is, to mispronounce a word, to misspell it, or come up with a word that has been said already. Then the student

is out and the last student who remains is the winner.

PRESENTATION (20 minutes)

- Pre reading:
- Give students a copy of appendix A
- Ask the students the following questions:

Is this a letter or a conversation?

What's the letter about?

• Ask the students to give the meaning of the following verbs. The teacher mimics the actions, so students guess the words correctly.

Wake up

Take a shower

Get dressed

Have breakfast

Take the bus

Get to school

Have classes

Have a break

Go back

Finish

Get home

Visit friends

Have lunch

Watch TV

Have dinner

Go to bed

Do homework

Play soccer

During reading

- The teacher reads the letter, students just listen.
- The teacher reads once again and students repeat
- The teacher assigns a sentence of the letter to each line.

Post reading:

Make the students answer the following questions:

Who's the writer? Antonio / Natalie
Who receives the letter? Antonio / Natalie

What is the letter about? Antonio's daily routine / Natalie's daily routine

Dear Natalie:

How are you? Let me tell you about my typical school day, so you can see what my life in El Salvador is like. I wake up at 6:15 and take a shower. Then, I get dressed and have milk and bread for breakfast. After that, I take the bus to Santa Ana and get to school at about quarter to eight. We have classes from eight to ten thirty. Next, we have a break for half an hour. After that, we go back to classes and we finish at one thirty. I usually go home at about 2:00 p.m, but I sometimes visit my friends Gerardo, Mariana and Sam. At home, I have lunch with my mom and usually do my homework and then, I watch TV. Then, I have dinner with my family at about 9:00 p.m. and later go to bed at ten o'clock. I don't do my homework on Fridays and usually play soccer with my friend Gerardo in the park.

Please write soon,

Antonio

LANGUAGE NOTES (15 minutes)

Give students a copy of appendix B

Adverbs of frequency

Always	usually	often	hardly ever	rarely	never
100%	*	*	*	*	0 %

We can use adverbs of frequency to express how regularly we do certain actions. The adverb goes between the subject and the verb.

Affirmative Form:

Interrogative Form:

How often do you go to the park?

Wh-questions:

What do you never do on the weekend?

What do you usually do every day?

Day 2

WARM UP (10 minutes)

Hangman

The teacher prepares some routine verbs studied in the previous class. The teacher divides the class into three groups. The teacher makes some lines on the board according to the number of letters the word has. In order to guess the word, each group has to say a letter of the alphabet, but the teacher chooses the one who is going to participate in order to avoid disorder. If the letter is not correct, the teacher draws a hangman little by little. If the man is complete, nobody wins the point. If the group guesses the word, it wins a point.

Verbs: wake up. Take a shower. Play soccer. Get dressed. Get up

LANGUAGE NOTES: Telling the time (15 minutes)

- 1:00 it's one o'clock.
- 1:15 it's a quarter after one
- 1:30 it's a half after one
- 1:45 it's a quarter <u>to</u> two
- 1.55 it's five <u>to</u> two

12 AFTER

Useful expressions:

- And a quarter: y un cuarto

- And a half: y media

• Extra activity (15 minutes): If there's time, the teacher can make sure that students have understood when to use "to" and "after" through doing the following exercise. Copy the following sentences on the board.

1.	It's a quarter five. 4:45
2.	It's five four. 4:05
3.	It's ten eight. 7:50
4.	It's twenty two. 2:20
5.	It's a half nine. 8:30
6.	It's a quarter ten. 10:15
7.	It's twenty-five eleven. 10:35
8.	It's ten ten. 9:50
9.	It's five twelve. 11:55
10.	It's twenty three. 3:20

Day 3

WARM UP (10 minutes)

Sentence Race

- The teacher prepares a list of review vocabulary words.
- The teacher divides the class into three groups.
- The teacher says a word and one student of each line has to run to the board and write the word.
- The student that writes the word correctly gets a point for his group.
- At the end, the group with more points is the winner.

Verbs: Wake up. Play soccer. Get up. Watch TV. Get dressed. Brush the teeth

PRACTICE

Controlled practice (20 minutes)

Written and oral activity: Vocabulary (5 minutes)

- Give the students a copy of appendix C
 - wake up (despertarse)
 - get up (levantarse)
 - take a shower (bañarse)
 - get dressed (vestirse)
 - make the bed (arreglar la cama)
 - have breakfast/lunch/dinner (desayunar, almorzar, cenar)
 - brush the teeth (cepillarse)
 - comb the hair (peinarse)
 - take the bus (tomar el bus)
 - study (estudiar)
 - go home (ir a casa)
 - do homework (hacer la tarea)
 - watch TV (ver televisión)
 - listen to music (escuchar música)
 - go to bed (ir a dormir)
- The teacher reads and the students repeat.
- The teacher says the actions in Spanish and students say them in English.

Written activity: Fill in the blanks (5 minutes)

- The teacher copies the following sentences on the board.
- Students complete the sentences with the words from the box.

Watch	Do	Go	Play	Listen to

1. I	to my dance class on Saturday.
2. He	his homework in his room.
3. We	basketball after school on Mondays.
4. She	pop music on the radio.
5. I	"friends" on TV on Fridays.

Written Activity: Transformational Drill (10 minutes)

- The teacher writes some sentences on the board.
- The teacher asks the students to write the adverbs of frequency in brackets in the correct position in the sentence.

Example:

I get up at 7:00 (usually)

I usually get up at 7:00

- 1. I eat cereal and milk for breakfast. (Sometimes)
- 2. I do my homework in the evening. (Always)
- 3. I go to bed at midnight. (Never)
- 4. I play basketball with my friends. (Usually)
- 5. I go to the park on Fridays. (Hardly ever)

Semi Controlled Practice

Written Activity: Fill – in – the – blanks (15 minutes)

- The teacher gives the students a copy of appendix D.
- The teacher writes on the board the verbs that will be used (get up, go, take, eat, have, leave, arrive, study, play, do, watch, listen, read)
- The teacher asks the students to complete the exercise of the appendix taking into account the drawings and using the verbs given by the teacher.

The teacher and the students check the answers.

Day 4

Free practice (15 minutes)

Written activity: Sentence Race

- The teacher makes four groups
- Ask them to choose a representative and make him/her pick up a piece of paper.
- Ask the student to read what is written on it (affirmative sentences, negative sentence, interrogative sentence, or wh question)
- Ask the students to write 5 sentences for the category previously chosen.
- Students have to pass to the front to write the sentences on the board

* Extra activity: Write a conversation in a sheet of paper.

Controlled Practice (10 minutes)

Written Activity: Circle the verb.

- Ask students to copy the sentences
- Ask students to circle the correct form of the verb.
- Example: He sometimes go / goes to the movies.
- 1. Steve usually get / gets up late.
- 2. Charlie always drive / drives to school.
- 3. Sophie do / does her homework before dinner.
- 4. Osmin watch / watches TV at night.
- 5. Brenda listen / listens to music every day.

Written activity: Unscramble the sentences (10 minutes)

Ask students to unscramble the following sentences

Example:

in the morning / usually / at seven o'clock / gets up / he He usually gets up at seven o'clock in the morning.

- 1. opens / at nine / usually / the bank
- 2. closes / the supermarket / on Sundays / never
- 3. to work / drives / always / my father
- 4. goes to bed late / my sister / never
- 5. sometimes / in class / does / Alvaro / his homework

Reading Comprehension: Conversation (15 minutes)

- Give the students a copy of appendix **E**
- Ask the students to read the conversation in silence while the teacher reads aloud
- Ask the students to circle the new words
- Write the following questions on the board:
 - 1. Does Ted like weekends?
 - 2. What does he usually do on weekends?
 - 3. What does Liza do on the weekend?
 - 4. Do you think Liza likes the weekend?
 - Ask the students to give the answers

Conversation

Ted: I love weekends. Saturdays and Sundays are my favorite days.

Liz: What do you usually do on the weekend?

Ted: I always play soccer on Saturday mornings. Sometimes I go to a movie on Saturday night.

Liz: What do you do on Sundays?

Ted: I always get up late and have a big breakfast. Then I watch TV all day. What about you?

Liz: I always work on Saturdays. I have a part-time job. And on Sundays, I study all day.

Ted: When do you relax?

Liz: Never!

Day 5

Oral Activity: Find someone who (10 minutes)

- Give the students a copy of appendix F
- Ask the students to stand up and ask the questions to different classmates.

Find someone who	Name
Usually gets up before seven o'clock	
Never goes to bed after eleven	
Never does his/her homework on the weekend	
Usually studies on the weekend	
Doesn't watch TV	
Never has a big breakfast	
Usually helps in the house	
Always takes the bus to school	

Written Activity: Writing the time (10 minutes)

- Copy the following hours on the board and ask the student to copy them.
- Ask the students to write the time in words

5:00	8:05	

Written Activity: Verb Conjugation (10 minutes)

Rewrite the following verbs as it is used with the third person singular.

 1. play
 6. watch _____

 2. study _____
 7. get up _____

 3. eat _____
 8. listen to _____

 4. live _____
 9. read _____

 5. wash _____
 10. go _____

Written and Oral activity: Building up drill (15 minutes)

- Copy the following frequency adverbs on the board.
- Ask students to make sentences using them.

Example:

(usually) I usually get up at eight o'clock.

1. (sometimes)
2. (always)
3. (never)
4. (often)
5 (hardly ever)

WRAP UP

Angela's Restaurant

Angela has a new restaurant, and she is a chef. She works six days a week. Angela has some helpers at the restaurant. Alex also works at the restaurant. He is a waiter and a part-time student. He works three days a week. Leonardo is also a waiter. He works six nights a week. He is a salesperson at a clothing store in the afternoon.

Today a photographer is taking pictures of the new restaurant. Her name is Ellen, and she works for a newspaper. Jerry is writing about the restaurant for the newspaper. Angela is really happy. She wants many new customers.

✓ Ask the students to underline all the verbs that are in the Simple Present Tense.

EVALUATION

Write an eight-line paragraph about your daily routine.

HOMEWORK: Write five affirmative sentences using the simple present tense and then change them into negatives

Dear Natalie:

How are you? Let me tell you about my typical school day, so you can see what my life in El Salvador is like. I wake up at 6:15 and take a shower. Then, I get dressed and have milk and bread for breakfast. After that, I take the bus to Santa Ana and get to school at about quarter to eight. We have classes from eight to ten thirty. Next, we have a break for half an hour. After that, we go back to classes and we finish at one thirty. I usually go home at about 2:00 p.m, but I sometimes visit my friends Gerardo, Mariana and Sam. At home, I have lunch with my mom and usually do my homework and then, I watch TV. Then, I have dinner with my family at about 9:00 p.m. and later go to bed at ten o'clock. I don't do my homework on Fridays and usually play soccer with my friend Gerardo in the park.

Please write soon,
Antonio

Dear Natalie:

How are you? Let me tell you about my typical school day, so you can see what my life in El Salvador is like. I wake up at 6:15 and take a shower. Then, I get dressed and have milk and bread for breakfast. After that, I take the bus to Santa Ana and get to school at about quarter to eight. We have classes from eight to ten thirty. Next, we have a break for half an hour. After that, we go back to classes and we finish at one thirty. I usually go home at about 2:00 p.m, but I sometimes visit my friends Gerardo, Mariana and Sam. At home, I have lunch with my mom and usually do my homework and then, I watch TV. Then, I have dinner with my family at about 9:00 p.m. and later go to bed at ten o'clock. I don't do my homework on Fridays and usually play soccer with my friend Gerardo in the park.

Please write soon,

Antonio

Adverbs of frequency

Always	usually	often	hardly ever	rarely	never
100%	*	*	*	*	0 %

We can use adverbs of frequency to express how regularly we do certain actions. The adverb goes between the subject and the verb.

• Affirmative Form:

Interrogative Form:

How often do you go to the park?

Wh-questions:

What do you never do on the weekend?

What do you usually do every day?

APPENDIX C

- wake up (despertarse)
- get up (levantarse)
- take a shower (bañarse)
- get dressed (vestirse)
- make the bed (arreglar la cama)
- > have breakfast/lunch/dinner (desayunar, almorzar, cenar)
- brush the teeth (cepillarse)
- > comb the hair (peinarse)
- > take the bus (tomar el bus)
- study (estudiar)
- go home (ir a casa)
- do homework (hacer la tarea)
- watch TV (ver televisión)
- listen to music (escuchar música)
- go to bed (ir a dormer)

- wake up (despertarse)
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- listen to music (escuchar música)
- go to bed (ir a dormer)

APPENDIX D

58		2561 'uos	ents to Speak, © Paul Seligs	Helping Student
After dinner heTV, to the radio orFinally, he to bed at about 11:00.	and basketball with his friends. Then he home and his homework. He dinner at 7:30.	Heat school at 8:55. Hefrom 9:00 to 3:30. For lunch hefish and chips. After school, heto the park	andbreakfast with his family. He fruit juice and cereat. He home at 8.00 and heto school by bus.	Then he to the bathroom and a shower. After that he downstairs to the kitchen,
After dinner After dinner Or Finally About 11.00	and all Then and and a line of the state of	SCHOOL ON STATE STATE OF STATE	and CS Kan Kan Kan FRU FLAKE? I PLAKE? JUIK FRU	Every Monday Then Then After that Then Too Then Then
-05 19th 35		ske	n't like Monda	op I G

Conversation

Ted: I love weekends. Saturdays and Sundays are my favorite days.

Liz: What do you usually do on the weekend?

Ted: I always play soccer on Saturday mornings. Sometimes I go to a movie on Saturday night.

Liz: What do you do on Sundays?

Ted: I always get up late and have a big breakfast. Then I watch TV all day. What about you?

Liz: I always work on Saturdays. I have a part-time job. And on Sundays, I study all day.

Ted: When do you relax?

Liz: Never!

Conversation

Ted: I love weekends. Saturdays and Sundays are my favorite days.

Liz: What do you usually do on the weekend?

Ted: I always play soccer on Saturday mornings. Sometimes I go to a movie on Saturday night.

Liz: What do you do on Sundays?

Ted: I always get up late and have a big breakfast. Then I watch TV all day. What about you?

Liz: I always work on Saturdays. I have a part-time job. And on Sundays, I study all day.

Ted: When do you relax?

Liz: Never!

Find someone who	Name
Usually gets up before seven o'clock	
Never goes to bed after eleven	
Never does his/her homework on the weekend	
Usually studies on the weekend	
Doesn't watch TV	
Never has a big breakfast	
Usually helps in the house	
Always takes the bus to school	

Find someone who	Name
Usually gets up before seven o'clock	
Never goes to bed after eleven	
Never does his/her homework on the weekend	
Usually studies on the weekend	
Doesn't watch TV	
Never has a big breakfast	
Usually helps in the house	
Always takes the bus to school	

UNIVERSIDAD DE EL SALVADOR FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE DEPARTAMENTO DE IDIOMAS

By Vanessa Fuentes

Sara Ramírez

UNIT 6: A PERFECT DAY

TOPICS: Simple Past Tense (Regular verbs)

OBJECTIVE: At the end of this lesson students will be able to:

- Talk and write about past events and actions correctly
- Recognize the different pronunciations for regular verbs

MATERIALS: markers, eraser, copies, charts.

DAY 1

I WARM UP "Hidden words" (10 minutes)

- The teacher identifies the keywords to practice; in this case, the verbs studied in class.
- Make a grid as below; divide each word into two and write each half in one
 of the boxes of the grid at random.
- Ask the students to find the words and recompose them
- If possible make the grid in a chart

stu	ha	wa	ta	te	at	wa	sh
tch	wri	ke	e	dy	bru	ve	sh

II PRESENTATION (25 minutes)

Alexander Von Humboldt (Appendix A)

Alexander Von Humboldt always <u>wanted</u> to be an explorer. As a child and young man in Germany he <u>studied</u> botany, geology, astronomy and foreign languages. When he was thirty years old, he <u>joined</u> an expedition and <u>traveled</u> to Central and South America. Von Humboldt and his companion, the French scientist Aime Bonpland, <u>arrived</u> on the coast of Venezuela in 1800 and <u>started</u> out to explore the interior of the country. They <u>discovered</u> strange new animals, such as the electric eel. In 1802, they <u>climbed</u> up into the Andes. They <u>decided</u> to climb the volcano Chimborazo, but they <u>failed</u> to reach the summit because their equipment was not adequate. In 1804, Humboldt <u>returned</u> to Europe. He had an enormous task: to write about his expeditions and his discoveries.

• Pre-reading:

- ✓ Ask the following questions. If students can't say the answers in English, they can use their native language.
- 1. What's an explorer?
- 2. What's the meaning of the following words?

discover travel	sta stud		join climb	
During re	ading			
Give the stude	ents a copy of ap	pendix A.		
Read once, so	students can lis	ten to the pronunc	ation of the wo	ords.
Read once ag	ain, and ask the	students to repeat	after you.	
Assign a ser chorally.	ntence to each	line or ask the st	tudents to rea	d the paragraph
	nts to write the pa	ast tense of the foll d words within the t	-	
1. decide		6. fa	il	
2. return		7. sta	art	
3. want		8. cl	limb	
4. travel		9. aı	rrive	
5. study		10.	join	
	nts to find out the	e meaning of these		5 !!
1. walk	2. talk	3. laugh	4. cook	5. call

III LANGUAGE NOTES (10 minutes)

S

Aux

٧

C

Simple Past Tense (Appendix B)

We use the simple past tense to talk about actions that occured in the past

Affirmative Form: Ι You He/she/it → opened the door. We They • **Negative Form**: (didn't) 1 You He/she/it → didn't open the door. We They Did not = didn't• Interrogative Form: **Short answers:** Did you open the door? Yes, I did No, I didn't Did open the door? Yes, he did <u>he</u>

No, he didn't

III LANGUAGE NOTES (30 minutes)

- Explain the appendix **B**, so students remember the 3 forms.
- Give the students a copy of appendix **C** and explain the different rules

Rules of regular verbs (10 minutes)

1. We add **-ed** to most of regular verbs

attacked called played visited

2. we add -d to verbs ending in -e

like**d** lived

3. For verbs ending in a consonant and "y", erase "y" and add -ied

Carry – carried study – studied

List of regular verbs (appendix D) 20 minutes

present	past	pronunciation
arrive	arrived	/d/
call	called	/d/
play	played	/d/
listen	listened	/d/
clean	cleaned	/d/
brush	brushed	/t/
walk	walked	/t/
talk	talked	/t/
cook	cooked	/t/
fix	fixed	/t/
laugh	laughed	/t/

kiss	kissed	/t/
dance	danced	/t/
work	worked	/t/
decide	decided	/id/
study	studied	/d/
invite	invited	/id/
paint	painted	/id/

• Time expressions in past:

Last weekend last Monday
Last month last Tuesday
Last year last Fridat

Yesterday

- Practice the pronunciation of the verbs in past
- Emphasize the / t /, / d / and / id / pronunciations, so students notice the differences.

IV PRACTICE

A. Oral activity (15 minutes)

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- The teacher says some verbs from the list in present tense and asks the students to tell them in past.
- Correct students' mistakes
- Ask them to repeat each verb in past 5 times

PRACTICE

B. Transformational Drill (oral and written activity) 15 minutes
1. Robert plays soccer at 3 o'clock.
2. Rose <u>cooks</u> dinner.
3. I <u>listen to</u> music at 6:30.
4. I brush my teeth at night.
5. My dad <u>fixes</u> the car.
6. My sister works from 7 to 12 o'clock.
 Ask the students to change the sentences into the past tense C. Fill-in-the-blanks (15 minutes) Write the following sentences and have the students complete them with the right word.
1. He soccer last Monday.
2. They the dishes after breakfast.
3. We dinner yesterday.
4. She to music before lunch.
5. Mary the piano after school.
6. Paul the car last month.
7. You a good movie on TV last night.

D. Evaluation

- Ask the students to classify the following verbs according to their pronunciation

1.	worked
2.	wanted

3. lived

4. watched

5. played

6. visited

7. carried

8. studied

9. kissed

10. brushed

/t/	/ d /	/ id /

HOMEWORK: Ask the students to write a short paragraph about the things they did last weekend

Appendix A

Alexander Von Humboldt

Alexander Von Humboldt always <u>wanted</u> to be an explorer. As a child and young man in Germany he <u>studied</u> botany, geology, astronomy and foreign languages. When he was thirty years old, he <u>joined</u> an expedition and <u>traveled</u> to Central and South America. Von Humboldt and his companion, the French scientist Aime Bonpland, <u>arrived</u> on the coast of Venezuela in 1800 and <u>started</u> out to explore the interior of the country. They <u>discovered</u> strange new animals, such as the electric eel. In 1802, they <u>climbed</u> up into the Andes. They <u>decided</u> to climb the volcano Chimborazo, but they <u>failed</u> to reach the summit because their equipment was not adequate. In 1804, Humboldt <u>returned</u> to Europe. He had an enormous task: to write about his expeditions and his discoveries.

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Appendix B

Simple Past Tense

We use the simple past tense to talk about actions that occured in the past

• Affirmative Form:

You
He/she/it → opened the door.
We
They

• Negative Form: (didn't)

You
He/she/it → didn't open the door.
We
They

Did not = didn't

• Interrogative Form: Short answers:

Did you open the door? Yes, I did No, I didn't

<u>Did he open the door?</u> Yes, he did **Aux S V C** No, he didn't

Appendix C

• Rules of regular verbs

Carry - carried study - studied

1. We add –ed to m	ost of regular verbs	3		
attack ed	call ed	play ed	visit ed	
2. we add –d to ver	_			
like d	live d			
3. For verbs ending	in a consonant and	l "y", erase "y" and	d add – ied	
Carry – carried	study – stud ie			
Rules of reg	gular verbs			
1. We add – ed to m	ost of regular verbs	S		
attack ed	call ed	play ed	visit ed	
2. we add -d to ver	bs ending in –e			
like d	live d			
3. For verbs ending	in a consonant and	l "y", erase "y" and	d add – ied	
Carry – carr ied				
• Rules of reg				
• Rules of Te	guiai verbs			
1. We add –ed to m	ost of regular verbs	3		
attack ed	call ed	play ed	visit ed	
2. we add – d to ver	bs ending in –e			
like d	live d			
3. For verbs ending	in a consonant and	l "y", erase "y" and	d add – ied	

Appendix D

List of regular verbs

present	past	Pronunciation
arrive	arrived	/d/
call	called	/d/
play	played	/d/
listen	listened	/d/
clean	cleaned	/d/
brush	brushed	/t/
walk	walked	/t/
talk	talked	/t/
cook	cooked	/t/
fix	fixed	/t/
laugh	laughed	/t/
kiss	kissed	/t/
dance	danced	/t/
work	worked	/t/
decide	decided	/id/
study	studied	/d/
invite	invited	/id/
paint	painted	/id/