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WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGES DEPARTMENT**



UNDERGRADUATE WORK:

**STUDY OF THE EFFECTIVENESS OF LESSON PLAN MODELS BASED ON THE
COMMUNICATIVE APPROACH TO PROMPT NINTH GRADERS OF CENTRO
ESCOLAR CATÓLICO MARÍA CONSOLADORA DEL CARPINELLO OF SANTA ANA
TO USE THE ENGLISH LANGUAGE IN THE ORAL FORM DURING 2017**

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DEDICATIONS

My special dedications:

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TABLE OF CONTENTS

| | |
|--|----|
| ABSTRACT | i |
| INTRODUCTION | ii |
| CHAPTER I | 1 |
| STATEMENT OF THE PROBLEM | 1 |
| 1.1. Description of the Problem | 2 |
| 1.2. Justification of the Study | 6 |
| 1.3 Scope and limitations of the Study | 7 |
| 1.4. Research Objectives | 8 |
| 1.4.1. General Objective | 8 |
| 1.4.2. Specific Objectives | 8 |
| CHAPTER II | 10 |
| THEORETICAL FRAMEWORK | 10 |
| 2.1. Definition of Communicative Approach | 11 |
| 2.2. Distinctive Features of Communicative Approach | 11 |
| 2.3 Advantages and Disadvantages of the Communicative Approach | 13 |
| 2.3.1 Advantages of the Communicative Approach | 13 |
| 2.3.2 Disadvantages of the Communicative Approach | 14 |
| 2.4. Communicative Competence | 14 |
| 2.5. Implications of the Communicative Competence | 15 |
| 2.5.1. Fluency | 16 |
| 2.5.2. Accuracy | 17 |
| 2.5.3. Pronunciation | 18 |
| 2.6. Students' Problems with Communicative Competence | 18 |
| 2.6.1. The misunderstanding or lack of awareness about the communicative competence by the teachers and students | 18 |
| 2.6.2. Language learning as learning structures and grammar and not its use | 19 |
| 2.6.3. Teacher centered education versus student centered education | 19 |
| 2.6.4. Low language proficiency level of students | 19 |
| 2.6.5. The complexity of the tasks | 20 |
| 2.6.6. Students' inner and outer motivation | 20 |

| | |
|---|----|
| 2.7. Consequences of not developing the Communicative Competence | 20 |
| 2.7.1. Deficiencies of the process of learning a new language | 21 |
| 2.7.2. Students' lack of communication in the target language | 22 |
| 2.7.3. Rote learning as the product of a class | 22 |
| 2.8. Structure of a Lesson Plan based on the Communicative Approach | 23 |
| 2.9. Types of Activities to Enhance the Communicative Competence | 28 |
| 2.9.1 Activities for Controlled Practice..... | 30 |
| 2.9.2. Activities for Semi-controlled Practice..... | 34 |
| 2.9.3 Activities for Free Practice | 41 |
| 2.10. Testing the Communicative Approach..... | 44 |
| 2.10.1. Spoken English..... | 46 |
| 2.10.2. Test of Oral Interaction | 48 |
| CHAPTER III..... | 50 |
| HYPOTHESIS AND OPERATIONALIZATION OF VARIABLES..... | 50 |
| 3.1. Hypothesis..... | 50 |
| 3.2. Operationalization of the Variables | 51 |
| CHAPTER IV..... | 54 |
| METHODOLOGICAL DESIGN | 54 |
| 4.1. Paradigm and design | 54 |
| 4.2. Sampling procedure | 55 |
| 4.3. Preliminary Phase..... | 55 |
| 4.3.1 Approaching the Field of Study..... | 55 |
| 4.3.2 Diagnostic Study..... | 56 |
| 4.3.3 Definition of the Problem..... | 57 |
| 4.4. Planning Phase | 57 |
| 4.4.1. Literature Review | 58 |
| 4.4.2. Operationalization of Variables..... | 59 |
| 4.4.3. Data Collection Instruments..... | 59 |
| 4.4.4. Validation of Data Collection Instruments | 60 |
| 4.4.5. Validity and Reliability..... | 61 |
| 4.4.6. Ethical Aspects..... | 61 |

| | |
|--|----|
| 4.5 Execution Phase | 62 |
| 4.5.1. Data Collection Procedure | 62 |
| 4.5.2 Data Processing..... | 63 |
| 4.5.4. Data Analysis and Interpretation | 63 |
| 4.6. Budget | 64 |
| 4.6.1. Supplies | 64 |
| 4.6.2. Services..... | 64 |
| 4.7. Timeline..... | 65 |
| CHAPTER V..... | 67 |
| ANALYSIS OF THE EMPIRICAL DATA GATHERED DURING THE RESEARCH STUDY TO DETERMINE THE EFFECTIVENESS OF THE IMPLEMENTATION OF LESSON PLAN MODELS BASED ON THE COMMUNICATIVE APPROACH | 67 |
| 5.1. Implementation of Lesson Plan Models Based on the Communicative Approach..... | 68 |
| 5.1.1. Controlled Practice..... | 70 |
| 5.1.2. Semi-Controlled Practice..... | 74 |
| 5.1.3. Free Practice..... | 78 |
| 5.1.4. Results of the Use of the Communicative Approach | 80 |
| 5.2. Analysis of the Use of the English Language in the Oral Form..... | 83 |
| 5.2.1. Fluency | 83 |
| 5.2.2. Accuracy | 85 |
| 5.2.3. Pronunciation..... | 86 |
| CHAPTER VI..... | 90 |
| CONCLUSIONS AND RECOMMENDATIONS | 90 |
| 6.1. Conclusions | 90 |
| 6.2. Recommendations | 93 |
| 6.2.1. Recommendations for teachers..... | 93 |
| 6.2.2. Recommendations for students..... | 94 |
| 6.2.3. Recommendations for future researchers..... | 95 |
| References..... | 96 |
| Appendix 1 | 98 |
| Appendix 2a..... | 99 |

| | |
|---------------------|-----|
| Appendix 2b | 100 |
| Appendix 3 | 101 |
| Appendix 4 | 105 |
| Appendix 5 | 107 |
| Appendix 6 | 108 |
| Appendix 7 | 109 |
| Appendix 8 | 110 |
| Appendix 9 | 111 |
| Appendix 10 | 112 |
| LESSON PLAN #1..... | 112 |
| LESSON PLAN #2..... | 119 |
| LESSON PLAN #3..... | 126 |
| LESSON PLAN #4..... | 133 |
| LESSON PLAN #5..... | 140 |
| LESSON PLAN #6..... | 147 |

ABSTRACT

This study describes the effectiveness of lesson plan models based on the communicative approach to prompt ninth graders of Centro Escolar Católico María Consoladora Del Carpinello of Santa Ana to use the English language in the oral form during 2017. Researchers attempt to enhance students' speaking competence through an experiment where lesson plan models based on Communicative Approach were applied to answer the question: To what extent will the implementation of lesson plan models based on the Communicative approach prompt ninth graders of Centro Escolar Católico María Consoladora del Carpinello of Santa Ana to use the English language in the oral form during 2017?

According to some experts, students learn better when they are exposed to the language, so it is necessary for them to practice the language to empower their communicative competence. To achieve the objectives, the researchers used the 3 stages of the lesson plan models suggested by the Communicative Approach such as controlled practice, semi-controlled practice, and free practice. This project was developed under the qualitative method to include perspectives and characteristics of the development of the implementation, and the quantitative method to include numerical results that are presented in tables with their corresponding analysis and interpretation in which the final results show the improvement of the students by implementing the lesson plan models based on Communicative Approach during 6 weeks. Finally, researchers proved that the lesson plan models based on Communicative approach were really helpful for ninth graders to enhance their oral skills.

INTRODUCTION

Students always have problems when they are studying a second language, especially when they try to produce the language to convey a coherent message. This is generally the result of lack of interaction and exposure to the language that hinder students' development of their communicative skill in the classroom. This is the problem found in ninth graders of Centro Escolar Católico Maria Consoladora del Carpinello of Santa in 2017.

Therefore, researchers conducted the research work called STUDY OF THE EFFECTIVENESS OF LESSON PLAN MODELS BASED ON THE COMMUNICATIVE APPROACH TO PROMPT NINTH GRADERS OF CENTRO ESCOLAR CATÓLICO MARÍA CONSOLADORA DEL CARPINELLO OF SANTA ANA TO USE THE ENGLISH LANGUAGE IN THE ORAL FORM DURING 2017 which is divided in this document into six chapters. The first chapter describes in detail the problem observed through a diagnostic observation and an oral test. Also, the objectives defined for this study as well as the justification, and the extent to which this project was carried out. The second chapter contains a meticulous collection about the Communicative Approach that includes appropriate activities that can be used in the classroom to practice and assimilate the language. The third chapter includes the hypothesis, the variables and indicators that help visualize the project completely. The fourth chapter establishes that this is an experiment that was conducted through the quantitative and qualitative method. Also, this includes the planning phase as well as the lesson plan models that were used during the

implementation. The fifth chapter presents the analysis of the data gathered through observations, and oral interviews. There are tables with the results that show the students' progress according to each indicator. The chapter sixth includes the conclusions that emerged after carrying out the experiment, and the recommendations that researchers can give to the different readers.

CHAPTER I

STATEMENT OF THE PROBLEM

English as a Foreign Language (EFL) students are asked to internalize and master the target language structures throughout the learning process, and this can be fully accomplished by developing different activities stated on the lesson plans with the purpose of having students actively participating during the classes.

For foreign language learners, the ability of communicating and transmitting their thoughts in the target language is seemed as the most difficult part in the learning process and ninth graders from Centro Escolar Católico María Consoladora del Carpinello of Santa Ana were not the exception.

In Centro Escolar Católico María Consoladora del Carpinello of Santa Ana (henceforth C.E.C. Carpinello), the English language is taught from seventh grade to ninth grade. In the latter, students were immersed in English classes where structures such as “simple future”, “near future”, and “rejoinders” were already taught, and structures like “simple past”, “could”, “used to”, “possessive pronouns and possessive adjective” were to be seen.

As it can be noticed, students were supposed to manage a certain level of English in order to communicate in the oral and written form and be understood by an English speaker. However, it was found that most ninth graders of C.E.C. Carpinello of Santa Ana did not use the English language in the oral and written form at all in the year 2017.

1.1. Description of the Problem

During a diagnostic study carried out in January and February 2017 by means of an interview addressed to the teacher, and another interview addressed to the students and an observation of the English class, the researchers realized that thirty percent of ninth graders of the above-mentioned school faced many difficulties in regard to the communicative competence.

As a result of the observation carried out in C.E.C. Carpinello of Santa Ana to ninth graders (Appendix 1), researchers noticed that students really needed help in order to develop the ability of communicating in English. It was observed that the activities the teacher developed were addressed to encourage students to use the target language in the oral form, but most of the students did not participate during the oral activities. About 20 out of 31 students took part of the class actively (answering, passing to the front) and the others were hiding at the back. Participation and practice were two important components in the class; due to the large population only a small percentage of the class had the opportunity to practice in the classroom.

Researchers observed that the teacher addressed her students in English most of the time, but frequently, Spanish was used for students to understand directions. It was found that students could not express their opinions or questions using English; on the other hand, students were cross-talking in Spanish during the activities, and when they had a doubt they asked the teacher in Spanish. Even though they should have known how to use some structures as simple present and verb to be as well as

vocabulary like verbs, pronouns, numbers and prepositions they were not able to express their ideas using the target language.

Moreover, having a population of thirty-one students, it was hard for the teacher to monitor all of them. Some of the students were not up to the tasks and they were speaking in Spanish with their classmates. Also, some students did not participate because they felt unsure about the pronunciation of words or were afraid of making mistakes in front of their classmates. This was notorious when the teacher asked students to pass to the front and they refused to participate and the ones that participated were hiding their faces with their notebooks, speaking low and avoiding eye contact.

It was important to add that all the students had different English backgrounds. The class was composed of students who had studied English since they were in seventh grade, some others that had studied English since fourth grade and the rest were new students that had never been taught English. The latter seemed to be lost in the class, they did not understand the teacher's instructions, and in some cases, they needed more attention from the teacher; for instance, when the teacher was about to start a new task and she had already given directions the students with no background of the target language approached her to ask for directions in Spanish. This affected the development of the content; hence, the teacher had to go at a slow-pace.

Additionally, the researchers conducted documentary observation during the diagnostic study. For this reason, the English teacher of the school provided the

researchers with the annual plan she used in ninth grade, and it was observed that the annual plan was too general for developing the classes (Appendix 3) because it lacked timing and specific instructions per activity. The procedures of the class were not specified to develop the activities; for example, in the annual plan was written “work on the book” but the page, the time and the activities to be developed were not stated. Finally, the objectives of the subject were given per unit instead of per class.

The teacher’s annual plan was divided into four main areas: content, methodology, evaluation criteria and supporting material. Every area was sub-divided into different aspects. The content embraced the conceptual, procedural and attitudinal aspects considered in each class. The methodology was mostly composed of the Practical Approach and a list of activities from the Inductive Approach. The evaluation criteria were composed of achievement indicators and strategies; the strategies used were not enough to develop a complete unit; for example, in unit 1 the strategies used were listening activities, dialogues, exercise completion and role plays. Finally, the supporting material included the material used in class such as CDs, CD player, students’ book, workbook and flashcards (Appendix 3).

Therefore, researchers noticed that the activities did not allow students to develop their communicative competence because they were directed to memorization and not to production of the English language. On the contrary, a lesson plan based on the communicative approach suggested by Richards (2006) shows that the class should be divided in three stages: controlled, semi controlled and free practice. In each stage, the development of the activities, the time and the objective per each stage is described.

To confirm the information above, researchers administered an interview to a sample of sixteen ninth graders out of thirty-one (Appendix 2). The interview was divided in two parts. The first one was focused on gathering students' opinions about their English classes, those questions were asked in Spanish and the second part was addressed to measure the basic structures they were expected to manage; therefore, the second part was addressed to the students in English.

The results obtained in the first part of the interview led researchers to be aware of many difficulties students had, not only to understand the target language but also to communicate in English. Students said that they were afraid of making mistakes and most of the time they felt confused because they did not know how to answer in English. In addition, students were asked about the activities developed in the class, and the majority thought that the activities were focused on memorization of dialogues or vocabulary; hence, they did not know what they said because they did not look for the meaning of the words, or tried to understand the context. Some students said that they would like to have a varied repertoire of activities, for instance, dramas, small-group activities and role plays; this information was given in Spanish.

On the other part of the interview, the researchers confirmed that in fact, students had problems to understand and answer basic questions in English. Most of them required a translation of the question to answer because they could not get the meaning of what was asked. The minority that understood the questions did not use the complete structures, for example when the question "what did you do yesterday?" was asked, the majority said: "No sé", "nada" and "no entiendo", and a few of them

answered in English but not using the simple past tense. They could not even answer a question with the structure they were studying at that moment: “be going to”.

After observing the problems students were facing and analyzing the data, researchers pretended to answer the following question: To what extent will the implementation of lesson plan models based on the Communicative approach prompt ninth graders of Centro Escolar Católico María Consoladora del Carpinello of Santa Ana to use the English language in the oral form during 2017?

1.2. Justification of the Study

Students of ninth grade in the national educational system are supposed to manage a variety of basic structures to communicate effectively in the English language. However, this is not successfully reached in many cases by the teacher and students. This was the case of students of ninth grade at C.E.C. Carpinello of Santa Ana during 2017. Researchers were concerned about this phenomenon and wanted to approach the problem and propose a way to overcome this situation.

The present scientific research was worthy to be carried out for it provided important insights on how to create lesson plan models based on the Communicative Approach that were not only beneficial for the English teacher at C.E.C. Carpinello but also for ninth graders that were taught using a specific approach and in a more meaningful, structured and engaging way for them to learn English actively and more enthusiastically.

This research was also worthy because it proved that a change in the traditional teaching methodology for lesson plans based on the Communicative

Approach was helpful for a student community that was not exposed to English properly and that had serious deficiencies in their language skills and communicative competence; moreover, this study provided meaningful information about the use of the Communicative Approach as a tool to enhance the learning of a language. This information will be helpful for teachers who want to use the suggested lesson plan models to enhance their students' ability to speak, and future researchers interested in doing further investigations about this and similar methodologies for the teaching of English.

1.3 Scope and limitations of the Study

The present research study was carried out at C.E.C. Carpinello of Santa Ana, specifically with the only existent ninth grade section which was composed of thirty-one students and their English teacher. The researchers only worked with ninth graders since they were facing problems to communicate using the English language. In addition, the teacher was facing problems to find a suitable methodology to help them overcome these problems.

The researchers were in charge of elaborating and implementing the lesson plan models based on the Communicative Approach as an experiment to help the students develop their communicative competence. Moreover, the researchers also observed the implementation and described the effectiveness of such lesson plan models.

The limitations encountered in this study were the following:

1. The data collection process was not completed during the time planned because the staff of the school very frequently was absent due to different events and meetings they had to attend.
2. The schedule for classes was not respected because teachers and students arrived around twenty minutes late in the classroom.
3. The required classroom space was very limited to develop the different activities of the communicative approach.
4. The number of students (31) was too large to have all of them be actively involved in all the activities.

1.4. Research Objectives

1.4.1. General Objective

To determine the effectiveness of the implementation of lesson plan models based on the Communicative Approach to prompt ninth graders of Centro Escolar Católico María Consoladora del Carpinello of Santa Ana to use the English language in the oral form during 2017

1.4.2. Specific Objectives

1. To study the effectiveness of including controlled (mechanical) practice to stimulate the use of English language in the oral form on ninth graders of Centro Escolar Católico María Consoladora del Carpinello of Santa Ana during 2017

2. To analyze the efficacy of implementing semi controlled (meaningful) practice to prompt the use of English language in the oral form on ninth graders of Centro Escolar Católico María Consoladora del Carpinello of Santa Ana during 2017
3. To identify the effectiveness of applying free (communicative) practice to arouse the use of English language in the oral form on ninth graders of Centro Escolar Católico María Consoladora del Carpinello of Santa Ana during 2017

CHAPTER II

THEORETICAL FRAMEWORK

According to Richards and Rogers (1986), the origins of Communicative Language Teaching or Communicative Approach are to be found in the late 1860s. Before language teaching was taught by practicing basic structures in meaningful situation-based activities; at that time the approach was called Situational Language Teaching. This approach was not enough to characterize the creativity and uniqueness of the individual sentences, and it did not emphasize on the functional and communicative potential of the language. Therefore linguistics saw the necessity to focus on teaching the language on communicative proficiency rather than structures.

In 1971, a group of experts were interested on changing educational realities in Europe, so they considered developing an alternative method. A document made by Wilkins (1972) stated the communicative language meanings that a learner needs to understand and express rather than the description of the core through traditional concepts of grammar and vocabulary. This document was expanded and modified by different experts such as: Widowson, Candlin, Brumfit, Johnson and other British language teaching specialists. The acceptance of those documents increased rapidly and as a result of those investigations emerged the Communicative Approach or Communicative Language Teaching.

2.1. Definition of Communicative Approach

The communicative language teaching (CLT) is a communicative approach that emphasizes the students' development of their communicative competence; it is focused not only on students' accuracy but also on students' fluency. This approach conveys two important aspects of communication. Littlewood (1981) states that "one of the most characteristic features of communicative teaching is that it pays systematic attention to functional as well as structural aspects of the language". It means that Communicative Approach enhances students' use of the grammatical structures and empowers sociolinguistic competence that is the understanding of the social context where communication takes place including interaction in society, the understanding of information shared and the purpose of the interaction.

Communicative Approach practices encompass three important principles. The first is the communicative principle which involves activities that promote learning and communication. The second element is the task principle that is to carry out meaningful tasks to promote learning. Finally, the meaningfulness principle is focused on meaningful language to support learners' learning process. Communicative Approach attempts to make language learning come about through using the language communicatively.

2.2. Distinctive Features of Communicative Approach

Communicative Approach's purpose is to develop the communicative competence which is the accuracy and fluency of the language. In order to develop learners' communicative competence, communication needs to be meaningful to

provide a better development of the speaking skill. According to Finocchiaro and Brumfit (1983), the most distinctive features of the implementation of Communicative Approach are:

- 1) Language is learned to communicate.
- 2) Contextualization is basic.
- 3) Dialogs are not memorized.
- 4) Comprehensible pronunciation is sought.
- 5) Effective communication is sought.
- 6) Attempts to communicate may be encouraged from the very beginning.
- 7) Communicative competence is the desired goal.
- 8) Teachers help learners in any way that motivates them to work with the language.
- 9) Language is created by the individual often through trial and error.
- 10) Fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in the context.
- 11) Students are expected to interact with other people
- 12) The teacher cannot know exactly what language the students will use.

2.3. Advantages and Disadvantages of the Communicative Approach

Earlier approaches were focused on mastering grammar and the learning was viewed as a mechanical process in which students avoided errors because they were taught to memorize and not to produce. Hence, learning was under the control of the teacher. Nowadays, the process of learning a second language has changed considerably and learning process is seen in a different perspective. Here are some advantages of the communicative approach:

2.3.1 Advantages of the Communicative Approach

- 1) **Cooperative Learning:** Learners have to participate because activities are cooperative rather than individualistic.
- 2) **Communicative proficiency:** Communication is the main goal.
- 3) **Meaningful interaction through the language:** Learners experiment new ways to say things.
- 4) **Learning through making mistakes:** Students learn from their errors.
- 5) **Development of the communicative competence:** Fluency, accuracy and pronunciation is developed.
- 6) **Production of the language:** Learners produce their own language rather than memorize dialogs.
- 7) **Experience-based language:** Activities are aimed to daily situations.
- 8) **Actual performance:** The language emerges naturally.

2.3.2 Disadvantages of the Communicative Approach

The Communicative Approach has suffered different modifications throughout time that it has led to much criticism about the approach. Some disadvantages of the approach are the following:

- 1) Communicative Approach leads to the production of "fluent but inaccurate" learners. Therefore, grammatical accuracy is not a priority (Hughes, 1983).
- 2) Beginners find it difficult to participate in oral communicative activities because they have low levels of proficiency.
- 3) The syllabus must be modified to supply the needs of learners.
- 4) Teachers' monitoring ability must be very good.
- 5) Communicative Approach is sometimes difficult to be implemented in an EFL classroom due to the lack of resources and equipment as well as the large size of the classes. In addition, suitable classrooms are not available that can allow for group work activities and for teaching aids and materials (Burnaby & Sun, 1989).

Despite the different criticisms the method has, teacher must optimize the advantages the method contains in order to enhance students' oral skill.

2.4. Communicative Competence

Communicative competence is one of the elements that determines English learning success. Hymes (1972) referred to "communicative competence" to define the knowledge of the rules for understanding both the referential and social meaning of the language. So, the communicative competence not only involves the

grammatical structures but also involves the interaction and context of the language. Hymes (1972), stated that “a person who acquires communicative competence gets both knowledge and ability for language use with respect to: whether (and to what degree) something is formally possible; whether (and to what degree) something is feasible in virtue of the means of implementation available; whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated; whether (and to what degree) something in fact done, actually performed, and what its doing entails”.

With this theory, Hymes explained thoroughly what communicative competence is. Therefore communicative competence is seen as a system for expressing meaning, interaction for communication, functional and communicative uses and categories of functional and communicative meaning as exemplified in discourse. All those elements help to develop language proficiency through interactions inserted in meaningful contexts.

2.5. Implications of the Communicative Competence

Communicative Competence basically involves the ability of using students' linguistic competence effectively and appropriately. Communicative competence is indeed a broad term that needs special attention in the educational field and specifically in the classroom. Hymes said “Communicative competence also involves knowing what to say to whom in what circumstances and how to say it” (1972, p. 281). Moreover, The National Capital Language Resource Center, Washington, DC stated “The desired outcome of the language learning process is the ability to

communicate competently, not the ability to use the language exactly as a native speaker does.” (2004, para.1). So, in the learning process to better the communicative competence needs to be a priority. Then, the communicative competence involves many aspects that can be summarized below.

2.5.1. Fluency

As Richards expressed “fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence.” (2006, p. 96) In this way, fluency is communicating easily, smoothly and readily with others. Moreover, fluency is an important component when developing communicative competence. A person is fluently developing his or her communicative competence when he or she can use the target language structures accurately while concentrating on content rather than on form, using the structures and patterns automatically at normal conversational speed. Finally, it is really important to take a glance at the importance of fluency and accuracy because both of them should be considered equally important in a Communicative Approach classroom that aims to develop communicative competence for they are complementary.

Another important feature that the concept of fluency includes is that a fluent student must know how to maintain communication despite having limitations. Making mistakes is an important part in the language learning process. It is possible that a student may lack some grammar structures to develop fluency, but it is not a constraint for him to communicate and be understood. Moreover, the student can

correct himself while communicating. Finally, one outstanding characteristic that must be attached to every language learner is confidence. Confidence is essential to develop fluency.

2.5.2. Accuracy

Richards (2004) defined accuracy as “the ability to produce correct sentences using correct grammar and vocabulary.” As it is stated, accuracy is focused on grammar and vocabulary. It means that the EFL learner is in charge of clearly communicating, expressing his thoughts and conveying meaning in L2 using good grammar and vocabulary. Moreover, the linguistic competence is not based only on grammar as itself but in a specific context. This thought was discussed by two important linguists: Chomsky and Hymes. First, Chomsky (1957) affirmed that communicative competence was the ability the speaker possesses to produce grammatically correct sentences in a language. On the other hand, Hymes claimed “such a view of linguistic competence is sterile.” (1972, p.70). He said that the speaker needs to put it into his social and cultural context too. Thereby, communicative competence emerged, putting accuracy in the context of the learner.

In addition, when students are developing accuracy, they produce grammatically correct sentences. The English grammar patterns are already in their minds, so it is easier for them to produce grammatically correct sentences. Hence, when the grammar is taught and students are asked to reproduce the language, they can form correct examples of sentences. Finally, the students can combine ideas to achieve cohesion in form and coherence in thought. They communicate in a

meaningful atmosphere. They can truly communicate and transmit their thoughts with coherence and cohesion

2.5.3. Pronunciation

According to Howatt (1984) “comprehensible pronunciation is sought” for communication to take place, both the speaker and the listener need to be in a completely homogenous and understandable community. So, the speaker can be understood by the listener, and the listener can answer to the speaker. In this way, speaker and listener pronunciation needs to be as accurate as possible, if not, communication cannot exist. That is why pronunciation is another significant factor in students’ communicative competence.

2.6. Students’ Problems with Communicative Competence

To reach and develop communicative competence is the main goal in the Communicative Approach classroom. However, there are many cases in which students cannot fully communicate inside the classroom. This is a problem that has many different causes and its consequences are even worse. The main problems learners face when they do not develop their communicative competence are:

2.6.1. The misunderstanding or lack of awareness about the communicative competence by the teachers

This can be seen as the main problem because since teachers do not know anything about communicative competence, they do not implement any strategy to empower students’ learning process. Moreover, due to the lack of awareness about it,

teachers do not implement communicative competence strategies or techniques to the curriculum; and then the traditional approach is used to teach the target language.

2.6.2. Language learning as learning structures and grammar and not its use

Teachers often tend to focus on grammar and not on developing students' communicative competence. Grammar is studied in isolation, new structures are learned by drilling, and developing students' speaking skill is the last purpose in a class. In this way, the opportunity for students to build their linguistic competence is hindered and students cannot communicate well with others.

2.6.3. Teacher centered education versus student centered education

Sometimes, teachers are the center of the class and not the students. To develop students' linguistic competence, teacher must provide them as much time as possible in class for them to speak and communicate with others. Teacher Talking Time (TTT) should be about the 20% of the class and the rest 80% should be Student Talking Time (STT). As a result, communicative practice is given to students for them to have the chance of interacting with their classmates.

2.6.4. Low language proficiency level of students

Every single student in a class can have different communication proficiency, but the teacher purpose must be to have a high language proficiency in every student. If students have high language proficiency levels, they will truly develop their

linguistic and communicative competence. Students must have the chance to practice their fluency and accuracy while speaking in the target language. So, both accuracy and fluency must be at the same level when speaking.

2.6.5. The complexity of the tasks

Klein (1986) explained that the language learner “must learn the language by which he intends to communicate” and “must communicate by means of the language he intends to learn”. In other words, the teacher is in charge of looking for adequate material, strategies and activities for students to practice their communicative competence.

2.6.6. Students’ inner and outer motivation

Motivation has a huge role when talking about the educational field and most specifically when dealing with students. Students’ inner motivation can be raised by the teacher in every single class by implementing new strategies, games, and techniques in order to catch their attention. If students are motivated, they will actively participate and produce the language and so, the teacher will notice their deficiencies, work on them, and finally help them build accuracy and fluency.

2.7. Consequences of not developing the Communicative Competence

To enhance students’ communicative competence should be the main goal for each teacher inside a classroom since it is an essential part in the process of learning a new language. If the communicative competence is not developed or considered as

part of the class, the learning process will be incomplete or deficient. Some teachers are too focused on developing and mastering grammatical competence that they forget the importance of developing the communicative competence on students.

While grammatical competence is an important dimension of language learning, it is clearly not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication (Richards, 2006, p. 3).

Therefore, a teacher must be aware of the importance of helping students develop communicative competence. Even though it is important to have some phonological and lexico-grammatical knowledge, it is also vital to develop “ways to communicate with others using (the) target language” (Kamiya, 2006). So, when the communicative competence is not developed, many consequences can emerge.

2.7.1. Deficiencies of the process of learning a new language

According to Hymes “language learning is learning to communicate”. (1972, p.67) Then, communication is deeply connected to the learning of a new language; in other words, this is an inherent factor to the teaching and learning of a new language. Also, The National Capital Language Resource Center, Washington, DC (2004) stated “The desired outcome of the language learning process is the ability to communicate competently, not the ability to use the language exactly as a native speaker does.” Therefore, the primary sight of an efficient learning process is when students are able to use their communicative competence in varied contexts. For that

reason, the teacher's job is to facilitate communication in the classroom and establish situations likely to promote communication.

2.7.2. Students' lack of communication in the target language

Humans are by nature social beings. They need to communicate since the very moment they are born. They need to express their feelings, thoughts, needs, and at the same time, interact with others. In fact, Chomsky (1965) claimed "The brain of human beings is genetically predisposed for language" So, humans are made for communicating. In addition, Aristotle stated "Society is something that precedes the individual." Hence, to be part of a society individuals (or learners) need to communicate with others. If those skills are not cultivated, learners cannot interact with others and so be part of a society (or class). Furthermore, inside the classroom, communication in the target language is vital to practice, learn and succeed. Too much emphasis on grammatical competence, but neglect on communicative competence could result counterproductive for learners and teachers as well.

2.7.3. Rote learning as the product of a class

It is often assumed that rote learning used to occur in the traditional approaches during the 1960's; but indeed, nowadays, when a teacher is focused only on developing grammatical competence over communicative competence, that class ends up in rote learning too. Moreover, Richards said that "language learning was viewed as a process of mechanical habit formation." (2006, p.4) It means that the concept of learning a new language was idealized as a teacher having students repeating and memorizing dialogs and structures by hard no matter if students did not

know the real meaning of words. On the other hand, Hymes concluded that “for a person to say he or she knows a language, therefore, he or she must know when to speak, when not, what to talk about, with whom, when, where, in what manner in addition to how to make a sentence.” (1972, p.277) In this context, communication implies meaning and not only grammatical competence. Actually, grammar and structures are a really outstanding part of language learning, but it is not all that matters; especially when it is about developing speaking skills. In addition to the matter, one of the approaches that is commonly stated as an opposite to the communicative one, is the audio-lingual method in which students are overexposed to memorizing dialogs and performing drills and so opportunities for students to express meaning are not given. Good habits are formed by having students produce correct sentences and not through making mistakes.

2.8. Structure of a Lesson Plan based on the Communicative

Approach

An important element that is considered the backbone of a teacher’s work is the lesson plan. According to Susanti, (n.d.), a lesson plan is a teacher’s designed description of the course of instruction for one class. There are several ways for a teacher to create and develop a lesson plan. Templates and formats are anywhere to be found on Internet. However, a good lesson plan takes into consideration students’ needs and expectations. This is what communicative approach tries to fulfill and that is why the structure of the lesson plan takes an important role.

According to Finocchiaro and Brumfit (1986) this is what a lesson plan must contain in order to be an effective guide for the teacher:

Layout of the Basic Elements for a Lesson Plan

1. Topic:
2. Students' Grade: *9th grade of Junior High school*
3. Skills: *Speaking, Writing, Reading, and Listening*
4. Time: *45 minutes*
5. Objectives/aims:
 - *Students will be able to:*
 - *Students are expected to be able to identify the expressions for.....*
 - *Students are expected to be able to express how to.....*
6. Materials:
7. Vocabulary:
8. Method: *Communicative Language Teaching*
9. Teaching resources: *Handbooks*
10. Steps of activities: *(pre, while, post)*
11. Assessment/Evaluation: *The evaluation is done orally/written/etc.*

From the elements listed above, there are some which seem to be more important than others. For instance, topic, time and objectives are essential and should not be skipped. However, for many experts in the field and teachers who have widely used the communicative approach, a good communicative lesson plan is also composed of three main steps or practices that help to enhance the communicative competence in students. They are: controlled, semi-controlled and free practice, which are renamed by Richards (2006), calling them: mechanical, meaningful and communicative practice. These steps take the students from a point where they do not know the language elements to a point where they can freely express themselves. According to several authors they can be described as follows:

Controlled Practice: also called “mechanical practice”; it refers to the practice activities which students can successfully carry out without necessarily understanding the language they are using (Richards, 2006). In this stage, teacher models the target language, placing emphasis in pronunciation and intonation. Activities of this kind are repetition drillings, vocabulary drillings, memorization of brief dialogues and conversations, dictations, sing-a-song, questions and answers drills, matching activities, sentence completion.

Semi-controlled Practice: also known as “meaningful practice”; it refers to an activity where language control is still provided where students are required to make meaningful choices when carrying out practice (Richards, 2006). In this stage, the teacher stimulates the learner to use the target structure(s) in related-to-the-topic contexts, making emphasis in grammar and pronunciation. Activities of this kind of practice are the information gathering and information transfer activities, information gap and reasoning gap activities.

Free Practice: also referred as to “communicative practice”; it covers those activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable (Richards, 2006). At this point, the students are capable of producing the language naturally, so emphasis is placed in fluency. The teacher only sets the context and the students must speak. Typical activities of this type of practice are the role plays, opinion sharing activities, describing people, storytelling activities and mini presentations.

Littlewood (1981) proposes that lesson plan should be divided in two stages of work: pre-communicative and communicative. These have received other names such as: Pre, while and post speaking practices. However, these steps are usually for the long term, while reality pushes teachers to look for immediate solutions. The teacher has to make each class, each hour and minute count. Therefore, this lesson plan layout based on the communicative approach is proposed:

| Each lesson is made up of five steps that promote communication in different modalities: | |
|---|---|
| Setting the stage: WARM-UP/ REVIEW | A fun focus activity that motivates students and accesses earlier learning. |
| Target-language input: Introduction | The teacher uses direct input strategies to model the new material. |
| Guided practice: (Presentation) | The students practice a new function using teacher-prepared materials. |
| Independent practice: (Application / Review) | The students generate communicative language in realistic situations. |
| Evaluation, closure: | The students show evidence of what they have learned |

In the Communicative Approach, every lesson plan should be structured following the model or layout above, since it includes steps of spoken practice for students to go from basic to more complex tasks and practices for him/her to develop their communicative competence. Below, there is an example of how a lesson plan model based on the Communicative Approach can be applied for a class of Basic English covering “greetings”.

Example of lesson plan (Communicative Approach method) (1)

TOPIC: “Greetings”

Objective: Students will be able to greet others at different times of the day.

Setting the stage (3 minutes):

Teacher has written the following focus questions on the board in the target language with the English translations directly below. The teacher reads the questions in the target language and points to the translation. Students share their answers with those sitting around them.

- *How do you greet your family members?*
- *How do you greet your friends at school?*
- *How do you greet your teacher?*
- *How do you greet older people?*

Input (10 minutes):

Teacher walks around the room, uses body language related to greeting someone and says, in the target language (TL), "Hello, how are you? My name is... What is your name? I'm pleased to meet you."

The teacher explains the formal procedure related to greeting someone older, a person you've never met, or someone who deserves highest respect in the TL culture.

The teacher then models the difference between saying "Good morning" versus "Good afternoon" and "Good evening" by showing a face of a large clock or by writing 8:00 AM, 4:00 PM and 10:00 PM on the board and pointing to the specific time and then walking around the classroom and saying either "Good morning" or "Good afternoon" or "Good evening" in the TL to every student in the room.

Tip: discourage the students from repeating or mimicking during the input phase. They need to hear the teacher's pronunciation.

Guided Practice (10 minutes):

The teacher, using body language, directs the students to get up out of their seats. The teacher selects a volunteer to help model the next activity. The teacher greets the student. The teacher gives his/her name. The teacher asks the student what the student's name is. The teacher encourages/praises the student for a good response. The teacher then asks all the students to walk around the room and greet at least 5 other students. The student greets one "partner" and then moves to a second partner, then a third, etc.

In the meantime, the teacher is circulating the room, observing and encouraging the students in their activity. After about 3-5 minutes, the teacher gives a signal for the students to listen. The teacher can start clapping to some kind of musical rhythm or use a musical instrument to create some music. The teacher encourages the students to clap along to the rhythm or to sing along with the music. When the clapping/music stops, the students listen.

Now the teacher points to another time of day (morning/afternoon/evening) and models, with a volunteer, the new greeting. Then, the students walk around the room again and greet more new classmates with the second greeting. After 3-5 minutes, teacher signals with clapping/music for students to focus. Teacher points to third time of day, models new greeting and asks students to greet another set of NEW classmates.

Independent Practice (15 minutes):

Teacher asks students, in pairs, to list 6 people (e.g., a favorite singer/actor; a leader in their community; a significant adult; a classmate). The students then take a role and in 3 different situations, the pair role plays the greetings in the various times of day. Examples:

- *Student 1 is the principal of the school. Student 2 is a teacher at the school.*
- *Student 1 is a young child. Student 2 is the grandmother of a classmate.*
- *Student 1 is a teenager. Student 2 is a teenager.*

Closure (2-3 minutes):

Several volunteer students do their conversation aloud to the class. The teacher encourages their classmates to put your hands together, cheer, etc. The teacher compliments the volunteers first and then the entire class for all their good work today.

2.9. Types of Activities to Enhance the Communicative Competence

According to Littlewood (1981) one of the most characteristic features of the communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language; which means that, this approach creates an environment in the class to practice the language effectively to speak about real situations using the proper structures to send a coherent message. In Communicative Approach, dialogs are centered in communicative functions instead of memorization,

drilling may occur but in minor relevance, in other words through those activities the language is created by the learner, the teacher is just a moderator that cannot predict what kind of words students will use to deliver the message.

Littlewood (1981) distinguishes between "functional communication activities" and "social interaction activities" as major activity types in Communicative Language Teaching. Functional communication activities include such tasks as learners comparing sets of pictures and noting similarities and differences, working out a likely sequence of events in a set of pictures, discovering missing features in a map or picture, one learner communicating behind a screen to another learner and giving instructions on how to draw a picture or shape, or how to complete a map, following directions, and solving problems from shared clues. Social interaction activities include conversation and discussion sessions, dialogues and role plays, simulations, skits, improvisations, and debates.

According to the experts, there are multiple activities that can be used in order to enhance the communicative competence. There is no universal syllabus or activities that can be associated with Communicative Approach; for that reason, experts mention that in language courses with structural syllabus, students learn a lot about grammar but cannot communicate effectively in the culture of the target language. Johnson and Morrow (as cited in Chastain, 1988) have mentioned the large numbers of students in traditional grammar-based courses who are "structurally competent but communicatively incompetent."

Communicative competence refers to the ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences but also to know when and where to use these sentences and with whom. Communicative competence should not be confused with linguistic competence since linguistic competence can only contribute to communicative competence. It is possible to be linguistically competent, yet communicatively incompetent.

Richards and Rodgers (1986) claim that the range of exercise types and activities compatible with a Communicative Approach is unlimited provided that such exercises enable learners to attain the communicative objectives of the curriculum and engage learners in communication. Activities entailing pair work, group work are essential for EFL learners who are rarely exposed to the target language in their immediate environment. These activities are meaningful. That is to say, they require learners to make meaningful choices when carrying out practice. Some of these activities are:

2.9.1 Activities for Controlled Practice

Here is a list of the most common activities a teacher can develop in class as part of the controlled practice.

2.9.1.1 Repetition Drillings

Tongue twisters: The teacher divides the class into small teams. She writes a tongue twister on the board or brings copies for each group. Then, she choruses the tongue twister a couple of times with the whole class. She gives the students some time to practice it in their groups. After a few minutes, she has someone from each

group stand up to say the twister. The team who says it the fastest and with the least number of mistakes wins.

Some examples:

She sells sea shells on the sea shore
The shells she sells are sea shells I'm sure
For if she sells sea shells on the sea shore
Then she sells sea shore shell

Peter Piper picked a pepper
Did Peter Piper pick a pepper?
If Peter Piper picked a pepper,
Where's the pepper Peter Piper picked?

2.9.1.2 Questions and Answers Drills

Question & Answer: Teacher writes questions on the board and has students to chorally ask him. This provides the teacher an excellent opportunity to model some example answers, and to check students' pronunciation. Then, when the students understand some of the possible ways of answering the question, the teacher moves to open pairs (student A asks student B). This gives the teacher a way of checking whether the students understand or not. Two or three times with open pairs should be enough.

2.9.1.3 Vocabulary Drillings

Memorized it: The teacher puts various objects on a table. Then she asks the students to form two teams. The teacher asks for one member of each team to come to the front of the class. They have 10 seconds to memorize the objects.

The teacher covers the objects once 10 seconds have passed. She asks the students to turn around at this point so she can remove ONE of the covered objects. Teacher then uncovers the objects and the first student to name the missing object gets one point for their team. Different students come to the front of the class and follow steps 1 and 2. Teacher should give each student a turn at the front of the class. The team with the most points at the end is the winner.

Variation: As an alternative to the objects teacher can put lots of pictures on the board or on the walls.

2.9.1.4. Memorization of Brief Dialogues and Conversations

Presentation of a brief dialog or several mini-dialogs: Oral practice of each utterance of the dialog segment to be presented that day (entire class repetition, half-class, groups, individuals) generally preceded by teacher model. If mini-dialogs are used, engage in similar practice.

2.9.1.5. Dictation

Dictation is useful to practice writing and vocabulary. Teacher can dictate a short text to students using specific language items. The students can dictate sentences and texts to each other. A modification of the traditional dictation is called *dictogloss*. In here, students hear a short text; then try to understand what they hear. After that, they try to reproduce it as accurately as possible. Finally, students compare their text with the original. They see the differences and similarities.

Running dictation: The teacher arranges students into pairs. She nominates one student to be the writer and the other the runner. The runner must run to the

different sentences around the classroom and read these to the writer. The writer must then write the sentences. No shouting in the classroom should be allowed – the runner must be in front of the writer when they tell them the sentence. Once the pair has all the sentences they must put them in order to form a story. The first team to give the correct story is the winner.

Variation: For low levels the teacher can put different words around the classroom to form a sentence. Teacher can ‘switch’ mid-way through the allocated time so each student has a turn at being the runner and writer.

2.9.1.6. Sing-a-Song

Fill in the blanks: Students are given a worksheet with a lyric song. Students listen to the song and they fill in the blanks with the missing words. Finally students sing the song aloud.

Messy Song: Students work in groups. Teacher gives them the lyrics divided in pieces of paper. Students listen to the song and they have to order the song. In a separate sheet of paper, teacher asks students to write the sentences with the studied pattern. The first group that finishes writing the sentences will win. At the end of the activity, students may sing the song.

2.9.1.7 Matching Activities

Comic Strip Stories: One student recounts a story based on a comic strip. The listener must arrange the comic strip images to match the chronology of the story. The task can be made more difficult by introducing ‘distractors,’ images that are irrelevant to the storyline. Thus, the listener must determine which events (images)

belong to the story and in what order they occur. The goal of the task is to recount a story clearly so that the listener can reconstruct it with the aid of images. The teacher encourages the listener to ask comprehension questions if the narrative is not clear. He has to pre-teach any vocabulary or phrases that might be difficult for the students.

2.9.1.8 Sentence Completion

Sentence Picture: The teacher can show students a picture and have them make as many sentences as they can, using certain target structures or vocabulary. Example: students see a picture for 45 seconds. The picture is then taken away and then students are asked what they remember.

2.9.2. Activities for Semi-controlled Practice

Below there is a list of the most common and useful activities a teacher can develop in class as part of the semi-controlled practice.

2.9.2.1 Information-Gap Activities

The notion of information gap is an important concept in CLT. In real communication, people normally have a genuine purpose. They seek information they do not have. Certain tasks are used to practice these activities. For example, students are divided in pairs; teacher provides them with two sets of pictures slightly different from each other, and then asks them to compare and explain the differences to each other (Richards, 2006). Teacher can also provide one group of students with information about a person, place or event and ask other group to get this information from them. Some information-gap activities are:

Jigsaw Activities Jigsaw activities are based on the principles of information gap. The class is divided into groups and each group has part of the information necessary for completion of an activity. The class must fit the pieces together to complete the whole information. Students must use their language resources to communicate meaningfully and, thus, take part in meaningful communication practice.

Last Man Standing: Teacher splits the class into 2 teams of equal numbers and gets them to line up in rows. Teacher shows each student in turn a flash card. The student that is shown the card must say what is on the card. If the student can correctly identify what is on the card, they can remain standing. If they get this incorrect they have to sit down. The winning team is the team that has the most members standing after every student has had a turn.

Variation: It could be done so each student competes individually. Each student stands behind their chair. Teacher shows the flashcards, if students are correct they remain standing, incorrect they sit down. Teacher keeps showing the cards until only one student remains standing – he is the winner.

Drawing Description: A student describes an image to his or her partner who tries to draw it as accurately as possible on a piece of paper. Afterwards, the students compare the drawing to the image and the class votes on the best reproduction. Students switch roles and do the same task with a different image. The goal of this activity is that students draw the images as accurately as possible based on their partner's description(s).

Identifying Differences: Students will describe different versions of an image that has been slightly altered and then, the task requires students to pay close attention to detail and to describe objects and people as accurately as possible in order to locate the differences in the versions. The teacher copies images from her textbook whenever possible and makes slight alterations. This allows the teacher to review vocabulary quickly and easily. This activity lends itself well to a quick review of nouns (e.g., food items, kitchen utensils, clothes items, etc.).

2.9.2.2 Information Gathering Activities

Students conduct surveys, interviews. The teacher provides students with a set of questions for them to collect the information with their classmates or teacher asks questions to students but the main purpose is that during these activities students need to use their linguistic resources to obtain new information. Some activities are:

Survey: The teacher hands each student a survey. She can either share photocopies of the questions or write them on the board and ask students to copy. Once they have the questions, teacher nominates a strong student and asks him/her one question – also indicates where to write his/her answer. Teacher makes sure the questions are related to the lesson topic. Teacher has all students stand up, walk around and ask/answer different people different questions.

Variation: For low level and young students teacher prepares a yes/no survey so they can draw √ or x rather than write full sentences.

Naughts and Crosses (Tic-tac-toe) The teacher arranges students into two teams. One team is “naughts” and the other team “crosses”. The teacher draws a grid

on the board and explains that she will ask a question to each team in turn. If they answer the question correctly then they can draw a “naught” or “cross” (depending on what team they are) on the grid. The first team to have 3 in a row scores 1 point. The teacher can repeat the game several times and the team with the most points at the end wins.

Variation: The teacher can vary the questions and show flashcards or objects and students must say the name in English. Teacher can show an object and ask students to give her three adjectives. The teacher says an adjective and asks for the opposite and so on.

Bang-bang: The teacher arranges the class in two teams. One student from each team stands opposite each other. Teacher explains that they are cowboys involved in duel. She gets them to pretend they draw their pistols. Teacher says “*how do you say...*” and hold up a flashcard. The first student to give the correct answer and “bang-bang” their opponent is the winner. Their team gets 1 point. A different student from each team comes to the front and stands opposite each other and repeat Step 1. The team with the most points at the end is the winning team. An alternative scoring system is students sit down when they are ‘shot’ until all team members from one team have sat down.

2.9.2.3. Information-Transfer Activities

In these activities learners transfer information that is presented in one form into another form. For example, they look for information given in graph and then explain it in a piece of writing.

Feely bag: Useful to review language, the teacher puts cardboard silhouettes, toys, plastic food or real objects in the bag. Students take turns to put their hand in the bag, feel one of the objects and guess what it is, for example, “I think it’s a banana”. The student perfectly can describe how the object is. Teacher asks the rest of the class “Do you think he/she is right?” before the student takes the object out of the bag to check. Teacher encourages everyone to clap and say positive words if they have identified the object correctly.

My teacher is an Alien: The teacher draws an alien on the board and tells the class she is an alien from Mars who speaks little English. She holds up an object and asks students “What’s this?” She continually asks questions so students must give lots of information. For example:

Teacher: “What’s this?”

Students: “It’s an eraser”

Teacher: “What do you use it for?”

Students: “To rub out mistakes.”

Teacher: “What’s a mistake?”

Variation: Teacher can get students to choose what objects to put in the bag. For example she can make a list of objects students must find and put in the bag. To make it even more difficult teacher can describe objects for students to find. When enough time has been given for the first object then a student comes to the front, he/she is also an alien from Mars. Teacher chooses another object and repeat step 1, encouraging the student to ask questions to their class.

2.9.2.4 Reasoning Gap-Activities

In these activities learners derive some new information from the given one through the process of inference, practical reasoning, etc. (Richards, 2006). For example, students are given a time table with different peoples' schedules and they have to write a paragraph talking about their routine. Some examples of reasoning gap-activities are the followings:

Change Places: Teacher arranges students to sit forming a circle. Then, she either asks a question or asks for a volunteer and that student must stand in the middle of the circle. The student in the middle says "*Change places if you can speak more than one language*". All students who answer yes must move to another place. The person in the middle must try to steal a place. There will always be one student who does not have a place. He/she will be in the middle and it is his/her turn to say 'Change places if....'

Variation: The topic can change according to the target language of the lesson, for example:

Present perfect – "Change places if you have ever been to England."

Can/can't – "Change places if you can swim."

Clothes vocabulary – "Change places if you are wearing jeans."

Brainstorm Vocabulary: It is a practice to elicit students' vocabulary. Students are provided with pieces of paper. Teacher provides a topic and categories. The teacher allows each pair one minute to write down as many words (related to the topic) as possible. After one minute all the papers are passed to the next pair and the

process is repeated. After each pair has had each sheet of paper once give a further minute for self-corrections and then ask for feedback.

Spelling Game: The teacher arranges students in pairs or groups of three. The teacher gives each pair or group a set of alphabet cards. Each pair or group puts each alphabet card face up. The teacher gives students a word and they have to spell the word using their alphabet cards. The first pair/group to spell the word correctly scores a point. Teacher then gives students a different word to spell. The pair/team with the most points is the winning pair/team.

Variation: For higher level students, the teacher can show a flashcard or object so they have to guess the word correctly and spell it.

Word Association: The teacher writes a word on the board. She gets her students to say the first word that comes to their mind that is associated with the written word. For example, write “pen” on the board they must give a word they associate with “pen” – “blue”, “write”, “pencil”, “words” and so on. Teacher goes around the class until each student has given her a word. Teacher can make it competitive and if a student is unable to give a word they sit down. She keeps asking the remaining standing students to give her words. The last person standing is the winner.

Variation: For a large class teacher can put them into small groups and either play the game above, so each group gives a word rather than an individual or give each group a different starting word.

Sentence Pictures: Teacher cuts up cards of different objects, activities, animals, etc. selected randomly. *Teacher* places the cards on the floor in the middle of the classroom or on the board. Teacher tells the students that they must find another in the class and tell them what the picture makes them remember and listen to the other person's sentence. Students then must exchange pictures and find another student to talk to. Teacher emphasizes that they must ask the name of the person they were talking to before they move on to talk to another one. To end up the activity, teacher asks individual students to report to the class the interesting things they've learned about other people in class.

Story Chains: Teacher has a bag with different objects. Students are asked to make a circle. Then, teacher plays some music and students pass the bag. When music stops, the student who has the bag takes one object from the bag and he or she must tell a sentence using the given structure to start the story.

2.9.3 Activities for Free Practice

Below there is a list of the most common and useful activities a teacher can develop in class as part of the free practice.

Opinion Sharing Activities: These are useful activities which involve students in comparing opinions or beliefs, e.g. a task of listing the qualities of an ideal job in the order of importance.

Role-Plays: There are certain activities in which students are assigned roles and improvise a scene on exchange based on some given information or clue. In these activities emphasis is laid on pair work and group work.

He looks like...: The following speaking activity is all connected to the theme of celebrity crime. Teacher print off photos of celebrities that thinks students will be familiar with (around 4 or 5 will do). Teacher gives the half of a picture to each student, and they must find the other half of their picture, but they cannot show anyone their picture. They must describe their photo. When all the students have found their partners, ask them to sit down together. They must try to guess who the person is in their picture and what they were charged with.

Just a Minute It is a fluency activity. If used in the right way, it can build up students' confidence in speaking English in front of other people. Teacher writes topics randomly around the board. Then, teacher has a student throw a sticky ball (piece of rolled up paper) at the board. The topic which is closest to where the ball hits is their topic. The student must then stand and speak for one minute without hesitation, repetition about the topic. If the student hesitates, repeats, stop them and write their name and the time they spoke for on the board.

Famous personality party: It is a guessing game. This is a mingle activity where students have the names of famous people on their backs and must discover who they are by walking around the classroom and talking to other students.

Create a Commercial: This is a terrific activity that can work great for drama students, but it could also be incorporated into any class that involves public speaking. Students will be grouped. All the participants are asked to create a commercial based on the topic provided by the teacher.

Word Pot: The teacher writes words on cards that he/she has mentioned in previous lessons. At the start of every lesson, she gets a student to come up to the front of the classroom to pick a word out of the pot. That student has to describe what it means to the rest of the class. The person who guesses the word first wins a point.

Variation: The teacher has a student to come to the front and pick out a word from the pot, and then he/she has to choose a student to describe what the word means. As a regular part of the lesson, teacher can ask students to write new vocabulary on a card at the end of every lesson and add it to the word pot.

Dice Activity: The teacher writes on the board: "Tell a Story."

1. Funny 3. Love 5. Frightening

2. Happy 5. Sad 6. Recent

Students throw the dice and tell the appropriate story. The teacher should encourage students to use their imagination – it doesn't have to be a true story!

Variation: For vocabulary teacher can use the following as an example:

Topic: Animals.

Students throw the dice and make the appropriate animal sound:

1-Pig, 2-Sheep, 3-Dog, 4-Lion, 5-Cat, 6-Elephant

Making Plans: The teacher arranges students into pairs or small groups. She instructs the pairs or small groups to discuss what they are going to do after the classes. Students present their partner about their plans to the rest of the morning (day). Discuss who has the most interesting plans.

Variation: The teacher asks students to imagine that tomorrow they will be going on a school outing instead of coming to school. The teacher elicits some ideas of places to go. Students present their ideas to the rest of the class. All can vote to see the most popular option (and maybe even use this as an idea for a real school outing in the future).

2.10. Testing the Communicative Approach

Testing the Communicative Approach emphasizes the importance of the meaning of utterances rather than their grammatical form. Heaton (1985) expresses that the communicative tests are concerned primarily with how language is used in communication, and the aim is to incorporate tasks as close as possible to those facing the students in their everyday life. The success in testing the communicative approach is determined in terms of the effectiveness of the communication that takes place rather than formal accuracy.

In the Communicative Approach, it is emphasized the term “language use” rather than “language usage” because the first one refers to how people actually uses language for different purposes and the second one refers to the formal patterns in prescriptive grammar. However, in some tests of communicative nature the testing of “language usage” is included since a few supporters of the Communicative Approach argue that communicative competence can ever be achieved without a considerable mastery of the grammar of a language.

The attempt to measure different language skills in communicative tests is based on a view of language referred to as the divisibility hypothesis.

Communicative testing results in an attempt to obtain different profiles of a learner's performance in the language. The learner may, for example, have a poor ability in using the spoken language in informal conversations but may score quite highly on tests of reading comprehension (Heaton, 1985, p. 19.)

Taking this into account a recent work in aptitude testing claims that the most successful tests are the ones that separately measure the skills because one person can be good at understanding broadcasts and another can be good at interpreting speech utterances.

When measuring the communicative competence the scores obtained can result in different measures of proficiency rather than having an overall measure. A table can simply be created in order to reflect different profiles depending on specific situations or needs. The degree of details will depend on the type of test and the purpose for which it is being constructed. The following is a simple example of one way in which a table could be created.

| | 6 | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| Listening to specialist subject lectures | | | | | | |
| Reading text books and journals | | | | | | |
| Contributing to seminar discussions | | | | | | |
| Writing laboratory reports | | | | | | |
| Writing a thesis | | | | | | |

Communicative tests have to be contextualized because they have to reflect the culture of a particular country where it is being taken, and also they have to use real-life situations in regards to a particular country or culture. In a communicative test it cannot be asked to Salvadoran people about the problematic situation in the Middle

East if they barely know what is happening in their country. This cultural characteristic affects the reliability of the test being administered.

The most important criterion for communicative tests should be based on precise and detailed specifications of the needs of the learners for whom they are constructed. Heaton (1985) expresses that communicative testing has introduced the concept of qualitative modes of assessment in preference to quantitative ones. Language band systems are used to show the learners' levels of performance in the different skills tested.

These bands serve to increase the reliability of the scoring of each performance level by enabling the examiner to make decisions according to the well-established criteria. Each student's performance is evaluated according to his or her degree of success in performing the language tasks set rather than solely in relation to the performances of other students.

The following contents are shared by Heaton and show how qualitative modes of assessment, descriptions of performance levels can be incorporated in examination tests.

2.10.1. Spoken English

Section 1 - Social English

Students must be able to:

- 1) Read and write numbers, letters, and common abbreviations.
- 2) Participate in short and simple cued conversation, possibly using visual stimuli.

- 3) Respond appropriately to everyday situations described in very simple terms.
- 4) Answer questions in a directed situation.

Section 2 - Comprehension

Students must be able to:

- 1) Understand the exact meaning of a simple piece of speech, and indicate this comprehension by:
 - ✓ marking a map, plan, or grid;
 - ✓ stating whether the aural stimulus relates to the visual or not;
 - ✓ answering simple questions.
- 2) Understand the basic and essential meaning of a piece of speech too difficult to be understood completely.

Section 3 - Extended Speaking

Students will be required to speak for 45-60 seconds in a situation or situations likely to be appropriate in real life for a speaker at this level. This may include explanation, advice, requests, apologies, etc. but will not demand any use of the language in other than mundane and pressing circumstances. It is assumed at this level that no student would speak at length in real life unless it were really necessary, so that, for example, narrative would not be expected except in the context of something like an explanation or apology. After listing these contents, the test handbook then describes briefly what a successful student should be able to do both in the written and spoken language.

The following specifications and format are taken from another widely used communicative test of English and illustrate the operations, text types and formats which form the basis of the test. For purposes of comparison the examples included here are confined to basic level tests of reading and speaking.

2.10.2. Test of Oral Interaction

Operations - Basic Level

| | |
|-------------|--|
| Expressing: | Thanks requirements opinions comment attitude confirmation apology want/need information |
| Narrating: | sequence of events |
| Eliciting: | information directions service (and all areas above) |

Types of Text

At all levels candidates may be expected to take part in dialogue and multi-participant interactions. The interactions will normally be of a face-to-face nature but telephone conversations are not excluded.

The student may be asked to take part in a simulation of any interaction derived from the list of general areas of language use. However, he will not be asked to assume specialized or fantasy roles.

Format

The format will be the same at each level.

1. Tests are divided into three parts. Each part is observed by an assessor nominated by the Board. The assessor evaluates and scores the student's performance but takes no part in the conduct of the test.
2. Part I consists of an interaction between the student and an interlocutor who will normally be a representative of the school or centers where the test is held and will normally be known to the student. This interaction will normally be face-to-face but telephone-formats are not excluded. Time approximately 5 minutes
3. Part II consists of an interaction between students in pairs (or exceptionally in threes or with one of the pair a non-examination student). Again, this will normally be face-to-face but telephone formats are not excluded. Time approximately 5 minutes
4. Part III consists of a report from the students to the interlocutor (who has been absent from the room) of the interaction from Part-II Time approximately 5 minutes

As pointed out before, a good communicative test has to be based on language use rather than language usage, and also it has to be contextualized in order to reflect the culture of a particular country where it is being taken. Finally, it is important to maintain ideals and goals to devise a test as reliable as possible.

CHAPTER III

HYPOTHESIS AND OPERATIONALIZATION OF VARIABLES

3.1. Hypothesis

The implementation of lesson plan models including the three types of practice of the Communicative Approach will prompt ninth graders of Centro Escolar Católico María Consoladora del Carpinello of Santa Ana to accurately use the English language in the oral form during 2017.

3.2. Operationalization of the Variables

| General Objective | Specific Objectives | Research Question | Hypothesis | Units of Observation | Variables | Definition of the variables | Indicators | Instruments | Time |
|--|---|--|---|--|--|---|---|--|-------------------------------------|
| To determine the effectiveness of the implementation of lesson plan models based on the Communicative Approach to prompt ninth graders of Centro Escolar Católico María Consoladora del Carpinello of Santa Ana to use the English language in the oral form during 2017 | 1. To study the effectiveness of including controlled (mechanical) practice to stimulate the use of English language in the oral form on ninth graders of Centro Escolar Católico María Consoladora del Carpinello of Santa Ana during 2017 | To what extent the implementation of lesson plan models based on the Communicative approach will prompt ninth graders of Centro Escolar Católico María Consoladora del Carpinello of Santa Ana to use the English language in the oral form during 2017? | The implementation of lesson plan models including the three types of practice of the Communicative Approach will prompt ninth graders of Centro Escolar Católico María Consoladora del Carpinello of Santa Ana to accurately use the English language in the oral form during 2017 | <ul style="list-style-type: none"> Ninth graders at Centro Escolar Católico María Consoladora del Carpinello of Santa Ana during 2017 Ninth graders' English teacher | <p>Independent Variable: The implementation of lesson plan models including the three types of practice of the Communicative Approach</p> | models of lesson plans based on the Communicative Approach include controlled, semi controlled and free practices | <p>1. Controlled Practice</p> <ul style="list-style-type: none"> a. repetition drillings b. vocabulary drillings c. memorization of brief dialogues and conversations d. dictations e. sing-a-song f. questions and answers drills g. matching activities h. sentence completion | <ul style="list-style-type: none"> Observation Checklists Lesson plans | two hours per week during six weeks |
| | 2. To analyze the efficacy of implementing semi controlled (meaningful) practice to prompt the use of English language in the oral form on ninth graders of Centro Escolar Católico María Consoladora del Carpinello of | | <p>2. Semi-controlled Practice</p> <ul style="list-style-type: none"> a. the information gathering b. information transfer activities c. information gap and reasoning gap activities | | | | <ul style="list-style-type: none"> observation checklists lesson plans | one hour per week during Six weeks | |

| | | | | | | | | |
|---|--|--|--|--|---|---|--|---|
| <p>Santa Ana during 2017</p> <p>3. To identify the effectiveness of applying free (communicative) practice to arouse the use of English language in the oral form on ninth graders of Centro Escolar Católico María Consoladora del Carpinello of Santa Ana during 2017</p> | | | | | | <p>3. Free practice</p> <p>a. the role plays</p> <p>b. opinion sharing activities</p> <p>c. describing people</p> <p>d. storytelling activities</p> <p>e. mini presentations</p> | <ul style="list-style-type: none"> • observation checklists • lesson plans | <p>one hour per week during six weeks</p> |
| | | | | | | <p>4. Testing the Communicative approach</p> <p>a. spoken English</p> <p>b. test of oral interaction</p> | <ul style="list-style-type: none"> • oral evaluation rubric | <p>two hours each</p> |
| | | | | | <p>Dependent Variable: the use of English language in the oral form on Ninth graders</p> | <p>Students do not use the English language in the oral form</p> | <p>5. Fluency</p> <p>a. The student maintains comprehensible and ongoing communication.</p> <p>b. The student is confident when speaking.</p> <p>c. The student knows how to maintain communication, despite having limitations.</p> <p>d. The student corrects himself while communicating.</p> <p>e. Students are capable of producing the language naturally</p> | <ul style="list-style-type: none"> • oral evaluation rubric • questionnaire |

| | | | | | | | | | |
|--|--|--|--|--|--|---|---|---|-----------|
| | | | | | | | <p>6. Accuracy</p> <p>a. The student produces grammatically correct sentences.</p> <p>b. The student builds correct examples of sentences.</p> <p>c. The student combines ideas to achieve cohesion in form and coherence in thought</p> | <ul style="list-style-type: none"> • oral evaluation rubric • questionnaire | six weeks |
| | | | | | | <p>7. Pronunciation</p> <p>a. Students' pronunciation is understandable.</p> | <ul style="list-style-type: none"> • oral evaluation rubric • questionnaire | | |

CHAPTER IV

METHOLOGICAL DESIGN

This chapter describes the steps that the researchers followed in order to conduct the scientific research STUDY OF THE EFFECTIVENESS OF LESSON PLAN MODELS BASED ON THE COMMUNICATIVE APPROACH TO PROMPT NINTH GRADERS OF CENTRO ESCOLAR CATÓLICO MARÍA CONSOLADORA DEL CARPINELLO OF SANTA ANA TO USE THE ENGLISH LANGUAGE IN THE ORAL FORM DURING 2017. Thus, it contains a detailed account of all the necessary techniques and tools that the researchers used and administered during the scientific research.

4.1. Paradigm and design

To carry out the study, the group of researchers used mixed paradigms in order to gather data. The qualitative method was used to gather opinions about the activities developed in order to prove if they were helpful for the students. The quantitative method was used to gather numerical data regarding the improvement of students' communicative competence obtained through the administration of two data gathering tools during the execution phase.

The type of study implemented was a descriptive-experimental. It was descriptive because researchers described the phenomenon by means of classroom observation, documentary observation, interviews and bibliographic sources. It is experimental because the researchers wanted to prove or test whether the

implementation of communicative approach using lesson plan models was helpful for this student community or not.

4.2. Sampling procedure

The target population for this scientific research was ninth graders of Centro Escolar Católico María Consoladora del Carpinello of Santa Ana. The researchers conducted a census; for this reason, taking a sample was not necessary. Thus, the researchers took into account all the target population in order to gather as much data as possible so that the final results were reliable.

4.3. Preliminary Phase

The preliminary phase comprises information about how the researchers approached the field of study, the way they carried out the diagnosis and the definition of the problem that was observed.

4.3.1 Approaching the Field of Study

At the beginning of the study researchers contacted the principal of the school Centro Escolar Católico María Consoladora del Carpinello of Santa Ana, and the teacher in charge of the English subject to ask for permission orally and in the written form to carry out the research. As a result, in January 2017, researchers were given permission to observe the phenomenon closely. Later, they had a conversation with the English teacher who informed them about the way she developed the English classes, the schedule and the type of lessons she used. After that the researchers conducted oral interviews in order to gather information for the diagnostic study.

4.3.2 Diagnostic Study

To conduct the diagnosis the researchers designed an observation checklist (Appendix 1), an oral test addressed to students (Appendix 2a) and a questionnaire also addressed to students (Appendix 2b) to assess their prior oral skills. In January 2017, the researchers observed the development of the English classes taught by the English teacher of the mentioned school. It was observed that the English teacher did not put into practice oral activities; she only used writing activities and a few listening activities using a textbook rather than a lesson plan. Later, the information gotten by means of observation was confirmed by the English teacher of ninth grade during a casual talk. She admitted not to use any lesson plans during classes, instead she used an annual plan. Besides, she added that students had problems to use the language and that they were not able to transmit their ideas in English. When addressing the oral test to students, the researchers asked questions using the “simple past”, “simple present” and “be going to” tenses because as realized during the observation, they were the topics seen in class. During this oral test, most of the students were not capable of answering correctly. When administering the questionnaire to students, researchers asked them some questions in Spanish to collect more information about their perception about the English learning process. It was necessary to conduct this questionnaire in Spanish for students to understand better and be able to answer.

This helped to clarify to what extent the problem was influencing students' development during classes, and it also permitted the researchers to define the scope of the problem and to thoroughly describe it and define it.

4.3.3 Definition of the Problem

The information got through the casual talk with the teacher, the administration of the observation checklist, the oral test and the written questionnaire addressed to students was helpful to define the problem.

Based on the results of the preliminary diagnostic study, the researchers were able to determine precisely the deficiencies that were preventing ninth grade students of C.E.C. Carpinello of Santa Ana from developing their communicative competence during classes.

It was determined that students were facing problems to use English even in the most basic structures like saying their names, asking for permission, greeting someone and saying their ages. It was also determined that the way they have been taught English did not involve the development of the oral skills because the English classes were developed just by following an annual plan which does not contain any detailed lesson plan (Appendix 3). Due to this, students could not progress in their learning process, and they showed insecurity when they tried to speak.

4.4. Planning Phase

This phase comprises the development of the literature review to build the Theoretical Framework; also, the operationalization of the variables of the hypothesis is included. Besides, the criteria of validity and reliability are explained in this phase. Furthermore, ethical aspects taken into account to conduct the study are included.

4.4.1. Literature Review

During the literature review process, researchers looked for information to begin writing a sturdy Theoretical Framework. They used primary resources to get information about the two variables: how to prompt the use of the English language in the oral form and the implementation of lesson plan models based on the Communicative Approach. The primary sources used were books and articles that provided the needed information about the Communicative Approach to enhance student's communicative competence. In addition to such sources, researchers surfed the Internet; in this manner they found eBooks, educational websites, universities' publications, scientific papers, governmental pages and other authors' thesis that resulted very favorable to analyze and support the topic of study.

The Theoretical Framework was basically structured in two paramount parts that were the Communicative Approach and the communicative competence. In the Communicative Approach, researchers compiled information about its definition, its distinctive features, and its advantages and disadvantages. Then, the communicative competence included the concept, the problem students face when developing it, the consequences of not developing it, and as a necessary part of it, how to incorporate communicate competence in the lesson plan. All the information was reviewed in detail, analyzed, and organized carefully to bring more specific information about the problem and how suitable it was to include the Communicative Approach in the lesson plans to enhance the oral skill, what kind of activities were optimal to develop the mentioned approach, the ideal structure of the lesson plans based on the Communicative Approach and finally, the ways of evaluating it.

4.4.2. Operationalization of Variables

In the first step for the operationalization of variables, the researchers stated the hypothesis and the two variables: the independent and the dependent one. Each variable was then analyzed to assure that they were perfectly observable and measurable. Those variables were later split into different indicators. Derived from the indicators, a set of sub-indicators was also listed. Those indicators and sub-indicators were gotten from the Theoretical Framework and were the basis to design all the tools for the execution of the research study.

4.4.3. Data Collection Instruments

In order to gather data, the researchers designed four types of tools which were lesson plan models, an observation checklist, an oral test, and a questionnaire. The lesson plan models (Appendix 10) were used to implement activities based on the communicative approach and they helped to prompt students' communicative competence. The observation checklist was administered to gather information about students' reaction during the development of all the experiment conducted by the researchers implementing all the lesson plan models based on the communicative approach by means of four-hour classes during six weeks (Appendix 4). After having finished the implementation of the experiment, an oral test was administered to check the outcomes of the study. The oral test contained criteria for evaluating students' speaking ability (Appendix 5). Those tools helped the researchers prove if students enhanced their communicative competence, and to make sure that the use of the

Communicative Approach prompted ninth graders to use the English language in the oral form.

4.4.4. Validation of Data Collection Instruments

The research tools to gather information were validated by an expert in the field of English language teaching at the Western Multidisciplinary Campus of the University of El Salvador. In order to validate such instruments, researchers provided the expert with a validation sheet for each instrument. Consequently, all the suggestions and recommendations were taken into account to make the necessary changes to improve the research tools.

The validation sheet (Appendix 8) contained the following aspects: clarity and directions of the items, presentation and organization of the items, suitability of the items, completeness of the content and fulfillment of the purpose. Each aspect was graded from one to five having one as poor, two as needs improvement, three as good, four as very good and five as excellent. At the end of the validation sheet, there was a space for the expert in the field of the English teaching to write comments or suggestions.

Moreover, the lesson plan models were validated by the same expert who was provided with a validation sheet (Appendix 9) that contained the following elements: clarity and direction of instructions, presentation and organization of the activities, suitability of activities, completeness of the content and fulfillment of purpose. Each element was graded in a scale from one to five having one as poor, two as needs improvement, three as good, four as very good and five as excellent. At the end of the

validation sheet, there was a space for the validator to write comments or suggestions. Finally, the researchers implemented a pilot study (within the same group of researchers) using the lesson plan models to make sure that those lessons were useful for the classes and for the development of students' oral skills.

4.4.5. Validity and Reliability

To assure validity, researchers checked the operationalization of the variables and made sure that each instrument was designed accordingly; in other words, they made sure that each part or each item of the instruments was designed taken into account each indicator and sub-indicator. For this purpose, the researchers conducted the validation process above described. In this way, the researchers assured construct and content validity.

To assure the criterion of reliability, the researchers administered the instruments in stable conditions. For example, they developed the implementation of the experiment in the same classroom with the criteria and in the same conditions to measure students' achievement.

4.4.6. Ethical Aspects

Since the beginning of the study, the researchers took into account all the necessary ethical aspects to avoid inflicting harm in the target population. That is, they were against falsifying data, inventing information and misinterpreting results to attain the expected outcomes. Moreover, the integrity of participants was not damaged during the implementation period of the research process by means of not

revealing the identities of the informants, not asking sensitive questions, and respecting students' will to continue being part of the experiment.

4.5 Execution Phase

The execution phase comprises a very detailed description of the data collection procedure, data processing, and data analysis and interpretation.

4.5.1. Data Collection Procedure

The data collection procedure was carried out by means of an experiment which consisted of implementing the lesson plan models based on the Communicative Approach during English classes developed in six weeks. Thus, the tools used to collect the data needed were lesson plan models, an observation checklist, an oral test, and a questionnaire. Every week, the researchers taught four English classes.

The first week was from May 22nd to May 24th and the last one was from June 26th to June 28th. Every week one of the researchers was in charge of teaching the corresponding English classes. During the classes, the researcher developed all the planned activities taking into account the three types of practices; that is, controlled, semi controlled, and free practices. The other four researchers were in charge of taking pictures and of observing the class using the observation checklist to register the details of the class.

At the end of the implementation of the experiment, the researchers administered an oral test to ninth graders in order to measure the effectiveness of teaching English classes applying the aforementioned types of practices.

4.5.2 Data Processing

The data obtained was sorted, organized, and classified using the EXCEL program. Later, the information obtained was organized in tables to portray the interpretation of results.

4.5.3. Data Analysis and Interpretation

In this part of the execution phase, the researchers were focused on analyzing the collected data by means of triangulating all the different perspectives obtained through the different data collection tools used. The analysis and interpretation of the data was done qualitatively and quantitatively for a clearer understanding and visualization of the results. For this, the researchers used tables in which they compared the results obtained in the first oral test and the final oral test. Finally, the researchers took into account the different objectives and the research question in order to confirm or reject the hypothesis. All this helped to support the final conclusions and recommendations addressed to future researchers, teachers, and students.

4.6. Budget

4.6.1. Supplies

| Type of supply | Name | Cost per item | Number of items | Total |
|-----------------------|--------------------|--|-----------------|---------|
| Office supplies | Pens | \$0.15 | 10 | \$1.50 |
| | Pencils | \$0.15 | 10 | \$1.50 |
| | Printer ink | \$ 10.00 black ink, and \$15 color ink | 2 | \$25.00 |
| | Printer paper | \$ 5.00 / pkg | 5 | \$25.00 |
| | Stapler | \$3.00 | 1 | \$3.00 |
| | Printer Cartridges | \$ 20 (black) | 1 | \$20.00 |
| | Color pages | \$0.50 pkg | 1 | \$0.50 |
| | Masking tape | \$3.50 | 1 | \$3.50 |
| | Cardboard paper | \$0.25 / sheet | 6 | \$1.50 |
| | Glue | \$2.00 / bottle | 1 | \$2.00 |
| Total: \$83.50 | | | | |

4.6.2. Services

| Service | Cost | Total |
|---|----------------------------|----------|
| Photocopies | \$0.02 / page * 400 copies | \$8.00 |
| Internet | \$15.99 a month | \$63.96 |
| Other expenses (food, transportation, and electricity) | \$200.00 | \$200.00 |
| Snacks for the Final Presentation | \$50.00 | \$50.00 |
| Total: \$321.96 | | |

Total budget expenses: \$405.46

4.7. Timeline

| ACTIVITY | RESPONSIBLE | MONTHS | | | | | | | | |
|---|---------------|---------|----------|-------|-------|-----|------|------|--------|-----------|
| | | January | February | March | April | May | June | July | August | September |
| Research Team Formation | Research Team | | | | | | | | | |
| Choosing the Topic | Research Team | | | | | | | | | |
| PRELIMINARY PHASE | | | | | | | | | | |
| Approaching the Field of Study | Research Team | | | | | | | | | |
| Diagnostic Study | Research Team | | | | | | | | | |
| Definition of the problem | Research Team | | | | | | | | | |
| PLANNING PHASE | | | | | | | | | | |
| Literature review | Research Team | | | | | | | | | |
| Elaboration of the Research Topic Proposal | Research Team | | | | | | | | | |
| Revision of the Research Topic Proposal | Advisor | | | | | | | | | |
| Incorporation of the Suggestion made by the Advisor | Research Team | | | | | | | | | |

| | | | | | | | | | | |
|--|---------------|--|--|--|--|--|--|--|--|--|
| Elaboration of Data Collection Instruments | Research Team | | | | | | | | | |
| Validation of Data Collection Instruments | Research Team | | | | | | | | | |
| Oral presentation (PROTOCOL) | Research Team | | | | | | | | | |
| EXECUTION PHASE | | | | | | | | | | |
| Data Collection Procedure (INTERVENTION) | Research Team | | | | | | | | | |
| Data Processing | Research Team | | | | | | | | | |
| Data Interpretation and Analysis | Research Team | | | | | | | | | |
| Writing the Final Report | Research Team | | | | | | | | | |
| Oral Presentation | Research Team | | | | | | | | | |

CHAPTER V

ANALYSIS OF THE EMPIRICAL DATA GATHERED DURING THE RESEARCH STUDY TO DETERMINE THE EFFECTIVENESS OF THE IMPLEMENTATION OF LESSON PLAN MODELS BASED ON THE COMMUNICATIVE APPROACH

The research called STUDY OF THE EFFECTIVENESS OF LESSON PLAN MODELS BASED ON THE COMMUNICATIVE APPROACH TO PROMPT NINTH GRADERS OF CENTRO ESCOLAR CATÓLICO MARÍA CONSOLADORA DEL CARPINELLO OF SANTA ANA TO USE THE ENGLISH LANGUAGE IN THE ORAL FORM DURING 2017 was conducted with the objective of determining the effectiveness of the implementation of lesson plan models based on the Communicative Approach to prompt ninth graders of Centro Escolar Católico María Consoladora del Carpinello of Santa Ana to use the English language in the oral form during 2017. To achieve this objective, researchers phrased the following specific objectives: 1) To study the effectiveness of including controlled (mechanical) practice to stimulate the use of English language in the oral form on ninth graders of Centro Escolar Católico María Consoladora del Carpinello of Santa Ana during 2017. 2) To analyze the efficacy of implementing semi controlled (meaningful) practice to prompt the use of English language in the oral form on ninth graders of Centro Escolar Católico María Consoladora del Carpinello of Santa Ana during 2017. 3) To identify the effectiveness of applying free (communicative) practice to arouse the use of English language in the oral form on ninth graders of Centro Escolar Católico María

Consoladora del Carpinello of Santa Ana during 2017. In order to achieve each specific objective and to test the hypothesis “The implementation of lesson plan models including the three types of practice of the Communicative Approach will prompt ninth graders of Centro Escolar Católico María Consoladora del Carpinello of Santa Ana to accurately use the English language in the oral form during 2017” the researcher collected data by means of conducting an experiment which consisted of teaching English to the target population using lesson plan models that included the three different types of practices – control, semi controlled and free practice of the Communicative Approach. After having gathered all the data, it was sorted, organized, analyzed and interpreted as follows.

5.1. Implementation of Lesson Plan Models Based on the Communicative Approach

During the implementation of the research study, the researchers used six lesson plan models (Appendix 10) and classroom observation checklists (Appendix 4). Such implementation lasted six weeks, starting on May the 22nd and finishing on June 28th with a total of thirty-one ninth graders. The researchers devoted four class hours per week for the development of the lesson plan models (appendix 9). The lesson plan models were divided into three types of practices: controlled, semi-controlled and free practice. Researchers allotted 90 minutes for the controlled practice, 45 minutes for the semi-controlled practice and also 45 minutes for the free practice. In this way, the first and second hours were focused on controlled practices. The third hour was destined for the semi controlled practices, and the last hour was

devoted to develop the free practices. In the lesson plan models, all the activities that were developed by teachers are described in a detailed way. Each activity was given a proper time and was placed where it best fitted according to the topic, and stage of the lesson plan. Each lesson plan was carefully evaluated and revised by the group of researchers before the implementation. They were also submitted to validation by an expert in the field of the English teaching. All this was done to guarantee the effectiveness of the lesson plan models based on the communicative approach in the implementation phase.

As a form of evaluating students' reactions to the development of the lesson plan models, researchers used observation checklists that helped them monitor the progress and difficulties in each of the stages of the communicative approach. In this way, during the six weeks of implementation while one researcher was teaching, the others were observing, taking notes and filling in the checklists (appendix 4). The checklist contained all the necessary items to observe the three types of practices. Every practice was evaluated using a scale that ranges from "one" to "three" and "non-applicable", in which "one" means "could improve" and was used when students were not able to do the activities by themselves and they needed the teacher's help to complete the tasks. "Two" meaning "acceptable", was chosen when students could develop the tasks with easiness and just committing a few mistakes. "Three" considered as "excellent", was applied when students developed the activities on their own, without the teacher's help and without committing many mistakes. Finally, non-applicable was selected when any of the three stages of the lesson plan model or criteria of the observation checklist was observed or developed.

With both tools, the lesson plan models and the observation checklists, and the information gathered through them, researchers could study, evaluate and analyze the independent variable which is the implementation of lesson plan models including the three types of practice of the Communicative Approach and the results of the experiment are described below.

5.1.1. Controlled Practice

The controlled practice activities (which are carried out without necessarily understanding the language they are using.) helped students to understand how to use the structures “simple past”, “could”, “used to”, “possessive pronouns and possessive adjectives”, researchers included controlled activities that were suitable for them. The controlled activities developed were “repetition drills”, “vocabulary drillings”, “memorization of brief dialogues and conversations”, “dictations”, “sing-a-song”, “questions and answers drillings”, “matching activities”, and “sentence completion”.

The researchers started the implementation with the structure “simple past tense.” The activities developed were “running dictation”, “sentence completion”, and “sentence picture”. In the running dictation activity, students had to memorize sentences and dictate those sentences to their classmates. In sentence completion, students had to complete sentences using verbs in past. In sentence picture, they had to say sentences using some pictures. During the first week of implementation it was observed that students showed a lot of deficiencies and they could not develop some activities as they were required. For example, a student was asked the past

tense of the verb “go” and he answered “goed”, and for the negative form of the simple past they used the negative “did not” and the verb in past tense “I did not played soccer.”

The second structure that researchers taught was “could” to talk about things students could do in the past. The teacher explained the grammar rules to be used with the structure. The activities developed were “running dictation”, “vocabulary drillings”, “sentence completion” and “memorization of a dialogue”. During “the running dictation”, the teacher asked students to work in pairs, and they had to dictate Mozart biography. Students could dictate the sentences even though it was hard for them to memorize parts of the biography. After that, the teacher introduced some verbs like draw, count, take pictures, sing, drive, and use a computer. Students listened and repeated to practice pronunciation. Students were asked to form and share sentences using the target structure and the vocabulary introduced. At this point, it was a little bit easier for students to participate. They were enthusiastic because the topic made them throwback to the things they could do when they were children. For example, one of the students said that he could swim and play soccer when he was a child; some others said that they could play an instrument, sing and some other abilities. Due to previous exercises, the sentence completion was not difficulty for them because they could recognize when they had to use the auxiliary could or can. Finally, the memorization of a dialogue was assigned as homework assignment, and it was performed in the following class. When they performed it, students had difficulties with the pronunciation of the words, but researchers provided feedback for them to overcome the pronunciation problems.

During the third week of implementation, the structure “used to” was taught; to start, the grammar notes were explained. The activities developed were “vocabulary drill”, “question and answer drill”, “song activity” and “sentence completion”. “The vocabulary drill” was focused on repetition of means of transportation (car, ferry, monorail, motorcycle, bus, tram, subway and foot). The teacher provided an example of a question and its answer. Students had to change the verb of the question and ask one of their classmates. Students were eager to do the activity even though they had trouble with the structure; for example, they said “I use to swim when I was a child” or “I did not used to play basketball”. To improve this and make the structure meaningful, the teacher provided a worksheet with the song “Somebody that I used to know”. Students had to listen to the song and complete it with the missing words. Students sang the song to practice pronunciation. Finally, students had to complete some sentences with the missing words. When checking up the exercise, it was discovered that students forgot to use the auxiliary of the target structure; for instance, the students said: “use the Jamesons live in New York?” instead of saying “Did the Jamesons use to live in New York?” or they also said: “They not use to live in the States at all.” instead of saying “They did not use to live in the States at all”. Moreover they also forgot the past tense of the verb; for example, the students said “My friends and I use to hang out at the mall” instead of saying “My friends and I used to hang out at the mall.”

During the fourth week of implementation, the researcher in charge focused on the grammar explanation of “possessive pronouns and possessive adjectives”. The teacher explained the pattern. Then, students worked on controlled activities that

were monitored by the teacher. The controlled activities that were carried out were “vocabulary drillings”, “dictation”, “question and answer drillings” and “memorization of a dialogue”. “The vocabulary drilling” was developed to introduce the vocabulary and practice pronunciation. Students listened and repeat. “The dictation activity” had a variation. The teacher brought cardboard dolls and one of the members dictated the directions and the students dressed the doll. “The question and answer drill” had a variation because instead of answering questions students said sentences using the adjective and possessive pronouns. The last activity was “the memorization of a dialogue”. Students used customs to act out the dialogue. The target structure was contextualized in a real-life situation that was “to buy and sell clothes.” It was observed that the majority of the students understood and applied accurately what they learned in the oral form.

During the last two weeks of the implementation, the researchers carried out a review of the studied structures. Some of the students had doubts about the previous topics; therefore, the teacher clarified and explained again some grammar rules. Then, the teacher applied some controlled activities for students to practice the structures. Some of these activities were “sentence picture”, “memorize it”, and “sentence completion”. As a result of this type of activities, researchers observed that students’ development increased a little bit, and they showed more confidence. At the beginning of the implementation, it was difficult for students to produce correct sentences, but as the implementation was being carried out it was observed that students’ production of grammatically correct sentences was better because they

developed the tasks with easiness. The controlled practice helped students build the bases for future practices.

5.1.2. Semi-Controlled Practice

During the semi-controlled practice (activities in which language control is provided by the teacher, and students have to make meaningful choices when carrying out practice.) students learned structures such as the simple past, could, used to, possessive pronouns and possessive adjectives. In order to develop those structures, researchers included semi-controlled activities that were suitable for them; for instance, information gathering, information transfer activities, information gap and reasoning gap activities.

The first structure during the first week of intervention was “simple past tense.” The activities developed were “word association” and “story chains”. In “the word association activity”, the teacher brought some flashcards with different professions and students had to come up with any word associated with the profession and make a sentence with it in the simple past tense. If they did not say anything they had to remain standing. For instance, the teacher showed a flashcard to one student with the profession of a doctor for him to come up with vocabulary related to the profession. The student could not say anything because he did not know vocabulary about the profession, so he remained stood. The second activity was “the story chain” in which students had to pass a bag that contained pieces of paper with verbs. When the music stopped, the student had to take a piece of paper from the bag and he or she had to start an imaginary story using the simple past and the vocabulary. That was

difficult for students because they did not remember the verbs in past or they could not express their ideas properly. For example, one student picked up the verb “slept” but he did not know the meaning of the verb. For that reason, he could not make the story and he was using different verbs. But the rest of them could maintain the chain.

The second structure was “could”. To develop the semi-controlled practice using that structure, researchers included the following activities: “survey”, “bang-bang”, and “tic-tac-toe”. For “the survey”, the teacher provided photocopies. Students had to complete the survey by asking their classmates questions about things they could do when they were children. During this activity students understood the questions but some of them did not answer using the structure. One student asked: “Could you dance when you were a child?” The other students just said “yes” without using the structures. The second activity was “bang-bang”. Students were divided in two teams. They had to stand back to back. The teacher had to hold up a card with some verbs. They had to say “bang-bang” to their opponent and say a sentence using could or couldn’t. The third activity was “the tic-tac-toe” in which two teams played. They answered questions in order to win. For instance, one student was asked if he could ride a bike when he was a child and he said “yes, I could ride a bike.” It means that at this point students were able to ask and answer questions using could. The third structured was “used to”. In order to encourage students to use this structure, the following activities were developed during the implementation: “change places” and “sentence pictures”. In “change places”, the students formed a circle and one student had to stand in the middle and say “change places if you used to play soccer when you were a child” during this activity students used the structures correctly. In

“sentence pictures”, students had a card and they had to talk about what the picture made them remember. Students tried to use the structures and some of them had problems with the verbs. For example, one student had a flashcard of a sport. The students said the following, “I used played basketball.” but some others said “I used to play soccer and I used to play with toy cars”. It was observed that even though the majority of students applied accurately the structure, there were still some students who were committing mistakes on accuracy.

The fourth structure was “possessive adjectives and possessive pronouns” and the researchers also covered vocabulary about clothing, so it was necessary to use proper activities in order to develop the topic. Researchers included activities such as: “find someone who”, “information gap”, and “reasoning gap”. Through these activities students practiced the target structure. During the first activity, students had a chart and they had to find someone from the class who did the things. They did not have problems during this activity. They asked questions like: “Do you wear pajamas to go to sleep?” Or “Do you wear sunglasses?” and students answered with a simple “Yes, I did.” “No, I don’t”. They used the vocabulary related to clothes to answer and then they wrote their classmates’ names on the charts. For “the information gap activity”, students had to identify differences of some pictures. They had to use questions like: “What does *your* image have?” in order to find or spot the differences in each picture. In this activity, it was noticed that students had problems to formulate the proper questions and answer correctly using the possessive adjectives and possessive pronouns. For example they said “What does yours images have?” instead of the previously described question. To answer they said “Mine picture has a formal man”

instead of “My picture has a man in formal clothing.” The last activity was “reasoning gap” in which students spelled a word using alphabet cards and they had to say a sentence using the same word; one student was asked to spell the word “sweater”, and she spelled it: “s-u-e-r-e-r”. It was observed that students had problems spelling some words because they did not know how to write the word, but when saying the sentence they could use the vocabulary asked in the structure. Even though the sentences were not grammatically correct, they could communicate their ideas. During this type of practice, it was discovered that students had deficiencies with vocabulary because they could not spell words related to clothing. Despite this problem, the ability to communicate was better than before the implementation.

In order to clarify doubts and to reinforce students’ knowledge about the previous topics, researchers decided to carry out a review. Semi-controlled activities such as: “survey”, “spot the differences”, “my teacher is an alien”, and “last man standing” were included during this part of the implementation. At this point, students were eager to practice the structures; “simple past tense”, “could”, “used to”, “possessive pronouns and possessive adjectives”, but they were still struggling to produce grammatically correct sentences and it was evident that they still had problems with word order, auxiliary verbs, verb tense and mixed constructions, but at this point students combined ideas to achieve cohesion and students corrected themselves when communicating. It means that the activities included in the lesson plan models based on the communicative approach made students speak English during the classes.

5.1.3. Free Practice

The implementation of free practices (using the language within a real communicative context) enhanced ninth graders' use the language in context using simple past, could, used to, possessive pronouns and possessive adjectives structures. Researchers implemented free practice activities such as “role-plays”, “create a TV commercial”, “interview your classmate”, “just a minute”, and “opinion sharing”.

As the first activity of this type of practice – free practice – the researchers had the students perform a role-play in which they were given a situation card with the objective of using vocabulary about routines and habits in the past. Some of the questions asked in this activity were “What did you do yesterday?”, “Where did she work?”

The second structure developed during the implementation was “could”. To provide practice, the activities “create a TV commercial” and “interview your classmates” were carried out. In “create a TV commercial”, students were asked to work in trios and think about how to create a TV commercial. For example, one group passed to the front and talked about things they could not do when they were children. They were selling a machine to go back in time and try to do the things they could not do. Even though, they made grammar mistakes like “You could ride a bike?” “Could you played soccer when child?” They performed the “TV commercial”. In the next activity, which was “interview your classmate”, students had to work in pairs asking questions to each other in order to find out what things their partner could or

could not do. During this activity, students shared their information gathered. For instance, some of their answers were “I could play basketball” “she couldn’t ride a bike”. The majority of them used the structures correctly. This proves that the constant practice of the structures made students internalize and contextualize the grammar rules.

The third structure to be implemented was “used to” The activity developed was “just a minute”, topics such as “childhood games”, “childhood food”, “childhood TV programs”, “childhood music”, and “childhood technology” were randomly written on the board, and then a student had to throw a sticky ball, and the closest topic to where the ball hit was the one which students had to speak during a minute without hesitation and repetition; for example, one student expressed “I used to play soccer. I used to play basketball and I used to swim.” The grammatically correct production of sentences reflected students’ understanding of the structure; therefore the activity was meaningful for students because they associated the structure with the things they used to do.

The fourth structure implemented was “possessive pronouns and possessive adjectives”. The activities applied to practice the structure were “opinion sharing”, “role-play” and “just a minute”. In “opinion sharing” students had to discuss in pairs and tell what they usually wore at school, at home, and church using vocabulary about clothes. Questions such as “What do you usually wear at school?” “What do you usually wear at home?” “What do you usually wear at church?” “What do you wear when you go to beach?” “What do you wear when you hang out/go out?” were

asked in this activity. Students answered those questions, for example, some of the answers were “I use to wear uniform at school” instead of “I usually wear uniform at school” or “I wear shorts and t-shirt when I was a child” instead of “I wore shorts and t-shirt when I was a child.” Even though they made mistakes like verb tense and mixed construction they corrected themselves when communicating. Students’ confidence increased leading to an extra participation in other class activities.

During the last two weeks of the implementation, the researchers did a review of the above mentioned topics. Researchers included free activities such as “role-plays”, “word pot”, “opinion sharing”, “tell a story”, and “making plans”, in order to prompt the students’ use of the English language in the oral form. During the implementation it was observed that students’ confidence when speaking had improved and that they were more enthusiastic to participate in the activities since they had more time to do it. As their participation increased, it was notorious that they tried to speak more than usual; even though they were still committing mistakes such as the following ones: “You used to eat Nestum when you were a child?”, and “What you usually wear at church?” students really increased their communicative competence and at the same time tried to correct themselves. In this case, even though students were committing accuracy mistakes, they were able to communicate their ideas in the oral form.

5.1.4. Results of the Use of the Communicative Approach

Researchers assessed students with oral interviews at the beginning and at the end of the implementation. The objective that researchers had in the first oral

interview was to evaluate ninth graders' prior knowledge and use of the English language in the oral form; and the objective in the final oral evaluation was to determine the effectiveness of the implementation of the lesson plan models based on the Communicative Approach. These oral interviews consisted of a list of ten questions related to the structures "simple past", "could", "used to", "possessive pronouns and adjective pronouns". The results of the oral evaluation are shown in Table 1.

Table 1. Students' Results in the First and Final Oral Interview

| Range | 1.00-2.99 | 3.00-4.99 | 5.00-6.99 | 7.00-8.99 | 9.00-10.00 | Total of students |
|----------------------|-----------|-----------|-----------|-----------|------------|-------------------|
| First oral interview | 8 | 8 | 9 | 4 | 2 | 31 |
| Final oral interview | 5 | 2 | 10 | 9 | 5 | 31 |

Source: Oral Interviews administered on May and July, 2017 at C.E.C María Consoladora del Carpinello

According to the results shown in Table 1, on the first oral interview eight students were placed in the range from 1.00 to 2.99, but in the final oral interview five students were in this range. Then, in the range from 3.00 to 4.99, it was showed that in the first interview eight students were placed in this range; while in the final test, two students were in this range. It means that in the first oral interview almost half of the students showed deficiencies because most of them could not even answer or understand some questions (Appendix 6); for instance, it was asked "What did you do yesterday?" and most of students could not answer it or they asked for the translation of the question. In the final oral interview, a decrease in the number of students who got grades from 1.00 to 4.99 was shown. In other words, students improved their

speaking competence through the implementation. During the interview they were asked the same questions of the first oral interview. For instance, one of the questions was: "What did you do yesterday?" This time students understood the question and used the studied structures accurately.

In the first oral interview, nine students got grades from 5.00 to 6.99, and later in the final oral interview, ten students were placed in the same range. Then, there were four students at the beginning and nine at the end who got grades from 7.00 to 8.99. Finally in the first interview two students were in the range from 9.00 to 10.00, and in the final interview five students managed to be in this range. In this case, during the first oral evaluation less than half of the students could have grades from 5.00 to 10.00. From that number six students had grades from 7.00 to 10.00, meaning that a reduced number of students could maintain comprehensible communication despite having limitations with the structures, for example, "What did you wear yesterday?" and their answer was either "I wear a jeans and t-shirt" or "I use a dress and shoes." They could not distinguish the tense of the questions or the correct use of the verbs. However, by the end of the implementation, more than two thirds of the students were able to answer the questions with the expected accuracy and fluency; for example, one of the question was "What things could you do when you were a child?", and one of the answers was "I could swim when I was a child". The comprehension of the question reflects that students assimilated the structure. Finally, it is important to highlight that the grades stated in Table 1 show the students' improvement by the end of the implementation of the lesson plan models based on the Communicative Approach.

5.2. Analysis of the Use of the English Language in the Oral Form

Students of Centro Escolar Católico María Consoladora del Carpinello were evaluated with two oral interviews (Appendix 5). The first oral interview was carried out before the implementation of the lesson plan models based on the communicative approach and the second one was carried out after having finished the six weeks of intervention. The first oral interview was to determine students' prior communicative competence, and the second one was to evaluate students' posteriori communicative competence. A scale from 1 to 4, being 1 the lowest and 4 the highest, was used for grading students' communicative competence. Each scale was designed using specific rubrics (Appendix 5). The aspects evaluated were fluency, accuracy and pronunciation. Also, in order to collect data regards to the teacher's perspective of the implementation of lesson plan models, researchers administered a questionnaire (Appendix 7) to the English teacher of the school in order to know her perspective after the implementation.

5.2.1. Fluency

As experts say fluency is the ability to speak the target language naturally and maintaining meaningful and comprehensible communication despite having limitations in grammar. Therefore, the best way to develop fluency is practicing the language. Being aware of this, researchers included in the lesson plan models suitable activities to develop fluency. These activities were carried out every week in order to give students the opportunity to practice the language in a meaningful context.

Table 2 shows the results obtained in the oral evaluations for the criterion of “fluency”, making a comparison between the results obtained at the beginning of the implementation phase and the ones got at the end of it.

Table 2. Students’ Results in the Criterion of Fluency

| Category | (1) Needs improvement | (2) Fair | (3) Good | (4) Excellent | Total of students |
|-----------------|-----------------------|----------|-----------|---------------|-------------------|
| First Oral Test | 10 | 9 | 9 | 3 | 31 |
| Final Oral Test | 6 | 9 | 11 | 5 | 31 |

Source: Oral Interviews administered on May and July, 2017 at C.E.C María Consoladora del Carpinello

In the previous table, students’ improvement in fluency at the end of the interventions is reflected. At first, ten students out of thirty-one were at the lowest category, and with the interventions researchers managed to reduce the number of students to six. Then the second category which is “fair” remained the same, nine students at the beginning and at the end. In the third category which is “good”, there was an increase from nine to eleven students with a good fluency, and in the last scale there were two students with an excellent fluency compared to their English background. Researchers knew that these students did not use to have oral practices and with the increase of speaking activities they improved their fluency showing that they could maintain comprehensible communication despite having limitations and, they could correct themselves while communicating.

The English teacher of the school could also notice the students’ improvement in their fluency. In the questionnaire addressed to her, she answered that after the implementations, students are confident when speaking and that they also know how to maintain communication despite having limitations. With the teacher’s opinion,

researchers could corroborate that the results obtained show a real enhancement in students' speaking ability.

5.2.2. Accuracy

Accuracy is the ability to produce sentences using correct grammar and vocabulary. This ability can only be developed through modeling the structures for students to reproduce the language. Therefore, every week researchers worked on developing this ability in the three stages of the lesson plan models.

Table 3 exposes the results obtained in the oral evaluations for the criterion of "accuracy". It makes a comparison between the results obtained at the beginning of the implementation phase and the ones got at the end of it.

Table 3. Students' Results in the Criterion of Accuracy

| Category | (1) Needs improvement | (2) Fair | (3) Good | (4) Excellent | Total of students |
|-----------------|-----------------------|----------|----------|---------------|-------------------|
| First Oral Test | 9 | 13 | 7 | 2 | 31 |
| Final Oral Test | 6 | 8 | 14 | 3 | 31 |

Source: Oral Interviews administered on May and July, 2017 at C.E.C María Consoladora del Carpinello

In table 3, students' improvement is more notorious in the criterion of accuracy. In the first category (needs improvement), researchers managed to reduce the number of students who committed accuracy mistakes from nine students to six students; also in category two which is "fair", a reduction in the number of students with a fair accuracy going from thirteen students to eight is observed. There is a surprising double increase of students that reached the category three ("good") in accuracy according to their English background. These students most of the time

maintained comprehensible communication with some confidence, and they were able to correct themselves. Finally, there was an increase of only one student in category 4 which is excellent accuracy in the language. Students of this institution were committing several grammar mistakes, but with extra practices they understood and improved their grammar competence; for example, it was observed that the ninth grade teacher taught students the grammar structure but did not developed any type of practice related to the structure. As the implementation was carried out, and “the simple past tense”, “used to”, “could”, “possessive pronouns and possessive adjectives” were explained using drilling activities, memory games, dictations, matching activities, and sentence completion, students could practice, understand and improve their grammar competence.

In this case, the English teacher also noticed an improvement in the criterion of accuracy. She considered that at the end of the implementation phase, students could form correct examples of sentences, and they were also able to produce grammatically correct sentences. Another improvement in students’ speaking ability was that they could combine ideas to achieve cohesion in form and coherence in thought. Again, this confirmed what had been observed regarding students’ improvement after the intervention.

5.2.3. Pronunciation

As experts confirm, the way in which a word is said is called pronunciation. In addition, comprehensible pronunciation needs to be present in the language for communication to take place; in this way the speaker can be understood by the

listener and the listener can answer to the speaker. Hence, to develop comprehensible pronunciation was one of the aspects to be improved in every class. Researchers carried out different activities in the three types of practices of the lesson plan models to help students have comprehensible pronunciation as much as possible.

In Table 4 the results obtained in the oral evaluations for the criterion of “pronunciation” are shown. There is also a comparison between the results obtained at the beginning of the implementation and the ones got at the end of it.

Table 4. Students’ Results in the Criterion of Pronunciation

| Category | (1) Needs improvement | (2) Fair | (3) Good | (4) Excellent | Total of students |
|-----------------|-----------------------|----------|----------|---------------|-------------------|
| First Oral Test | 19 | 5 | 6 | 1 | 31 |
| Final Oral Test | 11 | 7 | 9 | 4 | 31 |

Source: Oral Interviews administered on May and July, 2017 at C.E.C María Consoladora del Carpinello

Table 4 shows the global results got during the interventions in the criterion of pronunciation. As shown in Table 4, the following results were obtained: in the first interview, nineteen students had the lowest grades; on the contrary, in the last interview eleven students had the lowest grades indicating that eight students bettered their pronunciation. In the first oral interview, five students out of thirty-one were place in category 2 (“fair”) in pronunciation; at the end, seven students got 2 in pronunciation. In the first oral interview, six students were in category 3 (“good”); and at the end nine students were in the same category. These students were considered as having accurate pronunciation with few errors. Moreover, in regards to category 4

("excellent"), it was observed that in the first oral interview just one student could reach this category, but in the last interview four students could reach it.

These results show students' improvement on pronunciation of verbs in "past tense", "could", "used to", "possessive adjectives, and possessive pronouns." According to the results obtained through oral evaluations, the researchers could realize that students really improved their oral proficiency comparing the results of the first one with those of the last ones. As it was stated by Howatt (1984) "comprehensible pronunciation is sought", and this is what researchers aimed to do. Even though, students did not reach the highest average, their pronunciation fulfils the standard required that is to understand the speaker and be understood by the listener. This is confirmed by the English teacher stating that students' pronunciation is understandable. The improvement students got was outstanding.

Therefore, after analyzing the results of the whole study, the hypothesis "the implementation of lesson plan models including the three types of practice of the Communicative Approach will prompt ninth graders of Centro Escolar Católico María Consoladora del Carpinello of Santa Ana to accurately use the English language in the oral form during 2017" was confirmed after analyzing and interpreting all the results. Based on the analysis and interpretation of data, researchers verified that lesson plan models based on the communicative approach helped students use the language and better their communicative competence. Even though, not all the students improved their oral ability with the same proficiency, the majority of them could reach the standards expected; in other words, the objectives of the study were achieved. Researchers could demonstrate the effectiveness and efficacy of

implementing and including the three types of practices (controlled, semi controlled, and free) to prompt the use of English language in the oral form on ninth graders of C.E.C. María Consoladora del Carpinello of Santa Ana during 2017.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

6.1. Conclusions

After carrying out the research STUDY OF THE EFFECTIVENESS OF LESSON PLAN MODELS BASED ON THE COMMUNICATIVE APPROACH TO PROMPT NINTH GRADERS OF CENTRO ESCOLAR CATÓLICO MARÍA CONSOLADORA DEL CARPINELLO OF SANTA ANA TO USE THE ENGLISH LANGUAGE IN THE ORAL FORM DURING 2017 and analyzing carefully the data collected, the researchers conclude that:

Ninth graders of Centro Escolar Católico María Consoladora del Carpinello of Santa Ana showed improvement in the controlled practice. During the interventions, students used the English language in the oral form and they participated during the three types of activities (controlled, semi controlled and free practice). At the beginning it was noticed that students were afraid of speaking because the teacher did not develop those sorts of activities in the class, but as the researchers implemented the three types of practices, students were eager to participate, they were more confident and they used the language to communicate even though they were still committing accuracy mistakes.

The researchers analyzed the results of the implementation and they concluded that the controlled practice was very essential to practice the language. During this type of practice, students learned how to use the structures with the help

of the teacher and they internalized and practiced the target language in activities such as “closed questions”, “memorization of dialogues”, and “drills”. It was notorious that students had an improvement because they produced grammatically correct sentences when they participated; they formed logic sentences and their pronunciation was understandable. There are still problems with their pronunciation when using the verbs in past, but there have been improvements compared with the beginning.

The researchers concluded that the controlled practice must be included during the development of a class to model the language and prepare students to use their own language because according to the researchers’ observations during this type of practice, it was notorious that students learned to produce grammatically correct sentences in the oral form. Also, it is important to state that this type of practice is a very long process and the experiment was conducted in 6 weeks. Therefore the results could be better if the lesson plan models based on the Communicative Approach are implemented along a course year.

Moreover, the implementation of semi-controlled practices included on the lesson plan models based on the Communicative Approach helped ninth grade students to use the English language in the class. The researchers compared the grades students got in the first oral interviews and in the final ones. In the final oral interview, students could use English to express their thoughts in a coherent way, and they could put into practice the studied structures in class.

The implementation of semi-controlled practice was important for students. This type of practice is compared to a bridge that helps students to move from the mechanical stage to a communicative stage. As Richards (2006) stated the concept of semi-controlled practice is “an activity where language control is still provided, where students are required to make meaningful choices when carrying out practice.” Researchers concluded that the constant practice of these activities such as “naughts and crosses”, “bang-bang”, “feely bag”, “word association”, “story chains” are helpful for students to use the language combining the given structures with their own prior English knowledge.

Free practices foster the development of communicative competence that is seen as a system of expressing meaning in which the system is the grammatical structures applied in meaningful interaction. The application of free practices becomes essential in the process of learning a second language. Researchers determined that when free practices were included in lesson plan models, students were encouraged and eager to participate. It showed that students not only produced grammatically correct sentences, but also they had meaningful interaction.

Furthermore, by applying a big repertoire of communicative tasks, students foster their oral skill. Activities such as “role plays”, “opinion sharing”, “describing people”, “mini presentations” and “storytelling” optimize their language naturally. Students’ communicative competence is enhanced through the implementation of a variety of activities that stimulate the way they interact with people.

The improvement of students' communicative competence is considered as an important part of students' learning since English has become a lingua franca. The necessity to learn English has increased; henceforth, it is crucial to prepare students for the outside world, and this can be possible through the inclusion of the three types of practices in lesson plan models based on the communicative approach.

6.2. Recommendations

Researchers considered that the data collected, the results obtained during the implementation phase and the conclusions of this investigation may be helpful for different communities, such as the English teacher and students of Centro Escolar Católico Maria Consoladora del Carpinello and future researchers interested in this topic. Based on researchers' findings and experiences the following recommendations are stated.

6.2.1. Recommendations for teachers

The key to success for any methodology is the creation and use of a good lesson plan. Susanti (n.d.) stated that a lesson plan is a teacher's designed description of the course of instruction for one class. As it is expected in the Communicative Approach, students should be taken from a point where they have little or non-knowledge of the language to a point where they can express their ideas naturally. All this makes the creation or design of a lesson plan the most demanding and compromising part of a class or subject. Therefore, researchers suggest that the teacher should place special attention to the structure, the activities and the methodology in the creation of their lesson plans, both for a single class or a whole

unit. Activities in the lesson plan should be clearly described; they must follow a sequence (controlled, semicontrolled, and free practice); they must be appropriate for the competences and needs of student, and they ought to be suitable for the topic to be seen.

It is recommendable to follow a structural sequence of the lesson plan, in other words, to include the three types of practices: controlled, semi-controlled and free. The controlled practice should be focused on teacher modeling the language and giving examples while the student repeats and memorizes. On the semi-controlled practice the teacher must encourage students to use the target structures so when the time comes for the free practice, the learners are ready to produce the language naturally within a real communicative context.

A last recommendation for teachers is to know and learn more about effective ways of testing the learning skills, in this case, placing a special emphasis in the communicative competence. It is important to recognize the elements that form the speaking ability which are fluency, accuracy and pronunciation. With this in mind, evaluation elements can be added to each of the criteria aspects in the evaluation sheet. The criteria should include several measures of proficiency rather than simply one overall measure and it can be adapted according to the relevance of specific situations or needs.

6.2.2. Recommendations for students

Since learning a new language is not an easy task, students have to be conscious that the three types of practices included in lesson plan models are going

to help them to increase their communicative competence. Therefore, it is recommendable for students to lose their fear of participating in class activities, and take part in the construction of their speaking ability in order to get out of their comfort zone.

Learning process begins by oneself and students have to be aware of the deficiencies they have in the English language. Students should compromise to themselves to practice the language not only inside the classroom, but also outside with classmates, relatives or friends who can give them feedback. An intensive practice of the language is the only way in which they can enhance their oral skill.

Finally, students should not only take English as a mere subject of obligatory learning but a tool to widen the repertoire of opportunities in their lives, such as studying abroad or getting a better job.

6.2.3. Recommendations for future researchers

For future researchers that are interested in this topic, it is recommendable to carry out an action research taking into account the lesson plan models based on the communicative approach provided in this study; therefore, improvements will be better. In addition, the object of study should be people who are at a low intermediate English level for them to take advantage of the activities included in the lesson plan models.

It is recommendable to develop these lesson plan models based on the Communicative Approach with smaller groups, so that all students are evaluated more efficiently and they participate more.

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Appendix 1



UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGES DEPARTMENT

Date: _____

DIAGNOSTIC OBSERVATION CHECKLIST

OBJECTIVES: To evaluate to what extend students of 9th grade at C.E. C. María Consoladora del Carpinello are capable of expressing their ideas in English.

INDICATIONS: Check the list of items below according to what is observed in class.

| TEACHER'S OUTCOME | YES | NO | N/A |
|---|-----|----|-----|
| The teacher speaks in English most of the time. | | | |
| The teacher uses English as the communication tool in class. | | | |
| The teacher explains the instructions in English. | | | |
| The teacher asks questions in English. | | | |
| The teacher encourages students to use English in class (to ask for permission, to express a doubt, etc.) | | | |
| The teacher makes use of a lesson plan | | | |
| | | | |
| STUDENTS' OUTCOME | YES | NO | N/A |
| Students show interest in the class. | | | |
| Students use English as required by the teacher during classes. | | | |
| Students try to use the structures seen in class. | | | |
| Students speak among them in English. | | | |
| Students make efforts to express themselves mainly in English (to ask for permission, expressing a doubt, etc.) | | | |
| Students are given opportunities to speak. | | | |
| Students are eager to respond to teacher's questions. | | | |

Comments:

Appendix 2a



UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

DIAGNOSTIC ORAL TEST ADDRESSED TO STUDENTS

Objective: To evaluate 9th grade students' knowledge and use of the target language at C. E. C. María Consoladora del Carpinello.

Date: _____

1. What is your name? How old are you? How are you?

Comments

2. What do you do on weekends?

Comments

3. What does your mother/father/bother/sister do?

Comments

4. What did you do yesterday?

Comments

5. What are you going to do tomorrow?

Comments

Appendix 2b



UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

DIAGNOSTIC QUESTIONNAIRE ADDRESSED TO STUDENTS

Objective: To evaluate 9th grade students' attitude towards the target language at C. E. C. María Consoladora del Carpinello.

Date: _____

1. ¿Te gusta el Inglés?

Comments

2. ¿Cómo te sientes cuando la maestra te habla en Inglés?

Comments

3. ¿Cómo te sientes cuando hablas en Inglés?

Comments

4. ¿Qué tipo de actividades desarrolla la profesora en clase? ¿Te gustan?

Comments

5. ¿Cómo te gustaría que las clases de Inglés fueran impartidas? ¿Ejemplos?

Comments

Appendix 3

ENGLISH LANGUAGE SUBJECT ANNUAL PLAN BOOK: MEGATRENDS 3 UNIT 1

Subject: English Course: 9 ° Grade
 Teacher: Luz de María Loucel Vides
 Name of the Unit: UNIT 1
 Timing: _____
 General Objective: Enable students to introduce themselves and others, talk about obligations and prohibitions, describe what they and others like doing and describe personality and personality
 Specific Objective: 1. Students will be able to introduce themselves and others

| TOPIC 1: Hello | | |
|---|--|---|
| CONTENT | | |
| CONCEPTUAL | PROCEDIMENTAL | ATTITUDE |
| <ul style="list-style-type: none"> * Identify different ways of introducing themselves. * Identify personal information | <ul style="list-style-type: none"> * Reading introductions of different people. * Reading and listening to different people's profiles. * Completing different people's profiles * Introducing his/herself orally and written. * Listening to peers introducing themselves. | <ul style="list-style-type: none"> * Evidencing self-confidence presentations * Showing appropriate verbal when interacting with other * Cooperating with his/her * Showing acceptance of error process |
| METHODOLOGY | | |
| <ul style="list-style-type: none"> * Practical Approach: Interactive classes are those in which students participation is constant along the topic so since the beginning they are producing language themselves and confidence to develop it at their own level. * For students to be 100% involved in the learning process, activities such as pair work, role plays, listening to CDs, watching videos, developing oral and written projects and c | | |
| EVALUATION CRITERIA | | |
| ACHIEVEMENT INDICATORS | STRATEGIES | |
| <ul style="list-style-type: none"> * Identifies formal and informal introductions from different sources * Identifies personal information from different profiles. * Completes personal profiles with information from audio sources. * Introduces him/herself with fluency and grammatical accuracy | <ul style="list-style-type: none"> * Role plays * Listening and completing exercises. | |
| SUPPORTING MATERIAL | | |
| <ul style="list-style-type: none"> * CD, CD player, Student's book, Work book, flashcards. | | |

**ENGLISH LANGUAGE SUBJECT ANNUAL PLAN
BOOK: MEGATRENDS 3
UNIT 1**

Subject: English Course: 9 ° Grade
 Teacher: Luz de María Loucel Vides
 Name of the Unit: UNIT 1
 Timing: _____
 General Objective: Enable students to introduce themselves and others, talk about obligations and prohibitions, describe what they and others like doing and describe people and personality
 Specific Objective: 1. Students will be able to describe appearance and personality

| TOPIC 2: All About Us | | |
|---|--|--|
| CONTENT | | |
| CONCEPTUAL | PROCEDIMENTAL | ATTITUDE |
| * Recognize vocabulary for describing appearance and personality | * Reading introductions of different people. * Reading and listening to different people's profiles. * Completing different people's profiles * Introducing his/herself orally and written. * Listening to peers introducing themselves. | * Evidencing self-confidence presentations * Showing appropriate verbal interaction when interacting with other people * Cooperating with his/her peers * Showing acceptance of error and process |
| METHODOLOGY | | |
| * Practical Approach: Interactive classes are those in which students participation is constant along the topic so since the beginning they are producing language themselves and confidence to develop it at their own level. | | |
| * For students to be 100% involved in the learning process, activities such as pair work, role plays, listening to CDs, watching videos, developing oral and written projects and creative writing. | | |
| EVALUATION CRITERIA | | |
| ACHIEVEMENT INDICATORS | STRATEGIES | |
| * Identifies formal and informal introductions from different sources * Identifies personal information from different profiles. * Completes personal profiles with information from audio sources. * Introduces him/herself with fluency and grammatical accuracy | * Role plays * Listening and completing exercises. | |
| SUPPORTING MATERIAL | | |
| * CD, CD player, Student's book, Work book, flashcards. | | |

ENGLISH LANGUAGE SUBJECT ANNUAL PLAN

BOOK: MEGATRENDS 3

UNIT 1

Subject: English Course: 9 ° Grade
 Teacher: Luz de María Loucel Vides
 Name of the Unit: UNIT 1
 Timing: _____
 General Objective: Enable students to introduce themselves and others, talk about obligations and prohibitions, describe what they and others like doing and describe pe
and personality
 Specific Objective: 1. Students will be able to talk about obligations and prohibitions

TOPIC 3: You Shouldn't Do That

CONTENT

| CONCEPTUAL | PROCEDIMENTAL | ATTITUDE |
|---|---|---|
| * Analyze vocabulary to talk about obligations and prohibitions | * Describing scenes from pictures. * Making predictions about what is happening in pictures. * Asking and answering questions about a story from audio and written sources * Talking about grammar for obligations and prohibitions. * Completing sentences using "should" and "shouldn't". * Talking about what should be done in different situations. * Acting out dialogues about obligations and prohibitions. | * Evidencing self-confidence presentations * Showing appropriate verbal interaction when interacting with others * Cooperating with his/her partners * Showing acceptance of error in the learning process |

METHODOLOGY

- * Practical Approach: Interactive classes are those in which students participation is constant along the topic so since the beginning they are producing language themselves and developing confidence to develop it at their own level.
- * For students to be 100% involved in the learning process, activities such as pair work, role plays, listening to CDs, watching videos, developing oral and written projects and other activities.

EVALUATION CRITERIA

| ACHIEVEMENT INDICATORS | STRATEGIES |
|--|---|
| * Clearly identifies obligations and prohibitions in English. * Asks and answers questions about specific information in paragraphs and conversations. * Completes sentences using "should" and "shouldn't" with grammatical accuracy. * Talks about prohibitions and obligations with grammatical accuracy and fluency. * Acts out dialogues using "should" and "shouldn't" properly. | * Role plays * Listening and completing exercises. |

SUPPORTING MATERIAL

- * CD, CD player, Student's book, Work book, flashcards.

**ENGLISH LANGUAGE SUBJECT ANNUAL PLAN
BOOK: MEGATRENDS 3
UNIT 1**

Subject: English Course: 9 ° Grade
 Teacher: Luz de María Loucel Vides
 Name of the Unit: UNIT 1
 Timing: _____
 General Objective: Enable students to introduce themselves and others, talk about obligations and prohibitions, describe what they and others like doing and describe personality
 Specific Objective: 1. Students will be able to ask and answer questions about present events
2. Students will be able to talk about present events

| TOPIC 4: Pages 10 and 11 | | |
|--|---|---|
| CONTENT | | |
| CONCEPTUAL | PROCEDIMENTAL | ATTITUDE |
| <ul style="list-style-type: none"> * Identify present actions from different sources * Recognize when to use "do" and "does" in questions. * Recognize affirmative and negative statements in simple present | <ul style="list-style-type: none"> * Describing people in pictures. * Talking about schools, sports and favourite food. * Listening to audio and identifying who is being described. * Reviewing grammar charts about simple present. * Completing exercises with missing information from questions and answers. * Working in pairs asking and answering about different people's information * Playing charades using the information from the different profiles. | <ul style="list-style-type: none"> * Scanning articles for specific information * Cooperating with his/her partner * Showing appropriate behavior when interacting with others * Showing courtesy in conversation * Showing acceptance of the learning process |
| METHODOLOGY | | |
| <ul style="list-style-type: none"> * Practical Approach: Interactive classes are those in which students participation is constant along the topic so since the beginning they are producing language themselves and gain confidence to develop it at their own level. * For students to be 100% involved in the learning process, activities such as pair work, role plays, listening to CDs, watching videos, developing oral and written projects and | | |
| EVALUATION CRITERIA | | |
| ACHIEVEMENT INDICATORS | STRATEGIES | |
| <ul style="list-style-type: none"> * Talks about school, sports and food with grammatical accuracy and fluency * Asking and answering questions in simple present correctly * Completes sentences using "should" and "shouldn't" with grammatical accuracy. * Talks about prohibitions and obligations with grammatical accuracy and fluency. * Acts out dialogues using "should" and "shouldn't" properly. | <ul style="list-style-type: none"> * Role plays * Listening and completing exercises. | |
| SUPPORTING MATERIAL | | |
| <ul style="list-style-type: none"> * CD, CD player, Student's book, Work book, flashcards. | | |

Appendix 4

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
ENGLISH LANGUAGE DEPARTMENT



OBSERVATION CHECKLIST

Addressed to Ninth graders of Centro Escolar Católico María Consoladora del Carpinello of Santa Ana

Objectives:

- ✓ To evaluate students' improvement through the implementation of the lesson plan models based on the Communicative Approach

Teacher: _____ Week number: _____

Observer: _____

Instructions: Respond to each statement using the following scale:

- ✓ *N/A= Non-Applicable; Not Observed*
- ✓ *1= Could Improve*
- ✓ *2= Acceptable*
- ✓ *3= Excellent*

| CONTROLLED PRACTICE | N/A | 1 | 2 | 3 |
|---|-----|---|---|---|
| The student produces grammatically correct sentences. | | | | |
| The student builds correct examples of sentences. | | | | |
| Student's pronunciation is understandable. | | | | |
| SEMI-CONTROLLED PRACTICE | N/A | 1 | 2 | 3 |
| The student produces grammatically correct sentences | | | | |
| The student builds correct examples of sentences. | | | | |
| The student combines ideas to achieve cohesion in form and coherence in thought | | | | |
| The student corrects himself while communicating. | | | | |
| Student's pronunciation is understandable. | | | | |
| FREE PRACTICE | N/A | 1 | 2 | 3 |
| The student is capable of producing the language naturally | | | | |
| The student maintains comprehensible and ongoing communication | | | | |
| The student is confident when speaking. | | | | |
| The student knows how to maintain communication, despite having limitations | | | | |
| The student corrects himself while communicating. | | | | |
| The student produces grammatically correct sentences. | | | | |
| The student combines ideas to achieve cohesion in form and coherence in thought | | | | |
| Student's pronunciation is understandable. | | | | |

Comments:

A. Things that went well for the instructor/class:

B. Challenges in this particular class:

C. Specific suggestions for enhancing the learning environment:

Appendix 5



UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
ENGLISH LANGUAGE DEPARTMENT

ORAL EVALUATION RUBRIC

Objective: To evaluate 9th grade students' communicative competence response to the implementation of the Communicative Approach at C. E. C. María Consoladora del Carpinello

Date: _____

| Criteria | 4 Excellent | 3 Good | 2 Fair | 1 Needs improvement | Score |
|----------------------|--|--|---|--|-------|
| Fluency | Students maintain comprehensible communication with confidence despite having limitations. The student corrects himself while communicating. | Students most of the time maintains comprehensible communication with some confidence despite having limitations. The student most of the time corrects himself while communicating. | Students sometimes keep comprehensible communication with slight confidence despite having limitations. The student sometimes corrects himself while communicating. | Students lack of comprehensible communication with no confidence despite having limitations. The student does not correct himself while communicating. | |
| Accuracy | Students produce grammatically correct sentences combining ideas to achieve cohesion in form and coherence in thought. | Students most of the time produces grammatically correct sentences combining many ideas to achieve cohesion in form and coherence in thought. | Students sometimes produce grammatically correct sentences combining some ideas to achieve cohesion in form and coherence in thought. | Students do not produce grammatically correct sentences and cannot combine ideas to achieve cohesion in form and coherence in thought. | |
| Pronunciation | Students' pronunciation is understandable with rarely pronunciation errors. | Students' pronunciation is most of the time understandable with occasional pronunciation errors. | Students' pronunciation is sometimes understandable with frequent pronunciation errors. | Students' pronunciation is not understandable with consistent and extensive pronunciation errors. | |
| Total: | | | | | |

Adapted from: Heaton, J. (1985). *Writing English Language Testing*. Longman Group UK Ltd.

Appendix 6



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

QUESTIONS FOR THE ORAL INTERVIEW

Addressed to Ninth graders of Centro Escolar Católico María Consoladora del Carpinello of Santa Ana

1. What did you /your mom/ your brother/ do yesterday?
2. Could you ride a bike when you were 6 years old?
3. Could you dance when you were 10 years old?
4. Could you play any instrument when you were 13 years old?
5. Did you use to listen to music when you were a child?
6. What could you do when you were a child?
7. Did you take a shower yesterday?
8. What did you use to watch on T.V when you were a child?
9. What did you use to play when you were a child?
10. What did you use to eat when you were a child?

Appendix 7



UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
ENGLISH LANGUAGE DEPARTMENT

QUESTIONNAIRE

Addressed to the English teacher in charge of Ninth graders at C.E.C Maria Consoladora del Carpinello

Objectives: To know the teacher's opinion in the students' response to the development of this research study

1- Do students produce grammatically correct sentences after practicing the patterns?

Yes

No

2- Do students form correct examples of sentences after modeling the patterns?

Yes

No

3- Is student's pronunciation understandable after drilling the patterns?

Yes

No

4- Do students combine ideas to achieve cohesion in form and coherence in thought while doing semi-controlled practices?

Yes

No

5- Do the students correct themselves while communicating?

Yes

No

6- Are students capable of producing the language naturally?

Yes

No

7- Do students maintain comprehensible and ongoing communication?

Yes

No

8- Are students confident when speaking?

Yes

No

9- Do students know how to maintain communication, despite having limitations?

Yes

No

Appendix 8

VALIDATION SHEET FOR THE RESEACH TOOLS

Name of Validator: _____

Degree: _____

Position: _____

Number of years in teaching: _____

To the evaluator: Please check the appropriate box for your ratings.

Scale: 1- Poor 2- Needs Improvement 3- Good 4-Very Good 5-Excellent

| SCALE | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| ASPECTS TO VALIDATE | | | | | |
| 1. Clarity and directions of items The vocabulary level, language, structure and conceptual level of participants. The test directions and the items are written in a clear and understandable manner. | | | | | |
| 2. Presentation and Organization of items The items are presented and organized in logical manner. | | | | | |
| 3. Suitability of items The items appropriately presented the substance of the research. | | | | | |
| 4. Completeness of the Content The number of the items per area is a representative enough of all the items needed for the research. | | | | | |
| 5. Fullfillment of Purpose The instrument as a whole fulfills the objectives needed for the research. | | | | | |

Comments and suggestions:

Signature: _____

Appendix 9

VALIDATION SHEET FOR THE LESSON PLAN MODELS

Name of Validator: _____

Degree: _____

Position: _____

Number of years in teaching: _____

To the evaluator: Please check the appropriate box for your ratings.

Scale: 1- Poor 2- Needs Improvement 3- Good 4-Very Good 5-Excellent

| ASPECTS TO VALIDATE \ SCALE | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Clarity and direction of instructions The directions of the activities are written in a clear and understandable manner. | | | | | |
| 2. Presentation and Organization of the activities The activities are presented and organized in logical sequence. | | | | | |
| 3. Suitability of Activities The activities presented are appropriate for students' knowledge and the content of the units. | | | | | |
| 4. Completeness of the Content The number of the activities per unit is enough for the three different types of practices: controlled, semi-controlled and free practice. | | | | | |
| 5. Fulfillment of Purpose The lesson plan as a whole fulfills the objectives needed. | | | | | |

Comments and suggestions:

Signature: _____

Appendix 10

**CENTRO ESCOLAR CATÓLICO
MARÍA CONSOLADORA DEL CARPINELLO, SANTA ANA
MORNING SHIFT
MAY 2017**

LESSON PLAN #1

| | |
|----------------------------|--|
| Unit: | 2 "That's life" Lesson3 |
| Topic: | What do you do? |
| Students' grade: | Ninth Graders |
| Skills: | Speaking |
| Time: | 180 minutes (4 classes of 45 minutes each) |
| Objectives: | At the end of the class, SWAT: Talk about routines and habits in the past using the past simple and in the present using the present simple |
| Materials: | Teacher' s book, markers, board, students' book, pieces of paper, masking tape, charts |
| Target structure: | Past Simple Tense vs. Present Simple Tense |
| Vocabulary: | Professions |
| Method: | CLT |
| Teaching resources: | On Track Book 3, Internet, books |

Warm up: Memory game (15 minutes)

- ✓ Greet students and introduce yourself. Explain the objectives of the class and the rules.
- ✓ Divide the class into two groups.
- ✓ Bring a chart that has different action verbs hidden under pieces of paper, and paste the chart on the board. Then, explain that the objective of the memory game is to make pairs and say sentences about the pictures using the verbs in the past simple tense. Students can only see the numbers from 1 to 16. Then, one student from the first group says randomly two numbers from 1 to 16.
- ✓ Show the pictures that correspond to the numbers that the student said for him or her to see and memorize the picture. It is important that the student makes a sentence using the past simple and the verb that the picture represents. Next, hide the pictures again.

- ✓ Then, one student from the other group repeats the process that the student of the previous group did. The game continues, and different students from the two groups take turns to make pairs. The winner group is the one with more pairs. It is vital that each student makes a sentence per each picture to be able to make the pairs.

Book Time (10 minutes)

- ✓ Ask students to name the different professions they know.

Match. Then, listen and check your answers.

| | | | | | |
|---|---|---|---|--|---|
|  |  |  |  | secretary | 10 |
| | | | | chef | 6 |
| | | | | plumber | 7 |
| | | | | doctor | 5 |
| | | | | cameraman | 3 |
| | | | | construction worker | 2 |
| | | | | salesperson | 9 |
| | | | | vet | 1 |
| | | | | lawyer | 4 |
| | | | | dentist | 8 |
|  |  |  |  |  |  |


B. Complete with the Present Simple or the Past Simple of the verbs in parentheses.

1. My father worked (work) as a salesperson when he was young. Now he has his own company and I help (help) him with that.
2. Martha is a doctor. She went (go) to the hospital every day last year but not this year. Every Tuesday and Friday she visits (visit) sick people at their houses. She loves (love) her job very much.
3. Bruce got (get) a job as a taxi driver a year ago but last week he stopped (stop) because he didn't like (not like) driving a taxi.

- ✓ Ask students to open their Student's Book on page 30. Teacher asks what their parents, friends, cousins, or neighbors' professions are. Then, teacher asks students to open their Student's Book on page 31. Students describe what they see. Students look at the pictures and match them with the profession that each of them represents.

Grammar (20 minutes)

- ✓ Ask students to open their Student's Book on page 30. Students read the chart.

| Present Simple vs. Past Simple  | | |
|---|---|--|
| TENSE | USE | EXAMPLE |
| Present Simple | Everyday activities or routines | » <i>She always works late at night.</i> |
| Past Simple | <ul style="list-style-type: none"> • Activities that happened at a definite time in the past • Routines in the past | » <i>She worked at the hospital in 1999.</i> |

- ✓ Give the following chart to students to explain the Grammar. Explain it helped by some students' opinion ad examples.

SIMPLE PAST

| Regular Verb (to work) Affirmative | Regular Verb (to work) Negative | Questions | Short answer + | Short answer - |
|---|--|------------------|-----------------------|-----------------------|
| I worked. | I didn't work. | Did I work? | Yes, I did. | No, I didn't. |
| He worked. | He didn't work. | Did he work? | Yes, he did. | No, he didn't. |
| She worked. | She didn't work. | Did she work? | Yes, she did. | No, she didn't. |
| It worked. | It didn't work. | Did it work? | Yes, it did. | No, it didn't. |
| You worked. | You didn't work. | Did you work? | Yes you did. | No, you didn't. |
| We worked. | We didn't work. | Did we work? | Yes we did. | No, we didn't. |
| They worked. | They didn't work. | Did they work? | Yes they did. | No, they didn't. |

SIMPLE PRESENT

| Affirmative | Negative | Questions | Short answer + | Short answer - |
|-------------|-------------------|----------------|----------------|------------------|
| I work. | I don't work. | Do I work? | Yes, I do. | No, I don't. |
| He works. | He doesn't work. | Does he work? | Yes, he does. | No, he doesn't. |
| She works. | She doesn't work. | Does she work? | Yes, she does. | No, she doesn't. |
| It works. | It doesn't work. | Does it work? | Yes, it does. | No, it doesn't. |
| You work. | You don't work. | Do you work? | Yes you do. | No, you don't. |
| We work. | We don't work. | Do we work? | Yes we do. | No, we don't. |
| They work. | They don't work. | Do they work? | Yes they do. | No, they don't. |

Book time

- Have students complete the grammar exercise on page 31

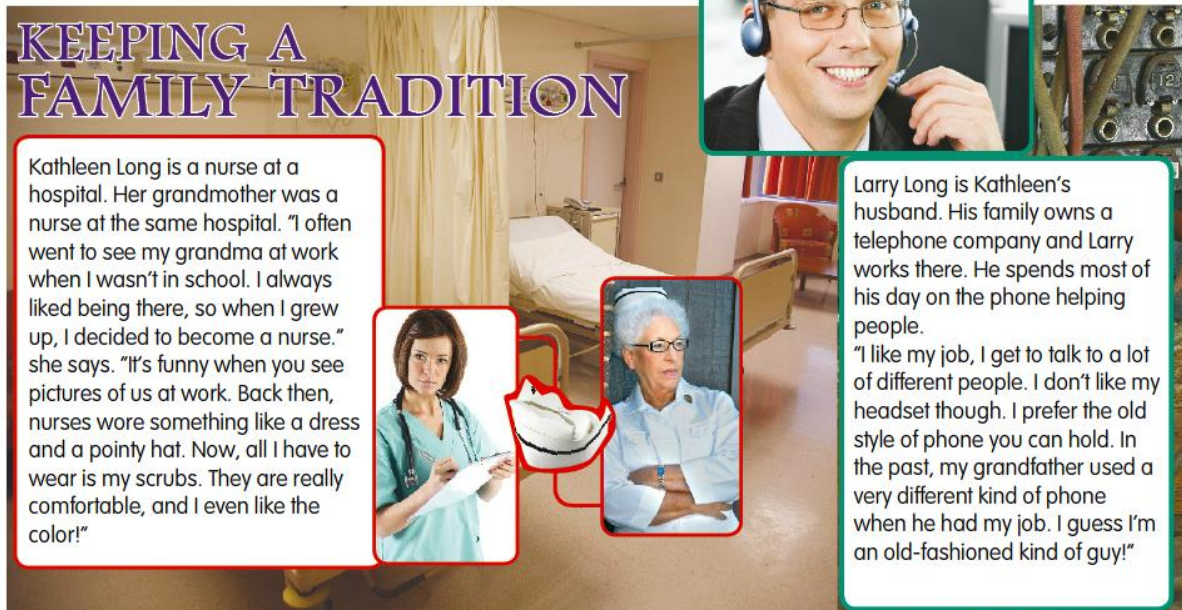
Controlled Practice

Book time (20 min. approx.)

- ✓ Ask students to open their student's Book on page 30. Students describe what they see.

2 Read

A. Listen and read. What do the people in the pictures do?



KEEPING A FAMILY TRADITION

Kathleen Long is a nurse at a hospital. Her grandmother was a nurse at the same hospital. "I often went to see my grandma at work when I wasn't in school. I always liked being there, so when I grew up, I decided to become a nurse." she says. "It's funny when you see pictures of us at work. Back then, nurses wore something like a dress and a pointy hat. Now, all I have to wear is my scrubs. They are really comfortable, and I even like the color!"

Larry Long is Kathleen's husband. His family owns a telephone company and Larry works there. He spends most of his day on the phone helping people. "I like my job, I get to talk to a lot of different people. I don't like my headset though. I prefer the old style of phone you can hold. In the past, my grandfather used a very different kind of phone when he had my job. I guess I'm an old-fashioned kind of guy!"

- ✓ To read the short text, play the "Popsicle Stick Reading" in which students' names are written on Popsicle sticks and placed in a can. Take one Popsicle

stick with the name of a student to start reading. When the student finishes, he or she takes another Popsicle and the student, whose name is written on the Popsicle continues reading. If there is a new word, encourage students to infer its meaning based on the context. If they can't find its meaning, you can help

- ✓ Ask the comprehension questions that are on page 30 from the Student's Book.

- | | |
|--|---|
| 1. This person wears a uniform at work. | K |
| 2. This person does the same job that a family member did. | B |
| 3. This person likes his/her job. | B |
| 4. This person likes talking to different people. | L |

- ✓ Next, have students underline the verbs in the simple past and circle the ones in the present simple.
- ✓ When students finish, they make pairs and paraphrase the short story to their pairs

Sentence Picture (10 minutes)

- ✓ Show students pictures of different professions.
- ✓ Have them make as many sentences as they can, using the simple past. The person at their back will pass the sentences to simple present.
- ✓ Or students can see a picture for 10 seconds. Then, the picture is then taken away and then students are asked what they remember.

“Running dictation” (15 minutes)

- ✓ Divide the class into two groups. In each group half of the students are the writers and the other half the runners. The runner must run to the different sentences around the classroom and read these to the writer. The writer must then write the sentences. No shouting in the classroom should be allowed! The runner must be in front of the writer when they tell them the sentence. Once the group has all the sentences they must put them in order to form a story. The first team to give the correct story is the winner.

Semi-Controlled Practice

“Word Association.” (15 minutes)

- ✓ Bring some flashcards with different professions.
- ✓ Ask students to stand up. Next, choose a student and show him or her flashcard with a profession for him or her to come up with any word associated to the profession. For example: the profession flashcard has a nurse, so the student may say “hospital or sick people.”
- ✓ Ask another student to make a sentence with the simple present or simple past with the word the previous student has just used. When both students say the answer; they can sit down, but if one of doesn’t answer they keep standing. Now, it is the turn for another student to come up with a different word.
- ✓ Teacher goes around the class until each student has given her a word and sentence. She keeps asking the remaining standing students to give her words. The last person or couple standing is the loser and has a penalty. The penalty could be to make a short description of his or her parent’s professions.

“Story Chains.” (20 minutes)

- ✓ Take students outside of the classroom.
- ✓ Bring a bag with different pieces of paper with verbs and objects.
- ✓ Ask students to make a circle.
- ✓ Play some music and students pass the bag. When music stops, the student who has the bag takes one object or piece of paper from the bag and he or she must start an imaginary story using the simple past and the vocabulary or object that he or she has just taken. Ask another student to pass to the present simple the piece of story that the student has just said. Teacher or another student can help the student if needed. After this, the music is played again and students pass the bag to continue with the story.
- ✓ When all of the students or at least most of them have participated the teacher has the last student to finish up the story.

Free Practice

Role Plays (30 minutes)

- ✓ Teacher will provide a situation.
- ✓ Students get in pairs to prepare and perform the situation given

Wrap up: (15 minutes)

Gone in 30 Seconds - Board Game

This is an activity to review the past simple tense and the routines in the past contrasted with the ones in the present.

- ✓ Stick on the board the board game. The class is divided into two groups.
- ✓ Then, students take turns to move their counters along the board by rolling a big dice. When a student lands on a square, they have to talk about the topic on the square in the past simple tense for 30 seconds without stopping.
- ✓ If a student from one group can't think of anything to say, makes a grammar mistake, or stops talking before the 30 seconds are up, he or she has to move back to their previous square. Students from each group take turns to participate.
- ✓ Finally, the first group to reach the finish wins the game.

| | | | | | | |
|--|---|--|--|--|--------------------------------------|--|
| the last time you woke up late | something interesting you did last week | the last time you went to a park | GONE IN 30 SECONDS Past Simple Speaking Game | | | |
| the last time you went out with your friends | Move ahead 4 spaces | the house you lived in when you were a child | a restaurant you went to recently | a town / city you lived in when you were a child | the last time you went to the cinema | |
| Go back 2 spaces | | what you did last night | a holiday you didn't enjoy very much | Oh no, go back! | what you did before class | |
| how you came to class today | Finish! | the last time you went to a beach | | the last time you went to a zoo | a frightening experience you had | |
| what you did last weekend | | the last time you came home late | | a place you visited last year | your last holiday | |
| the last time you were bored | | | | the last time you walked very far | Go back 2 spaces | |
| Oh no, go back to the start! | How to Play In groups of three or four, take it in turns to throw the dice and move your counter along the board. When you land on a square, talk about the topic for 30 seconds in the past simple tense. | | | the last time you cooked some food | what you had for lunch yesterday | |
| the last time you spent a lot of money | | | | | a person you met last week | |

Homework: Students get in pairs and make a role play in which they will talk about any profession. They will make a comparison between how the professions was in the past, and how it is in the present.

**CENTRO ESCOLAR CATÓLICO
MARÍA CONSOLADORA DEL CARPINELLO, SANTA ANA
MORNING SHIFT
MAY 2017**

LESSON PLAN #2

| | |
|----------------------------|---|
| Unit: | 2 "That's life" Lesson 4 |
| Topic: | You can do it! |
| Students' grade: | Ninth Graders |
| Skills: | Speaking, reading, listening |
| Time: | 180 minutes (4 classes of 45 minutes each) |
| Objectives: | At the end of the class, SWAT: <ul style="list-style-type: none">✓ Talk about the different things they could do in the past✓ Talk about the different things they couldn't do in the past |
| Materials: | Teacher' s book, markers, activity pages, board, cd player, students' book |
| Target structure: | Could/ couldn't (ability) |
| Vocabulary: | Activities in the past |
| Method: | CLT |
| Teaching resources: | On Track Book 3, Internet, books |

Warm up: Play with moods (10 minutes)

- ✓ Ask students to form a circle outside of the classroom.
- ✓ Bring a ball and give it to students. They have to pass the ball.
- ✓ Say stop during the activity.
- ✓ The student with the ball will pick a paper from the box which contains a mood. For instance: *happy, sad, sarcastic, etc.*
- ✓ Then, ask the student to read a sentence from the book taken from page 32, but she or he has to use the mood from the box to read the text.

Book time: Reading comprehension "Helen Keller" (15 minutes)

- ✓ Direct students to page 32 and first ask them what they see on the picture. Elicit their answers
- ✓ Ask students if they know Helen Keller, or who they think she is.
- ✓ Then, tell students that they will read the text from page 32. One student will read the first sentence then; she or he will say popcorn and will say a name and the person named will continue until they finish the text.


1 Read

A. Look at the pictures and the title of the text. What do you know about Helen Keller?


7 THINGS YOU DIDN'T KNOW ABOUT...

HELEN KELLER

1. Helen Adams Keller was born on June 20th, 1880 in Tuscumbia, Alabama.
2. Helen couldn't see, hear and at first she couldn't speak. Her teacher, Anne Sullivan, used a special sign language to teach her. She made signs in the palm of her hand. In that way Helen could understand words. She learned to speak by touching people's mouths as they spoke.
3. She went to Radcliffe College and she was the first deaf and blind person to graduate.
4. Helen was an excellent typist. She could type on a regular typewriter and on a special Braille typewriter.
5. Her favorite food was hot dogs!
6. She had many famous friends, including the author Mark Twain and the inventor of the telephone Alexander Graham Bell.
7. There are many books, TV shows and movies about Helen Keller's life, including an Oscar-winning movie, *The Miracle Worker*, in 1962.



Come to Your Senses



TIP Decide in which part of the text you can find the information you need.

- ✓ Check how students pronounce the words and write the mistakes and at the end give them feedback.
- ✓ After that, ask students to answer the questions from exercise B.
- ✓ Then, ask some students to read their answers.

1. Who was Anne Sullivan?
Helen Keller's teacher.
2. How did Helen learn her first words?
By touching people's mouths as they spoke.
3. Where did Helen go to college?
She went to Radcliffe College.
4. Who were some of Helen's famous friends?
Mark Twain and Alexander Graham Bell.
5. What is *The Miracle Worker* about?
It was about her life.

Grammar: could/ couldn't (ability) (15 minutes)

- ✓ Explain the following in a synthesized form for students.

| | |
|----------|--|
| FUNCTION | Could is the past form of can. We use could/couldn't for ability in the past. |
| EXAMPLES | -I could ride a bicycle when I was five years old. -I couldn't read when I was three. -Could you read when you were six? |

Affirmative statement

| Subject | Could | Base verb | Complement |
|---------|-------|-----------|--------------------|
| I | could | come | to class yesterday |
| You | could | do | the homework. |
| She/he | could | find | the store. |

Negative statement

| Subject | Could not (couldn't) | Base verb | Complement |
|---------|----------------------|-----------|-----------------|
| She/ he | could not | finish | the exercise. |
| We | could not | go | to the concert. |
| They | couldn't | buy | the tickets. |

Yes/no questions

| Could | Subject | Base verb | complement |
|-------|---------|-----------|------------|
| Could | I | run | fast? |
| Could | you | ride | a bicycle? |
| Could | she | eat | the food? |

Short answers

| | | |
|-----------------------|-------------------------|-------------------------|
| YES, I could | Yes, you could | Yes, she could |
| No, I couldn't | No, you couldn't | No, she couldn't |

Controlled practice

Running dictation (10 minutes)

- ✓ Arrange students into pairs and nominate one student to be the writer and the other the runner. The runner must run to the text around the classroom and read that to the writer. The writer must then write the complete text.
- ✓ No shouting in the classroom should be allowed – the runner must be in front of the writer when they tell them the sentence.
- ✓ The first team to give the correct story is the winner.

Mozart was born in Austria in 1756. His father was a musician. At age three, he could play¹ the piano. After he heard a piece of music one time, Mozart could play² it. People couldn't believe³ their ears! At age five, he could write⁴ music for the piano. Soon his father couldn't teach⁵ him because little Mozart knew everything. At twelve, he was famous and could make⁶ money for his family.

Mozart worked long hours and could work⁷ very fast. He could write⁸ an opera in just a few weeks. He could work⁹ better at night because it was quiet. He could write¹⁰ all kinds of music, even music for clocks. In all, he wrote over 600 pieces of music.

Mozart died at age 35. We still cannot understand¹¹ why he died. Today, we still listen to Mozart at concerts. We can buy¹² his music on tapes or CDs. Believe it or not, Mozart is still the world's best-selling composer!

Book time: Listen and repeat (15 minutes)

- ✓ Ask students to open the book on page 33, exercise 2
- ✓ Read the vocabulary from each picture. Have students repeat the vocabulary.
- ✓ Tell students to form sentences with the vocabulary using could or couldn't.
- ✓ Ask some students to share their sentences orally.



» draw



» take pictures



» drive



» count



» use a computer



» sing

- ✓ After that, tell students to work on exercise B from page 33. They have to complete the sentences using can/can't or could/couldn't.
- ✓ Ask some students to read the answers and correct them if it is necessary.

1. Frank **couldn't** drive a car two years ago, but now he can.
2. **Could** you walk when you were a year old?
3. I **can't** hold my breath for more than 30 seconds. How can you do it?
4. A: **Can** Tony fly a helicopter?
B: Of course. He's a pilot.
5. Kelly **could** ski when she was young, but now she can't.

Memorization of a dialog (15 minutes)

- ✓ Ask students to work in pairs
- ✓ Bring a dialog in photocopies
- ✓ Give each pair a piece of paper with a dialog
- ✓ They have to read the dialog and they have to memorize the dialog.
- ✓ Bring costumes to the class.
- ✓ Students have to pass and say the dialog using the accessories.
- ✓ They are not allowed to read.
- ✓ Give feedback about the pronunciation of the words.

A: Did I tell you about my weekend?
 B: Umm... you just told me that you went to a great place. Tell me more!
 A: It was beautiful. I could practice a lot of sports. I could play soccer.
 B: Really! Could you go swimming?
 A: Yes, I could. There were three pools in that place.
 B: What else could you do there?
 A: I could visit the waterfalls and I could take a lot of pictures.
 B: Sounds great! I couldn't go out because I was sick. I couldn't move from bed.

Semi-Controlled practice

Survey (10 minutes)

- ✓ Provide a photocopy of a survey.
- ✓ Students have to complete the survey by asking their classmates.

| QUESTIONS | STUDENT'S NAME: | STUDENT'S NAME: | STUDENT'S NAME: |
|---|-----------------|-----------------|-----------------|
| 1. Could you ride a bicycle when you were 6? | | | |
| 2. Could you read when you were 4? | | | |
| 3. Could you dance when you were 10? | | | |
| 4. Could you play an instrument when you were 13? | | | |

Book time: Famous people (10 minutes)

- ✓ Ask students to open their book on page 33. They have to match the famous people with the correct sentence.
- ✓ Listen and check the answers.
- ✓ Ask some students to transform those sentences into negative statements.



Beethoven



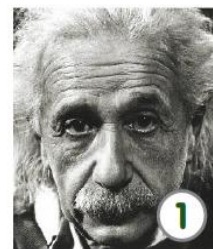
Mozart



Houdini



Neil Armstrong



Einstein

- ⑤ 1. could play the violin at the age of six.
- ② 2. could compose operas at the age of twelve.
- ③ 3. could do acrobatic tricks at the age of ten.
- ④ 4. could fly a plane at the age of sixteen.
- ① 5. couldn't hear when he composed his Ninth Symphony.

"Bang Bang" (15 minutes)

- ✓ Arrange the class in two teams. One student from each team stands opposite each other.
- ✓ Explain that they are cowboys involved in duel.
- ✓ Get them to pretend they draw their pistols.
- ✓ Hold up a card with some verbs. They have to "bang-bang" their opponent and say a sentence using could or couldn't to earn a point.

VERBS : Play /Drink /swim /write /read /run /eat /cook /Jump

Naughts and Crosses (Tic-tac-toe) (10 minutes)

- ✓ Arrange students into two teams.
- ✓ One team is “naughts” and the other team “crosses”.
- ✓ Draw a grid on the board
- ✓ Ask a question to each team in turn. If they answer the question correctly then they can draw a “naught” or “cross” (depending on what team they are) on the grid.
- ✓ The first team to have 3 in a row scores 1 point.
- ✓ Repeat the game several times and the team with the most points at the end wins.

Free Practice

Create a Commercial (20 minutes)

- ✓ Ask students to work in trios.
- ✓ Students have to create a commercial based on the topic
- ✓ They have 5 minutes to prepare the commercial.
- ✓ Students will pass to perform the commercial.
- ✓ Provide feedback at the end.

Interview your classmate (15 minutes)

- ✓ Students have to work in pairs
- ✓ They have to interview their partner. They have to find out the things their partner could do and couldn't.
- ✓ Then, they have to pass and talk about the thing their mate could do and couldn't do in the past.

WRAP UP: Word pot (10 minutes)

- ✓ Bring a pot or bag.
- ✓ Ask students to write a word and put it on the bag.
- ✓ Ask volunteers to pass and pick a paper.
- ✓ The students have to say sentences related to the word but they have to use the modal could.

HOMEWORK: Students will look for TV commercials on the internet. They will use the structure (could/couldn't) to create their own TV commercial.

**CENTRO ESCOLAR CATÓLICO
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MORNING SHIFT
JUNE 2017**

LESSON PLAN #3

| | |
|----------------------------|---|
| Unit: | 2 "That's life" Lesson 5 |
| Topic: | The way it used to be |
| Students' grade: | Ninth Graders |
| Skills: | Speaking, reading, listening |
| Time: | 180 minutes (4 classes of 45 minutes each) |
| Objectives: | At the end of the class, SWAT: compare past habits and routines to the present |
| Materials: | Teacher's book, markers, activity pages, board, cd player, students' book |
| Target structure: | Used to |
| Vocabulary: | Means of transportation |
| Method: | CLT |
| Teaching resources: | On Track Book 3, Internet, books |

Warm up: BINGO (10 minutes)

- ✓ Ask students to draw a 3x3 grid. Students will write a word in each square a word from the following list: car, ferry, monorail, motorcycle, bus, train, subway, on foot.
- ✓ Read a sentence including a word from the vocabulary. Students must then identify the word or picture on their bingo grid and cover the space. If a student has all words or pictures covered diagonally, across a row or vertically in a column, they should call BINGO.

Sentences:

| | |
|--------------------------------------|---|
| My dad bought a car. | I didn't travel by ferry. |
| My motorcycle was red. | The first train left from Paris on October 10 th . |
| My dad used to take a bus | I used to go to school on foot. |
| The subway is faster than the train. | I used to travel by monorail. |

Book time: Listening to vocabulary (15 minutes)

- ✓ Direct students to page 34 of the book and first ask them what they see on the pictures.
- ✓ Elicit their answers. Then, read with them the vocabulary on exercise 1.

- ✓ Write the vocabulary on the board and have students repeat the vocabulary. Every time they repeat the list of words, teacher deletes a word.
- ✓ Tell them that they are going to listen to audio 38 of the teacher's book CD, and they will match the pictures with the phrases.
- ✓ Check their answers at the end.

| | | | |
|-------------|------------------|------------|--------------|
| a. by car | c. by monorail | e. by bus | g. by subway |
| b. by ferry | d. by motorcycle | f. by tram | h. on foot |




- ✓ Ask students to go to page 35. Teacher will start reading, then, she will ask a student to continue reading and so on.
- ✓ Ask students to underline the new words and provide the meaning of the words. Students will complete the exercise of the reading.
- ✓ Check their answers at the end

ON THE MOVE


The Orient Express was a passenger train route that went all around Europe. The original starting and ending points of the line were Paris and Istanbul, with many stops in between. The first train left from Paris on October 10th, 1882, around 6:30 in the evening, and got to Vienna the next day at 11:20 at night. Cars in the train included luggage cars, sleeper cars, and dining cars. The Orient Express was a famous mode of transportation because it was convenient, but it was also very mysterious and intriguing. In fact, it was even the inspiration for countless novels, movies, TV shows, and video games. The most famous of all these is probably the Agatha Christie mystery, *Murder on the Orient Express*.

The train system used to operate for over a hundred years, but with the rise of cars and other high speed railways, the Orient Express became less popular. In December, 2009, the Orient Express stopped running entirely.



The Silk Road is a system of roads that connect Asia with the Mediterranean. People use this network of trade routes for importing and exporting goods from Asia to Africa and Europe, and vice versa. The "road" gets its name from the popular silk from China. In fact, this is a common item for trading along the route. The Silk Road is about 3,000 years old and the roads are over 7,000 miles long.

Merchants used to travel with many kinds of animals to trade their goods. Donkeys, horses, and even camels were popular choices for work animals. Because of this amazing network of roads, it was possible for people, ideas, and traditions to move from one part of the world to another.



1. The Orient Express started operating on **October 10th, 1882**.
2. People liked traveling by the Orient Express because it was a **convenient** mode of transportation.
3. **Agatha Christie** wrote a mystery novel about the Orient Express.
4. People use the Silk Road to **import and export goods (from Asia to Africa and vice versa)**.
5. The Silk Road started operating about **3,000 years** ago.

Grammar: The verb used to (10 minutes)

| AFFIRMATIVE | NEGATIVE | QUESTIONS |
|---|--|---|
| I/ You/He/She/It/We/They used to play. | I/ You/He/She/It/We/They didn't/did not use to play. | Did I/you/he/she/it/ we/they use to play? |
| <i>We used to go skateboarding when we were young</i> | | |

Controlled Practice

Question & Answer Drill (10 minutes)

- ✓ Write questions on the board and have students to chorally ask him. Then, when the students understand some of the possible ways of answering the question, move to open pairs (student A asks student B).

- ✓ **Variation:** Ask students to answer the questions without saying yes or no. To avoid this type of answers, they must say the complete sentence. For example, -Did you use to go swimming when you were a child? –I used to go swimming when I were a child. /I didn't use to go swimming when I were a child.

Questions:

Did you use to play basketball?

Did you use to watch "barney and friends when you were a child?

Did you use to buy candy when you were in first grade?

Did you use to be afraid to dogs when you were a child?'

Did you use to have a pet?

Did you use to play with your neighbors at night?

Did you use to play soccer in the street?

Did you use to play with cars?

Did you use to play with dolls?

Did you use to go to the amusement park on July?

✓ *Assign homework (Directions explained at the end)*

Pass the bottle (10 minutes)

- ✓ Students will make a circle.
- ✓ Give a bottle of water, and they have to pass the bottle with their elbows.
- ✓ When music stops, the student that has the bottle will say the list of things he or she used to do when he/she was a child.

Song activity (20 minutes)

- ✓ Write the tittle of the song on the board and ask students to say words related to the song.
- ✓ Fill in the blanks: Students are given a sheet with a song lyric.
- ✓ Students listen to the song and they fill in the blanks with the missing words.
- ✓ Finally students sing the song aloud. (The words in bold are the words that will be missing on students sheet)

**"Somebody That I Used To Know"
(Gotye feat. Kimbra)**

Now and then I think of when we **were**
together
Like when you said you **felt** so happy
you **could die**
Told myself that you **were** right for me
But felt so lonely in your company
But that was love and it's an ache I still
remember

You can get addicted to a certain kind
of sadness
Like resignation to the end, always the
end
So when we **found** that we **could not**
make sense
Well you **said** that we would still be
friends
But I'll admit that I **was** glad that it was
over

But you **didn't have** to cut me off
Make out like it never happened and
that we **were** nothing
And I don't even need your love
But you treat me like a stranger and
that feels so rough
No you **didn't have** to stoop so low
Have your friends collect your records
and then change your number
I guess that I don't need that though
Now you're just somebody that I **used**
to know

Now you're just somebody that I **used**
to know
Now you're just somebody that I **used**
to know

[Kimbra:]

Now and then I think of all the times
you screwed me over
But had me believing it was always
something that I'd done
But I don't wanna live that way
Reading into every word you say
You said that you **could let** it go
And I wouldn't catch you hung up on
somebody that you **used to know**

[Gotye:]

But you **didn't have** to cut me off
Make out like it never happened and
that we were nothing
And I don't even need your love
But you treat me like a stranger and
that feels so rough
No you **didn't have** to stoop so low
Have your friends collect your records
and then change your number
I guess that I don't need that though
Now you're just somebody that I **used**
to know

[x2]

Somebody

(I used to know)

Somebody

(Now you're just somebody that I used
to know)

(I used to know)

(That I used to know)

(I used to know)

Somebody

- ✓ Ask students to take out all the sentences that are in past tense.
- ✓ Have students to complete exercise B on page 35 of their student book.
- ✓ Check the answers.

1. A: _____ **Did** _____ the Jamesons **use to live** (live) in New York?

B: No, they **didn't use to live** (not live) in the States at all. They **used to live** (live) in Europe.

2. A: _____ **Did** _____ Jane **use to help** (help) her husband at the store?

B: Well, she **didn't use to work** (not work) at her husband's store but now she does.

3. My friends and I **used to hang out** (hang out) at the mall when we were teenagers.

Semi-Controlled Practice:

Change Places (15 minutes)

- ✓ Teacher arranges students in a circle.
- ✓ She either asks a question or asks for a volunteer and that student must stand in the middle of the circle.
- ✓ The student in the middle says "*Change places if you used to play basketball when you were 11 years old*". All students who answer yes must move to another place. The person in the middle must try to steal a place. There will always be one student who does not have a place. He/she will be in the middle and it is his/her turn to say 'Change places if....'

Story Chains (15 minutes)

- ✓ Bring a bag with different objects.
- ✓ Students are asked to make a circle. Then, play some music and students pass the bag. When music stops, the student who has the bag takes one object from the bag and he or she must tell a sentence using the word and the target structure to start the story.

Sentence Pictures (15 minutes)

- ✓ Cut up cards of different activities, animals, etc. selected randomly.
- ✓ Give one card to each student. Tell the students that they must find another in the class and tell them what the picture makes them remember and listen to the other person's sentence.

- ✓ Students then must exchange pictures and find another student to talk to.
- ✓ Emphasize that they must ask the name of the person they were talking to before they move on to talk to another one.
- ✓ To end up the activity, ask individual students to report to the class the interesting things they've learned about other people in class.

Free Practice

Just a Minute (30 minutes)

- ✓ Teacher writes topics randomly around the board. Then, teacher has a student throw a sticky ball (piece of rolled up paper) at the board.
- ✓ The topic which is closest to where the ball hits is their topic. The student must then stand and speak for one minute without hesitation or repetition about the topic. If the student hesitates, repeats or becomes silly then stop them.

Topics: Childhood games, childhood food, childhood TV programs, childhood music, and childhood technology.

Wrap up (30 minutes)

- ✓ ***Famous personality party:*** Students will pretend they are a famous person. They will describe the things this person used to do.
- ✓ Provide students with some customs for them to internalize their character.

| |
|--|
| <p>HOMEWORK: Write and memorize a list of ten things you used to do when you were a child. (It will be assigned the first day of the class)</p> |
|--|

CENTRO ESCOLAR CATÓLICO
MARÍA CONSOLADORA DEL CARPINELLO, SANTA ANA
MORNING SHIFT
JUNE 2017

LESSON PLAN #4

| | |
|----------------------------|---|
| Unit: | 2 "That's life" Lesson 6 |
| Topic: | What I wear |
| Students' grade: | Ninth Graders |
| Skills: | Speaking, reading, listening |
| Time: | 180 minutes (4 classes of 45 minutes each) |
| Objectives: | At the end of the class, SWAT: <ul style="list-style-type: none">✓ Talk about types of clothings✓ Differentiate between possessive adjectives and possessive pronouns✓ Know how to use the possessive case of nouns |
| Materials: | Teacher' s book, markers, activity pages, board, cd player, students' book |
| Target structure: | Possessive adjectives – Possessive Pronouns |
| Vocabulary: | Types of Clothes |
| Method: | CLT |
| Teaching resources: | On Track Book 3, Internet, handouts |

WARM UP: Simon says! (10 Min)

- ✓ Divide the class into three groups. Each group will choose a representative
- ✓ Take all students of the classroom. Take some space from the groups and call the representatives only
- ✓ Ask students to bring you things by using the following pattern:
 - *Simon says: bring me...* **handkerchiefs, earrings, necklaces, bracelets, shoes, belts, watches, wallets, rings, coins, notebooks**
- ✓ Students can only bring things that belong to their group members not themselves.
- ✓ The group who gets the requested things first wins a point. The group with the most points wins

Book time: Vocabulary listening (10 Min)

- ✓ Have students go to page 36, to Exercise 1 of the book
- ✓ Have students listen to audio 40 of the teacher's book CD. Then have them repeat the vocabulary about clothes.
- ✓ Ask them if they know other types of clothes. Write on the board
- ✓ Ask them these questions and model the answer:

- What are you wearing right now? A/ I'm wearing a...
- What is your favorite type of clothes? A/ I like... / My favorite cloth is...



Grammar: Possessive adjectives and Possessive pronouns (20 minutes)

- ✓ Have students go to page 37, exercise 4 of the book
- ✓ Explain the following in a summarized way for students.
- ✓ Have them complete the exercise of the book and check it later

| POSSESSIVE ADJECTIVES | POSSESSIVE PRONOUNS |
|-----------------------|---------------------|
| my | mine |
| your | yours |
| his | his |
| her | hers |
| its | - |
| our | ours |
| your | yours |
| their | theirs |

» *That isn't my bag. Mine is brown.*

POSSESSIVE CASE

| | |
|-------------------------------|--|
| SINGULAR NOUNS | The girl's name is Kim. |
| REGULAR PLURAL NOUNS | The girls' names are Tina and Patty. |
| IRREGULAR PLURAL NOUNS | The children's names are Ted and Mary. |

Possessive adjectives always go before nouns and do not take article before them.

- ✓ *Her hat is green.*

Possessive pronouns replace possessive adjectives + nouns, so they are never followed by nouns.

- ✓ *Your bag is brown, but mine is black.*
- ✓ *That cat is hers*

Possessive Case

✓ We use the **possessive case** to express possession

- *This is Tom's book.*
- ✓ We form the possessive case by adding 's to a noun

- ✓ We add only 's to regular plural nouns ending in -s. Irregular plural nouns take 's.
 - *This is my sister's pencil.*
 - *My parents' room is full of books.*
 - *Here's the children's room.*

✓ **BE CAREFUL! Don't confuse the 's ending with that of the Verb BE!**

- *Ronnie's at home.*
- *Ronnie's home*

Circle the correct words

1. A: Is that jacket **your** / **yours**?
 B: No, it isn't **my** / **mine**. It's my **sister** / **sister's**.
2. Jack has two **brothers** / **brother's**.
Their / **Theirs** names are Ben and Michael.
3. Wash the **children's** / **childrens'** socks, please.
4. A: Is that Tom's sweatshirt?
 B: I don't know. Maybe it's **Julie** / **Julie's**.
 A: No, I don't think so. **Her** / **Hers** is pink.

Time Filler: I'll burn this garment! (5 minutes)

- ✓ Ask some students to lend you any object they have in their desks
- ✓ Say you will give back their things if they answer correctly following the pattern below. Give an example first.
 - **Teacher:** I will burn this garment!
 - **Student:** No, you can't.
 - **Teacher:** Why not?
 - **Student:** Because it's mine.

HOMEWORK: Search for the names of clothes for men and women

Controlled Practice

Warmer: Charades – Dress the dolls! (10 Min)

- ✓ Play a guessing game with clothes vocabulary
- ✓ Bring a naked doll (cartoon) and students will dress it as they play

Book time: How stylish are you? (15 Min)

- ✓ Have students go to page 36, Exercise 2 of the book
- ✓ Read the questions and explain if necessary the meaning of “stylish”
- ✓ Give student 5 minutes to do the quiz.
- ✓ Ask some of them about their results in the quiz. Ask them if they consider themselves stylish or not.

2 Read
Do the quiz and find out how stylish you are.



1 Do you wear last year's fashions?
a. always
b. sometimes
c. never

2 A friend invites you to his/her birthday party. How do you decide what to wear?
a. You flip through fashion magazines.
b. You ask your sister.
c. No problem. You just wear a T-shirt and jeans.

3 It is now in fashion to wear used clothing. What do you think?
a. I can buy some designer label clothes at a good price.
b. It's great! I can go shopping and buy 15 or 20 used shirts.
c. I don't think it's a good idea to wear other people's clothes.

4 Your friend buys some very stylish shoes. What do you do?
a. You buy three pairs of expensive, stylish shoes.
b. You think they're very expensive and they aren't for you.
c. You buy exactly the same shoes as his/hers.

5 What about accessories?
a. You don't need accessories. Your friends have a lot, so you can borrow theirs.
b. You have a wardrobe full of accessories.
c. You have a few basic, cheap accessories.

Questions and answers (10 minutes) I have a pen...

- ✓ Arrange students in groups of four.
- ✓ Each person in the group has to take out one thing and each team has to create a logo in a page.
- ✓ Have students write sentences following this pattern:

I have a book. This is my book. This book is mine.

Susana has a pencil. This is Susana's pencil. This pencil is hers.

We have a logo. This is our logo. This logo is ours.

- ✓ Have someone describe aloud all the group's things
- ✓ Ask them questions about their things:

Is this your pencil? No, it's Susana's pencil.

Memorization of Dialogue (10 minutes) Buying Clothes at a Store

- ✓ Have students work in pairs.
- ✓ Give students a copy of the conversation
- ✓ Practice the dialogue. Have students repeat different ways
- ✓ Memorize as a homework.

Salesman: Hello, can I help you?

Customer: Yes, please. I'm looking for a T-shirt.

Salesman: Follow me, please. What is your size?

Customer: Medium.

Salesman: What color would you like?

Customer: Black. Can I try this on?

Salesman: Yes, of course. The fitting rooms are here.

Customer: It's too small.

Salesman: Try this one on.

Customer: It fits well. How much is it?

Salesman: \$ 9.99

Customer: I'll take it. Here you are.

Salesman: Thank you. Have a nice day.

Semi-Controlled Practice

Find someone who... (10 minutes)

- ✓ Give each student a copy of the following table
- ✓ Have students go around the classroom asking one another
- ✓ After some minutes, ask some students what they found

| Find someone who... | Name |
|-------------------------------------|------|
| Wears pajamas to go to sleep | |
| Wears a dress to go to church | |
| Likes to wear sunglasses | |
| Wears a bikini at the beach | |
| Always wear glasses | |
| Wears a scarf when it is cold | |
| Likes to wear jackets in the street | |
| Likes to wear sandals at home | |

Information-Gap (10 minutes) Identifying Differences

- ✓ Arrange students in pairs
- ✓ Give a different version of the suit man image below that has been slightly altered to each pair
- ✓ Have students ask one another about the pictures and so spot the differences between the images
- ✓ Tell students to pay close attention to detail and to describe objects and clothing as accurately as possible in order to locate the differences in the versions.
- ✓ Elicit some answers
- ✓ Spot the differences with all the class.



Reasoning-Gap (10 minutes) Spelling Game

- ✓ Arrange students in groups of four
- ✓ The teacher gives each group a set of alphabet cards
- ✓ Each pair or group puts each alphabet card face up
- ✓ Give students a word and they have to spell the word using their alphabet cards
- ✓ The first group to spell the word correctly scores a point.
- ✓ Misspelled words score NO POINTS
- ✓ Teacher then gives students a different word to spell.
- ✓ The pair/team with the most points is the winning pair/team.

Free Practice

Opinion sharing activity (15 minutes)

- ✓ Have students discuss in pairs and tell what they usually wear at school, at home, at church, etc. You may give them the following pattern:
 - *What do you usually wear at school?*
 - *What do you usually wear at home?*
 - *What do you usually wear at church?*
 - *What do you wear when you go to beach?*
 - *What do you wear when you hang out/go out?*
- ✓ Have students report what their classmates have said.
- ✓ Have students change pairs and explain the meaning of “lucky clothes”
- ✓ Have them share information with others.
 - *What do you consider your Lucky Clothes are?*

Role plays (30 minutes) Buying clothes for a special occasion

- ✓ One student plays a salesman / saleswoman.
- ✓ One student plays a customer.
- ✓ Give each pair a different type of “special occasion” for which they need the clothing they will buy: *for a birthday party, a graduation, a job interview, vacations at the beach, etc.*
- ✓ Give them 5 to 10 minutes to practice
- ✓ Have some pairs perform the role play

Wrap up: Just a minute (10 minutes)

- ✓ Play the game “Do the opposite”. Losers are the lucky ones
- ✓ Tell students they will have one minute to answer one of the following questions:
 - *How do rich people dress?*
 - *How do anime characters dress?*
 - *How do young people dress?*
 - *How do old people dress?*
 - *How do your parents dress?*
 - *How do kids dress?*
 - *How do famous people dress?*

HOMEWORK: Have students memorize the dialogue of the Controlled Practice. Choose some pairs to perform in front of the class

**CENTRO ESCOLAR CATÓLICO
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MORNING SHIFT
JUNE 2017**

LESSON PLAN #5

Unit: 2 "That's life" Lesson 7
Topic: Amazing people
Students' grade: Ninth Graders
Skills: Speaking, reading, listening, writing
Time: 180 minutes (4 classes of 45 minutes each)
Objectives: At the end of the class, SWAT:
 ✓ talk about amazing people using the simple past tense
Materials: Teacher' s book, markers, activity pages, board, cd player, students' book
Target structure: Simple Past, Could, Used to, Possessive Pronouns and Adjective Pronouns
Vocabulary: Achievements and decisions
Method: CLT
Teaching resources: On Track Book 3, Internet, books

Warm up: Dice of fortune (20 minutes)

- ✓ First, ask students to stand up and divide them in four groups. Two groups play first and then the other two groups. They will compete with each other.
- ✓ Tell them that you are going to write on the board the spaces for a word, and the first group has to say a letter and then to throw the dice. If the letter is on the spaces of the word they win the points showed on the side they got from the dice.
- ✓ Some sides of the dice have some points and in the other sides there is one that says "bankrupt", and the other "roll again."
- ✓ If they get "bankrupt" they will lose all of their points and if they get "roll again" they will have the opportunity to throw the dice again.
- ✓ At the end the group with more points is going to win the game.
- ✓ Each word has next to them the number of letters they contain.

| | | | | |
|-----------------|------------------|-----------------|----------------|------------------|
| ✓ Potter (6) | ✓ Beckham (7) | ✓ Spears (6) | ✓ Lance (5) | ✓ Rowling (7) |
|-----------------|------------------|-----------------|----------------|------------------|

Controlled Practice

Book time: Reading and Speaking (20 minutes)

- ✓ Print the title of the reading and stick it on the board:



A. Read the title of the text. What do you think "comeback" means?
Now, listen and read the text. Why does the text have this title?



LANCE ARMSTRONG

An amazing sporting comeback

Lance Armstrong was born in 1971 in Texas, U.S.A. From an early age, he loved riding bikes. Sometimes, he used to ride to the Oklahoma border. His mom used to take the car and pick him up. He won lots of races when he was young and in 1993 he became the youngest world champion ever. Later, in 1995 he won the "Cyclist of the Year" award.

Armstrong was the world's number one cyclist. But in October of 1996 he was riding in a race when he stopped because he was in terrible pain. He went to the hospital and the news was bad. It was cancer. It looked like his cycling days were over.

The next two years were very difficult for Armstrong. He was in and out of the hospital. But in 1998 he decided to start cycling again. In the beginning he had no success. He wanted to stop for good. Luckily, he went riding with a few friends just for fun and he learned to love the bike again. He was back.

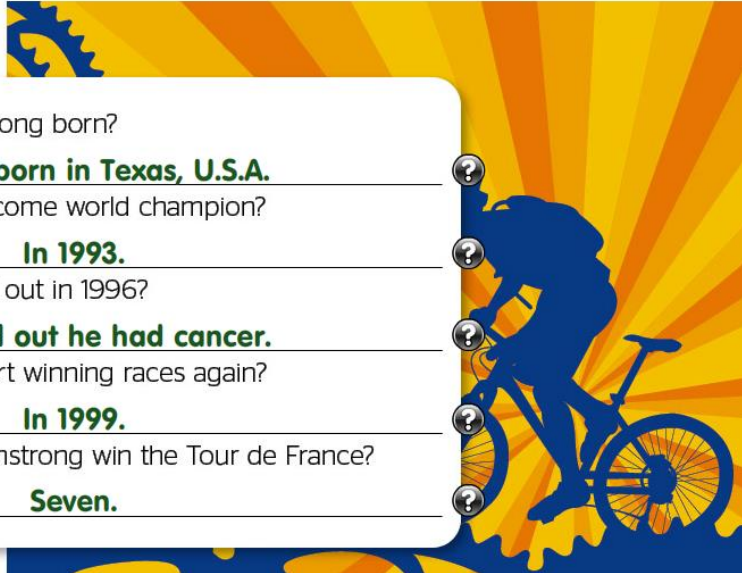
Armstrong started winning races again and in 1999 he raced in the famous Tour de France. Unbelievably, he won. It was an amazing success story. But he didn't stop there. He won the Tour de France for the next six years. Armstrong's name is going to be in the sporting history books forever.

- ✓ Ask students if they know who Lance Armstrong is. Encourage students to share their answers.
- ✓ Then highlight the word "comeback" and ask students what they think it means. Elicit their answers.
- ✓ After a couple of participations if they don't guess the meaning don't tell them the answer and direct them to page 38 of the book.
- ✓ Using the popcorn technique (one student starts reading and when that person finds a period he or she says "popcorn" followed by the name of the classmates who is going to continue reading the text) choose the first student to start reading.
- ✓ When they finish, ask them for the meaning of "comeback", and if they don't guess tell them the answer.
- ✓ Monitor them and help them as necessary.
- ✓ Controlled practice: Questions and answers (10 minutes)
- ✓ Direct students to exercise B on page 38 of the book and choose some students to read the questions.
- ✓ Make sure they understand each question.
- ✓ Then read them one by one and ask students to answer them. (They are related to the text on the same page)

- ✓ Encourage students to tell you the answer and tell them that they can refer to the text to look for their answers.
- ✓ Finally, ask students to write the answers on their books.

B. Read again and answer the questions.

- Where was Lance Armstrong born?
He was born in Texas, U.S.A.
- When did Armstrong become world champion?
In 1993.
- What did Armstrong find out in 1996?
He found out he had cancer.
- When did Armstrong start winning races again?
In 1999.
- How many times did Armstrong win the Tour de France?
Seven.



Book time: vocabulary (15 minutes)

- ✓ Direct students to part two on page 39 of the book and pick some students to read the words on the chart. Ask them to use the words in a short different sentence to check understanding.
- ✓ Then pick different students to read the incomplete sentences on the exercise and correct their pronunciation as necessary.
- ✓ Read the first incomplete sentence and ask students to tell you the correct word that belongs to that sentence. Continue doing the same as students complete the sentences in their books.
- ✓ Check their answers at the end.

award race luckily pain forever decide success

- Talk to your parents before you **decide** what to do.
- Natasha Goodman won the best actress **award**.
- Ian fell off his bike but **luckily** he didn't break anything.
- Shelly is a good cyclist but she didn't win the **race**.
- This is a nice apartment but I'm not going to live here **forever**.
- The party was a **success**. Everybody had a good time.
- He couldn't stand up because he was in a lot of **pain**.

Tic Tack Word (15 minutes)

- ✓ Divide students in four groups and give each team either circles or crosses. They will compete with one another.
- ✓ Draw a grip of letters on the board

| | | |
|---|---|---|
| L | P | R |
| A | C | T |
| B | U | W |

| | | |
|---|---|---|
| A | C | R |
| F | T | P |
| C | O | H |

| | |
|---|--|
| Lance, People, Read, Amazing, Comeback, Texas, Bikes, U.S.A., World | Armstrong, Champion, Races, France, Tour, Pain, Cyclist, October, Hospital |
|---|--|

- ✓ Ask a student in each team to choose a letter
- ✓ Allow the team a few moments to look for the words on the page. If the team guesses the word correctly they win the square and they can draw a circle or cross, depending on which they have been assigned. The next team then has a turn in the same way. The first team to win three squares in a row is the winner.
- ✓ Tell students that the words were taken from page 38 of the book.

Listening: How much do you know about J.K. Rowling (15 minutes)

- ✓ First ask students if they know who J. K. Rowling is. Elicit their answers.
- ✓ Then direct them to exercise A of part 3 on page 39 of the book and pick the students who have more difficulty for the language to read the questions and their answers. Correct them as necessary.
- ✓ After that tell students to guess the answers to the questions and mark them with pencil because then they will listen to the audio to check if their answers were correct.
- ✓ Play audio 44 of the teacher's book CD for the students to listen and answer the questions. Play the audio as many times as necessary.
- ✓ Check their answers at the end.
- ✓ For exercise B do the same (ask some students to read the questions) but this time they will answer "T" true or "F" false for each statement.
- ✓ Finally play the rest of the audio for students to answer and check their answers at the end.


1. What does she do?
 a. She's a writer. b. She's an actress.

2. When was she born?
 a. In 1956. b. In 1965.

3. Where was she born?
 a. In the U.S.A. b. In England.

4. What's she famous for?
 a. Harry Potter books. b. Harry Potter movies.

5. When did she win her first award?
 a. In 1997. b. In 1987.



Semi-Controlled Practice

Survey (20 minutes)

- ✓ Direct students to part 4 on page 39 of the book and ask them to tell you who they see on the pictures and what they know about them.
- ✓ Then read with them each of the statements and correct them as necessary.
- ✓ Tell students that they are going to stand up and ask a question to one of their classmates. So, they are going to interview six different classmates.
- ✓ Tell them to write the name of their classmate next to the question they asked to them.
- ✓ Finally, choose some students to share their answers with the class and give them the correct answers to the questions.



1. Russell Crowe is from **Australia / New Zealand**.



5. Anastacia got married in 2007 in **Mexico / Brazil**.

2. Britney Spears appeared on TV for the first time at the age of **eight / fifteen**.



6. Justin Timberlake's middle name is **Randall / Robert**.



3. David Beckham owns a soccer academy in **Los Angeles / New York**.

4. Robbie Williams was a member of a boy band called **Backstreet boys / Take That**.



*I think that Russel Crowe is from Australia.
 I don't think so. I think he is from New Zealand.*

Spot the differences (15 minutes)

- ✓ Show students the following images, review some vocabulary about the pictures and ask them to tell you the differences they can identify on them.



- ✓ This game can be played boys against girls and the one who has more guesses is going to win.
- ✓ The images will be shown in a big scale for the whole class.

Free Practice

Speaking (20 Minutes)

- ✓ Ask students to use the answers to the questions in activity 4 “A”, from the book, to talk about J.K. Rowling.
- ✓ Model and example with the help of the students.
- ✓ Then divide students in pairs and ask them to talk about J.K. Rowling
- ✓ Monitor and help them as necessary.
- ✓ At the end pick some students to pass to the front and share their opinions.

Wrap-up: Role-plays (40 minutes)

- ✓ Divide students in groups of four trying to have in each group one student that has more control of the target language.
- ✓ Tell them that they are going to choose one famous person they would like to interpret because they will create a short conversation among them.
- ✓ Ask them to pin point, in their notebooks, some aspects of the famous person they will interpret and some points they will talk about because they won't write anything.
- ✓ The conversation will be created just by talking and improvising.
- ✓ Given students 15 minutes to create their conversation and then ruffle the order in which they are going to pass to perform their conversation.
- ✓ Monitor and help them as necessary.

Homework: Writing

- ✓ Ask students to use the answers to the questions in activity 4 “A”, from the book, to write a short paragraph about J.K. Rowling.
- ✓ Model and example with the help of the students by just speaking.
- ✓ Then divide students in pairs and ask them to write the paragraph on their notebooks.
- ✓ Monitor and help them as necessary.
- ✓ At the end pick some students to read their paragraph for the whole class.

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MORNING SHIFT
JUNE 2017**

LESSON PLAN #6

| | |
|----------------------------|--|
| Unit: | 2 "That's life" Lesson 8 |
| Topic: | Looking back |
| Students' grade: | Ninth Graders |
| Skills: | Speaking, reading, listening, writing |
| Time: | 180 minutes (4 classes of 45 minutes each) |
| Objectives: | At the end of the class, SWAT: <ul style="list-style-type: none">✓ Review studied structures along the unit✓ Talk about past events |
| Materials: | Teacher's book, markers, activity pages, board, cd player, students' book |
| Target structure: | Simple Past, Could, Used to, Possessive Pronouns and Adjective Pronouns |
| Vocabulary: | Past places in town |
| Method: | CLT |
| Teaching resources: | On Track Book 3, Internet, books |

Warm Up: Sentence Picture (15 minutes)

- ✓ Students will listen and repeat the vocabulary to practice pronunciation.



» carriage



» highway



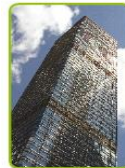
» streetcar



» market



» mansion



» skyscraper



» apartment building

- ✓ Divide students in four groups and give each team a page.
- ✓ Show a picture of the following vocabulary: carriage, market, streetcar, skyscraper, mansion, highway, apartment building.
- ✓ Students will have 45 seconds to write as many simple past sentences as possible related to the picture shown.

- ✓ At the end, write students' sentences on the board and check them.

Controlled Practice

Book time: Reading (15 minutes)

- ✓ The teacher will write the following story on a poster, but the poster will have two options for each verb in past. Students will take turns to circle the correct option. Check students' answers.
- ✓ Read aloud the story for students' to practice pronunciation.
- ✓ Students will complete exercise B of page 41 of their book

| THEN | NOW |
|--|---|
| • about 500 people | • <u>over 180,000 people</u> |
| • <u>carriages</u> and <u>streetcars</u> | • cars, buses and other modes of transportation |
| • a few houses and buildings | • <u>modern buildings, libraries and hotels</u> |
| • <u>small markets and restaurants</u> | • malls, stores |
| • Devereaux House | • <u>Devereaux Mansion</u> |

Memorize It (15 minutes)

- ✓ Teacher will make 3 groups of 10 students. Students will stand in a line.
- ✓ Teacher will give a piece of paper with a sentence to one representative of each group. He or she has to memorize it and whisper the sentence to the student at each end. Students whisper the sentence along the line. No repeating allowed!
- ✓ When the sentences reach the opposite ends, the teacher will have the students on the end write the sentences on the board to see if they are different.

Semi-Controlled Practice

Identifying Differences (15 minutes)

- ✓ Students will describe different versions of some Santa Ana images; one from the past and the other one from the present.
- ✓ Students pay close attention to the details in order to describe objects and people as accurately as possible using the simple past tense, used to, could, and possessive adjectives and pronouns.



My teacher is an Alien (15 minutes)

- ✓ The teacher draws an alien on the board and tells the class she is an alien from Mars who speaks little English.
- ✓ Teacher holds up an object and asks students "What was this?" Teacher continually asks questions so students must give lots of information.

Example:

Teacher: "What was this?"

Students: "It was a doll"

Teacher: "What did you use it for?"

Students: "I used to play with it."

Change Places (15 minutes)

- ✓ Teacher arranges students in a circle.
- ✓ She either asks a question or asks for a volunteer and that student must stand in the middle of the circle.
- ✓ The student in the middle says “*Change places if you took a shower yesterday.* All students who answer yes must move to another place. The person in the middle must try to steal a place. There will always be one student who does not have a place. He/she will be in the middle and it is his/her turn to say ‘Change places if....’

Last Man Standing: (15 minutes)

Teacher splits the class into 2 teams of equal numbers and gets them to line up in rows. One student asks a question to a student of the contrary group. If the student answers correctly, he or she remains standing. If he or she answers incorrectly, he or she has to sit down. The winning team is the team that has the most members standing after every student has had a turn.

Free Practice

Word Pot (15 minutes)

- ✓ The teacher writes words on cards that he/she has mentioned in previous lessons.
- ✓ She gets a student to come up to the front of the classroom to pick a word out of the pot. Then, the student has to describe what it means to the rest of the class. The person who guesses the word first wins a point.

Opinion Sharing Activity (30 minutes)

- ✓ Students will be grouped, and they will discuss the changes of their country. They will have ten minutes to discuss. After, they will share their opinions.

Dice Activity (15 minutes)

- ✓ Teacher writes on the board: “Tell a Story.”

1. Funny
2. Happy
3. Love
4. Frightening
5. Sad
6. Recent

- ✓ Students throw the dice and tell the appropriate story. Teacher should encourage students to use their imagination – it doesn’t have to be a true story!

Making Plans (variation) (15 minutes)

- ✓ Teacher will say students that they have to think about an imaginary place that they visited recently (what they did there, how the weather was, how places were, what type of food people ate) Students will have 5 minutes to do this.
- ✓ Then, students present their ideas to the rest of the class. All can vote to see the most popular option.

Homework: Writing

- ✓ Students will write an article about their city. Students have to follow the plan bellow and use the text on page 40 as an example.

In the introduction write:

- the name of the city/town
- its population in the past
- its population now

In the main part (1-2 paragraphs) write:

- how the city/town was in the past in contrast with today (mention buildings, modes of transportation, people, etc.)



Don't forget to revise your drafts. Pay attention to word order, capital letters and punctuation.