

**UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGES DEPARTMENT**



**“THE EFFECTS OF LUDIC ACTIVITIES AS A MOTIVATIONAL STRATEGY TO  
EVOLVE ORAL PRODUCTION OF INTERMEDIATE INTENSIVE ENGLISH I  
STUDENTS OF THE FOREIGN LANGUAGE DEPARTMENT AT THE UNIVERSITY  
OF EL SALVADOR”**

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## **ABSTRACT**

The leading objective of this study was to show the effects that ludic activities have as a motivational strategy to evolve oral production of Intermediate Intensive English I students of the Foreign Language Department at the University of El Salvador. The research team reached the objective by using qualitative and quantitative guidelines. So, it led to a mixed method since the focal purpose was not only to describe students' behaviors but to analyze the data on that basis. In order to gather all data basis, two groups were created; experimental and control group. Each group consisted of ten students and all students divided into the two groups following a random assignment method. A teacher was assigned to both groups in order to make sure both groups received the same level of motivation and there were no other variables on regards the teaching technique. However, ludic activities were applied in one group while the other group received no treatment. This article provided with a clear idea and overview of the research project.

Key words: motivation, ludic activities, control, experimental, strategy.

## INTRODUCTION

*“Children learn as they play. Most importantly, in play children learn how to learn”*

O. Fred Donalson

Ludic activities are an essential part in the learning path. It does not matter the level or the age as games are tools that have been applied for a long period of time to teach any subject. Novice or proficient, child or adult, all of them have been naturally designed to better learn by playing. This research study is developed by students from Licenciatura en Idioma Inglés Opción Enseñanza from the University of El Salvador and it is applied to Intermediate Intensive English I students of the Foreign Language Department at the University of El Salvador. The study reveals how important ludic activities are to motivate students and reduce affective filter at the time of learning a foreign language. As it is well known, the hypothesis of the affective filter comes from Krashen's opinion that a series of "affective variables" play a facilitating, but not causal, role in the acquisition of a second language. These variables include: motivation, self-confidence and anxiety.

Students with a high level of motivation, self-confidence, good self-esteem and a low level of anxiety are better equipped for success in acquiring a second language. Low motivation, low self-esteem and debilitating anxiety can be merged to "elevate" the affective filter and form a "mental block" that prevents comprehensible information from being used for acquisition. (Krashen, 1998)

In other words, when the filter is 'up', it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place. In fact, lucidity plays a conspicuous role on oral production because it helps students to be more active and concentrated in a class at the time of speaking as they have a low level of anxiety.

The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production. (Krashen, 1987)

Nevertheless, it is important to distinguish between activities that are considered effective for English learning and oral production from other ones that are intended simply for fun. The difference among them is the explicit intention to provoke meaningful learning, stimulate the construction of some new knowledge and arouse the development of cognitive skills. A big deal of activities can be referred to as ludic. When setting up ludic activities in the classroom, the teacher must consider the goals that he wants the students to achieve through the activity (Bernardo, 2009). Hence, a ludic activity is only valid if used at the right time which should be determined by its challenging character, the learner's interest for it and its proposed aim. In addition, the theoretical background about the ludic aspects embraces some concepts and notions of affective factors such as: anxiety, self-esteem and motivation among others which were mentioned above.

This thesis work contains five chapters. In the first chapter "Statement of the Problem", the research team presents a description of the problem. Also, the researchers defined reasons that justified the execution of the action research work. Moreover, the first chapter contains the research question and the objectives that defined the path of the study. In the second chapter "Theoretical Conceptions", the researchers provide a well-structured background of the evolution of ludic activities and theories based on previous researches. The information presented in the second chapter outlines how ludic activities foster the development of oral production in the class. The importance of chapter two relies in providing reliable information of the problem researched to support well-constructed conclusions. In the third chapter "Research Methodology", the study describe the sampling process and how the intervention plan was conducted. Chapter four "Analysis and Interpretation of Data" presents all the data organized in graphs and

tables. The completion of the interpretations of results let the team draw the conclusions and recommendations in chapter five to help students, teachers and other researchers for future studies. Finally, this thesis work contains the references and annexes used throughout the development of this study (lesson plans, didactic materials, photos, instruments, etc.)



## **CHAPTER I: STATEMENT OF THE PROBLEM**

Oral production does not totally evolve due to the lack of ludic activities in the classroom, so that students feel they hit the language plateau as they are not motivated once they are part of the English learning process.

In this sense, to be able to solve the lack of ludic activities and to keep students motivated, teachers should be aware about the importance and the impact that ludic activities have in every student at the time of learning not only English but any other language. Before planning their classes, teachers should plan and then implement the activities they think will fit the students' needs. According to Dörnyei (2005), "motivation is crucial in defining the achievement or not of any learning situation."

It is evident that through ludic activities teachers can make students have a better performance on oral production. Nevertheless, reality is a different story as the majority of teachers do not use ludic activities. The use of ludic activities gives students a positive atmosphere where they feel amused and relaxed (Huyen and Nga, 2003). These characteristics decrease the fear of negative evaluation in students which is the fear of being negatively evaluated or judged by others.

Nowadays, some educators do not use ludic activities which lead to a bored class. Games and ludic activities have been forgotten at the university and it can be noticed in every class as activities are not performed at all. All teachers should know learning works at the same time with playing. "Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication." (Ersoz, 2000)

## **1.1 Research Objectives**

### **1.1.1 General Objective**

To show the effects that ludic activities have as a motivational strategy in the oral production in the English learning environment.

### **1.1.2 Specific Objectives**

To apply ludic activities to increase oral production in the classroom.

To show that ludic activities reduce the affective filter that the students present while speaking in class.

To compare students behaviors between experimental and control group when applying ludic activities.

To show that ludic activities enable indirect learning in class.

To show that ludic activities improve rapport among students and teachers in the classroom environment.

## **1.2 Research Question**

Do ludic activities trigger effectiveness in oral production?

## **1.3 Subsidiary questions**

What is the best moment to apply ludic activities in the class?

Do ludic activities reduce the affective filter in the class?

Do ludic activities foster students' participation?

Do ludic activities prompt student's critical thinking?

Do ludic activities increase a good rapport in the class?

Are the students proactive and autonomous at the playing time?

## 1.4 Justification

A big deal of research studies have been conducted to know about the effects of ludic activities in children. Nevertheless, students who are part of the college or university have been forgotten in this field creating a gap. This gap represents a lack of ludic activities and games which are crucial elements at the time of teaching and learning English. In addition, motivation is the essential fuel to learn a new language but some teachers look like they do not keep this in mind or they do not even take it into consideration. As an example, Cao (2014) states that students feel more interested, engaged, and excited to participate in class when they play games, which is an effective elicitation technique used by teachers. However, as it is mentioned before teachers do not motivate students.

This research study pretends to fulfill the gap in the learning process by making teachers realize about the importance and the role which ludic activities have as a motivational strategy to teach and to learn English. Da Silva (2004) claims that “Ludic activities, such as: songs, projects, role-plays and games, increase students’ motivation to pursue and fulfill an objective because they are more interested in participating within the class.” Through ludic activities students pin down new topics and master them with the least effort as they unconsciously acquire the information. It provokes and enhances the oral production and elicitation because students feel comfortable using the knowledge they have gotten.

Speechless, this study is created with the purpose of changing students and teachers minds in the Foreign Language Department at the University of El Salvador and let them know and realize about the impact that effect that ludic activities have in oral production.

## CHAPTER II: THEORETICAL CONCEPTIONS

### 2.1 Historical review

#### 2.1.1 The historical and philosophical kernel for the clearly understanding of ludicity

The ancient Greece has the foundations for the modern understanding of ludicity. Around 500 BCE, during the apogee of the Greek civilization, ludicity played a conspicuous role in mythology on regards to the figure of the free man. Nevertheless, this mythology was only spread to an elite and refused to slaves. Plato and Aristotle recognized the value of play, leisure, and recreation, considering them as essential for human well-being and growth.

In addition, Heraclitis, who creates an important philosophical production that dates from around 478 BCE, valorizes a ludic expression which relates the power of a child at play to time as a vital force. In the same way that Heraclitis, St. Augustine makes reference to ludicity, in referring to play as the driving force of curiosity, of respect for others, and for life in 1536 BCE.

The words *paidea* and *agôn* express two different forms of ludic expression. On one hand, *paidea* describes the play and action of children generally, as well as adult contests of strength, gymnastics, and flute-playing. On the other hand, *agôn* refers to collective games and to competition, in addition to alluding to physical, poetic and musical contests that, though competitive, did not, according to Huizinga, “deny their ludic nature”.

The word “ludicity” has its semantic origin in the Latin verb *ludere* which means “to act or exercise”, and in the adjective *ludus*, that refers to this act or exercise. As such, *ludus* identifies not only the ludic as manifested in and by children, but moreover, the ludic in adults, as well as the activities undertaken by adults and the effects on adults resulting from *ludus*.

During the twentieth century, several authors approach ludicity or ludic, committing themselves to organize its manifestations, its associated activities, and its effects. To describe ludicity, some of them make use of the word “game” and others with the word “play” which are interchangeably as they are similar in meaning. A couple of older ideas on ludicity are invoked in moving forward to some theories, such as Schiller’s theory of superfluous energy, which focuses on childhood play and judges it as aesthetic and vague. Spencer (1927) takes up Schiller’s thinking, and defends games as a means for released energies to find expression.

Groos (1901) is the primary author of the theory of preparation and he claims that games have a biological origin, and identifies children’s games as a manner in which the young prepare for practical adult life. In addition to this, it is Carr’s instinct-practice theory which states that games are the collective agent of organic development, in that they stimulate the functioning of the nervous system and facilitate the transmission of a series of nervous impulses. With Patrick and the theory of relaxation he recovers the idea of game-playing as recreation, building from the supposition that the individual is impelled to find opportunities for gratifying release in order to recover from the fatigue and tensions generated by work. Stanley Hall’s theory of recapitulation likewise draws on Darwin in making use of the word “game” to refer to recreation generally, and in considering games as instinctual, and as the products of a biological inheritance tied to human evolution.

Throughout many decades of investigation and invested time to better understand the meaning of ludic or ludicity, many people have put effort and time to create different theories and statements that help new generations to have a clear idea and concept about it.

Nowadays, ludic is not an unknown word anymore and the most important part of it is that it can be applied to any type of teaching and learning process to enhance it.

## 2.2 Literature Review

Ludic activities represent a crucial technique at the time of teaching and learning. The word “ludic” is closely related to leisure, game and fun. In the educational environment, chances are to apply different ludic activities to make students feel comfortable in any class. These activities let teachers motivate students to have an active participation throughout the class. Shortly thereafter of applying ludic activities, students tend to learn unconsciously and master what they have learned evolving the students’ knowledge.

According to the Oxford Dictionary, ludic is defined as of, relating to, or characterized by play; ludic shows “a tendency to play and have fun” and is “spontaneous”.

The Role of Play in Development which is an essay written by the Russian psychologist Lev Vygotsky (1978) characterized children’s play as an activity that is (a) “desired” by the child, (b) “always involves an imaginary situation,” and (c) “always involves rules” (which are in the minds of the players and may or may not be laid down in advance). It is evident that ludic activities and games perform an important and essential role in every class and they make the difference between students who go to school because it is a standard social rule or students has the desire to learn and get better outcomes at the time of speaking, reading, writing and listening to a new language.

There are many perks and benefits at the time of using ludic activities in any class:

1. To provide students the opportunity to be in a comfortable and enjoyable environment enhancing students oral productivity.
2. To help students to make and sustain the effort of learning.
3. To give a warmly welcome getting rid of the daily class routine.
4. To motivate and challenge.
5. To encourage students to interact and communicate.
6. To create a meaningful context for language use.

The growth of the world has increased the society demands and the educational needs. Nowadays, ludic activities are involved to meet most of these needs by making students feel active during the class and not only to be observers. There is a great deal of sources that are catchy for students but ludic activities are the catchiest way for them to learn. Indeed, this type of activities activates language production and physical movement.

### **2.2.1 Using Games in Language Teaching**

Games as part of the ludic activities are crucial at the time of teaching. Various authors invested time to explain the different reasons why games should be used during classes to evolve oral productivity and change the room environment to have one that better fits the students' needs. Many students might have lack of interest in some classes because of the content or simply because the student does not care about the topic in question. However, it is said that games add interest to what students might not find very interesting. Sustaining interest can mean sustaining effort. After all, learning a language involves long-term effort (Thiagarajan, 1999; Wright, Betteridge, & Buckby, 2005).

It is important to know that students or teachers like to have meaningful communication and understanding about the activities and speeches taking place in a classroom and ludic activities and games make sure it happens. Games provide a context for meaningful communication. Even if the game involves discrete language items, such as a spelling game, meaningful communication takes place as students seek to understand how to play the game and as they communicate about the game: before, during, and after the game (Wright, Betteridge, & Buckby, 2005). In addition to this Krashen has stated that meaningful communication provides the basis for comprehensible input, i.e., what students understand as they listen and read, interaction to enhance comprehensibility, e.g., asking for repetition or giving examples (Long, 1981), and comprehensible output, speaking and writing so that others can understand (Swain, 1993).

Games help teachers to enhance oral productivity which is part of the speaking skill. In addition to this, ludic activities make students to evolve all linguistic activities even though they are productive or receptive. Games can involve all the basic language skills, i.e., listening, speaking, reading, and writing, and a number of skills are often involved in the same game (Lee, 1995). Likewise, games are student-centered in that students are active in playing the games, and games can often be organized such that students have the leading roles, with teachers as facilitators. It is important to mention that many games can be played in small groups, thereby providing a venue for students to develop their skills in working with others, such as the skill of disagreeing politely and the skill of asking for help (Jacobs & Kline Liu, 1996).

### **2.2.2 Types of language games**

To classify games into categories can be difficult because categories often overlap. Hadfield (1999) accounts for two ways of classifying language games. First, she divides language games into two types: linguistic games and communicative games. Linguistic games focus on accuracy, such as supplying the correct antonym. On the other hand, communicative games focus on successful exchange of information and ideas, such as two people identifying the differences between their two pictures which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to achieving the communicative goal.

The second taxonomy that Hadfield uses to classify language games has many more categories. As with the classification of games as linguistic games or communicative games, some games contain elements of more than one type.

#### **Type of games:**

1. **Sorting, ordering, or arranging games.** On this type of games, students have a set of cards with different products on them, and they sort the cards into products found at a grocery store and products found at a department store.



2. **Information gap games.** In such games, one or more people have information that other people need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by listening to the information given by the person with the drawing. Information gap games can involve a one-way information gap, such as the drawing game just described, or a two-way information gap, in which each person has unique information, such as in a Spot-the-Difference task, where each person has a slightly different picture, and the task is to identify the differences.
3. **Guessing games.** These are a variation on information gap games. One of the best known examples of a guessing game is 20 Questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of.
4. **Search games.** These games are yet another variant on two-way information gap games, with everyone giving and seeking information. Find Someone Who is a well-known example. Students are given a grid. The task is to fill in all the cells in the grid with the name of a classmate who fits that cell, e.g., someone who is a vegetarian. Students circulate, asking and answering questions to complete their own grid and help classmates complete theirs.
5. **Matching games.** As the name implies, participants need to find a match for a word, picture, or card. For example, students place 30 word cards; composed of 15 pairs, face down in random order. Each person turns over two cards at a time, with the goal of turning over a matching pair, by using their memory. This is also known as the Pelmanism principle, after Christopher Louis Pelman, a British psychologist of the first half of the 20<sup>th</sup> century.
6. **Labeling games.** These are a form of matching, in that participants match labels and pictures.

7. **Exchanging games.** In these games, students barter cards, other objects, or ideas. Similar are exchanging and collecting games. Many card games fall into this category.
8. **Board games.** Scrabble is one of the most popular board games that specifically highlights language.
9. **Role play games.** The terms *role play*, *drama*, and *simulation* are sometimes used interchangeably but can be differentiated (Kodotchigova 2002). Role play can involve students playing roles that they do not play in real life, such as dentist, while simulations can involve students performing roles that they already play in real life or might be likely to play, such as customer at a restaurant. Dramas are normally scripted performances, whereas in role plays and simulations, students come up with their own words, although preparation is often useful.

All these games or ludic activities make students to evolve oral production and they are really good tools to enhance the environment and create a good rapport among student-student and teacher-student.

### **2.2.3 Selecting ludic activities for language learning**

At the time of selecting an activity for use with the class, it is essential to consider some criteria which will help teachers to decide whether to use a specific activity, to reject it or to adapt it.

First, it is crucial to provide clear and meaningful purposes for using the language so that students can have an idea about the objective of the activity. Activities which involve a game, puzzling something out, or getting missing information from another person are meaningful and make sense to the students.

Second, to challenge learners is important so they can create a critical thinking and move from the comfort zone to the optimal performance zone. The comfort zone is a psychological state in which things feel familiar to a person and they are at ease and in control of their environment, experiencing low levels of anxiety and stress. In this zone, a steady level of performance is possible. The comfort zone is defined as well as "a behavioral state where a person operates in an anxiety-neutral position." (Bardwick 1995)

On the other hand, White (2009) refers to the "optimal performance zone" as the performance that can be enhanced by some amount of stress. It is evident that ludic activities have an influence in the students learning process and oral production and students can be part of the optimal performance zone without being aware as ludic activities reduce the stress.

Third, it is relevant to provide activities which are entertaining and gripping so that students want to continue doing them. This leads to get more practice as students participate actively. In the report, *Building (and Maintaining) Rapport in the Classroom* by Adam Smith it is mentioned that "The challenge of getting students to participate and interact is present throughout the semester, but it can be made especially difficult if the students sit passively on the first day, listening to you recite the syllabus. As an alternative, teachers can get students up (and even moving around the class) through the use of various ice-breakers. Ice-breakers can be either purely social or related to subject matter." In addition, all activities have to have a clear language learning purpose and they do not have to be performed or applied to only keep pupils amused.

In a like manner, it is noteworthy to select activities which create a need or pressure for children to use English, for when the game is very exciting; pupils tend to use the mother tongue as they feel the need a natural feel of winning. Because of it, teachers must be careful at the time of selecting ludic activities.

Finally, it is worthwhile to provide activities which allow students to be creative with the language and, at the same time, to have the opportunity to experiment with it. It helps students to reduce the affective filter and to master the acquired knowledge.

It is important to know that no all activities can fulfill the mention criteria; nevertheless, it is very vital to use one ludic activity in a class to create a good rapport and a good environment.

## **2.3 Theoretical Framework**

### **2.3.1 Oral Production and Speaking Skill**

The word speaking is defined by the Oxford Dictionary as “The action of conveying information or expressing one's feelings in speech. ”In addition to this definition, speaking is find as well as “an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking.” (Burns & Joyce, 1997)

Speaking is found as one of the productive linguistic skills. It is labeled as “oral production” and is one of the skills students have to learn during their language development. The ability to converse is highly valued by students, but teachers often find it as a skill that is hard to develop. Most of the time, students feel a great deal of anxiety around the speaking skill. However, ludic activities and games help students to decrease the level of anxiety which leads to have a better understanding and a better production of the language. These activities encourage students to practice their language skills on the spot or the classroom without the students’ preparation. On the other hand, a high level of anxiety leads students to not understand or produce the language. Students are worried about making mistakes fearful of criticism, or simply shy. Students have no motivation to express themselves... only one participant can talk at a time because of large classes and the tendency of some learners to dominate while others speak very little or not at all... learners who share the same mother tongue tend

to use it because it is easier and because they feel less exposed if they speak their mother tongue. (Hosni, 2014).

Speechless, speaking skill and oral production are highly affected by ludic activities once they are applied in a classroom as students feel comfortable and willing to participate through the class.

### **2.3.2 Motivation**

Motivation is an internal process that makes a person move toward a goal. Motivation is a feeling that cannot be directly observed but it can be inferred by noting people's behaviors. In this way, through participation level, gestures, willingness, and some others behaviors, the motivation can be observed. "Motivation on regards of learning a new language is "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity." (Gardner 1985)

Human beings are by nature explorers, curious and active. Therefore, they are eager to discover the world and learn unconsciously. Motivation is one of the most basic aspects not only in daily life, but also in any learning situation since it determines success or failure. "This phenomenon was observed in animals. When the researchers contemplated their behaviors, they realized that many of the human beings showed natural ludic behaviors of exploration that they simply received from curiosity; although they have not obtained any external or instrumental reinforcement or reward."(White1959)

Nowadays, motivation is one of the most prominent academic problems. Many students are reluctant to speak up in class due to the lack of motivation they receive. This can be attributed to many factors, starting from academic pressure, emotional problems, lack of love, unhealthy home environment, and often even the lackadaisical attitude of teachers. According to Scheidecker and Freeman (1999) "motivation is, without question, the most

complex and challenging issue facing teachers today.” Ludic activities promote motivation so that students are eager to participate in the class which leads to a better understanding and production of the English language.

Motivation requires activity—physical or mental. Physical activity entails effort, persistence, and other overt actions. Mental activity includes such cognitive actions as planning, rehearsing, organizing, monitoring, making decisions, solving problems, and assessing progress. Most activities that students engage in are geared toward attaining their goals.

Motivation can be divided into two main parts:

### **2.3.2.1 Intrinsic Motivation**

Intrinsic motivation takes place when the individual's motivational stimuli are coming from within. “Intrinsic motivation is the desire to do or achieve something because one truly wants to and takes pleasure or sees value in doing so.” (Pintrich, 2003)

Some examples of intrinsic motivation are:

**Acceptance:** We all need to feel that we, as well as our decisions, are accepted by our co-workers.

**Curiosity:** We all have the desire to be in the know.

**Honor:** We all need to respect the rules and to be ethical.

**Independence:** We all need to feel we are unique.

**Order:** We all need to be organized.

**Power:** We all have the desire to be able to have influence.

**Social contact:** We all need to have some social interactions.

**Social Status:** We all have the desire to feel important.

### **2.3.2.2 Extrinsic Motivation**

Extrinsic motivation takes place when the individual's motivational stimuli are coming from outside. In different words, those desires to perform a task are controlled by an outside source. "Extrinsic motivation is the desire to do or achieve something not for the enjoyment of the thing itself, but because doing so leads to a certain result." (Pintrich, 2003)

Some examples of extrinsic motivation are:

**Good Grades**

**Rewards**

**Change lifestyle**

**Scholarships**

### **2.3.3 Rapport**

Rapport is an essential factor to succeed as teachers. As human beings, students need to be understood in a class so that they can feel free to express their ideas and feelings. The word rapport as per the Oxford Dictionary means a close and harmonious relationship in which the people or groups concerned understand each other's feelings or ideas and communicate well.

Ludic activities make students enjoy the class as a group and it is because ludicity can bring people together. Brown (2001) defines rapport as "the relationship or connection you establish with your students, a relationship built on trust and respect that leads to students' feeling capable, competent, and creative" (p. 202). This relationship or connection has physiological implications for learning. Carson (as cited in Fleming, 2003, p.1) states: "Studies of the relationship between emotions and cognition explain in a way the link between how students feel about their professors and how they perform in the classroom ...The very first stages of both learning and remembering what was

learned are affective ...When we respond to something with emotional intensity, stress hormones excite the part of the brain that transforms impressions or short-term memories into long-term memories. The greater the affective intensity, the easier both the original imprinting and the recall”.

### **2.3.3.1 Building rapport**

Building rapport is the act of establishing a harmonious relationship and developing effective communication with someone. An environment is conducive to learning when a teacher has a good rapport with the students. Ludic activities and games contribute to promote a healthy environment in the class and it leads to a positive interaction between teacher and students. A simple activity like to make a round table with all students and mention three facts of everyone - where they live, their favorite TV show and their favorite music- helps to get along well with each other. In addition, this encourages students and teacher to have a comfortable conversation which starts to build rapport. As Fleming (2003) states, “A teacher who encourages students to take a personal interest in other students may lead students to an enhanced perception of the teacher” It is evident that rapport has a big impact in the behavior of all students.

A short list of benefits is shown:

**Higher motivation.** When students feel rapport with their teachers and feel that their teacher’s personalities are something like their own, motivation is higher.

**Increased comfort.** When there is rapport, students tend to answer more freely and with a greater degree of frankness.

**Increased quality.** In a degree program, when students feel rapport with faculty, their perceptions of the quality of that program increase.



**Satisfaction.** Rapport leads to satisfaction—supported by much research, including research done in classrooms. When students report having rapport with the instructor, their satisfaction with the course increases.

**Enhanced communication.** As rapport grows, so does understanding and comprehension. Teachers and students understand each other better when there is rapport between them.

**Trust.** Sometimes trust is necessary for rapport to develop. But trust can also be an outcome. Once rapport has been established, trust between parties grows.

Clearly, rapport does not result in learning but it certainly helps to create conditions conducive to learning—things like higher motivation, increased comfort, and enhanced communication. At the same time that rapport is built up, students tend to be talkative which leads to an improvement in the speaking skill.

Hawley (1997) recommends entering the classroom with confidence, smiling, and having a sense of humor. Wankat and Oreovicz (1998) suggest being enthusiastic, communicating a positive attitude, showing appreciation for students, arriving early and staying late, and chatting with them.

Speechless, rapport is a useful tool to increase student's confidence. Students feel eager to participate in classes once the environment is friendly and open to feedback.

### **2.3.4 Affective Filter**

#### **2.3.4. 1 Definition of the Affective Filter Hypothesis**

There are five hypotheses which are known as input hypothesis or monitor model; the number five, the affective filter hypothesis, accounts for the influence of affective factors on second language acquisition. Affect refers to non-linguistic variables such as motivation, self-confidence, and anxiety. As per the affective filter hypothesis, affect

effects acquisition, but not learning, by facilitating or preventing comprehensible input from reaching the language acquisition device. In other words, affective variables such as fear, nervousness, boredom, and resistance to change can affect the internalization of a second language by preventing information about the second language from reaching the language areas of the mind.

In addition, when the affective filter blocks comprehensible input, acquisition fails or occurs to a lesser extent than when the affective filter supports the intake of comprehensible input. The affective filter, therefore, accounts for individual variation in second language acquisition. Second language instruction can and should work to minimize the effects of the affective filter.

The affective filter is an impediment to learning or acquisition caused by negative emotional ("affective") responses to one's environment. It is a hypothesis of second-language acquisition theory, and a field of interest in educational psychology.

According to the affective filter hypothesis, certain emotions, such as anxiety, self-doubt, and mere boredom interfere with the process of acquiring a second language. They function as a filter between the speaker and the listener that reduces the amount of language input the listener is able to understand. These negative emotions prevent efficient processing of the language input. The hypothesis further states that blockage can be reduced by sparking interest, providing low-anxiety environments and bolstering the learner's self-esteem.

According to Krashen (1982), there are two prime issues that prevent the lowering of the affective filter. The first is not allowing for a silent period (expecting the student to speak before they have received an adequate amount of comprehensible input according to their individual needs). The second is correcting their errors too early-on in the process. Affective filter can be modified using ludic activities are those create a comfortable environment and levels of anxiety are low.

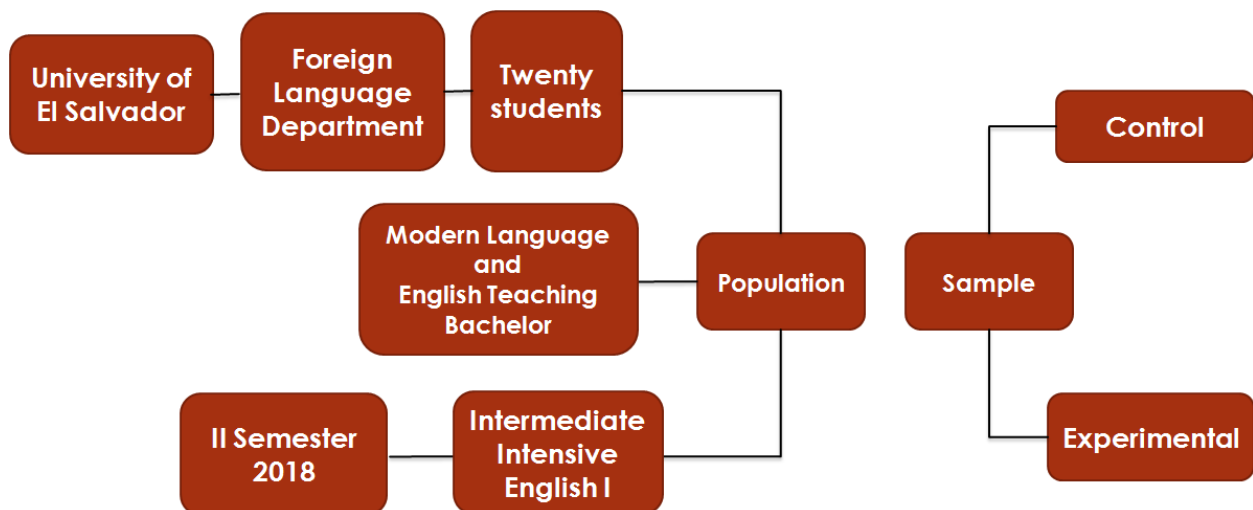
## CHAPTER III: RESEARCH METHODOLOGY

In this section, the research team describes all the procedures to develop this action research work. The researchers carefully chose a set of strategies to carry out the intervention plan and to show the effects of ludic activities as a motivational strategy to evolve oral production. In addition, in this chapter, researchers present the paradigm and sample population for the project, as well as the research tool used to analyze and interpret data successfully.

### 3.1 Population and Sample

This study took place at the Foreign Language Department of the University of El Salvador during the second semester in 2018. The target population for this research study was the students from Intermediate Intensive English I from the Bachelor in Modern Languages and the Bachelor in English Teaching.

The researchers worked with a sample population of a group about 20 students divided into 2 different groups: control and experimental groups.



### **3.2 Research Method and Design**

This investigation followed qualitative and quantitative parameters. Therefore, the researchers dealt with a mixed method since it was intended not only to understand and describe student's behaviors through observation, but also to generate numerical data and quantify behaviors. Johnson (2007) states "mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding" p. 123.

The research design was descriptive-comparative since the purpose was to observe, describe and compare the students' behaviors between a control and an experimental group at the moment of applying ludic activities.

Ari Reid (2007) claims "descriptive studies are those that do not involve an experimental design with true hypothesis testing. Descriptive research can answer questions such as who, what, when and where. Questions regarding why and how, on the other hand, usually require an experiment. These descriptive studies typically consist of observing behavior over a period of time. This is the type of descriptive observation that may lead you to ask questions about behavior and design a study that manipulates the environment in some way. Once you begin to manipulate the environment in order to answer a specific research question, you are no longer engaged in descriptive research."

Consequently, this study was a non- experimental research design due to the research team could not control, manipulate or alter any variable or subjects, but instead, relied on interpretation, observation or interactions to come to a conclusion.

### **3.3 Sampling procedure**

This research began with a piloting study in which the research team observed students from Basic Intensive English I from the Bachelor in Modern Languages and the Bachelor in English Teaching, Semester I, to discover the main indicators and identify the most popular behaviors when a ludic activity took or did not take place in class. Thus, an instrument was created based on previous observations to be ready to carry out this research. The research team promotes Intermediate English Reinforcement classes in Semester II focusing mostly on speaking skills. So, in order to choose the sample the research team did not only attend to Intermediate Intensive English I classes to invite the students directly, but also created posters to paste them all around the foreign languages department and some flyers to post them in the most influential social network: Facebook.

The twenty students were divided into two groups of ten people each; group one (experimental) and group two (control). In order to create the experimental and control group, random assignment was applied to divide participants in two groups so that each of them had an equal chance of being placed in any group. First, the research team created a list of participants in the same order that they got enrolled in. Then, students who had multiples of five were selected. For instance, student number five went to group one, student number ten went to group two, and so on. Once there were the last four students, they were properly distributed to each group.

The sampling frame was crucial in the research project, but the teacher in charge of the groups played a significant role as well. An open enrollment to be the teacher for those two groups was handled by the team. Once there were two applicants to be a teacher, the research team decided to measure their English and teaching skills through a demo class in order to elect one teacher. By having only one teacher, both groups had the same type of motivation and teaching style. Nevertheless, the teacher applied ludic activities in the experimental group.

### **3.4 Intervention Plan**

The research team created the lesson plans for every single class developed during five weeks from August 20th to September 20th. The experimental group was assigned on Monday and Wednesday while the control group was assigned on Tuesday and Thursday from 12:00 p.m. to 1:00 p.m. On the experimental group, the teacher applied different ludic activities while the control group received no treatment at all. Clearly, both groups from the sampling frame were important in this non-experimental research, for it enabled the research to determine the effects of ludic activities in the English language acquisition.

### **3.5 Data Collection Instruments**

The instrument was a checklist applied through the observation technique to identify different students' behaviors in every class. The research team divided the members in different roles to be able not only to help the teacher in the class with the classroom arrangement, didactic materials and further assistance, but also to observe the most prominent behaviors to analyze the phenomena. After the classes ended, the information collected was analyzed through charts, tables and graphics. At the end, the different outcomes that ludic activities had as motivational strategy were presented.

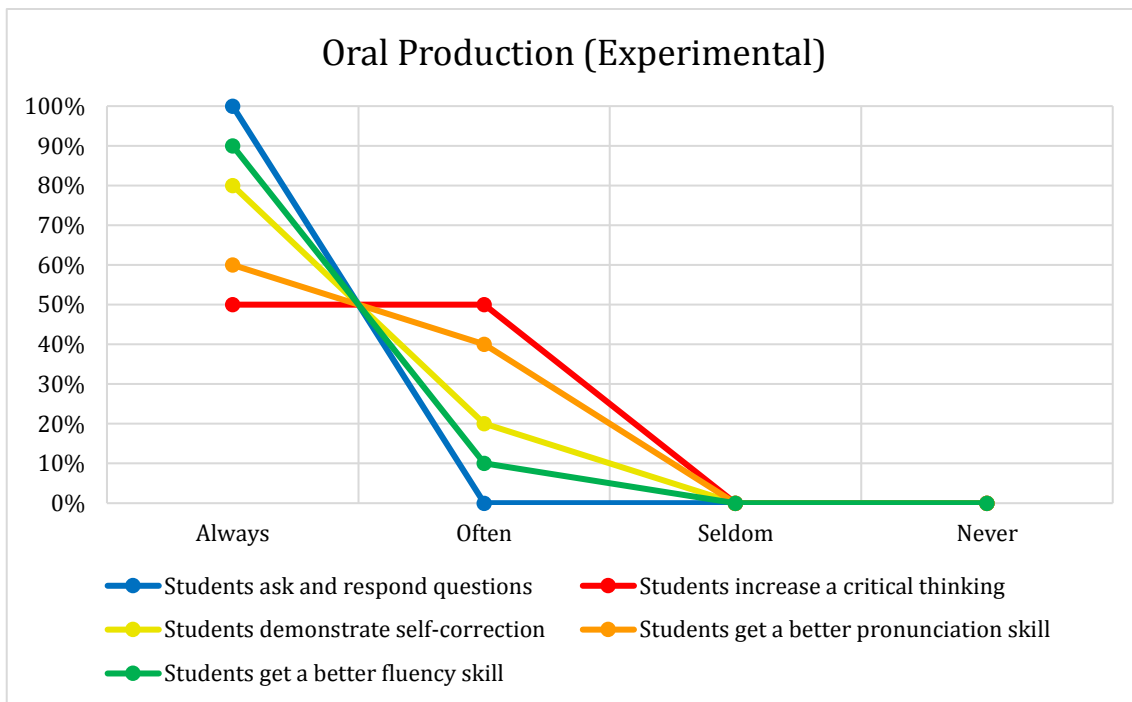
It was evident that ludic activities had not received the appropriate importance that they should have always had. Nevertheless, this research project helped teachers and students to understand the impact which ludic activities had on the learning process.

## CHAPTER IV: ANALYSIS AND INTERPRETATION OF DATA

This section of the data presentation contains the results of the class observation made by the research team. Each graph represents an important indicator identified in this research. The participants behaviors are reflected in the following charts and captions. The researchers attended twenty classes to identify the behaviors of the participants through an observation tool when applying ludic activities.

### 4.1 Findings

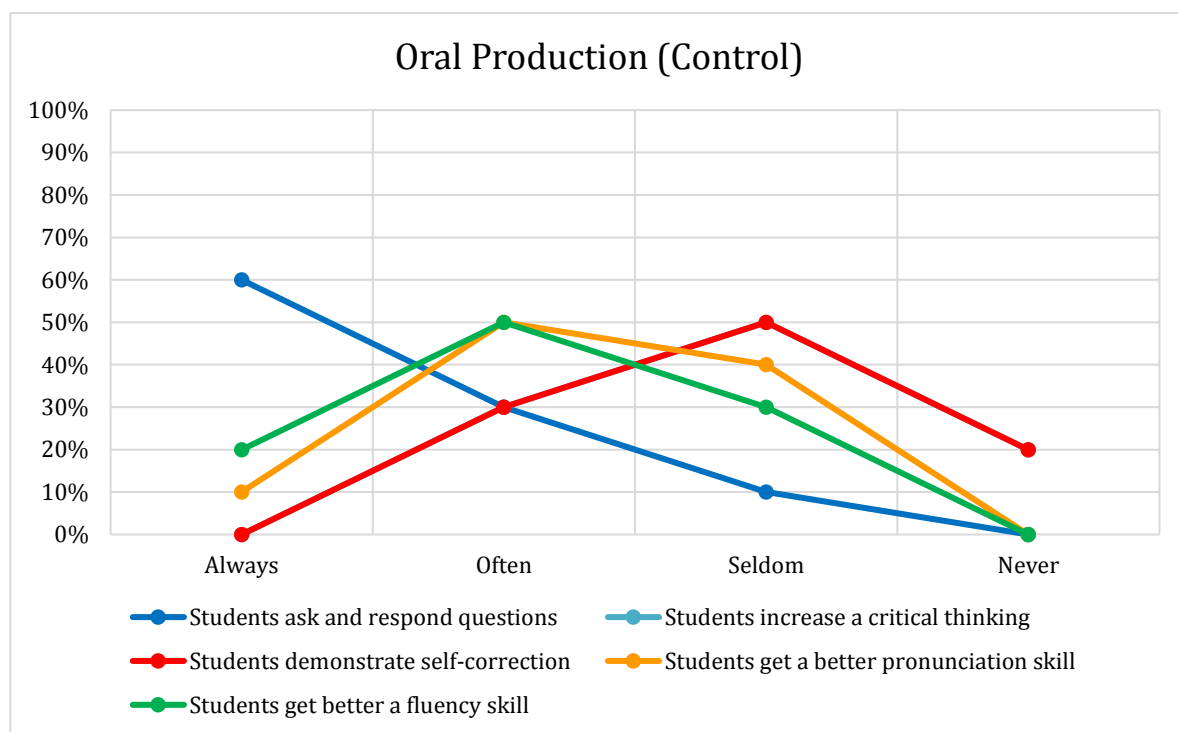
Oral Production (Experimental)	Always	Often	Seldom	Never
Students ask and respond questions.	100%	0%	0%	0%
Students increase a critical thinking.	50%	50%	0%	0%
Students demonstrate self-correction.	80%	20%	0%	0%
Students get a better pronunciation skill.	60%	40%	0%	0%
Students get a better fluency skill.	90%	10%	0%	0%



The students in the experimental group had the chance to increase substantially the oral production due to the participation in the different activities implemented by the teacher. A 100% of students always asked and responded questions in class. Furthermore, a

90% of students always improved their fluency and an 80% always got a self-correction attitude. Moreover, a 60% of students always got a better pronunciation skill and the 50% of them increased a critical thinking. Undoubtedly, the implementation of ludic activities not only favored the oral production, but also autonomy during the intervention.

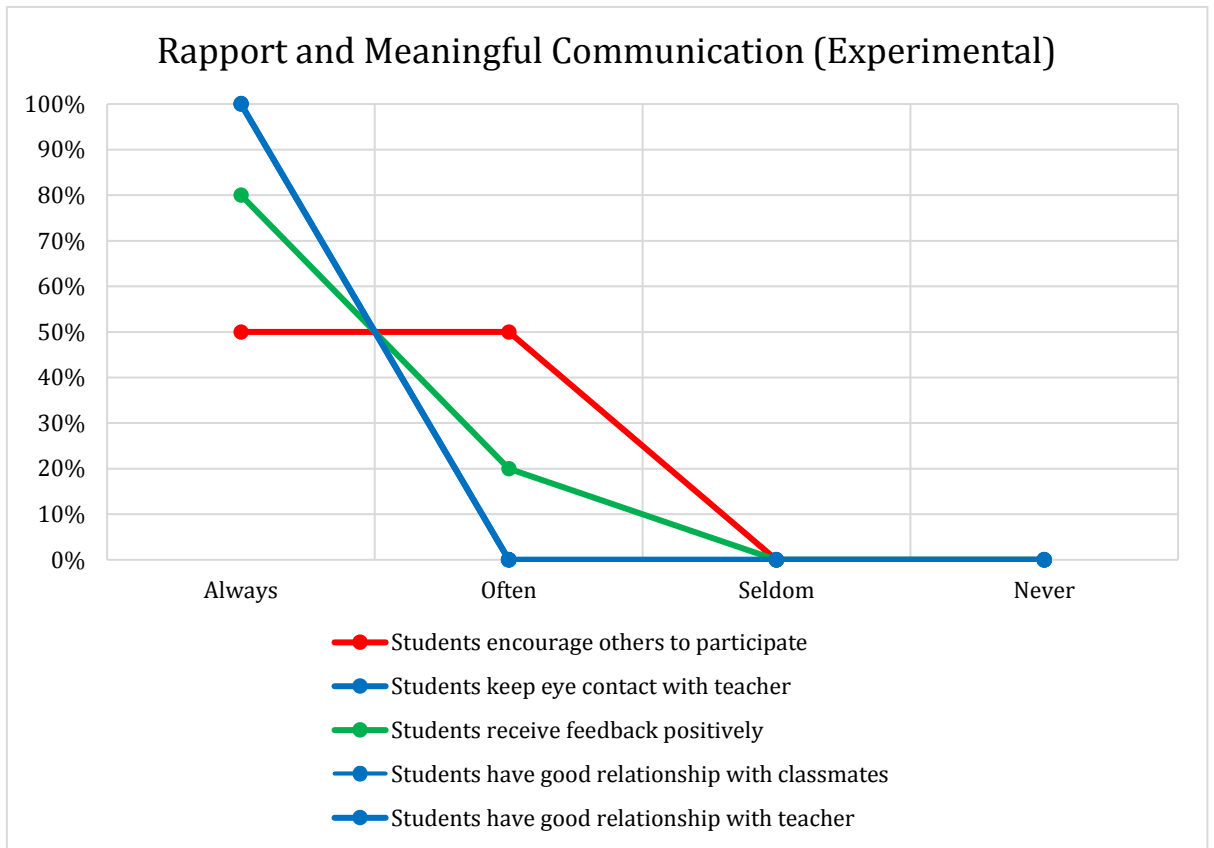
Oral Production (Control)	Always	Often	Seldom	Never
Students ask and respond questions.	60%	30%	10%	0%
Student increase a critical thinking.	0%	30%	50%	20%
Students demonstrate self-correction.	0%	30%	50%	20%
Students get a better pronunciation skill.	10%	50%	40%	0%
Students get better fluency skill.	20%	50%	30%	0%



The students in the control group had a minimal progress in oral production. A 30% of students often increased a critical thinking and demonstrated self-correction. Nonetheless, half of the amount of students often got a better pronunciation and fluency skills and a 60% of students always asked and responded questions.

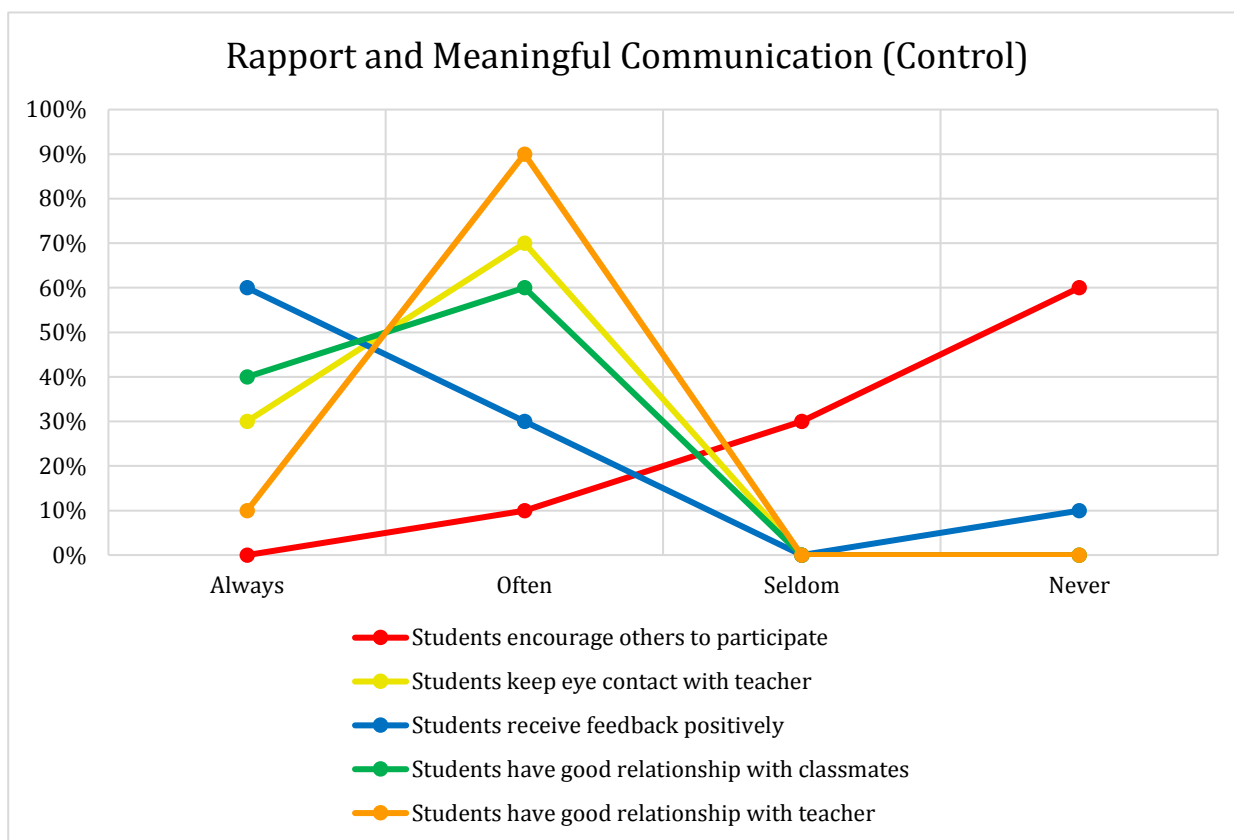


<b>Rapport and Meaningful Communication (Experimental)</b>	<b>Always</b>	<b>Often</b>	<b>Seldom</b>	<b>Never</b>
Students encourage others to participate.	50%	50%	0%	0%
Students keep eye contact with teacher.	100%	0%	0%	0%
Students receive feedback positively.	80%	20%	0%	0%
Students have good relationship with classmates.	100%	0%	0%	0%
Students have good relationship with teacher.	100%	0%	0%	0%



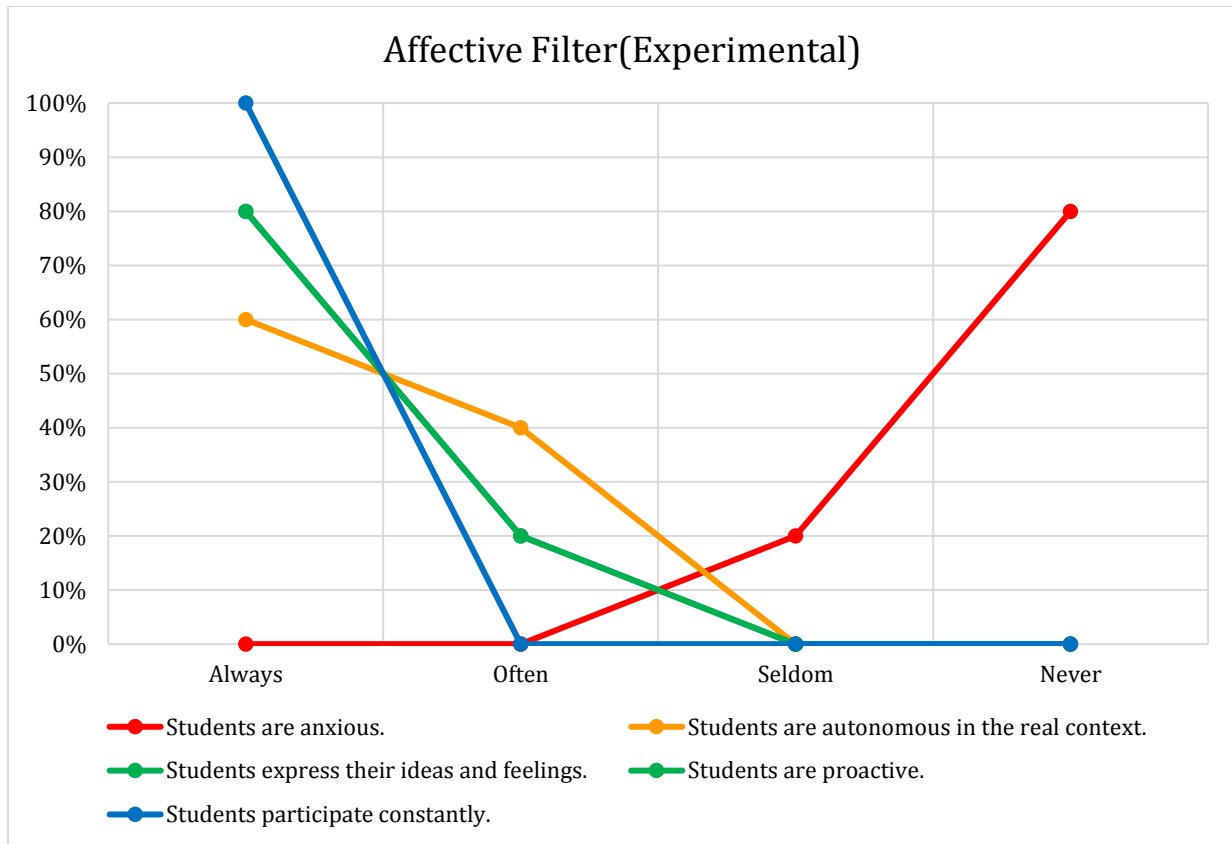
The experimental group had a highly increase of meaningful communication since all of the participants always kept eye contact with the teacher and had a good relationship with him and their classmates. Additionally, an 80% of students always received an accurate feedback positively. However, just a 50% of them encourage others to participate due to the fact that all of them were engaged in the class.

<b>Rapport and Meaningful Communication (Control)</b>	<b>Always</b>	<b>Often</b>	<b>Seldom</b>	<b>Never</b>
Students encourage others to participate.	0%	10%	30%	60%
Students keep eye contact with teacher.	30%	70%	0%	0%
Students receive feedback positively.	60%	30%	0%	10%
Students have good relationship with classmates.	40%	60%	0%	0%
Students have good relationship with teacher.	10%	90%	0%	0%



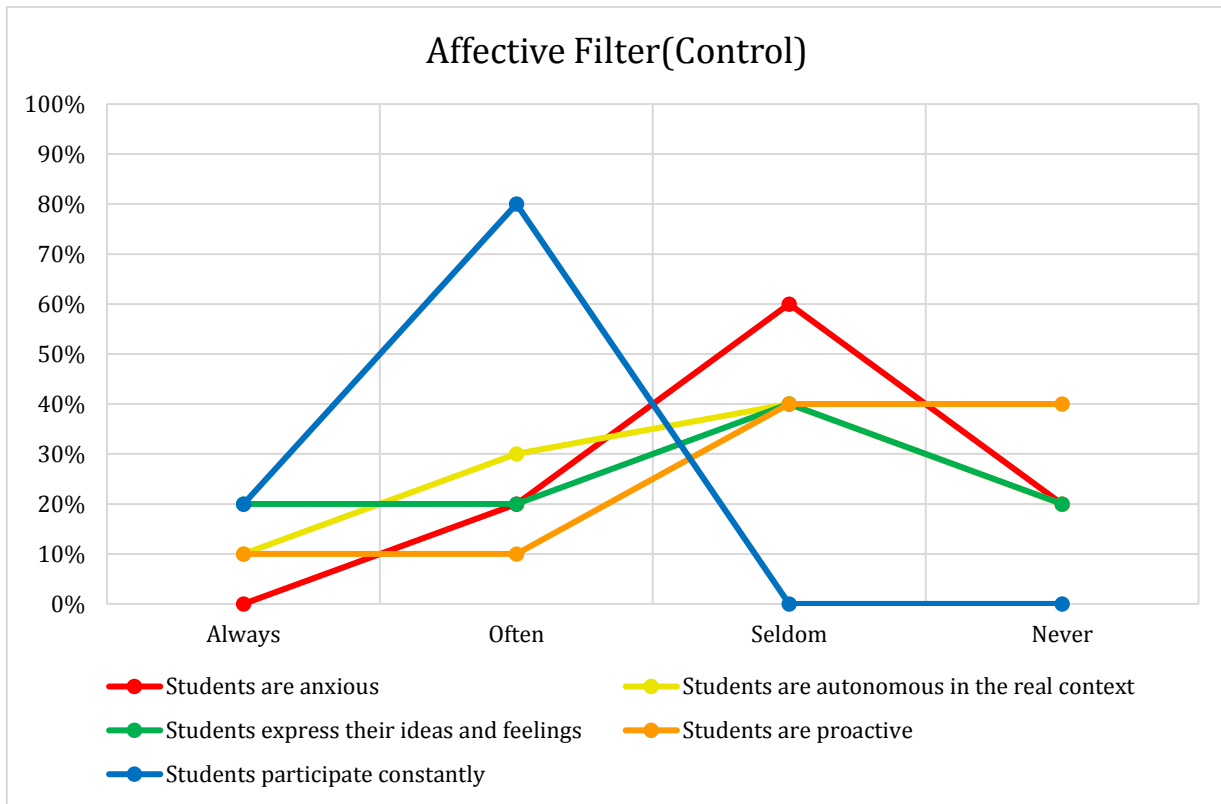
The lack of ludic activities in the control group was a crucial factor to determine the use of them in the EFL class. They had a highly impact in the rapport since a 60% of students often had a good relationship with their classmates and a 60% never encouraged others to participate. In despite of the lack of the ludic activities applied, a 90% often had a good relationship with the teacher, a 70% kept eye contact with him and a 60% always received feedback positively.

Affective Filter (Experimental)	Always	Often	Seldom	Never
Students are anxious.	0%	0%	20%	80%
Students are autonomous in the real context.	60%	40%	0%	0%
Students express their ideas and feelings.	80%	20%	0%	0%
Students are proactive.	80%	20%	0%	0%
Students participate constantly.	100%	0%	0%	0%



The levels of anxiety were lower in the experimental group because students were acquiring the language unconsciously at the moment of playing. An 80% of students never demonstrated anxiety in class which is shown in all participants who always and constantly participated. Besides, an 80% of students always expressed their ideas and feelings and were proactive at the time of participating, as well as an 60% of them were autonomous in the real context. Clearly, students felt more relax in an amusing environment.

<b>Affective Filter (Control)</b>	<b>Always</b>	<b>Often</b>	<b>Seldom</b>	<b>Never</b>
Students are anxious.	0%	20%	60%	20%
Students are autonomous in the real context.	10%	30%	40%	20%
Students express their ideas and feelings.	20%	20%	40%	20%
Students are proactive.	10%	10%	40%	40%
Students participate constantly.	20%	80%	0%	0%



The levels of anxiety were higher in the control than in the experimental group. A 60% of students seldom demonstrated anxiety and a 40% of them were autonomous and proactive in the real context and expressed their ideas and feeling. In addition, an 80% of students often participate constantly in class.

In all probability, ludic activities had improved in a great amount not only the oral production but also the levels of anxiety and meaningful communication during the intervention .

## **CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Conclusions**

The implementation of ludic activities evolves oral production. Not all students from Intermediate Intensive English I of the Foreign Language Department at the University of El Salvador have the chance to take advantage of ludic activities, however; when they are applied, they are an outstanding tool for students to increase the oral production. Speaking is one of the toughest and most desirable skills to develop and it was highly noticeable the improvement of it through the application of ludic activities during the project.

As it is mentioned above in one of the objectives of this research, the research team pursued to show the effects that ludic activities have as a motivational strategy to evolve oral production. Therefore, by looking at the obtained results from the instrument it is noticed that the implementation of this activities not only at the beginning of the class provides an excellent alternative to develop oral production in the different stages of the English learning process.

It is found that the affective filter from students participating in the research study is reduced through the implementation of ludic activities. One important factor is that more than a half of the population from the classes expresses statements that suggest the implementation of ludic activities as strategy to gain confident and motivation at the moment of speaking.

Based on the data collected, it is evident that ludic activities influence students behavior in a class. A good communication and friendly interaction reflect the amelioration of the rapport and students express their ideas and thoughts with no stress impacting the oral productivity and increasing students' critical thinking, proactivity and autonomy.

Speechless, the difference between the experimental and the control group is conspicuous. It is perceptible at any moment in the class. On one hand, the experimental group in which the majority of students show an easygoing attitude due to the ludic activities and games shows more talkative and versatile people who are able to participate during the whole class provoking and enhancement in oral skills. On the other hand, the control group often has a reluctant attitude toward the teaching process due to the lack of ludic activities.

The standpoint that students have about the learning process changes in a big deal depending on how the teacher tackles it. While ludic activities are applied, students tend to participate in class and they are active. Nevertheless, in any class where games or ludic activities do not take place, students tend to be more timid at the moment of talking in class.

## 5.2 Recommendations

The comparison of results obtained in this study between the experimental and control group at the moment to apply ludic activities in motivation levels and oral production acquisition permits us to recommend the use of ludic activities in the Foreign Language Department of the University of El Salvador. It is important to state that the activities proposed must be correctly planned and addressed by the teacher so students can participate and seize the advantages of learning through these type of tasks.

Ludic activities should not be considered time-fillers, warm-ups or prizes only. They can be used throughout a complete lesson so students will learn the content unconsciously. English teachers should warn teachers and the authorities that the use of these activities may result in louder classes which do not necessarily mean they are not learning. It is important to attain a new conception where silence does not always involve high-level learning, so teachers would not have to give explanations all the time or be concerned of having problems because of others' reactions of indiscipline.

On the other hand, there must always be positive feedback whenever a teacher uses these type of activities due to feedback is very important since it is a constructive criticism that can help to formulate better decisions to improve and increase performance. Thus, students will feel engaged in a stress-free environment where their only concern is to participate and not to be judged by others. The teacher must use correction strategies that do not affect the students' self-esteem or that could cause peer judgment within the class.

The experience acquired by this study allows us to invite other teachers not to develop their classes based on the textbook activities alone, but to come up with engaging options according to their students' needs and requirements which could become much more effective than just fulfilling an annual lesson plan.

It is possible to recommend the use of these activities in other levels or majors in the University of El Salvador since they are easily adjustable to any vocabulary, grammar structure or need that a teacher may present.



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## APPENDICES

### APPENDIX A: INSTRUMENTS APPLIED DURING THE INTERVENTION

**UNIVERSITY OF EL SALVADOR**  
**SCHOOL OF ARTS AND SCIENCES**  
**FOREIGN LANGUAGES DEPARTMENT**



**CHECKLIST FORMAT**

**RESEARCH PROJECT:** The Effects of Ludic Activities as a Motivational Strategy to Evolve Oral Production of Intermediate Intensive English I students of the Foreign Language Department at the University of El Salvador.

**Instructions:** The following checklist intends to measure the student's behaviors whenever a ludic activity is applied in class.

**Objective:** To show the effects that ludic activities have as a motivational strategy in the oral production in the English learning environment.

Behaviors	Always	Often	Seldom	Never
Students are anxious.			✓	
Students are autonomous in the real context.		✓		
Students are bored.				✓
Students express their ideas and feelings.	✓			
Students are proactive.	✓			
Students ask and respond questions.	✓			
Students follow instructions.	✓			
Students increase a critical thinking.	✓			
Students participate constantly.	✓			
Students encourage others to participate.	✓			
Students take notes.	✓			
Students keep eye contact with teacher.	✓			
Students receive feedback.		✓		
Students have a good relationship with classmates.	✓			
Students have a good relationship with teacher.	✓			
Students demonstrate self-correction.		✓		
Students get a better pronunciation skill.		✓		
Students get a better fluency skill.	✓			
Students got positive reinforcements.	✓			
Students are chatting.			✓	

20 / 08 / 2018

UNIVERSITY OF EL SALVADOR  
 SCHOOL OF ARTS AND SCIENCES  
 FOREIGN LANGUAGES DEPARTMENT



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Students ask and respond questions.	✓			
Students follow instructions.	✓			
Students increase a critical thinking.			✓	
Students participate constantly.		✓		
Students encourage others to participate.				✓
Students take notes.	✓			
Students keep eye contact with teacher.		✓		
Students receive feedback.		✓		
Students have a good relationship with classmates.		✓		
Students have a good relationship with teacher.		✓		
Students demonstrate self-correction.		✓		
Students get a better pronunciation skill.			✓	
Students get a better fluency skill.			✓	
Students got positive reinforcements.	✓			
Students are chatting.			✓	

21/08/2018

UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
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Students express their ideas and feelings.		✓		
Students are proactive.	✓			
Students ask and respond questions.	✓			
Students follow instructions.	✓			
Students increase a critical thinking.	✓			
Students participate constantly.	✓			
Students encourage others to participate.		✓		
Students take notes.		✓		
Students keep eye contact with teacher.	✓			
Students receive feedback.		✓		
Students have a good relationship with classmates.	✓			
Students have a good relationship with teacher.	✓			
Students demonstrate self-correction.	✓			
Students get a better pronunciation skill.	✓			
Students get a better fluency skill.	✓			
Students got positive reinforcements.	✓			
Students are chatting.				✓

22/08/18

UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGES DEPARTMENT



CHECKLIST FORMAT

**RESEARCH PROJECT:** The Effects of Ludic Activities as a Motivational Strategy to Evolve Oral Production of Intermediate Intensive English I students of the Foreign Language Department at the University of El Salvador.

**Instructions:** The following checklist intends to measure the student's behaviors whenever a ludic activity is applied in class.

**Objective:** To show the effects that ludic activities have as a motivational strategy in the oral production in the English learning environment.

Behaviors	Always	Often	Seldom	Never
Students are anxious.			✓	
Students are autonomous in the real context.			✓	
Students are bored.		✓		
Students express their ideas and feelings.				✓
Students are proactive.				✓
Students ask and respond questions.		✓		
Students follow instructions.	✓			
Students increase a critical thinking.				✓
Students participate constantly.		✓		
Students encourage others to participate.				✓
Students take notes.		✓		
Students keep eye contact with teacher.		✓		
Students receive feedback.	✓			
Students have a good relationship with classmates.		✓		
Students have a good relationship with teacher.		✓		
Students demonstrate self-correction.			✓	
Students get a better pronunciation skill.			✓	
Students get a better fluency skill.			✓	
Students got positive reinforcements.		✓		
Students are chatting.			✓	

23/08/18



UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGES DEPARTMENT



CHECKLIST FORMAT

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Students are anxious.				✓
Students are autonomous in the real context.	✓			
Students are bored.				✓
Students express their ideas and feelings.	✓			
Students are proactive.		✓		
Students ask and respond questions.	✓			
Students follow instructions.	✓			
Students increase a critical thinking.		✓		
Students participate constantly.	✓			
Students encourage others to participate.		✓		
Students take notes.	✓			
Students keep eye contact with teacher.	✓			
Students receive feedback.	✓			
Students have a good relationship with classmates.	✓			
Students have a good relationship with teacher.	✓			
Students demonstrate self-correction.	✓			
Students get a better pronunciation skill.	✓			
Students get a better fluency skill.	✓			
Students got positive reinforcements.	✓			
Students are chatting.				✓

27/08/18

UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGES DEPARTMENT



CHECKLIST FORMAT

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Students are anxious.				✓
Students are autonomous in the real context.			✓	
Students are bored.				✓
Students express their ideas and feelings.			✓	✓
Students are proactive.			✓	
Students ask and respond questions.			✓	
Students follow instructions.	✓			
Students increase a critical thinking.			✓	
Students participate constantly.		✓		
Students encourage others to participate.				✓
Students take notes.	✓			
Students keep eye contact with teacher.	✓			
Students receive feedback.	✓			
Students have a good relationship with classmates.	✓			
Students have a good relationship with teacher.		✓		
Students demonstrate self-correction.				✓
Students get a better pronunciation skill.		✓		
Students get a better fluency skill.		✓		
Students got positive reinforcements.	✓			
Students are chatting.			✓	

28 / 08 / 2018

UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGES DEPARTMENT



CHECKLIST FORMAT

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Students are anxious.			✓	
Students are autonomous in the real context.			✓	
Students are bored.			✓	
Students express their ideas and feelings.			✓	
Students are proactive.				✓
Students ask and respond questions.		✓		
Students follow instructions.	✓			
Students increase a critical thinking.				✓
Students participate constantly.		✓		
Students encourage others to participate.			✓	
Students take notes.	✓			
Students keep eye contact with teacher.		✓		
Students receive feedback.		✓		
Students have a good relationship with classmates.		✓		
Students have a good relationship with teacher.		✓		
Students demonstrate self-correction.			✓	
Students get a better pronunciation skill.			✓	
Students get a better fluency skill.			✓	
Students got positive reinforcements.	✓			
Students are chatting.				✓

30/08/2018

UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGES DEPARTMENT



CHECKLIST    FORMAT

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Students are anxious.			✓	
Students are autonomous in the real context.		✓		
Students are bored.				✓
Students express their ideas and feelings.		✓		
Students are proactive.		✓		
Students ask and respond questions.	✓			
Students follow instructions.	✓			
Students increase a critical thinking.		✓		
Students participate constantly.	✓			
Students encourage others to participate.	✓			
Students take notes.	✓			
Students keep eye contact with teacher.	✓			
Students receive feedback.	✓			
Students have a good relationship with classmates.	✓			
Students have a good relationship with teacher.	✓			
Students demonstrate self-correction.	✓			
Students get a better pronunciation skill.		✓		
Students get a better fluency skill.	✓			
Students got positive reinforcements.		✓		
Students are chatting.				✓

3/09/2018

UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGES DEPARTMENT



CHECKLIST FORMAT

**RESEARCH PROJECT:** The Effects of Ludic Activities as a Motivational Strategy to Evolve Oral Production of Intermediate Intensive English I students of the Foreign Language Department at the University of El Salvador.

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**Objective:** To show the effects that ludic activities have as a motivational strategy in the oral production in the English learning environment.

Behaviors	Always	Often	Seldom	Never
Students are anxious.			✓	
Students are autonomous in the real context.		✓		
Students are bored.			✓	
Students express their ideas and feelings.			✓	
Students are proactive.				✓
Students ask and respond questions.	✓			
Students follow instructions.	✓			
Students increase a critical thinking.		✓		
Students participate constantly.		✓		
Students encourage others to participate.				✓
Students take notes.		✓		
Students keep eye contact with teacher.		✓		
Students receive feedback.				✓
Students have a good relationship with classmates.	✓			
Students have a good relationship with teacher.		✓		
Students demonstrate self-correction.			✓	
Students get a better pronunciation skill.			✓	
Students get a better fluency skill.		✓		
Students got positive reinforcements.	✓			
Students are chatting.				✓

4/09/18

**UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGES DEPARTMENT**



**CHECKLIST    F O R M A T**

**RESEARCH PROJECT:** The Effects of Ludic Activities as a Motivational Strategy to Evolve Oral Production of Intermediate Intensive English I students of the Foreign Language Department at the University of El Salvador.

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Behaviors	Always	Often	Seldom	Never
Students are anxious.				✓
Students are autonomous in the real context.	✓			
Students are bored.				✓
Students express their ideas and feelings.	✓			
Students are proactive.	✓			
Students ask and respond questions.	✓			
Students follow instructions.	✓			
Students increase a critical thinking.		✓		
Students participate constantly.	✓			
Students encourage others to participate.		✓		
Students take notes.	✓			
Students keep eye contact with teacher.	✓			
Students receive feedback.	✓			
Students have a good relationship with classmates.	✓			
Students have a good relationship with teacher.	✓			
Students demonstrate self-correction.		✓		
Students get a better pronunciation skill.		✓		
Students get a better fluency skill.		✓		
Students got positive reinforcements.	✓			
Students are chatting.				✓

05/09/2018

UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGES DEPARTMENT



CHECKLIST    F O R M A T

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**Objective:** To show the effects that ludic activities have as a motivational strategy in the oral production in the English learning environment.

Behaviors	Always	Often	Seldom	Never
Students are anxious.		✓		✓
Students are autonomous in the real context.				✓
Students are bored.		✓		
Students express their ideas and feelings.			✓	
Students are proactive.			✓	
Students ask and respond questions.	✓			
Students follow instructions.	✓			
Students increase a critical thinking.			✓	
Students participate constantly.		✓		
Students encourage others to participate.			✓	
Students take notes.		✓		
Students keep eye contact with teacher.		✓		
Students receive feedback.		✓		
Students have a good relationship with classmates.		✓		
Students have a good relationship with teacher.		✓		
Students demonstrate self-correction.			✓	
Students get a better pronunciation skill.		✓		
Students get a better fluency skill.		✓		
Students got positive reinforcements.	✓			
Students are chatting.			✓	

06/09/2018

UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGES DEPARTMENT



CHECKLIST FORMAT

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Behaviors	Always	Often	Seldom	Never
Students are anxious.				✓
Students are autonomous in the real context.	✓			
Students are bored.				✓
Students express their ideas and feelings.	✓			
Students are proactive.	✓			
Students ask and respond questions.	✓			
Students follow instructions.	✓			
Students increase a critical thinking.		✓		
Students participate constantly.	✓			
Students encourage others to participate.		✓		
Students take notes.	✓			
Students keep eye contact with teacher.	✓			
Students receive feedback.	✓			
Students have a good relationship with classmates.	✓			
Students have a good relationship with teacher.	✓			
Students demonstrate self-correction.	✓			
Students get a better pronunciation skill.	✓			
Students get a better fluency skill.	✓			
Students got positive reinforcements.	✓			
Students are chatting.				✓

10/09/2018



UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGES DEPARTMENT



CHECKLIST FORMAT

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Behaviors	Always	Often	Seldom	Never
Students are anxious.		✓		
Students are autonomous in the real context.		✓		
Students are bored.			✓	
Students express their ideas and feelings.		✓		
Students are proactive.		✓		
Students ask and respond questions.	✓			
Students follow instructions.	✓			
Students increase a critical thinking.		✓		
Students participate constantly.		✓		
Students encourage others to participate.			✓	
Students take notes.		✓		
Students keep eye contact with teacher.		✓		
Students receive feedback.	✓			
Students have a good relationship with classmates.		✓		
Students have a good relationship with teacher.		✓		
Students demonstrate self-correction.		✓		
Students get a better pronunciation skill.		✓		
Students get a better fluency skill.	✓			
Students got positive reinforcements.		✓		
Students are chatting.			✓	

11/09/2018

UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGES DEPARTMENT



CHECKLIST    FORMAT

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Behaviors	Always	Often	Seldom	Never
Students are anxious.				✓
Students are autonomous in the real context.		✓		
Students are bored.				✓
Students express their ideas and feelings.	✓			
Students are proactive.	✓			
Students ask and respond questions.	✓			
Students follow instructions.	✓			
Students increase a critical thinking.		✓		
Students participate constantly.	✓			
Students encourage others to participate.	✓			
Students take notes.		✓		
Students keep eye contact with teacher.	✓			
Students receive feedback.	✓			
Students have a good relationship with classmates.	✓			
Students have a good relationship with teacher.	✓			
Students demonstrate self-correction.	✓			
Students get a better pronunciation skill.	✓			
Students get a better fluency skill.	✓			
Students got positive reinforcements.	✓			
Students are chatting.				✓

12/09/2018

UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGES DEPARTMENT



CHECKLIST    FORMAT

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Behaviors	Always	Often	Seldom	Never
Students are anxious.			✓	
Students are autonomous in the real context.			✓	
Students are bored.			✓	
Students express their ideas and feelings.		✓		
Students are proactive.			✓	
Students ask and respond questions.		✓		
Students follow instructions.		✓		
Students increase a critical thinking.			✓	
Students participate constantly.		✓		
Students encourage others to participate.				✓
Students take notes.		✓		
Students keep eye contact with teacher.		✓		
Students receive feedback.	✓			
Students have a good relationship with classmates.		✓		
Students have a good relationship with teacher.		✓		
Students demonstrate self-correction.			✓	
Students get a better pronunciation skill.		✓		
Students get a better fluency skill.		✓		
Students got positive reinforcements.	✓			
Students are chatting.			✓	

13/09/2018

UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGES DEPARTMENT



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Behaviors	Always	Often	Seldom	Never
Students are anxious.				✓
Students are autonomous in the real context.	✓			
Students are bored.				✓
Students express their ideas and feelings.	✓			
Students are proactive.	✓			
Students ask and respond questions.	✓			
Students follow instructions.	✓			
Students increase a critical thinking.	✓			
Students participate constantly.	✓			
Students encourage others to participate.		✓		
Students take notes.	✓			
Students keep eye contact with teacher.	✓			
Students receive feedback.	✓			
Students have a good relationship with classmates.	✓			
Students have a good relationship with teacher.	✓			
Students demonstrate self-correction.	✓			
Students get a better pronunciation skill.	✓			
Students get a better fluency skill.	✓			
Students got positive reinforcements.	✓			
Students are chatting.				✓

17/09/2018

UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGES DEPARTMENT



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Students are anxious.			✓	
Students are autonomous in the real context.		✓		
Students are bored.				✓
Students express their ideas and feelings.			✓	
Students are proactive.			✓	
Students ask and respond questions.	✓			
Students follow instructions.	✓			
Students increase a critical thinking.			✓	
Students participate constantly.	✓			
Students encourage others to participate.				✓
Students take notes.			✓	
Students keep eye contact with teacher.	✓			
Students receive feedback.	✓			
Students have a good relationship with classmates.	✓			
Students have a good relationship with teacher.		✓		
Students demonstrate self-correction.				✓
Students get a better pronunciation skill.		✓		
Students get a better fluency skill.		✓		
Students got positive reinforcements.	✓			
Students are chatting.			✓	

18/09/2018

UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGES DEPARTMENT



CHECKLIST    F O R M A T

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Students are anxious.				✓
Students are autonomous in the real context.	✓			
Students are bored.				✓
Students express their ideas and feelings.	✓			
Students are proactive.	✓			
Students ask and respond questions.	✓			
Students follow instructions.	✓			
Students increase a critical thinking.	✓			
Students participate constantly.	✓			
Students encourage others to participate.	✓			
Students take notes.		✓		
Students keep eye contact with teacher.	✓			
Students receive feedback.	✓			
Students have a good relationship with classmates.	✓			
Students have a good relationship with teacher.	✓			
Students demonstrate self-correction.	✓			
Students get a better pronunciation skill.	✓			
Students get a better fluency skill.	✓			
Students got positive reinforcements.	✓			
Students are chatting.				✓

19/09/18

UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGES DEPARTMENT



CHECKLIST    FORMAT

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Students are anxious.				✓
Students are autonomous in the real context.	✓			
Students are bored.				✓
Students express their ideas and feelings.	✓			
Students are proactive.	✓			
Students ask and respond questions.	✓			
Students follow instructions.	✓			
Students increase a critical thinking.		✓		
Students participate constantly.	✓			
Students encourage others to participate.		✓		
Students take notes.		✓		
Students keep eye contact with teacher.	✓			
Students receive feedback.	✓			
Students have a good relationship with classmates.	✓			
Students have a good relationship with teacher.	✓			
Students demonstrate self-correction.		✓		
Students get a better pronunciation skill.	✓			
Students get a better fluency skill.	✓			
Students got positive reinforcements.	✓			
Students are chatting.			✓	

20/09/18

## APPENDIX B: STUDENTS ATTENDANCE LISTS



UNIVERSITY OF EL SALVADOR  
FOREIGN LANGUAGE DEPARTMENT  
INTERMEDIATE ENGLISH REINFORCEMENT



### ATTENDANCE LIST

Group: #1 MONDAYS AND WEDNESDAYS

Schedule: FROM 12:00 MD TO 1:00 PM SEMESTER 02/2018

N°	Student's name:	Week I	Week I
	DATE	August 20 <sup>th</sup> , 2018	August 22 <sup>nd</sup> , 2018
1	Bolaños Menéndez, Karla Jeannette		
2	Benitez Vasquez, Juan Manuel		
3	Dardón Rodriguez, Miguel Alejandro		
4	Erazo Salas, Amy Marianne		
5	Henriquez Rivas, Wilmer Alexander		
6	Polanco Garcia, David Jose		
7	Pineda Luna, Manuel Antonio		
8	Pichinte Galvez, David Antonio		
9	Mata Lemus, Daniela Estefania		
10	Reyes Chiquillo, Esaú Manrique		







Universidad de El Salvador  
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UNIVERSITY OF EL SALVADOR  
FOREIGN LANGUAGE DEPARTMENT  
INTERMEDIATE ENGLISH REINFORCEMENT



ATTENDANCE LIST

Group: #1 MONDAYS AND WEDNESDAYS

Schedule: FROM 12:00 MD TO 1:00 PM SEMESTER 02/2018

N°	Student's name:	Week II	Week II
	DATE	August 27 <sup>th</sup> , 2018	August 29 <sup>th</sup> , 2018
1	Bolaños Menéndez, Karla Jeannette		
2	Benitez Vasquez, Juan Manuel		
3	Dardón Rodriguez, Miguel Alejandro		
4	Erazo Salas, Amy Marianne		
5	Henriquez Rivas, Wilmer Alexander		
6	Polanco Garcia, David Jose		
7	Pineda Luna, Manuel Antonio		
8	Pichinte Galvez, David Antonio		
9	Mata Lemus, Daniela Estefania		
10	Reyes Chiquillo, Esaú Manrique		



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UNIVERSITY OF EL SALVADOR  
FOREIGN LANGUAGE DEPARTMENT  
INTERMEDIATE ENGLISH REINFORCEMENT



ATTENDANCE LIST

Group: #1 MONDAYS AND WEDNESDAYS

Schedule: FROM 12:00 MD TO 1:00 PM SEMESTER 02/2018

N°	Student's name:	Week III	Week III
	DATE	September 3 <sup>rd</sup> , 2018	September 5 <sup>th</sup> , 2018
1	Bolaños Menéndez, Karla Jeannette		
2	Benitez Vasquez, Juan Manuel		
3	Dardón Rodriguez, Miguel Alejandro		
4	Erazo Salas, Amy Marianne		
5	Henriquez Rivas, Wilmer Alexander		
6	Polanco Garcia, David Jose		
7	Pineda Luna, Manuel Antonio		
8	Pichinte Galvez, David Antonio		
9	Mata Lemus, Daniela Estefania		
10	Reyes Chiquillo, Esaú Manrique		



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UNIVERSITY OF EL SALVADOR  
FOREIGN LANGUAGE DEPARTMENT  
INTERMEDIATE ENGLISH REINFORCEMENT



ATTENDANCE LIST

Group: #1 MONDAYS AND WEDNESDAYS

Schedule: FROM 12:00 MD TO 1:00 PM SEMESTER 02/2018

N°	Student's name:	Week IV	Week IV
	DATE	September 10 <sup>th</sup> , 2018	September 12 <sup>th</sup> , 2018
1	Bolaños Menéndez, Karla Jeannette		
2	Benitez Vasquez, Juan Manuel		
3	Dardón Rodriguez, Miguel Alejandro		
4	Erazo Salas, Amy Marianne		
5	Henriquez Rivas, Wilmer Alexander		
6	Polanco Garcia, David Jose		
7	Pineda Luna, Manuel Antonio		
8	Pichinte Galvez, David Antonio		
9	Mata Lemus, Daniela Estefania		
10	Reyes Chiquillo, Esaú Manrique		



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UNIVERSITY OF EL SALVADOR  
FOREIGN LANGUAGE DEPARTMENT  
INTERMEDIATE ENGLISH REINFORCEMENT



ATTENDANCE LIST

Group: #1 MONDAYS AND WEDNESDAYS

Schedule: FROM 12:00 MD TO 1:00 PM SEMESTER 02/2018

N°	Student's name:	Week V	Week V
	DATE	September 17 <sup>th</sup> , 2018	September 19 <sup>th</sup> , 2018
1	Bolaños Menéndez, Karla Jeannette		
2	Benitez Vasquez, Juan Manuel		
3	Dardón Rodriguez, Miguel Alejandro		
4	Erazo Salas, Amy Marianne		
5	Henriquez Rivas, Wilmer Alexander		
6	Polanco Garcia, David Jose		
7	Pineda Luna, Manuel Antonio		
8	Pichinte Galvez, David Antonio		
9	Mata Lemus, Daniela Estefania		
10	Reyes Chiquillo, Esaú Manrique		



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FOREIGN LANGUAGE DEPARTMENT  
INTERMEDIATE ENGLISH REINFORCEMENT



ATTENDANCE LIST

Group: #2 TUESDAYS AND THURSDAYS

Schedule: FROM 12:00 MD TO 1:00 PM SEMESTER 02/2018

Nº	Student's name:	Week I	Week I
	DATE	August 21 <sup>st</sup> , 2018	August 23 <sup>rd</sup> , 2018
1	Chavez Gamez, Jose Emmanuel		
2	Lopez Escobar, Kevin Alberto		
3	García Vásquez, Karen Lisseth		
4	Moreno Mejía, Carlos Javier		
5	Flores Monje, Henry Alfonso		
6	Sánchez Artiga, Moisés Alexis		
7	Vásquez Reyes, Kenia Esmeralda		
8	Díaz Cabrera, Ruben Dario		
9	González Torres, Natalia Sofia		
10	Ventura Granados, Abiezer Jarib		





Universidad de El Salvador  
Hacia la libertad por la cultura

UNIVERSITY OF EL SALVADOR  
FOREIGN LANGUAGE DEPARTMENT  
INTERMEDIATE ENGLISH REINFORCEMENT



ATTENDANCE LIST

Group: #2 TUESDAYS AND THURSDAYS

Schedule: FROM 12:00 MD TO 1:00 PM SEMESTER 02/2018

Nº	Student's name:	Week II	Week II
	DATE	August 28 <sup>th</sup> , 2018	August 30 <sup>th</sup> , 2018
1	Chavez Gamez, Jose Emmanuel		
2	Lopez Escobar, Kevin Alberto		
3	García Vásquez, Karen Lisseth		
4	Moreno Mejía, Carlos Javier		
5	Flores Monje, Henry Alfonso		
6	Sánchez Artiga, Moisés Alexis		
7	Vásquez Reyes, Kenia Esmeralda		
8	Díaz Cabrera, Ruben Dario		
9	González Torres, Natalia Sofia		
10	Ventura Granados, Abiezer Jarib		



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ATTENDANCE LIST

Group: #2 TUESDAYS AND THURSDAYS

Schedule: FROM 12:00 MD TO 1:00 PM SEMESTER 02/2018

N°	Student's name:	Week III	Week III
	DATE	September 4 <sup>th</sup> , 2018	September 6 <sup>th</sup> , 2018
1	Chavez Gamez, Jose Emmanuel		
2	Lopez Escobar, Kevin Alberto		
3	García Vásquez, Karen Lisseth		
4	Moreno Mejía, Carlos Javier		
5	Flores Monje, Henry Alfonso		
6	Sánchez Artiga, Moisés Alexis		
7	Vásquez Reyes, Kenia Esmeralda		
8	Díaz Cabrera, Ruben Dario		
9	González Torres, Natalia Sofia		
10	Ventura Granados, Abiezer Jarib		



UNIVERSITY OF EL SALVADOR  
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ATTENDANCE LIST

Group: #2 TUESDAYS AND THURSDAYS

Schedule: FROM 12:00 MD TO 1:00 PM SEMESTER 02/2018

N°	Student's name:	Week IV	Week IV
	DATE	September 11 <sup>th</sup> , 2018	September 13 <sup>th</sup> , 2018
1	Chavez Gamez, Jose Emmanuel		
2	Lopez Escobar, Kevin Alberto		
3	García Vásquez, Karen Lisseth		
4	Moreno Mejía, Carlos Javier		
5	Flores Monje, Henry Alfonso		
6	Sánchez Artiga, Moisés Alexis		
7	Vásquez Reyes, Kenia Esmeralda		
8	Díaz Cabrera, Ruben Dario		
9	González Torres, Natalia Sofia		
10	Ventura Granados, Abiezer Jarib		





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FOREIGN LANGUAGE DEPARTMENT  
INTERMEDIATE ENGLISH REINFORCEMENT

ATTENDANCE LIST

Group: #2 TUESDAYS AND THURSDAYS

Schedule: FROM 12:00 MD TO 1:00 PM SEMESTER 02/2018

Nº	Student's name:	Week V	Week V
	DATE	September 18 <sup>th</sup> , 2018	September 20 <sup>th</sup> , 2018
1	Chavez Gamez, Jose Emmanuel		
2	Lopez Escobar, Kevin Alberto		
3	García Vásquez, Karen Lisseth		
4	Moreno Mejía, Carlos Javier		
5	Flores Monje, Henry Alfonso		
6	Sánchez Artiga, Moisés Alexis		
7	Vásquez Reyes, Kenia Esmeralda		
8	Díaz Cabrera, Ruben Dario		
9	González Torres, Natalia Sofia		
10	Ventura Granados, Abiezer Jarib		



## APPENDIX C: LESSON PLANS USED DURING THE INTERVENTION

**Level: Intensive Intermediate I**

**Time: 1h**

**Tutor: Sigifredo Hernandez**

**Room: AEI**

**Topic: Comparative Adjective**

**Group: 1**

**Date: August 20<sup>th</sup>, 2018**

<b>Learning Objectives</b>	<b>Language Functions</b>	To express opinions and talk about cultural activities.	
	<b>Structures</b>	To compare when things are equal in some way. (as...as/ not as...as)	
	<b>Key Vocabulary</b>	To apply different adjectives to express their opinions. (awesome, awful, hilarious, weird, etc.)	
<b>Warm Up</b>	<p><b>“TABOO”</b> Make two groups. A student will have a card that contains a definition of an adjective and he or she will try to explain to their classmates which the adjective is. The team has to guess the adjective.</p>		<b>Time 10mins</b>
<b>Presentation</b>	Explain the comparative adjective form by giving examples to the students and ask them questions. Provide different adjectives to express opinions.		<b>10mins</b>
<b>Practice</b>	<p><b>“THE PUNISHER HAT”</b> Students will pass and wear a hat. When the music stops, the person who wears the hat will take a piece of paper to either get a punishment or create a sentence using the comparative form.</p>		<b>10mins</b>
<b>Production</b>	<p><b>IMPROMPTUS SPEECH</b> Students will take a piece of paper which contains a topic about culture. Students will talk about the topic for a minute.</p>		<b>12mins</b>
<b>Wrap up</b>	<p><b>FISHBOWL</b> Ask students to write a question on a scratch paper about today’s topic. Collect all the papers and put them in a bowl. Ask a volunteer to pick one paper from the container. Let him/her read out and answer the question.</p>		<b>8mins</b>
<b>Assessment</b>	Assess and correct the students. Moreover, pronunciation and intonation will be checked.		
<b>Materials</b>	cards, board, markers, flashcards, hat, paper		
<b>Source</b>	Open Mind 2 –McMillan <a href="https://dictionary.cambridge.org/es/gramatica/gramatica-britanica/as-and-as-expressions/as-as">https://dictionary.cambridge.org/es/gramatica/gramatica-britanica/as-and-as-expressions/as-as</a>		



**Level: Intensive Intermediate I**

**Time: 1h**

**Tutor: Sigifredo Hernandez**

**Room: AEI**

**Topic: Comparative Adjective**

**Group: 2**

**Date: August 21<sup>th</sup>, 2018**

<b>Learning Objectives</b>	<b>Language Functions</b>	To express opinions and talk about cultural activities.	
	<b>Structures</b>	To compare when things are equal in some way. (as...as/ not as...as)	
	<b>Key Vocabulary</b>	To apply different adjectives to express their opinions. (awesome, awful, hilarious, weird, etc.)	
<b>Lead- in</b>	<b>BRAINSTORM</b> Paste some flashcards on the board containing some pictures so that students guess what the topic is about.	<b>Time</b>	<b>5 mins</b>
<b>Presentation</b>	Explain the comparative adjective form by giving examples to the students and ask them questions. Provide different adjectives to express opinions.		<b>10mins</b>
<b>Practice</b>	Students will make pairs to practice the comparative adjective form by talking about their movie, music, book preferences.		<b>10mins</b>
<b>Production</b>	<b>IMPROMPTUS SPEECH</b> Students will take a piece of paper which contains a topic about culture. Students will talk about the topic for a minute.		<b>15 mins</b>
<b>Wrap up</b>	Students will be given some cards containing some pictures in order for them to give their opinions and comparing the pictures with their group.		<b>10 mins</b>
<b>Assessment</b>	Assess and correct the students. Moreover, pronunciation and intonation will be checked.		
<b>Materials</b>	cards, board, markers, flashcards, paper		
<b>Source</b>	Open Mind 2 – McMillan <a href="https://dictionary.cambridge.org/es/gramatica/gramatica-britanica/as-and-as-expressions/as-as">https://dictionary.cambridge.org/es/gramatica/gramatica-britanica/as-and-as-expressions/as-as</a>		



Level: Intensive Intermediate I

Time: 1h

Tutor: Sigifredo Hernandez

Room: AEI

Topic: Superlative Adjectives

Group: 1

Date: August 22<sup>th</sup>, 2018

<b>Learning Objectives</b>	<b>Language Functions</b>	To express opinions and talk about cultural activities.	
	<b>Structures</b>	To compare objects, people, places and events using superlative adjectives. <i>("This is the smallest" (the + adj + est) "That is the most beautiful" (the + most + adj))</i>	
	<b>Key Vocabulary</b>	To link ideas at the time of speaking by using <i>because</i> and <i>so</i> .	
<b>Warm Up</b>	<p><b>"WA"</b> Students will make a circle and play this game which requires ninja skills and goofy risk taking by shooting the word "wa." The person who does not perform the movements will be out of the group.</p>		<b>Time 5mins</b>
<b>Presentation</b>	Explain the superlative adjective form by giving examples to the students and elicit them to participate. Besides, the linking sentences will be briefly mentioned by the teacher.		<b>10mins</b>
<b>Practice</b>	<p><b>"TOSS THE BALL"</b> Have an incomplete chart on the board to ask students to complete it with superlative adjectives. The students will toss the ball each other to complete all exercise so that this can be resolved as a whole class.</p>		<b>8mins</b>
<b>Production</b>	<p><b>ROLE PLAY</b> Student will look for a partner and imagine he/she is anywhere (at the museum, in the market, at the library). Student "A" will guide student "B" to the place and describe it using superlative adjectives.</p>		<b>15mins</b>
<b>Wrap up</b>	<p><b>" FORTUNE WHEEL"</b> Students will take a piece of paper that contains a specific topic. Students will make two circles. First circle will match with the second circle, so that each student has a chance to have a pair to talk for a minute about culture using comparative and superlative adjectives. Moreover the linking sentences will be used. The first circle will turn to the right while the second will turn to the left in order to not to talk with the same person.</p>		<b>12mins</b>
<b>Assessment</b>	Assess and correct the students. Moreover, participation will be evaluated.		
<b>Materials</b>	Cards, board, markers, flashcards, paper, ball		
<b>Source</b>	Open Mind 2 – McMillan <a href="https://www.englishclub.com/grammar/adjectives-superlative.htm">https://www.englishclub.com/grammar/adjectives-superlative.htm</a> <a href="https://www.espressoenglish.net/so-and-because/">https://www.espressoenglish.net/so-and-because/</a>		



Level: Intensive Intermediate I

Time: 1h

Tutor: Sigifredo Hernandez

Room: AEI

Topic: Superlative Adjectives

Group: 2

Date: August 23<sup>th</sup>, 2018

<b>Learning Objectives</b>	<b>Language Functions</b>	To express opinions and talk about cultural activities.	
	<b>Structures</b>	To compare objects, people, places and events using superlative adjectives. ("This is the smallest" (the + adj + est) "That is the most beautiful" (the + most + adj))	
	<b>Key Vocabulary</b>	To link ideas at the time of speaking by using because and so.	
<b>Lead- in</b>	Ask students to stand up, stretch out and ask questions to elicit ideas of preferences and reasons. E.g.: A= Do you like books or movies? B= I like movies. A= Why do you like movies? B= I like movies because they are funny.		<b>Time 8mins</b>
<b>Presentation</b>	Talk about linking sentences and explain the differences between because and so. Moreover, teacher will explain the superlative adjective form by giving examples to the students and ask them to participate.		<b>12mins</b>
<b>Practice</b>	<b>SCRAMBLE SENTENCES</b> Ask students to make groups and provide them some pieces of paper containing some words in order to create a well- formed sentence using the superlative adjectives. Monitor students and correct students.		<b>10mins</b>
<b>Production</b>	Students will make pairs and have some conversation cards to talk about facts using superlative adjectives.		<b>10mins</b>
<b>Wrap up</b>	<b>STORYTELLING</b> Students will make groups and create a story using superlative adjectives and connectors (because/so) to link sentences.		<b>10mins</b>
<b>Assessment</b>	Assess and correct the students. Moreover, participation will be evaluated.		
<b>Materials</b>	Cards, board, markers, flashcards, paper.		
<b>Source</b>	Open Mind 2 – McMillan <a href="https://www.englishclub.com/grammar/adjectives-superlative.htm">https://www.englishclub.com/grammar/adjectives-superlative.htm</a> <a href="https://www.espressoenglish.net/so-and-because/">https://www.espressoenglish.net/so-and-because/</a>		



Level: Intensive Intermediate I

Time: 1h

Tutor: Sigifredo Hernandez

Room: AEI

Topic: Reflexive Pronouns

Group: 1

Date: August 27<sup>th</sup>, 2018

<b>Learning Objectives</b>	<b>Language Functions</b>	To talk about travel plans.	
	<b>Structures</b>	To identify the reflexive pronouns at the speaking time. (yourself, myself, ourselves, etc.)	
	<b>Key Vocabulary</b>	To apply traveling vocabulary in real life situations. (suitcase, sunglasses, passport, etc.)	
<b>Warm Up</b>	<p><b>PICTIONARY</b></p> <p>Students will make two teams and choose a representative. Show a card to the student containing travel essentials. The representative will have a minute to draw on the board what he/she just saw wearing a sleeping mask. Each student should guess what the representative is drawing and say a sentence using that word.</p>		<b>Time 10mins</b>
<b>Presentation</b>	<p>Introduce reflexive pronouns by giving the definition. Write an example sentence on the board. Circle the reflexive pronoun and draw an arrow back to the subject to which it refers. (Example: <i>The ladies made themselves a reservation at a nice restaurant.</i>) Ask students randomly to make sentences in an oral way.</p> <p>Ask students to think about their coming vacations. Ask students about essential things they need on a vacation trip. (sunscreen, map, toothbrush, etc.) . Ask students to write them down on the notebook.</p>		<b>12mins</b>
<b>Practice</b>	<p><b>TOSS THE BALL AND FILL THE GAP</b></p> <p>Provide students a worksheet in order to circle the reflexive pronouns and write down some sentences. Play some music to toss the ball, ask students about their answers and provide feedback.</p>		<b>10mins</b>
<b>Production</b>	<p><b>THE BROKEN PHONE</b></p> <p>Students will make two queues in front of the board. Show a student a sentence using reflexive pronouns and traveling vocabulary. The student will whisper it to the next person and so on until the last person will get the message and write it down on the board.</p>		<b>8mins</b>
<b>Wrap up</b>	<p><b>OUTBURST</b></p> <p>Divide the class in two groups. Teacher will assign each team a particular place to go on vacations which is to be kept secret from the other team. Each team meets for 5 minutes in private and draws up a list of ten items they will take. After the lists are made, the game begins. The teacher tells team A the name of team B's topic. Team A then has one minute to try to guess the items on team B's list (hence producing a noisy outburst). The members of team B must listen to and tick the items which team</p>		<b>10mins</b>



	A manages to guess.	
<b>Assessment</b>	Participation and speaking skills will be evaluated.	
<b>Materials</b>	Cards, board, markers, flashcards, paper, sleeping mask, speaker, cell phone.	
<b>Source</b>	Open Mind 2 – McMillan <a href="https://www.education.com/lesson-plan/reflect-with-reflexive-pronouns/">https://www.education.com/lesson-plan/reflect-with-reflexive-pronouns/</a>	



Level: Intensive Intermediate I

Time: 1h

Tutor: Sigifredo Hernandez

Room: AEI

Topic: Reflexive Pronouns

Group: 2

Date: August 28<sup>th</sup>, 2018

<b>Learning Objectives</b>	<b>Language Functions</b>	To talk about travel plans.	
	<b>Structures</b>	To identify the reflexive pronouns at the speaking time. (yourself, myself, ourselves, etc.)	
	<b>Key Vocabulary</b>	To apply traveling vocabulary in real life situations. (suitcase, sunglasses, passport, etc.)	
<b>Lead- in</b>	Present students with a riddle: <i>I'm made of glass, this much is true. But when you look, you won't see through. Reflect on this, and you'll have a clue!</i> Give students time to think about their answers. Allow students to make guesses to find the correct answer to the riddle; it is a mirror. Prompt students to talk to their partners about the job of a mirror. Accept student answers and explain that today's pronoun lesson is connected to mirrors because of what a mirror is made to do. A mirror's job is to reflect back to you. Today's lesson covers a type of pronoun that reflects, too.		<b>Time 10mins</b>
<b>Presentation</b>	Introduce reflexive pronouns by giving the definition. Write an example sentence on the board. Circle the reflexive pronoun and draw an arrow back to the subject to which it refers. (Example: <i>The ladies made themselves a reservation at a nice restaurant.</i> ) Ask students randomly to make sentences in an oral way. Ask students to think about their coming vacations. Ask students about essential things they need on a vacation trip (sunscreen, map, toothbrush, etc.) . Ask students to write them down on the notebook.		<b>12mins</b>
<b>Practice</b>	<b>GAP-FILL EXERCISE</b> Provide students a worksheet in order to circle the reflexive pronoun and write down some sentences.		<b>8mins</b>
<b>Production</b>	Ask each student to stand up and ask them "What plans do you have for your vacation?" "What personal items would you bring to your trip?" "What activities would you like to do on your vacations?" Correct students' pronunciation and grammar skills.		<b>8mins</b>
<b>Wrap up</b>	Students will imagine they are on vacations and will go another country's trip. They will prepare a conversation with their partner to talk about the essential things they need on their trip. Students need to include: reflexive pronouns structure (yourself, myself, ourselves, etc.) and traveling vocabulary (suitcase, sunglasses, passport, sunscreen, map, etc.).		<b>12mins</b>
<b>Assessment</b>	Participation and speaking skills will be evaluated.		
<b>Materials</b>	Cards, board, markers, flashcards, paper, worksheet		
<b>Source</b>	Open Mind 2 – McMillan <a href="https://www.education.com/lesson-plan/reflect-with-reflexive-pronouns/">https://www.education.com/lesson-plan/reflect-with-reflexive-pronouns/</a>		





Level: Intensive Intermediate I

Time: 1h

Tutor: Sigifredo Hernandez

Room: AEI

Topic: Modals of permission, request and offer.

Group: 1

Date: August 29<sup>th</sup>, 2018

<b>Learning Objectives</b>	<b>Language Functions</b>	To learn language for talking about travel and making requests.	
	<b>Structures</b>	To recognize the difference of modals of permission, request and offer at the moment of applying them in real context. (could, may, can, do you mind if..., etc.)	
	<b>Key Vocabulary</b>	To use the proper responses when people make requests or ask permission to do something. (sure, go ahead, certainly, sorry, but I'd rather didn't)	
<b>Warm Up</b>	<b>RACE TO RESPOND</b> Students play a card game where they race to accept and decline requests. Students are divided in groups of four. Each student is given a set of accept and decline picture cards and a set of request cards (A, B, C or D). The students shuffle their picture cards and place them face up on the table. Students will pick one card and accept or decline the request. If they declined they will be penalized.		<b>Time 10mins</b>
<b>Presentation</b>	Tell the correct form of requesting something by explaining the students the modals of permission, request and offer. Provide students examples and ask them questions during the explanation.		<b>10mins</b>
<b>Practice</b>	<b>REQUEST MINGLE</b> Provide a piece of paper to the student to formulate a question. Students then go around the class making, accepting and declining requests with as many different partners as possible. Example: <i>Could you feed my cats while I am on vacation?</i> <i>Sure! or Sorry, but...I can't.</i>		<b>10mins</b>
<b>Production</b>	<b>HOT BALL</b> Play some music and toss a ball. When the music stops, the person who has the ball will take a piece of paper to ask and answer a question of permission using " <i>Could I/Do you mind if</i> "		<b>10mins</b>
<b>Wrap up</b>	<b>WHISTLE GAME</b> Write down as many responses as you can on the board. Students will make two teams. Choose two representatives to come to the front. Say a permission, request or offer to both students. If one of the two students knows the proper response, he/she will run through the classroom and whistle to circle the response on the board.		<b>10mins</b>
<b>Assessment</b>	Assess and correct the students. Moreover, pronunciation and intonation will be checked.		
<b>Materials</b>	Cards, board, markers, flashcards, paper, worksheet, ball, whistle, hat, cards		
<b>Source</b>	Open Mind 2 – McMillan <a href="https://www.education.com/lesson-plan/reflect-with-reflexive-pronouns/">https://www.education.com/lesson-plan/reflect-with-reflexive-pronouns/</a>		



**Level: Intensive Intermediate I**

**Time: 1h**

**Tutor: Sigifredo Hernandez**

**Room: AEI**

**Topic: Modals of permission, request and offer.**

**Group: 2**

**Date: August 30<sup>th</sup>, 2018**

<b>Learning Objectives</b>	<b>Language Functions</b>	To learn language for talking about travel and making requests.	
	<b>Structures</b>	To recognize the difference of modals of permission, request and offer at the moment of applying them in real context. (could, may, can, do you mind if..., etc.)	
	<b>Key Vocabulary</b>	To use the proper responses when people make requests or ask permission to do something. (sure, go ahead, certainly, sorry, but I'd rather didn't)	
<b>Lead- in</b>	Ask students the difference between permission, request and offer. Ask them to discuss with their partner about it.	<b>Time</b>	<b>5mins</b>
<b>Presentation</b>	Explain the students the modals of permission, request and offer. Provide students examples and ask them questions during the explanation.		<b>15mins</b>
<b>Practice</b>	Provide a worksheet to the students to choose the correct answer to understand the difference between can, could, may, might. EXAMPLE: Q1 - You ____ leave if you've finished. o may o might		<b>10mins</b>
<b>Production</b>	Students will create ten sentences using modals of permission and offer. Later on they will write a short story using modals of request. Students will read the story in front of the class.		<b>10mins</b>
<b>Wrap up</b>	<b>THE ASK CHAIN</b> One of the students will ask a question using modals of permission or request to any classmate. Then, that person will answer the question and ask a new question to a different student and so on.		<b>10mins</b>
<b>Assessment</b>	Assess and correct the students. Moreover, pronunciation and intonation will be checked.		
<b>Materials</b>	Cards, board, markers, flashcards, paper, worksheet		
<b>Source</b>	Open Mind 2 – McMillan <a href="https://www.education.com/lesson-plan/reflect-with-reflexive-pronouns/">https://www.education.com/lesson-plan/reflect-with-reflexive-pronouns/</a>		



Level: Intensive Intermediate I

Time: 1h

Tutor: Sigifredo Hernandez

Room: AEI

Topic: Present Perfect (ever/never)

Group: 1

Date: September 3th, 2018

<b>Learning Objectives</b>	<b>Language Functions</b>	To be able to talk about important life changes and experiences.	
	<b>Structures</b>	To identify the use of “ever” and “never” in the present perfect structure.	
	<b>Key Vocabulary</b>	To learn new phrases to talk about good and bad experiences. (win the lottery, see a celebrity, have an accident, etc)	
<b>Warm Up</b>	<p><b>“I HAVE PLANNED”</b> Students tell their partners things they have and haven’t done in order to prepare for a future plan or arrangement, e.g. “<i>I have made a reservation</i>” and “<i>I haven’t bought the ring yet</i>” for “<i>You are going to propose to your girlfriend</i>”. This can be for real plans.</p>		<b>Time 10mins</b>
<b>Presentation</b>	<p>Explain to the students the present perfect and the difference of “never” and “ever” .Write down some examples on the board and provide the following formulas :</p> <p><b>INTERROGATIVE FORM</b> (Aux verb (has/ have) + subject + <b>ever</b> + participle verb + complement + question mark (??)) <b>NEGATIVE FORM</b> (Subject+ aux verb (has/ have) + <b>never</b> + participle verb+ complement)Ask questions to the students.</p>		<b>10mins</b>
<b>Practice</b>	<p><b>SCRAMBLE SENTENCE</b> Provide the following scramble sentences on the board.</p> <ul style="list-style-type: none"> <li>- he /has/ever/ outside/ country/been/ the?</li> <li>- experienced/ have/ never/ I /winter/ a cold.</li> <li>- driven /car /manual /you /have /ever /a?</li> <li>- bought /I /have /a/ house/ never.</li> <li>- this/ TV/ show/ you /watched/ ever /have?</li> </ul> <p>Play some music and toss the ball. When the music stops, the person who has the ball will create the sentence.</p>		<b>10mins</b>
<b>Production</b>	<p><b>FIND SOMEONE WHO...</b> Students stand up and go round the class asking questions to find one thing they have done and no one else in the class has. Student write down answers in a worksheet.</p> <p><b>Example</b> <b>Question:</b> Have you ever <b>eaten</b> raw meat? <b>Answer:</b> Yes, I have <b>eaten</b> raw meat. Or No, I have never <b>eaten</b> raw meat.</p>		<b>10mins</b>
<b>Wrap up</b>	<p><b>THE BROKEN PHONE</b> Students will make two queues in front of the board. Show a student a sentence using present perfect. The student will whisper it to the next person and so on; so the last person will get the message and write it down on the board.</p>		<b>10mins</b>
<b>Assessment</b>	Assess and correct the students. Moreover, participation will be checked.		
<b>Materials</b>	Cards, board, markers, flashcards, paper, worksheet		



<b>Source</b>	Open Mind 2 – McMillan <a href="https://www.allthingsgrammar.com/present-perfect-for-and-since.html">https://www.allthingsgrammar.com/present-perfect-for-and-since.html</a>
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Level: Intensive Intermediate I

Time: 1h

Tutor: Sigifredo Hernandez

Room: AEI

Topic: Present Perfect (ever/never)

Group: 2

Date: September 4th, 2018

<b>Learning Objectives</b>	<b>Language Functions</b>	To be able to talk about important life changes and experiences.	
	<b>Structures</b>	To identify the use of “ever” and “never” in the present perfect structure.	
	<b>Key Vocabulary</b>	To learn new phrases to talk about good and bad experiences. (win the lottery, see a celebrity, have an accident, etc.)	
<b>Lead- in</b>	Ask students to make a list of five activities they have never done in their life and share in the classroom.	<b>Time</b>	<b>5mins</b>
<b>Presentation</b>	<p>Explain to the students the present perfect and the difference of “never” and “ever.” Write down some examples on the board and provide the following formulas :</p> <p><b>INTERROGATIVE FORM</b> (Aux verb (has/ have) + subject + <b>ever</b> + participle verb + complement + question mark (?))</p> <p><b>NEGATIVE FORM</b> (Subject+ aux verb (has/ have) + <b>never</b> + participle verb+ complement)</p> <p>Ask questions to the students.</p>	<b>Time</b>	<b>15mins</b>
<b>Practice</b>	<p><b>SCRAMBLE SENTENCE</b></p> <p>Provide the following scramble sentences on the board.</p> <ul style="list-style-type: none"> <li>- he /has/ever/ outside/ country/been/ the?</li> <li>-experienced/ have/ never/ I /winter/ a cold.</li> <li>-driven /car /manual /you /have /ever /a?</li> <li>-bought /I /have /a/ house/ never.</li> <li>- this/ TV/ show/ you /watched/ ever /have?</li> </ul> <p>Play some music and toss the ball. When the music stops, the person who has the ball will create the sentence.</p>	<b>Time</b>	<b>10mins</b>
<b>Production</b>	<p><b>FIND SOMEONE WHO...</b></p> <p>Students stand up and go round the class asking questions to find one thing they have done and no one else in the class has. Student write down answers in a worksheet.</p> <p><b>Example</b></p> <p><b>Question:</b> Have you ever <b>eaten</b> raw meat?</p> <p><b>Answer</b> Yes, I have <b>eaten</b> raw meat.</p> <p>Or No, I have never <b>eaten</b> raw meat.</p>	<b>Time</b>	<b>10mins</b>
<b>Wrap up</b>	<p><b>IMPROMPTU SPEECH</b></p> <p>Student will have one minute to think about a funny experience they want to share with their classmates. Write down five numbers on the hand and ask students to provide you a number from one to ten to get a student pass to the front. Each will have a minute to talk about the experience in front of the class.</p>	<b>Time</b>	<b>10mins</b>
<b>Assessment</b>	Assess and correct the students. Moreover, participation will be checked.		
<b>Materials</b>	Cards, board, markers, flashcards, paper, worksheet		
<b>Source</b>	Open Mind 2 – McMillan <a href="https://www.allthingsgrammar.com/present-perfect-for-and-since.html">https://www.allthingsgrammar.com/present-perfect-for-and-since.html</a>		



Level: Intensive Intermediate I

Time: 1h

Tutor: Sigifredo Hernandez

Room: AEI

Topic: Present Perfect (since/for)

Group: 1

Date: September 5th, 2018

<b>Learning Objectives</b>	<b>Language Functions</b>	To be able to talk about important life changes and experiences.
	<b>Structures</b>	To identify the use of “for” and “since” in the present perfect structure.
	<b>Key Vocabulary</b>	To recognize when and how to use the time expressions in present perfect. ( <b>FOR</b> : three days, a week, several years, two centuries, etc.) ( <b>SINCE</b> : Monday, 1997, the last war, the day we met, etc.)
<b>Warm Up</b>	<b>PING- PONG</b> Students will make a circle. Students are going to clap once and then touch their legs several times repeating this action until the warm up finishes. Students are going to count from one to fifteen, and in every multiple of three instead of saying three, six, nine, twelve and fifteen they are going to say ping. On the second part, they students will count and say ping every multiple of three, but they will also say pong every multiple of 5 till they count fifteen.	<b>Time 5mins</b>
<b>Presentation</b>	Explain to the students the present perfect. Moreover, make sure the students understand the use and differences between “for” and “since”. 'FOR' is used for general periods of time. It's to express duration. 'SINCE' is used for a starting point, a specific time. Also, explain the use of <b>HOW LONG</b> ...? Ask students to make one example per each.	<b>15mins</b>
<b>Practice</b>	Students will receive a sheet of paper with a story and they will fill in the spaces in blank with the appropriate word “since or for.” Later on, students will read the story playing Pop Corn. In this game, one of the students will start reading and then he or she will say Pop Corn and a classmate name. The mentioned person will continue reading. Students will explain why they have decided to choose their answers on the story.	<b>10mins</b>
<b>Production</b>	<b>CHINESE WHISPERS</b> Students play Chinese Whispers by listening to a sentence using for/ since and relaying it down to line of students. The first student in the line demonstrates the sentence by writing them down on the board.	<b>10mins</b>
<b>Wrap up</b>	<b>STAND &amp; SIT GAME</b> Once they have a decent understanding of the rule write FOR and SINCE on the board. Above the word “FOR” write “STAND” and above “SINCE” write “SIT.” Explain to them that you will call out either a period of time or a point in time and depending on what they hear they must either sit down or	<b>10mins</b>



	stand up. Go through a few practice rounds with them.	
<b>Assessment</b>	Evaluate students and autonomy self-correction.	
<b>Materials</b>	Cards, board, markers, flashcards, paper, worksheet	
<b>Source</b>	Open Mind 2 – McMillan <a href="https://www.ef.com/english-resources/english-grammar/present-perfect-and/">https://www.ef.com/english-resources/english-grammar/present-perfect-and/</a>	



**Level: Intensive Intermediate I**

**Time: 1h**

**Tutor: Sigifredo Hernandez**

**Room: AEI**

**Topic: Present Perfect (since/for)**

**Group: 2**

**Date: September 6th, 2018**

<b>Learning Objectives</b>	<b>Language Functions</b>	To be able to talk about important life changes and experiences.	
	<b>Structures</b>	To identify the use of “for” and “since” in the present perfect structure.	
	<b>Key Vocabulary</b>	To recognize when and how to use the time expressions in present perfect. (FOR: three days, a week, several years, two centuries, etc.) (SINCE: Monday, 1997, the last war, the day we met, etc.)	
<b>Lead in</b>	Ask students questions with <b>HOW LONG?</b> Students will answer and the teacher will introduce the topic by correcting them and explain the structure.	<b>Time</b>	<b>5mins</b>
<b>Presentation</b>	Explain to the students the present perfect. Moreover, make sure the students understand the use and differences between “for” and “since”. 'FOR' is used for general periods of time. It's to express duration. 'SINCE' is used for a starting point, a specific time. Also, explain the use of <b>HOW LONG...</b> ? Ask students to make one example per each.		<b>15mins</b>
<b>Practice</b>	<b>GAP-FILL EXERCISE</b> Provide the students a worksheet to complete some sentences using either “for” or “since”.		<b>10mins</b>
<b>Production</b>	<b>FIND SOMEONE WHO...</b> Students stand up and go round the class asking questions to find someone who has experienced an action using HOW LONG/ SINCE/FOR. Students will write down the answers in a worksheet.		<b>10mins</b>
<b>Wrap up</b>	Ask students to make a circle to talk about experience and life changes. Students will pay attention because they teacher will mention the word “experience” several times so that student stand up. The last person who stands up will participate.		<b>10mins</b>
<b>Assessment</b>	Evaluate students and autonomy self-correction.		
<b>Materials</b>	Cards, board, markers, flashcards, paper, worksheet		
<b>Source</b>	Open Mind 2 – McMillan <a href="https://www.ef.com/english-resources/english-grammar/present-perfect-and/">https://www.ef.com/english-resources/english-grammar/present-perfect-and/</a>		





Level: Intensive Intermediate I

Time: 1h

Tutor: Sigifredo Hernandez

Room: AEI

Topic: Present Perfect and Simple Past

Group: 1

Date: September 10th, 2018

<b>Learning Objectives</b>	<b>Language Functions</b>	To learn language for describing types of music and giving opinions about music.	
	<b>Structures</b>	To recognize the differences between Present Perfect and Simple Past.	
	<b>Key Vocabulary</b>	To use proper vocabulary at the time of talking about type of music. (classical, country, hip-hop, R&B, reggae, jazz, etc.)	
<b>Warm Up</b>	<b>LISTEN AND POST</b> Ask students to stand up. Make two teams and provide students some flashcards and some bands and singer's names. Play some music and ask students to guess the type of music and artist he/she had just listened to. Students will post the corresponding picture on the board. Compare the correct answers at the end.	<b>Time</b> <b>10mins</b>	
<b>Presentation</b>	Explain to the students the difference between Present Perfect and Simple Past. Provide to the students examples and ask them questions during the explanation.	<b>10mins</b>	
<b>Practice</b>	<b>HOT POTATO</b> Play some music and roll the ball made of paper. When the music stops, ask students to take one sheet of paper from the ball. Ask students to choose the correct answer to understand the difference between Present Perfect and Simple Past. Example: A: <i>Have you been/ Did you go</i> to a lot of concerts? B: No, <i>I've never been/ I didn't go</i> to a concert before.	<b>10mins</b>	
<b>Production</b>	<b>"YOU'RE LYING"</b> Put students in pairs and give them A and B handouts. Students ask each other "Have you ever..?" questions. Remind them they must answer all the questions with "Yes". Student A asks student B a question using the Present Perfect. Student B must answer "Yes, I have". Student A can then ask them 3 "Wh" questions in the Simple Past and try to spot from B's answers (sometimes body language ) if their opponent is lying or telling the truth. If student A guesses, then he / she gets the point. If he's been fooled, then student B gets the point. The winner is the student with the most points. They could also start with a maximum number of 10 points. Student A subtracts one point if he / she fails to guess whether B is lying or telling the truth. Student B subtracts one point if Student A guesses.	<b>10mins</b>	



<b>Wrap up</b>	<p><b>MOST DEPRIVED</b></p> <p>Arrange chairs facing into a circle for all but one of your students. That student stands in the middle and announces something he has never done using the present perfect. Anyone in the circle who has done that activity must get out of his or her seat and races to find a new seat. The person in the middle tries to sit in one of the empty seats as well. The person left standing after everyone else is sitting takes the next turn in the middle of the circle.</p>	<b>10mins</b>
<b>Assessment</b>	Pronunciation and intonation will be checked.	
<b>Materials</b>	Cards, board, markers, flashcards, paper, worksheet	
<b>Source</b>	Open Mind 2 – McMillan <a href="https://www.perfect-english-grammar.com/present-perfect-or-past-simple.html">https://www.perfect-english-grammar.com/present-perfect-or-past-simple.html</a> <a href="https://busyteacher.org/3681-present-perfect-vs-past-simple.html">https://busyteacher.org/3681-present-perfect-vs-past-simple.html</a>	



Level: Intensive Intermediate I

Time: 1h

Tutor: Sigifredo Hernandez

Room: AEI

Topic: Present Perfect and Simple Past

Group: 2

Date: September 11th, 2018

<b>Learning Objectives</b>	<b>Language Functions</b>	To learn language for describing types of music and giving opinions about music.	
	<b>Structures</b>	To recognize the differences between Present Perfect and Simple Past.	
	<b>Key Vocabulary</b>	To use proper vocabulary at the time of talking about type of music. (classical, country, hip-hop, R&B, reggae, jazz, etc)	
<b>Lead- in</b>	Ask students the following question: <i>What type of music do you like?</i> Make a list of type of music on the board and discuss about it. Play some music and ask students to guess the type of music and write them down on a sheet of paper. Ask students to talk to their partner about music.		<b>Time</b> <b>10mins</b>
<b>Presentation</b>	Explain to the students the difference between Present Perfect and Simple Past. Provide to the students examples and ask them questions during the explanation.		<b>10mins</b>
<b>Practice</b>	<p><b>GAP-FILL EXERCISE</b></p> <p>Provide a worksheet to the students to choose the correct answer to understand the difference between Present Perfect and Simple Past.</p> <p>Example:</p> <p>A: <i>Have you been/ Did you go</i> to a lot of concerts?</p> <p>B: No, <i>I've never been/ I didn't go</i> to a concert before.</p> <p>Check student's responses.</p>		<b>10mins</b>
<b>Production</b>	<p><b>DIALOGUE PRACTICE</b></p> <p>Students will choose a pair to practice a dialogue using Simple Past and Present Perfect.</p> <p>Both will try to memorize the dialogue to come to the front and say it in different moods: laughing, crying, angry, etc.</p>		<b>10mins</b>
<b>Wrap up</b>	<p><b>STORYTELLING</b></p> <p>Ask students to make groups of three to make some flashcards and create a story using Simple Past and Present Perfect. Students will pass to the front to tell the story to the class.</p>		<b>10mins</b>
<b>Assessment</b>	Pronunciation and intonation will be checked.		
<b>Materials</b>	Cards, board, markers, flashcards, paper, worksheet		
<b>Source</b>	Open Mind 2 – McMillan <a href="https://www.perfect-english-grammar.com/present-perfect-or-past-simple.html">https://www.perfect-english-grammar.com/present-perfect-or-past-simple.html</a> <a href="https://busyteacher.org/3681-present-perfect-vs-past-simple.html">https://busyteacher.org/3681-present-perfect-vs-past-simple.html</a>		



Level: Intensive Intermediate I

Time: 1h

Tutor: Sigifredo Hernandez

Room: AEI

Topic: Should and ought to for advice

Group: 1

Date: September 12th, 2018

<b>Learning Objectives</b>	<b>Language Functions</b>	To introduce and practice 'should' and 'oughtto' for giving advice in a conversation.	
	<b>Structures</b>	To recognize the difference between should' and 'ought to ' (Ought is always followed by to + infinitive./ Should is followed by base form.)	
	<b>Key Vocabulary</b>	To learn how to start and end a conversation. (A: So, how do you know Katy? B: We're I the same art class. How about you?)	
<b>Warm Up</b>	<b>WHAT'S MY PROBLEM?</b> Ask students to make pairs. Students will try and guess a problem based on the advice they receive. One person thinks of a problem that his partner might have. That person then gives one piece of advice until he or she guesses what the problem is. Then, students switch roles and play again.		<b>Time 10mins</b>
<b>Presentation</b>	Explain the students the use of 'should' and 'ought to 'for giving advice in a conversation. Besides, show the students how to start and end a conversation by providing polite comments and by asking questions. Provide students examples and ask them questions during the explanation.		<b>10mins</b>
<b>Practice</b>	Ask students to write down 5 sentences per each structure. Monitor students and ask them to compare the sentences with their partner and make a conversation in which they will put into practice the way of how to start and end a conversation.		<b>10mins</b>
<b>Production</b>	<b>HOT ADVICE</b> Sit students in a circle for this advice giving version of hot potato. Announce students a situation for which someone might need advice. ( <i>I had a car accident. My boyfriend broke up with me.. I was mugged. I lost my wallet.</i> ) Designate an advice giving starter. ( <i>You should...You ought to...</i> )The first person in the circle will use the designated advice phrase to offer a piece of advice. Then, the person sitting to his left will offer a different piece of advice for the same situation. Play continues around the circle until someone cannot think of a new or different piece of advice. That person is then out, and you move on to the next round.		<b>10mins</b>
<b>Wrap up</b>	<b>PROBLEM AND ADVICE BINGO</b> Students will match problems with advice to score a five in a row win. Start by giving each student a blank bingo board and asking him to write a piece of advice in each open square. If possible, the advice should be somewhat general; it might apply to more than one situation. Students should write their advice in full sentences using modal verbs. Once they have finished, it's		<b>10mins</b>



	time to play bingo. Using the problem cards your class already created, choose one problem at a time and read it to the class. Students should scan the advice on their bingo card to see if any of it would apply to the problematic situation. If so, they should mark that space on their card and write an advice giving sentence on a separate piece of paper. Continue drawing one problem card at a time and giving students a chance to write sentences using the advice on their bingo boards. When someone gets five in a row, she calls bingo.	
<b>Assessment</b>	Evaluate students and autonomy self-correction.	
<b>Materials</b>	Cards, board, markers, flashcards, paper, worksheet	
<b>Source</b>	Open Mind 2 – McMillan <a href="https://www.dailystep.com/en/blog/using-should-and-difference-between-should-and-ought">https://www.dailystep.com/en/blog/using-should-and-difference-between-should-and-ought</a>	



Level: Intensive Intermediate I

Time: 1h

Tutor: Sigifredo Hernandez

Room: AEI

Topic: Should and Ought to for advice

Group: 2

Date: September 13th, 2018

<b>Learning Objectives</b>	<b>Language Functions</b>	To introduce and practice 'should' and 'ought to' for giving advice in a conversation.
	<b>Structures</b>	To recognize the difference between 'should' and 'ought to' (Ought is always followed by to + infinitive./ Should is followed by base form.)
	<b>Key Vocabulary</b>	To learn how to start and end a conversation. (A: So, how do you know Katy? B: We're in the same art class. How about you?)
<b>Lead- in</b>	Start the class by saying, <i>'I've got a problem.'</i> Think of a real problem you have, e.g. <i>'I have some work to do tonight but I really want to go out with my friends to the cinema.'</i> Ask, <i>'What should I do?'</i> Give the learners a few minutes to discuss in pairs. Ask learners for feedback. Elicit the use of 'should' and 'shouldn't' as they give you suggestions. Also encourage them to listen to each other and ask, <i>'Is that good advice?'</i> If so, respond with <i>'Thank you, that's good advice.'</i>	<b>Time 10mins</b>
<b>Presentation</b>	Explain the students the use of 'should' and 'ought to' for giving advice in a conversation. Besides, show the students how to start and end a conversation by providing polite comments and by asking questions. Provide students examples and ask them questions during the explanation.	<b>10mins</b>
<b>Practice</b>	Ask students to write down five sentences per each structure. Monitor students and ask them to compare the sentences with their partner and make a conversation in which they will put into practice the way of how to start and end a conversation.	<b>10mins</b>
<b>Production</b>	Have students make pairs to discuss about current problems they are going through. Ask them to use both 'should' and 'ought to' for giving pieces of advice. Discuss answers as a whole class.	<b>10mins</b>
<b>Wrap up</b>	<b>MR. LAZY</b> Slowly reveal or draw a picture of a lazy man and elicit his name (Mr. Lazy). Encourage learners to imagine Mr. Lazy's world, e.g. <i>Does he live in a big house? What does he eat? Has he got a job? etc.</i> Elicit some of the problems he might have, and what he should/shouldn't do, e.g. <i>Is he healthy? Is he rich? What should he do? What shouldn't he do?</i>	<b>10mins</b>
<b>Assessment</b>	Evaluate students and autonomy self-correction.	
<b>Materials</b>	Cards, board, markers, flashcards, paper, worksheet	
<b>Source</b>	Open Mind 2 – McMillan <a href="https://www.dailystep.com/en/blog/using-should-and-difference-between-should-and-ought">https://www.dailystep.com/en/blog/using-should-and-difference-between-should-and-ought</a>	



Level: Intensive Intermediate I

Time: 1h

Tutor: Sigifredo Hernandez

Room: AEI

Topic: “have” for obligation and “need” for necessity

Group: 1

Date: September 17th, 2018

<b>Learning Objectives</b>	<b>Language Functions</b>	To introduce and practice ‘have to for obligation or lack of obligation’ and ‘need’ for showing necessity in a conversation.	
	<b>Structures</b>	To learn and recognize the correct use of ‘have’ to for obligation and ‘need’ to express necessity ( <i>have to</i> is always followed by the base form of a verb e.g. <i>play</i> . /Need is followed by an infinitive form e.g. <i>to play</i> )	
	<b>Key Vocabulary</b>	To learn how to start and end a conversation. (A: So, what do you <i>have to</i> do? B: I <i>have to</i> pay the bill. How about you?) (A: what do you need to do? B: I really need you lend me money!	
<b>Warm Up</b>	<b>FIRST DATE DOS AND DON'TS</b> Write: <i>Men _____ pay for everything on a first date</i> on the board. Students will write the missing word and discuss about it. Divided the class into groups of four. Give each group a worksheet ask students to discourse each point, asking if men and women <i>need to / have to</i> do the thing on the list on a first date. Elicit feedback from the whole class. Have the students speak about their own experiences. Check answers with the whole. Focus in particular on how students used the language of obligation and necessity during the development of the whole activity.		<b>Time 10mins</b>
<b>Presentation</b>	Explain the topic by showing them a power point presentation to the students showing them the correct use of ‘ <i>have to</i> ’ and ‘ <i>need</i> ’ for showing obligation and necessity in a conversation. Besides that, the students will work in pair; he will tell the students that they manage a dating advice agency that gives men and women advice on how to behave during a first date. Give each pair five minutes to prepare to ask and answer question about how they <i>have to</i> or <i>need to</i> behave on a first date.		<b>15mins</b>
<b>Practice</b>	Ask students to share their advices with the whole class. Ask them will to write down what their opinion were the best advices about how people have to or need to behave on a first date.		<b>10mins</b>
<b>Production</b>	<b>THE GOLDEN RULES</b> Ask students to work in pairs and make a list of the ten golden rules for men and women on a first date. Alternatively, the teacher will make students to discuss their own real-life stories of grate o disastrous first dates. Note that some students may not wish to disclose their experiences, or lack of them, so the teacher will emphasize and encourage them to talk about imaginary stories.		<b>10mins</b>
<b>Wrap up</b>	<b>YOU HAVE TO /NEEED TO DO IT! (BOARD GAME)</b> Divide the class into groups of four. The he will students to find something to be used as a game piece like a small paper clip or		<b>15 mins</b>



	<p>a pen lid. Then he will tell them they are going to practice the correct use of ‘have’ to for obligation and ‘need’ to express necessity. Give them a situation, e.g. <i>My friend is about to have a first date what he has to do/don't?</i> Elicit some advices, e.g., <i>he has to get well dress</i>. Write student’ ideas on the white board and emphasize the use the correct use of ‘have’ to for obligation and ‘need’ to express necessity. Give them a copy of the board game to each group and explain how to play the game:</p> <ol style="list-style-type: none"> <li>1, Students roll the dice in turn and move their pieces along the lines.</li> <li>2. Every time a student land on a problem square he/she has to look at the picture and give some suitable advice.</li> <li>2. The other students in the group then decide if the advice is suitable or not.</li> <li>3. If the advice is suitable. The student can roll the dice again and move forward on his/her next turn. If it is not, he/she returns to the previous squares he/she was on and throws again on the next turn.</li> <li>4. There are rewards and penalties in this game. Reward allows students to move forward a certain number of squares and penalties force them to go back forward.</li> <li>5. The winner is the student who reaches FINISH first.</li> <li>6. Ask students to roll the dice. The student with the highest number starts.</li> </ol>	
<b>Assessment</b>	Check the correct the use of the grammar structures, intonation and pronunciation of the modal verbs.	
<b>Materials</b>	Board Game, markers, paper, worksheets student ’s notebooks.	
<b>Source</b>	Open Mind 2 – McMillan <a href="https://www.macmillan.com">https://www.macmillan.com</a>	





**Level: Intensive Intermediate I**

**Time: 1h**

**Tutor: Sigifredo Hernandez**

**Room: AEI**

**Topic: “have” for obligation and “need” for necessity**

**Group: 2**

**Date: September 18th, 2018**

<b>Learning Objectives</b>	<b>Language Functions</b>	To learn language for talking about homes and household chores.	
	<b>Structures</b>	To be able to express obligations and necessity. <i>(Have to... need to...)</i>	
	<b>Key Vocabulary</b>	To talk about household chores. (sweeping, vacuuming, washing dishes, doing laundry, etc.)	
<b>Lead - in</b>	Teacher will read a story mentioning obligations and necessities and students will guess what the topic is going to be about.	<b>Time</b>	<b>10mins</b>
<b>Presentation</b>	Explain to the students the use of “have to” as obligation and “need” to express necessity.		<b>10mins</b>
<b>Practice</b>	Students will use the simple present tense and “have to” to express obligations. Every single student will ask a question to one of their partners and that person will provide a short answer. The same process will be done to use “need” to express		<b>10mins</b>
<b>Production</b>	Students will receive a hand out with several sentences and they will need to choose if it is possible to use have to or need. And, they will need to pick the ones in which it is possible to use either have to or need. Students will create a ten lines paragraph about any topic. However, they will need to use the vocabulary and grammar structure which was presented in class. Students will read the paragraph and share them with all their partners.		<b>10mins</b>
<b>Wrap up</b>	<b>SPEECH</b> Students will have to talk about the obligations they have at home and the rest of students will ask as many questions as possible. The student mentioning the obligations is the one who will choose the next participant.		<b>10mins</b>
<b>Assessment</b>	Check the correct the use of the grammar structures, intonation and pronunciation of the modal verbs.		
<b>Materials</b>	Board, markers, flashcards, paper, worksheet		
<b>Source</b>	Open Mind 2 – McMillan <a href="https://www.dailystep.com/en/blog/using-should-and-difference-between-should-and-ought">https://www.dailystep.com/en/blog/using-should-and-difference-between-should-and-ought</a>		



Level: Intensive Intermediate I

Time: 1h

Tutor: Sigifredo Hernandez

Room: AEI

Topic: Phrasal Verbs

Group: 1

Date: September 19th, 2018

Learning Objectives	Language Functions	To learn language for talking about homes and household chores.	
	Structures	To identify the phrasal verb structure ( <b>a verb + adverb</b> = <i>throw away/</i> <b>a verb + adverb + preposition</b> = <i>put up with</i> )	
	Key Vocabulary	To talk about household chores (sweeping, vacuuming, washing dishes, doing laundry, etc.)	
Warm Up	<b>PHRASAL RACE</b> The students are divided into teams of three and a verb is written on the board, e.g. take. The teams have five minutes to make phrasal verbs from the verb on the board and write each phrasal verb in a sentence, e.g. <i>'I had to take my shirt back to the clothes shop, because it was the wrong size'</i> . When the time limit has been reached, the teams swap papers for marking. For each grammatically correct sentence that conveys the meaning of the phrasal verb, teams score one point. Several rounds are played using a different verb each time. The team with the most points at the end of the game wins.		Time 10mins
Presentation	Explain students the use and structure of phrasal verbs ( <b>a verb + adverb</b> = <i>throw away/</i> <b>a verb + adverb + preposition</b> = <i>put up with</i> ). Provide examples to the students and provide vocabulary about household chores.		10mins
Practice	Provide a worksheet about phrasal verbs definitions. Students will match the definition with the phrasal verb.		10mins
Production	<b>Phrasal Verb Jeopardy</b> Students play a quiz game where they guess phrasal verbs from their definitions. The students are divided into four teams and a grid is drawn on the board with points at the top and verbs down the side. The students then play a quiz game by guessing phrasal verbs from their definitions. The first student to raise their hand and give the correct phrasal verb wins that square for their team and the amount of points in the square. The winning team gets to choose the next square. However, any team can try to guess the phrasal verb. The team with the most points at the end of the game wins. As a variation, when a student answers correctly, the winning team tries to make a sentence with the phrasal verb. If they do this successfully, the points for the square are doubled.		10mins
Wrap up	<b>CHARADES</b> Getting students up and moving in the classroom is a great way to keep them focused. Write some of the more physical phrasal verbs on slips of paper and fold them up, placing them into a hat or bowl. Students can draw the phrasal verb and must act it out without using any words or sign language.		10mins



	Decide whether hand-raising or calling out is better for this game, based on your classroom and students. Either way, the person who guesses the phrasal verb correctly gets to go next!	
<b>Assessment</b>	Assess students speaking skills in the class.	
<b>Materials</b>	Cards, board, markers, flashcards, paper, worksheet	
<b>Source</b>	Open Mind 2 – McMillan <a href="https://www.dailystep.com/en/blog/using-should-and-difference-between-should-and-ought">https://www.dailystep.com/en/blog/using-should-and-difference-between-should-and-ought</a>	



Level: Intensive Intermediate I

Time: 1h

Tutor: Sigifredo Hernandez

Room: AEI

Topic: Phrasal Verbs

Group: 2

Date: September 20th, 2018

<b>Learning Objectives</b>	<b>Language Functions</b>	To learn language for talking about homes and household chores.	
	<b>Structures</b>	To identify the phrasal verb structure ( <b>a verb + adverb = throw away/ a verb + adverb + preposition= put up with</b> )	
	<b>Key Vocabulary</b>	To talk about household chores. (sweeping, vacuuming, washing dishes, doing laundry, etc.)	
<b>Lead - in</b>	Give each student a set of phrasal verbs they must use in an email to a friend or family member. They have to use phrasal verbs connected with housekeeping to write about their chores at home.	<b>Time</b>	<b>10mins</b>
<b>Presentation</b>	Explain students the use and structure of phrasal verbs ( <b>a verb + adverb = throw away/ a verb + adverb + preposition=put up with</b> ). Provide examples to the students and provide vocabulary about household chores		<b>10mins</b>
<b>Practice</b>	Students will receive a sheet of paper with a story and they will underline all phrasal verbs and look for the meaning of them. Students will read the story again after listening to teacher's pronunciation.		<b>10mins</b>
<b>Production</b>	Students will receive a worksheet and they will match different words with the appropriate phrasal verb. E.g. Postpone: Put off. Students will create ten sentences including affirmative, negative and interrogative statements using phrasal verbs; students will read three sentences each to the rest of the class.		<b>10mins</b>
<b>Wrap up</b>	<b>ACT IT OUT</b> Give every pair of students 2-3 phrasal verbs that they must use in a conversation. Students come up with a dialogue, put it down on paper, and then act it out in front of the class.		<b>10mins</b>
<b>Assessment</b>	Assess students speaking skills in the class.		
<b>Materials</b>	Cards, board, markers, flashcards, paper, worksheet		
<b>Source</b>	Open Mind 2 – McMillan <a href="https://www.dailystep.com/en/blog/using-should-and-difference-between-should-and-ought">https://www.dailystep.com/en/blog/using-should-and-difference-between-should-and-ought</a>		

## APPENDIX D: COMPILATION OF PHOTOS AND TEACHING MATERIALS



*Figure 1: Picture of students when playing “Race to Respond” .Retrieved from what students did during the intervention.*



*Figure 2: Picture of students when playing “Pictionary” .Retrieved from what students did during the intervention.*



*Figure 4: Picture of students making a good rapport with their teacher and classmates.*

*Retrieved from what students did during the intervention.*

*Figure 5: Picture of students receiving instructions from the teacher. Retrieved from what students did during the intervention.*





*Figure 6, 7 : Pictures of students when playing “Hot Potato” . Retrieved from what students did during the intervention.*



*Figure 8,9 : Pictures of students when playing “Whistle” . Retrieved from what students did during the intervention.*





*Figure 10: Picture of a student receiving feedback from the teacher. Retrieved from what students did during the intervention.*

*Figure 11: Picture of the teacher showing some flashcards in class. Retrieved from what students did during the intervention.*

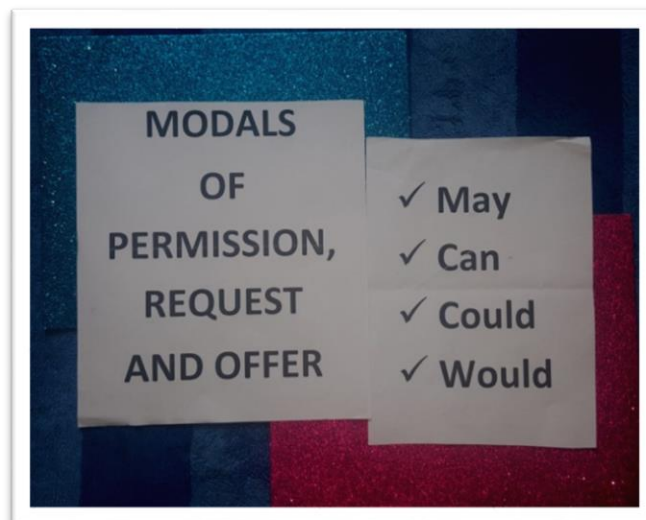
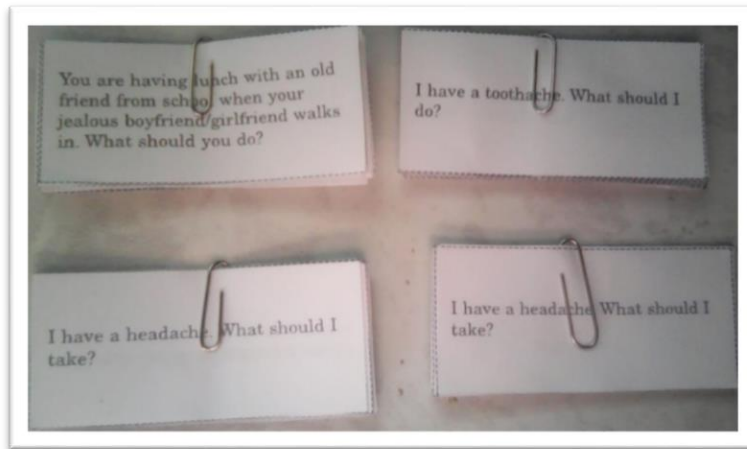




*Figure 12: Picture of students practicing their oral skills using some worksheets. Retrieved from what students did during the intervention.*

*Figure 13: Picture of students playing “ping pong”. Retrieved from what students did during the intervention.*





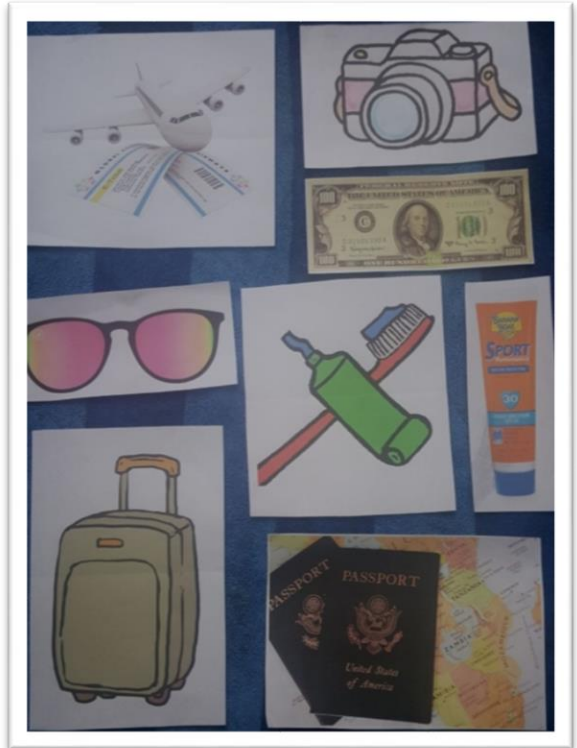
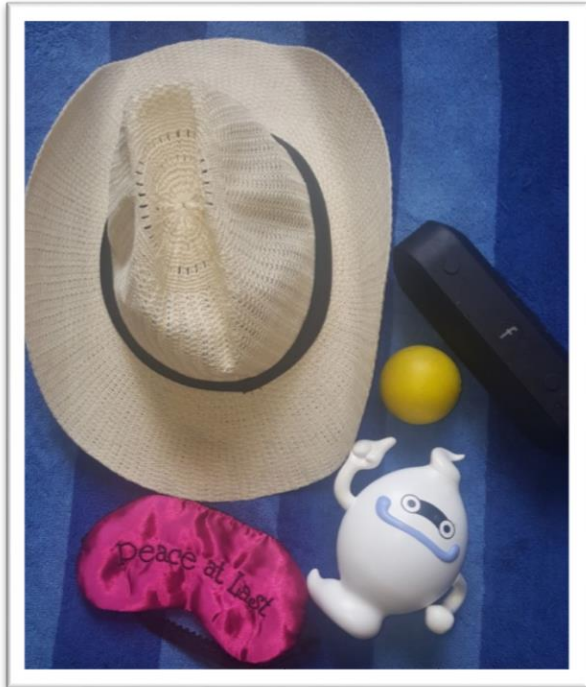


Figure 14 – 20: Pictures of some didactic materials used in class. Retrieved from what students did during the intervention.

Accept cards



Figure 21: Worksheet about modal of request. Retrieved from [www.teach-this.com](http://www.teach-this.com).

### Conversation cards

What the biggest country in the world? Where is it? What are its neighbours?	What's the most populous country in the world? What's the most populous Muslim country in the world?	What's the highest mountain in the world? In Europe? In South America? In Africa?
What's the longest river in the world? In Asia? In North and South America? In Europe?	What's the biggest animal in the world? Where does it live? What does it eat?	What's the biggest land animal? Where does it live? What does it eat?
What's the biggest bird in the world? Where does it live? Describe it.	What's the fastest animal on land? Describe it. Who's the fastest in the sky?	What's the biggest ocean in the world? Where is it? What's the biggest fish?
What's the biggest city in the world? What's the biggest city in your country?	What's the largest desert in the world? Where is it? What animals live there?	What's the highest building in the world? What's the highest one in your country?
What's the smallest country in the world? Where is it?	Which country is the most popular tourist destination in the world? Guess. Say why.	Who's the richest person on Earth? How much money does he have? Guess.
What's the hardest substance on Earth? What is it used for?	What's the biggest continent? What's the coldest? What's the driest?	What's the best-paid job? What's the worst-paid job? Brainstorm and discuss.

Figure 22: Conversational cards about superlative adjectives. Retrieved from [www.cristinacabal.com](http://www.cristinacabal.com).



Find someone who... (Present perfect with "EVER" & "NEVER")



# Have you ever...?

## Example

- **Question:** Have you ever **eaten** raw meat?
- **Answer:** Yes, I have **eaten** raw meat.  
Or No, I have never **eaten** raw meat.

Activity	Yes, I have. (name)	No, I have never. (name)
1. ...been to United States		
2. ...traveled by plane		
3. ...visited a museum		
4. ...tried surf		
5. ...won the lottery		
6. ...sung karaoke		
7. ...lost money		
8. ...taken a cold shower in winter		
9. ...met a famous person		
10. ...eaten raw meat		
11. ...had a barbecue on the beach		
12. ...drunk tequila		
13. ...had an accident		


Figure 23: Worksheet about the present perfect. Retrieved from [www.esltower.com](http://www.esltower.com).

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# Find Someone Who ...


**FOR and SINCE**



How long have you studied English?

	CLASSMATE'S NAME	Who...? What...? Where...?	ADDITIONAL INFORMATION	When...? Why...? How...?
... has studied English for more than three years.				
... has been alive since 1995.				
... has lived in this city for about a year.				
... has had long hair for many years.				
... worn glasses for two or three years.				
... has had a pet cat or dog for a long time.				
... has been awake since six o'clock this morning.				

**A:** How long have you studied English?  
**B:** I have studied English for four years!  
**A:** Why do you study English?  
**B:** I want to get a job as a travel agent.



*Figure 24: Worksheet about the present perfect. Retrieved from [www.allthingsgrammar.com](http://www.allthingsgrammar.com).*



## **The YOU'RE LYING game**

- Students ask each other "Have you ever..?" questions.
- They must answer all questions with "Yes".
- Their partner can then ask them 3 "Wh" questions in the Simple Past and try to spot from their answers and body language if they are lying.

### Student A

<b>EAT</b> something strange or disgusting	<b>FALL OFF</b> your bike, a ladder	<b>COOK</b> a meal for the family	<b>DRIVE</b> over the speed limit	<b>FORGET</b> an important date
<b>RECEIVE</b> an awful gift	<b>LOSE</b> your temper in public	<b>WIN</b> a prize	<b>SEND</b> a letter	<b>BUY</b> clothes online
<b>SLEEP</b> in a tent	<b>SKATE</b> in an ice-skating rink	<b>FIND</b> any money	<b>BE</b> to a football match	<b>MAKE</b> a cake
<b>READ</b> "El Quijote"	<b>LEAVE</b> something important at home	<b>BURN</b> your hand	<b>BUY</b> something you didn't use / wear	<b>CALL</b> somebody by the wrong name
<b>CHEAT</b> in an exam	<b>FALL</b> asleep in class / at work	<b>GIVE</b> a false excuse to get out of something	<b>SEE</b> a car accident	<b>WALK INTO</b> a window because it was clean
<b>CRY</b> watching a film	<b>OVERSLEEP</b>	<b>BE</b> to a spa	<b>WAIT</b> for someone for more than 15'	<b>SEE</b> a film more than 3 times
<b>SWIM</b> naked	<b>HELP</b> someone in danger	<b>KISS</b> someone on the first date	<b>TRIP</b> in public	<b>FAINT</b>
<b>BREAK</b> someone's heart	<b>GET</b> stuck in a lift	<b>GIVE</b> someone a fake phone number	<b>BE</b> sunburnt	<b>CHIP / BREAK</b> a tooth

*Figure 25: Angeles. J. Worksheet about the present perfect. Retrieved from [www.cristinacabal.com](http://www.cristinacabal.com).*

# PHRASAL VERBS

Match the words to the pictures. Then read the definitions about some of them and write the verbs on the line.



















- 1 break down
- 2 throw away
- 3 break up
- 4 pay for
- 5 look after
- 6 laugh at
- 7 agree with
- 8 look for
- 9 hold on
- 10 go out with
- 11 look at
- 12 give up
- 13 run out
- 14 come round
- 15 let down
- 16 forget about

Have somebody as a boyfriend or girlfriend: \_\_\_\_\_

Stop being with somebody, for example a husband or wife, boyfriend or girlfriend: \_\_\_\_\_

Put something in the dustbin because you don't want it: \_\_\_\_\_

Not do something that you promised to do for somebody: \_\_\_\_\_

Have the same idea as another person about something: \_\_\_\_\_

Not remember something; not have something in your mind any more: \_\_\_\_\_

Have no more of something: \_\_\_\_\_

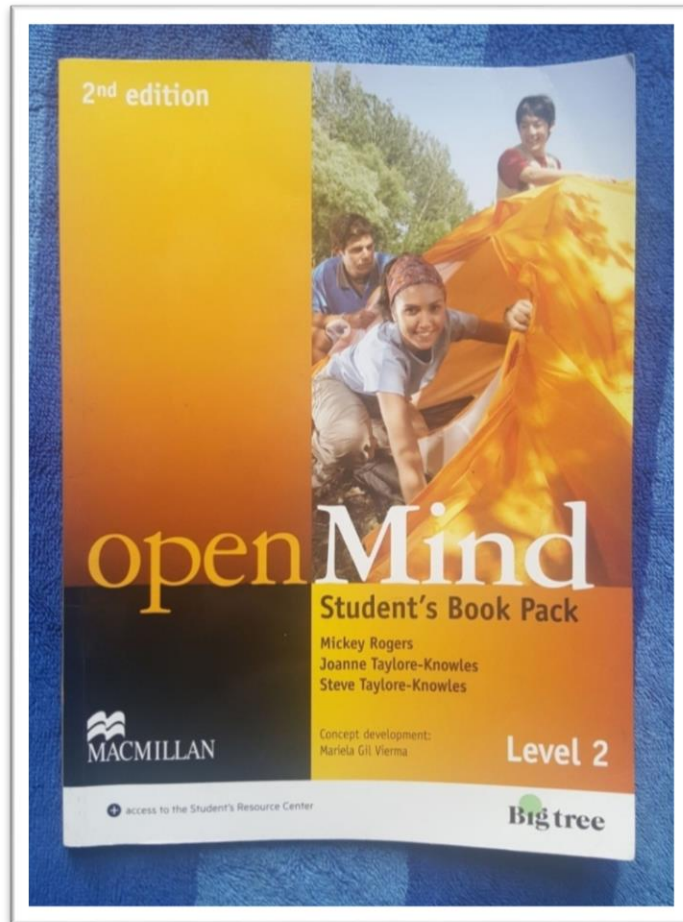
Stop trying to do something, because you know that you cannot do it: \_\_\_\_\_

Take care of somebody or something: \_\_\_\_\_

Try to find somebody or something: \_\_\_\_\_

Figure 26: Worksheet about phrasal verbs definitions. Retrieved from what

<https://www.liveworksheets.co>



*Figure 27: Picture of the course book “Open Mind, Level 2, McMillan”.  
Retrieved from the Foreign Language Department.*



*Figure 28: Pictures of Group 1 students showing their diplomas. Retrieved from what students did during the intervention.*



*Figure 29: Pictures of Group 2 students showing their diplomas. Retrieved from what students did during the intervention.*



*Figure 30: Pictures of students showing their diplomas. Retrieved from what students did during the intervention.*