

UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE
LANGUAGE DEPARTMENT



UNDERGRADUATE WORK

**IMPLEMENTING THE TESOL LESSON PLANNING USING THE
COMMUNICATIVE APPROACH- A WAY TO HELP FIRST YEAR STUDENTS OF
BACHILLERATO TÉCNICO VOCACIONAL EN INFRAESTRUCTURA
TECNOLÓGICA Y SERVICIOS INFORMÁTICOS AT CENTRO ESCOLAR INSA
SECTION "L" DEVELOP THEIR ENGLISH LISTENING AND SPEAKING DURING
2020**

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ABSTRACT

The project **IMPLEMENTING THE TESOL LESSON PLANNING USING THE COMMUNICATIVE APPROACH - A WAY TO HELP FIRST YEAR STUDENTS OF BACHILLERATO TÉCNICO VOCACIONAL EN INFRAESTRUCTURA TECNOLÓGICA Y SERVICIOS INFORMÁTICOS AT CENTRO ESCOLAR INSA SECTION “L” DEVELOP THEIR ENGLISH LISTENING AND SPEAKING DURING 2020** focuses on proving that English communicative skills can be acquired if innovative TESOL strategies are implemented in High School English classes.

Through the inclusion of the general objective and specific objectives, the researchers aim to obtain the necessary guidelines that will serve the investigation get to its main goals at the end of it. Thus, the researchers created some instruments such as structured interview guides for the teacher and students (not administered), a lesson plan, an observation checklist and two quizzes as sources to obtain the essential data which will be later organized and analyzed carefully for an accurate interpretation to determine if the results are the expected ones for the research team. Finally, a set of conclusions and recommendations were created in hopes to help future teachers and researchers to continue on this field of study.

INTRODUCTION

The research “IMPLEMENTING THE TESOL LESSON PLANNING USING THE COMMUNICATIVE APPROACH- A WAY TO HELP FIRST YEAR STUDENTS OF BACHILLERATO TÉCNICO VOCACIONAL EN INFRAESTRUCTURA TECNOLÓGICA Y SERVICIOS INFORMÁTICOS AT CENTRO ESCOLAR INSA SECTION “L” DEVELOP THEIR ENGLISH LISTENING AND SPEAKING SKILLS DURING 2020” was carried out by the researchers after they found out that students faced some difficulties in their English listening and speaking skills; that is why, the researchers decided to implement the TESOL lesson plan using the communicative approach as a way to help students develop their English listening and speaking skills as a foreign language.

The research study is divided into six chapters. Chapter I includes the description of the problem, the general and specific objectives, the justification and scope of the research, the research question, and the limitations which are the foundations to carry out the project. Besides, Chapter II presents the Theoretical Framework which includes valuable information related to the phenomenon to be studied such as the TESOL Methodology, The Communicative English Approach, The Importance of Implementing Strategies in the Learning Process, and the Importance of Learning English in High School Education.

In Chapter III, the researchers present the operationalization of the dependent and independent variables of the hypothesis, which are the basis to the creation of the tools that will be used along this investigation. Thus, chapter IV presents the methodological design which illustrates the paradigm and design, the sampling procedure, and each of the phases that will be conducted throughout the whole process of this research study. Moreover, validity and reliability of instruments will be detailed on this chapter as well as the budget and the timeline which explains the activities carried out on this project.

In addition, Chapter V will contain the analysis and interpretation of all the data collected during the research process. Finally, chapter VI includes conclusions and recommendations for teachers and future researchers as reference for future studies in the same field.

CHAPTER I

STATEMENT OF THE PROBLEM

The Salvadoran High School English Curriculum presents a curricular proposal that boots the achievement of mandatory objectives depending on the unit of study. Such objectives are aimed to prepare students for life competencies through the development of the four English Macro Skills (Listening, Speaking, Reading and Writing). The implementation of this curriculum implies the execution of curricular adaptations to meet students' needs. Nevertheless, it was observed that First Year Students of *Bachillerato Técnico Vocacional en Infraestructura Tecnológica y Servicios Informáticos* at Centro Escolar INSA section "L" were not receiving the appropriate English curricular instruction during the school year 2020. The mentioned situation hindered students from developing their English listening and speaking skills appropriately.

1.1. Description of the problem

According to what it is stated in the English Syllabus for Tenth Grade provided by MINED (Ministerio de Educación), students will be able to participate in conversations on familiar topics, and handle simple situations or transactions in past, present and future time at the end of the tenth grade of high school education. However, during the observation carried out from February 12 until February 28, 2020 conducted by the researchers, some signs that confirm the existence of a problem were observed. Those signs refer to the phenomenon which hindered first year students of *Bachillerato Técnico Vocacional en Infraestructura Tecnológica y Servicios Informáticos* at Centro Escolar INSA section "L" from developing their English Listening and Speaking skills during the beginning of the school year 2020. One of the first signs was that there was mainly a **teacher-centered class**. In reference to this, the researchers observed that the English teacher was the one who produced the language all the time while students exclusively payed attention to what was being said without understanding the meaning. In fact, while being observed, students seemed to be thoughtful and lost when the teacher was explaining a content or giving directions in English. Generally, activities were highly controlled by the teacher, so students could not go farther and produce the language by themselves. What was special about this group of students was the fact that they were exposed to five English classes per week (45 minutes each) due to type of High School diploma they were studying to

get while the other groups of students among the High School were exposed to only three classes per week. However, while the researchers were observing classes and taking notes (from February 12th to February 28th, 2020), students never asked questions, worked on repetition drills, participated in class discussions, performed role-plays or show and tell presentations. For instance, the teacher did not split the class into groups or pairs of students, so there was not communicative interaction between students. Most of the time, the teacher assigned to students the translation of simple sentences from Spanish to English and vice versa. During these kinds of activities students worked alone, having no interaction with classmates. In relation to this, students did not ask questions or share their opinions since they were not allowed to direct their own learning. Due to this type of teaching interaction pattern, students got bored easily and concentration on the lesson became a hard thing to keep. During the classes that researchers observed, students constantly, swung their feet and bowed their heads a lot. Students' faces also showed a distinct lack of interest as they kept looking at everywhere but not at the teacher.

A second sign observed was **the lack of listening tasks** in which students should develop such skill. The research team observed that students were not exposed to listening to podcasts or any other source of English listening material besides their teacher's voice who was the only one who spoke English in the classroom. In addition to this, the teacher and students made use of an English course book as an extra material to develop contents in the class. This book included only written exercises and information; no class audio CD was attached so that students were provided with listening practice to develop their listening skill. Thus, during the observation conducted by the researchers, the teacher never brought any device such as speakers or a tape recorder to the class. This lack of listening practice made it hard for students to understand what was going on around the class; consequently, the teacher was constantly translating ideas from English to Spanish or vice versa. In reference to this, the teacher overused translation as a strategy to make sure students got the message.

Certainty, proper listening skills make students more proficient speakers what leads to the third sign that was observed by the researchers which was **the lack of speaking tasks**. Students did not have the opportunity to master their English speaking skill as null practice was performed in the classroom. After having observed, it was clear that the teacher did not use repetition drills, dialogues, role-plays, or any other strategy that could bring relevance to this

skill. For instance, the teacher did not make use of chorus or individual repetition to focus on accuracy. During the period of observation, the researchers realized that the teacher never brought dialogues to the classroom as a controlled or semi-controlled activity for students to practice English. Students were not assigned to work on real life simulations as a way to produce the language in a free manner. In one opportunity while the researchers were observing, a student from this class approached them and said in his mother tongue, “Hablar en inglés es la habilidad en la que realmente quiero ser bueno, pero es la habilidad que practico menos;” which can be translated to, “Speaking is the skill that I really want to be good at, but it is the skill which I practice the least”. What is more, the researchers observed that guided reading tasks and simple sentence translations were the focused activities used during the lessons. If a reading activity was brought to the class, the teacher was the one who read for students while he made pauses and translated ideas. Students did not read for the teacher or for the whole class. And, as it has been stated before, the teacher dictated to students some Spanish sentences, so that students wrote the corresponding English translation. Usually, activities did not vary and were always the same in all classes.

The fourth sign observed by the research team was **absence of a structured lesson plan** which contains clear stated objectives. In one class, the researchers asked the English teacher for the lesson plan of the unit to see the class objectives. Due to the previous observation issues, it was not a surprise for the researchers to realize that the teacher did not have any lesson plan and consequently, he did not have any stated objectives to reach in the class. The day after, the researchers used an unstructured interview guide to ask the Principal of the school about this issue. The Principal said that just a few teachers submitted lesson plans as part of their work. He mentioned, “Los maestros creen que tienen la experiencia suficiente para enseñar su materia y que no necesitan planear antes de empezar el año escolar” which in English means: “Teachers believe that they have enough experience to teach their subject, and that they do not need to plan before starting the school year”. However, the researchers observed that there was a noticeable deficiency regarding class management since the teacher did not know what to do when students said they did not have the book. According to the principal, teachers were supposed to plan in order to be ready for any circumstances in the classroom, but they did not do so. As a consequence of the **absence of a structured lesson plan**, the English teacher took advantage of the presence of the researchers in the classroom. He assigned some translation activities (simple

sentences), and then, he told the students that the researchers could help them correct the sentences in case they were wrong. Also, he demanded the researchers to read an article, so students could listen to a different pronunciation. In one class, the teacher took turns with the researchers to read the article “Mahatma Gandhi’s life” while students were waiting for the teacher’s translation to understand what was being read. In another opportunity, the teacher demanded the researchers to dictate some Spanish sentences to the class, some students wrote the corresponding English translation.

Considering the stated situation, by means of this experimental study, the researchers pretend to answer the following question: What strategies can be implemented to help first year students of *Bachillerato Técnico Vocacional en Infraestructura Tecnológica y Servicios Informáticos* at Centro Escolar INSA section “L” develop their English Listening and Speaking skills during the year 2020.

1.2 Objectives

The objectives of this research are divided into the general and the specific ones as follows:

1.2.1 General Objective

To determine the techniques that help First Year Students of *Bachillerato Técnico Vocacional en Infraestructura Tecnológica y Servicios Informáticos* at Centro Escolar INSA section “L” develop their English listening and speaking during 2020.

1.2.2 Specific Objectives

a. To verify whether First Year Students of *Bachillerato Técnico Vocacional en Infraestructura Tecnológica y Servicios Informáticos* at Centro Escolar INSA Section “L” **better their listening** skills by implementing strategies regarding the TESOL lesson planning during 2020

b. To analyze whether First Year Students of *Bachillerato Técnico Vocacional en Infraestructura Tecnológica y Servicios Informáticos* at Centro Escolar INSA Section “L” **better their speaking skills** by implementing strategies regarding the TESOL lesson planning during 2020.

1.3 Justification of the Research

This research project is worth carrying out since students at high school level are taught English in a very restrained way, and this project will support their learning process by carrying out specific techniques that are aimed to help First Year Students of Bachillerato Técnico Vocacional en Infraestructura Tecnológica y Servicios Informáticos at Centro Escolar INSA Section “L” develop their English listening and speaking during 2020. Hence, the research study will offer innovative procedures to be implemented in classes for students to be able to improve their communicative skills with one another by means of applying the TESOL lesson planning under the communicative approach. Besides, the research study will help future student generations since it will contribute to the development of the class. For instance, the study will present diversified activities to be used as warm-ups for students to feel more active when starting the class. Plus, it will contain ice-breaker activities to get to know the students, to make students speak about their personal information and for the teacher to set a friendlier environment among the participants. The study will provide ingenious strategies for students to practice their listening and speaking in the class. Plus, this research study will provide a series of contemporary techniques to be implemented by the teacher in order to make the class more objective; therefore, this research project will present strategies to improve the development of the class, and to make the students learning process more accurate. In addition, the researchers will conduct a series of interventions in order to implement the strategies stated. Needless to say, at the end of this research study, the researchers will donate a booklet containing all the lesson plans, so teachers use them in the future.

1.4 Scope of the Research

This study will be handled at Centro Escolar INSA during the year 2020, specifically with students of First year of Bachillerato Técnico Vocacional en Infraestructura Tecnológica y Servicios Informáticos section “L” which was the group taken by the researchers to be observed in a period of a week.

When learning a foreign language, it is crucial to know that there are four skills that learners must develop during their process of learning: listening, speaking, reading and writing. However, the researchers will focus this study on the listening and speaking skills for two important reasons; one of them is because the listening and speaking skills are considered the

hardest ones to be developed when acquiring a second language. The second one is because through the conducted observations, the researchers could realize that these two skills were the ones in which students struggle the most. That is why, during this study, the researchers will implement the TESOL Lesson Plan using the communicative Approach as a way to help students develop their English Listening and Speaking being the related deficiencies observable in students that need to be improved. On the other hand, it is important to state that this study will not solve all the problems observed in this group of students, but the ones observed in regards to their English listening and speaking that they faced.

During this study, the issues related to **the teacher-centered class, lack of listening tasks, the lack of speaking tasks, and the absence of a structured lesson plan** which strongly affect this group of students will be considered by researchers to be solved at the end of the investigation.

1.5 Limitations

During the development of this study, the researchers encountered different limitations that hindered their work.

The first limitation faced at the beginning of the study was the lack of cooperation shown by the teacher in charge of the English groups of *Bachillerato Técnico Vocacional en infraestructura tecnológica y servicios informáticos* at *Centro Escolar INSA*. Such limitation could be solved due to the principal who talked to the teacher about the importance of carrying out the study at the institution.

The Second limitation spotted was that the researchers did not have enough time to observe students' classes (during the preliminary phase of the study) because of some pedagogical activities called "Pausa Pedagógica" that the school developed. That is why, classes were suspended, and the researchers could not carry out observations as it was expected. Besides that, there were some celebration days in the institution (*Valentine's Day and Centro Escolar INSA's Anniversary*), so students attended classes just half of the stipulated time in their schedule during those celebration days.

The third limitation – and the biggest one – faced by the researchers was the impact of COVID-19. As a consequence of this worldwide pandemic situation both, *Centro Escolar INSA*

and the Western Multidisciplinary Campus of the University of El Salvador were closed. Such situation, did not allow the researchers to attend face to face meetings, to address instruments, and to have contact with the population under study to develop the execution phase of the research process itself.

CHAPTER II

THEORETICAL FRAMEWORK

English as a second language has become one of the most popular languages to be learned and taught lately. Furthermore, it has taken an important place in education since it is one of the most essential subjects taught to students around the globe. On the other hand, in the process of teaching, the approaches and methodologies are quite relevant since educators use them as strategies that allow them to have a structured lesson plan. Consequently, lesson plans designed under the TESOL methodology have shown to be helpful when developing students' English skills.

2.1 TESOL Methodology

Collings (2020) defines TESOL as the abbreviation for teaching English to Speakers of Other Languages. In this way, it is the teaching of English in countries where the primary language is other rather than English such El Salvador. The TESOL methodology provides a wide variety of strategies to teach English effectively. The following strategies are shown to be effective when designing a lesson under TESOL Methodology. If the teacher applies these strategies in the lesson, he or she will give the students the opportunity to start developing their listening and speaking skills.

2.1.1 TESOL Lesson Planning

Collins (2020) states that a lesson plan is a plan that is used by teachers in a school, detailing the structure and format of lessons. In other words, it is a guide that provides a structure to teach a class. Before planning a lesson, it is essential to classify the steps to be followed in order to reach the learning objectives that have been stated since the beginning. According to "Project" (2016) there is a basic checklist that should be followed when planning a lesson focusing upon either listening or speaking.

- a) Creating interest by using mime, realia and pictures in the class.
- b) Pre-teaching vocabulary through conversation or a mix and match activity, where students try to work out which meaning fits which word.
- c) Setting a task by setting either general gist questions or specific comprehension questions that the students can do in pairs or individually.

- d) Checking understanding after assigning a task the teacher checks understanding to see if the students understand what they have to do.
- e) Setting a time limit to work on activities.
- f) The teacher provides feedback by using the following different interaction patterns, student to teacher, or between students.
- g) The teacher uses a follow-up activity such as a production activity. Generally, a writing activity for a reading lesson and a speaking activity for a listening activity.

2.1.2. Teaching Speaking Skills in TESOL

Speaking activities in a lesson are for students to practice the speaking skill (accuracy or fluency). They allow students to carry out the oral activity while the teacher monitors. Coventry (2003) (as cited in “TESOL 101”, 2003 page 32) said “learners generally want to master speaking skills as soon as possible. However, together with listening, it is probably the most difficult skill to develop”. In other words, speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). Coventry (2003) also provides a list of speaking activity samples that can be implemented to develop speaking skills in a class.

a) Describing a picture

Students practice describing a picture first as a class, then individually.

b) Find the difference (using pictures)

Students working in pairs try to discover differences in their pictures using only oral communication.

c) Surveys

Classroom surveys are one of the easiest and most successful ways of getting students speaking. Surveys can be adapted in many ways to suit specific teaching situations.

d) Role-play

Role plays are a popular teaching technique for English language speaking classes. They can be used to reinforce, recycle, or review vocabulary and expressions that students have learned.

e) **Problem solving activities Storytelling**

Storytelling promotes language learning by enriching learners' vocabulary and acquiring new language structures.

f) **Debating**

Debating is one of the most successful kinds of speaking exercises which can be adapted in many ways to suit a topic and a class.

g) **Games**

Activity games are used to test vocabulary, practice conversing, and learn tenses.

2.1.3. Teaching Listening Skills in TESOL

Coventry (2003) (as cited in "TESOL 101", 2003 page 36) claims "many teachers think that a listening activity is just playing a tape, asking comprehension questions or true and false activities. However, no learning process was involved in such a listening lesson." Certainly, listening comprehension is much more than that. In the communicative classroom, teaching listening skills should be approached in the same way as the other skills (with a communicative purpose.)

According to "Project" (2016) the good listening lessons will provide pre-listening activities to help students better predict what kind of information they will hear by creating a context and a purpose for listening. Better listening lessons will also help learners to clear up misconceptions as they listen. In other words, developing listening skills requires that students are provided feedback and support in the process of listening, not just based on their comprehension. When listening is approached in this way, effective strategies for listening can be applied during the process of listening.

- a) The teacher activates student interest and background knowledge by using a relevant introduction to the topic.
- b) The teacher keeps the introduction fluency-focused to encourage more engagement with the topic. This helps warm students up to the topic.

- c) The teacher pre-teaches vocabulary that is necessary for understanding the text, but does not turn this into an exhaustive pre-listening activity. The goal is to move into the main focus of the lesson, not to the arrangement of this material, as well as its supporting text.
- d) The teacher gives students a purpose for listening at each stage of the listening lesson by designing different tasks to be solved.
- e) The teacher helps students break through the listening activity by giving them specific tasks for listening. Those tasks must be designed according to student's English Level.
- f) The teacher focus on language once students have worked with the listening text. The teacher focuses on a grammar or vocabulary point that is featured in the listening.
- g) The teacher asks higher order questions by giving students an opportunity to use higher order thinking skills in English.
- h) The teacher expands the topic beyond the strict limits of the listening text and encourage students to make connections to their experience and to the world around them.

2.2 The Communicative English Approach

In the words of Coventry (2003), the Communicative English Approach is based on the idea that learning language successfully comes through having to communicate real meaning. In this way, the main objective in the Communicative Approach is to present a topic in real context as natural as possible.

2.2.1 Principles of the Communicative English Approach

Coventry (2003) states that there some principles regarding the Communicative English Approach that a teacher should follow to succeed in a lesson.

- a) Language learning is learning to communicate using the target language.
- b) The language used to communicate must be appropriate to the situation, the roles of the speakers, the setting and the register. The learner needs to differentiate between a formal and an informal style.

- c) Communicative activities are essential. Activities should be presented in a situation or context and have a communicative purpose. Typical activities of this approach are: games, problem-solving tasks, and role-play. There should be information gap, choice and feedback involved in the activities.
- d) Learners must have constant interaction with and exposure to the target language.
- e) Development of the four macro skills - speaking, listening, reading, and writing – is integrated from the beginning, since communication integrates the different skills.
- f) The topics are selected and graded regarding age, needs, level, and students’ interest.
- g) Motivation is central. Teachers should raise students’ interest from the beginning of the lesson. The role of the teacher is that of a guide, a facilitator, or an instructor. Trial and error are considered part of the learning process.
- h) Evaluation concerns not only the learners’ accuracy but also their fluency.

2.3. The Importance of Implementing Strategies in the Learning Process

According to Cambridge (2020) a strategy refers to a detailed plan for achieving success in situations such as war, politics, business, industry, or sport, or the skill of planning for such situations. The fact of having strategies in the teaching field makes the learning process more accurate for students and teachers since they have access to a variety of methods to carry out a task or deliver a class objectively. In the words of Wegner, Minneart and Strehlke (2013), fostering and improving the students’ learning strategies is important for them to learn successfully. Besides, the implementation of strategies given by teachers donates students the opportunity to improve their competences for their future as it broadens the learning environment they are immersed in, and it provides different methods of dealing with various situations in life.

2.3.1 Apps for teaching listening and speaking

As it is known, the world has turned out to be more technological. The need of updating the old-fashioned methods has brought teachers to the usage of applications for academic purposes. Therefore, teachers have incorporated a variety of applications so that students feel identified with the updated strategies used since they deal with applications for most of their activities in the phone. In the words of “Apps” (2018), nowadays, students have access to applications such as:

a) **Bussuu**

“Apps” (2018) states that Busuu is a language learning app with English courses that teach speaking, writing, listening, grammar, pronunciation, and vocabulary. Part of what makes Busuu stand out is that users can work on their listening comprehension by listening to English in various dialects. Additionally, it includes features that allow listeners to pause, rewind, and listen on repeat to master pronunciation.

b) **English Listening and Speaking**

Focusing on conversational English and daily speech, the English Listening and Speaking android app is a great choice for those wanting to learn how to communicate in English. For example, the app includes thousands of English conversations with audio and transcripts. Additionally, the app includes games and tests to help teachers become fluent quicker; plus, the app is free.

c) **Speak English Fluently**

The Speak English Fluently app is designed to help users learn how to speak English conversationally in an American accent. In addition to audio of conversations and common sayings, there is also a recording tool for users to record themselves and listen back to their pronunciation.

d) **Tandem**

For a completely different learning experience, there is the Tandem language learning exchange community. In this community, students are paired with a native speaker to practice listening and speaking to English. Users can choose to communicate with their language partner through text, audio, or video. However, it is recommended to use audio or video to develop the English language skills over texting.

2.3.2 Activities to implement in a class

Throughout the years, educators have adapted a series of educative activities for the classes to set a more accurate learning environment. Therefore, the implementation of varied activities is now part of a structured lesson plan teachers create before the classes. Besides, activities provide teachers with handy ways of teaching any topic since they are aimed to make topics

more understandable for students. “Games” (2018) declares that “A key challenge for any ESL teacher, whether experienced or a recent graduate, is to keep students engaged, and one of the best ways to do this is to incorporate some classroom games to make learning more fun and exciting.” As a conclusion, teachers can incorporate any of the following activities for their classes:

a) Last Man Standing

This is a game which gives students the time to think and encourage peer learning. As they hear other students speaking, they will pick up on some words. Have all the students form a circle and stand at the center with a ball. All the teacher must do is name a category (food, places, hobbies, etc.) and pass the ball to one student. Let them toss it to another student as they name a word related to the theme. If they repeat a word or cannot say any more words, they need to sit down. The last man/student standing wins the game.

b) Pictionary

Pictionary is similar to a charade, but the students will draw, instead of acting the words out. The teacher can use the cards from the actual board game for this activity or make his/her own. Similar to charades, the educator also needs to divide the class into two teams. One person from Team A comes up to the front and draws a card/word. The student must convey the word to his or her team using only drawings. There are certain rules such as students cannot use words, symbols, or hand gestures. Each student should have a time limit of 3 minutes. The first team to get 10 points is the winning team.

c) Taboo Words

Is any teacher looking for a game which can help the students practice synonyms and descriptions? Try Taboo Words – suitable for more advanced learners. First, the teacher must divide the class into two and have the two teams sit on opposite sides of the room, facing each other. Then, the teacher chooses one person to sit in front of his/her team, stands behind the students and holds a piece of paper with a word on it. The team has three minutes to get the one in front to say the word on paper. They cannot say the word; they can only mention synonyms and descriptions of the word the teacher is holding.

d) Categories

This game is a great way to fill up the last few minutes of the class. The teacher asks the students to draw six columns on their paper and write a category at the top of each column. The educator can choose categories that fit the topic. He/she can include food, names, cities or countries, furniture, verbs and clothing. Then, the teacher must choose a random letter and write it on the board. Then, he/she asks students to write down a word for each category that starts with that letter.

2.3.3 Error correction

As part of an objective feedback, educators implement a balance between praising and correcting the students; therefore, error correction plays an essential role in the development of a class. Error correction turns teaching and learning into a productive process in which teachers guide students to reach excellence. “Project” (2016) claims that it is obvious why praising in the classroom is important to encourage students to continue striving to do well and thus promote a positive learning environment in the classroom. However, how the teacher deals with students getting things wrong is every bit as important as how he/she deals with their successes.

In the words of “Project” (2016), teachers must show appreciation and praise throughout the lesson, but they must note down the one or two key mistakes that are being repeated during the class – perhaps those are areas that students need more support in or that simply need more clarification. Educators need to make sure that they have ample time at the end of the lesson to go over these points with everyone. Further to this, teachers must make it known that there is time at the beginning or end of the lesson to address individual needs when necessary.

“Project” (2016) suggests a code for correcting different types of mistakes. The mentioned method makes things simpler for students. Instead of using the red pen for marking every mistake students make, using a correction code simplifies the way teachers assess. The code goes as follows:

^	Insert a word
WW	Wrong Word
WO	Word Order
T	Tense
Sp	Spelling

2.3.4 Using authentic material

Coventry (2003) presents a straight opinion about the usage of authentic material regarding the teaching field. Authentic material gives the students the opportunity to see and hear real language as used by native speakers. Authentic material forms an important part of most English language courses. Despite the rich array of commercially available materials, many teachers continue to produce their own materials for classroom use. With all this work going into preparing supplementary materials, it is important for teachers to think about how to make things work as effectively as possible.

Anything that was written or recorded in English without the purpose of teaching English as a second language is authentic material. The following is a compilation of authentic material sources; however, it is not an exhaustive list since more material gets created daily. The types of material are the following: Ad Banners, advertisements, billboards, catalogues, college and university brochures, flyers, travel brochures, movies, scripts, commercials, radio shows, newspapers, internet websites, magazines, TV shows, social media, You Tube, Phonebooks, ticket stubs, manuals, menus, maps, greeting cards and horoscopes.

The English used in authentic material is natural and its sole purpose is communicating whatever the material was created for, rather than teaching a particular structure. This can make the overall language in the material a little challenging, especially for students in beginner or lower intermediate classes; however, authentic material is an excellent source of new vocabulary. In fact, the interest level rises so much when students are presented with authentic material that their need for comprehension compensates for the difficulties they encounter.

2.4. The Importance of Learning English in High School Education

In the words of Brighton (2020), English is the language of science, aviation, computers, diplomacy, and tourism. In other words, English is an international language which increases the chances of getting a good job. That is why, the Salvadoran Educational System has included such language in its curriculum with the purpose of getting students ready for the outside world. The Salvadoran English curriculum for Tenth Grade presents and describes the sets of contents by providing an insightful view on how they are structured from the simple to the complex. However, when teaching English in High School Education, teachers face unexpected aspects that complicate the process of helping students acquired the language. In order to overcome such complications, some strategies must be applied.

2.4.1 Praise as a strategy to encourage students to master English

When teaching a second language, it is very important to consider different aspects that assure successful learning in students. For example, the preparation of a structured lesson plan for everyday class, the way teachers treat students, the engagement in the classroom, the relationship between teacher-student etc. Moreover, there are other aspects that are indispensable such as the encouragement in the classroom since students are more likely to learn when they are under a positive environment in the class. Environment is one of the most important factors affecting student learning. Simply put, students learn better when they view the learning environment as positive and supportive (Dorman, Aldridge, & Fraser, 2006).

One of the strategies that teachers use to encourage students to learn English is giving praise. This is very effective since learners feel motivated and enthusiastic about what they learn every time the teacher provides positive feedback about an action performed in the class or an opinion contributed by students to the class. Bennett (2020, February 11) adds that students at every grade level and in every subject like to be praised for their work in the classroom. In this way, praising students is a very effective strategy to get students ready to learn English.

As it is known, praise creates a good environment in the class and, it helps learners be enthusiastic during the whole class. Furthermore, every time teachers make use of praise, students are able to realize how good their capacities are in what they perform or say. Bennet (2020, February 11) states that when a teacher uses praise to acknowledge student effort in problem-solving or in practice, the praise is more effective. Effective praise can be directed to an individual student or group of students when the teacher wants to connect praise with a particular behavior. That also means that praise should not be given for trivial accomplishments or weak efforts by students such as minor task completion or the student completing their responsibilities.

According to what Benett (2020, February 11) says, for making praise be effective, a teacher should note the behavior as the reason for praise in as timely manner as possible. The younger the student, the more immediate the praise should be. At the high school level, most students can accept delayed praise. When a teacher sees a student is making progress, the language of encouragement as praise can be effective. Some of the language used for giving praise to students are shown below:

Table 1: Language Used to Show Praise to Students

PRAISING LANGUAGE	“Congratulations! You put in the effort to succeed.”
	“You have really grown (in these areas).”
	“Keep using your strategies! You are making good progress!”
	“Look at what you can accomplish when you do not give up.”
	“You have not quit even with this tough problem.”
	“I can see your hard work in this assignment.”
	“I am so proud of the effort, and you should be too, about the effort you put into this.”
	“Look at what you can accomplish when you do not give up.”
	“I can see a difference in your work compared to yesterday.”

Source: Effective praise in the classroom by Colette Bennet (February 11, 2020)

2.4.2 Planning a listening and speaking program for beginners

Coventry (2003) (as cited in “TESOL 101”, 2003 page 38) says, “When teaching English, educators should implement programs according to the level in which they are teaching”. In this way, teachers should develop a lesson plan aimed to master the four linguistic skills (speaking, listening, writing, and reading). When it comes to teaching English to beginners, teachers should be focused on student’s language acquisition by enriching their vocabulary.

In the words of Newton and Nation (2008), there should be regular opportunities for increasing amounts of meaning focused listening and speaking input early in a language course. When planning for this, listening and speaking can have their regular daily or weekly time when

the learners listen to the continuation of an interesting story in much the same way as people follow a television serial.

In order to teach a listening and speaking class, educators have to create a structured lesson plan that leads them to follow an order and to achieve determined objective. That is why, Newton and Nation (2008) state a well-balanced early listening and speaking lesson or series of lessons that could contain the following parts.

a) Meaning-focused input

The learners engage in dialogue with the teacher, do activities like listen and do, grids, interview activities and listening to simple stories.

b) Meaning-focused output

The learners engage in dialogue with the teacher, do activities like descriptions, a variety of questioning activities like asking by numbers and hints, and guided activities like What is it? picture stories and the same or different.

c) Language-focused learning

The teacher helps the learners with pronunciation, memorizing useful phrases and sentences, and substitution tables.

d) Fluency development.

Memorized phrases and sentences are given repeated practice with an emphasis on reaching a normal speed of production. The learners listen to the same story several times over several days with the deliveries getting faster.

2.4.3 Planning for teaching and learning

The effectiveness of the acquisition of a language in learners depends a lot on the preparation that the teachers get before the class. For example, the creation of a lesson plan that can work as a guideline for the whole class, the knowledge enough the teacher has about teaching, the good model that the educator has to be for students, etc. However, the accuracy of a good class has to be with the implementation of a lesson plan in which the objectives are aimed to develop a specific skill such as listening or speaking.

According to what Wharton and Race (1999) mention in their book “500 tips for TESOL”, there is set of essential suggestions for a successful planning in teaching and learning, and one of them is exploring learning process:

2.4.3.1 Exploring learning processes. One of the most important factors that predetermines success in learning of any kind is confidence. Language learning is particularly dependent upon confidence. Teachers need to give learners every chance to develop this confidence, and one of the best techniques for doing so is to help them to gain greater control over the processes they apply during their learning. The following ideas should help to show learners how they can adjust their approaches to learning to optimize their success.

a) Learners and motivation

They need to have the desire of learning things. If they already want to learn, it is described as intrinsic motivation. Where intrinsic motivation is lacking, the teacher can encourage learners by showing them what benefits will flow from the achievement of their intended learning outcomes. This generates extrinsic motivation. When possible, teachers must make learning fun, interesting and rewarding, so that extrinsic and intrinsic motivation can work together. Teachers do not have to mistake lack of confidence for lack of motivation.

b) Learning-by-doing is important

Most learning happens when learners use language, have a goal, and learn by making mistakes and finding out why. The teachers need to ensure that learners are given early opportunities to try out and work with new language that they have encountered. Care needs to be taken to ensure that learning-by-doing is focused on useful language work, and not just on anything to keep learners busy.

c) Feedback to learners is essential

They need to find out how their learning is going. They may feel that they have understood a particular aspect of language but cannot be certain until they get feedback on whether they are handling it successfully. Feedback from the teacher is very useful, but teachers can also facilitate learners getting feedback from each other, and from various kinds of learning resource materials.

d) Learning is not just a matter of storing up further knowledge

Successful learning, especially language learning, is about being able to make creative use of what has been learnt, not only in familiar situations, but also in new contexts. It is essential to keep in mind the need to help students to learn in both sequential and holistic ways, and to look for ways to help them to employ all their senses to optimize their learning.

e) Learners take cues about how they are expected to learn

If the instructors of the class concentrate only on supplying them with information, they are likely to simply try to store this. If they structure their teaching so that they are practicing, applying, extending, comparing, contrasting, evaluating, and engaging in other higher-level processes, students are likely to see these processes as central to their learning.

f) Learning is driven strongly by assessment

Learners are often quite strategic in structuring their learning to be able to do the best they can in the contexts in which their learning is to be assessed. Assessment formats and instruments can be used to help learners to structure their learning effectively, as well as to give them appropriate timescales.

Wharton and Race (1999) mention in their book "500 Tips for TESOL", that assessing learners' language needs is one of the strategies that the teachers must consider at the moment of planning a class for teaching since it has a variety of needs that they have to take into account for having a successful learning in students.

2.4.3.2 Assessing learners' language needs. Wharton and Race (1999) declared in their book "500 Tips for TESOL" that it seems only common sense to try to find out what learners are learning English for and what kind of English they will need. Many will have no specific purpose in mind, but others usually adults are learning for clearly identified reasons: to study at an English medium university; to read the literature of their professional field; to work with English speakers. If teachers have a class with learning purposes in common, then, they can try to tailor their course to the particular language needs that students can have.

a) Educators must ask learners about their reasons for learning and their target situation

If instructors ask a very general, open-ended question, then learners can tell them about their needs in their own words. Teachers will gain insight into the level of sophistication at which students can express their language needs, and the extent to which they are aware of a target language variety.

b) Teachers have to observe the target situation firsthand

When trying to understand the learners' aspirations, there is no substitute for observing the kind of activities they want to carry out in English, and the environment in which they will be in. Sometimes, it is only seen for teachers that enable the comments of the learners and other informants to make sense.

c) They must clarify receptive and productive needs

Language needs are defined by what users do with language in situations, as much as by the language which they encounter. For example, learners may need to understand the financial press, but never have to produce such language themselves. Getting this clear will help teachers to develop relevant and economical teaching approaches.

d) Educators must remember that language needs are not everything

There is a danger of getting so caught up in attempting to understand, express and itemize the language needs of students that educators start to lose sight of their needs as learners and human beings. Learning needs, as distinct from language needs.

The planning course must be created by teachers with the purpose of knowing more about the community of students to whom the class will be taught. This is another suggestion that Wharton and Race (1999) state in their book " 500 Tips for TESOL" for all the teachers who want to make learning very effective. That is why, they suggest establishing objectives, know students, formulate the contents that will be set in the lesson plan as well as the topics, and other suggestions that would be considered in their planning course.

2.4.3.3 Planning a course. Teachers are often asked to work with a course plan that already exists. This may be an explicit document generated within the institution, or a more

implicit statement such as a prescribed course book. However, sometimes, individual teachers or groups of colleagues need to plan a course themselves. These suggestions should help to plan a coherent learning experience for students (Wharton & Race, 1999).

a) Teachers must know the learners

A prerequisite for course planning is an analysis of learners' needs, in terms of both language content and skills and learning processes. Proper needs analysis involves a process of research.

b) They must formulate aims and objectives

On the basis of researching, teachers must have the capacity of measuring what learners will be able to do at the end of the course. Besides, educators need to design the type of reading and listening activities they want students to work with along the learning process. Finally, teachers must figure out how the objectives can be turned into manageable steps.

c) Educators must consider the language content

Teachers may be required to specify the main structures, lexis, and language functions that learners will experience and work with during the course. They as instructors of the class should link these features to the overall aims and objectives of the course. In addition to their experience of these explicitly stated language features, learners need a general variety of exposure to give them opportunities to acquire features which are not being explicitly taught. So, teachers do not have to overlook the importance of language and texts that do not relate directly to course objectives.

d) Teachers must think about topics and text types

Teachers have to be conscious when choosing the topics and activities they will be using together with the students. Activities must be objectively chosen since students are supposed to obtain the necessary knowledge in every topic as well as to enjoy the activity. The educator must consider the interests the generation of students have and must look for activities that students will find relevant and fun. Besides, educators must include topics and text types that support the objectives set at the beginning of the course.

e) Teachers must get feedback on the draft course

When constructing a draft course, it is essential to ask for feedback, especially if the draft will be used by other educators. Colleagues can spot problems, from gaps in course coverage to ambiguous or difficult formulations. Besides, the process of consultation makes it more likely that all the team members will understand the philosophy of the course and will get engaged too.

f) Teachers must remain open to change.

As the course is taught, experiences of teachers and learners will start to reveal ways in which it could be improved. The person involved needs to set up a system to channel these developing insights back. It could be well impractical, as well as inappropriate, to radically change the course plan every year, but it remains open to feedback and modifications.

There are a lot of factors or suggestions to think about when it comes to plan a class and choosing the right course book is what Wharton and Race (1999) advice to teachers. They claim that teachers must be very selective with the material they want to use for teaching their class, and in this case, the right course book. In addition, teachers do not have to use whatever book it comes to their mind since they have to adapt their material according to a set of needs that are presented below.

2.4.3.4 Choosing the right course book. Wharton and Race (1999) declare, “A good course book makes a tremendous difference to a program. For learners, it can give confidence and reassurance, as well as the opportunity to look ahead and see what is coming next. For teachers, it offers a framework for course planning as well as lesson-by-lesson support. Sometimes, educators are told which book to use; but often, individual teachers or groups of colleagues are asked to choose a main book for their program.” In addition, it is appropriate that teachers select the correct course book before teaching the class since it helps students feel more confident as it is something that assures students learn the lesson successfully. Moreover, teachers are also benefitted from making usage of a course book for teaching since it provides a wide view about student needs. That is why, there are presented the advantages that using the right course book endures.

a) The teachers must have a clear picture of the students' language learning need

It has to be evident how well the course book matches according to the needs that students have. For example, teachers have to consider if the Grammar, vocabulary, and pronunciation are appropriate to students according to the level they are in. What about the balance of skills work? It is also necessary that teachers pay careful attention to the working ability students have as soon as they listen to the task that is asked to do. On the other hand, the situation can be the opposite as well since it can be possible that some students can present problems on understanding at first what they have to do. In other words, students do not have the same balance to work effectively. Also, the teachers have to consider if the language used for dialogues and listening/ reading passages is suitable for students, or if it is the kind of language learners are aiming to understand and use.

b) The teachers have to consider what students want to learn

Instructors as model of teaching for students have to ask themselves whether the methodology suggested by the course book is in fact appropriate for them. Are the roles suggested for teachers and learners the ones that learners will be used to? The role that teachers and learners take in the classroom is quite significant since both of them have the responsibility to be questioners during the class. That is to say, students have to be asking questions because the most they ask, the most they are able to create thinking and get learning. In the same way, the teachers have to make use of questions as well with the objective to create reflection in learners. The role of the teacher does not have to be the one who has all the answers, but the one who promotes that students look for them. Will the activities be reasonably familiar? This is also important because students have to be exposed to lessons in which they feel comfortable not only with the topics studied but also with the type of vocabulary that is taught according to their level. In addition, the educators need to think about socio-cultural habits and preferences here, as well as about successful language learning.

c) Instructors have to think about the kind of classroom interactions students want

It is very essential that teachers make emphasis on how important the students' interaction in the classroom is since it is really helpful to students in their process of learning.

However, teachers must think about which activities can be suitable for student interaction during the class. Teachers can have students work individually, in pairs or groups, or even as a whole class according to the purpose of the task that students carry out. On the other hand, the teachers have to identify which tasks are the ones that benefit better their learners because it is possible that some tasks are not that effective for students to acquire the language. By looking at the activities suggested in the course book, the teacher will see how the learners might be relating to each other as they use it.

d) Tutors must ask the learners about their criteria for a good course book.

This will give the educator a useful picture of their priorities. The process will also be productive to them because they will reflect about what helps them with their learning. The teachers may find more useful feedback by asking a reasonably structured series of questions.

e) Whatever evaluation techniques the teachers use; they have to keep their own situation firmly in mind

There are no inherently good or inherently bad course books, only course books which are better or worse in particular situations. Educators have to make sure any evaluation undertaken reflects priorities.

At the moment of planning a class, probably what comes first to teachers' minds is the kind of material or specific content they can use for teaching a class. However, the material to be used not only has to be creative, but also it has to be according to what they will teach or to what level of students the class will be taught as well. In the words of Wharton and Race (1999) "500 Tips for TESOL" designing own material is something that helps students learn a second language accurately since it is what students see since the beginning until the end of the class.

2.4.3.5 Designing personal materials. Despite the excellent range of published materials available, and all the options that the teachers have for flexible use of these, there are still occasions when teachers need or prefer to make their own materials. The following suggestions are helpful to make most of whatever resources educators have available to create and that will enhance the students' learning experience (Wharton & Race, 1999).

a) Teachers have to take care over the appearance of the materials

Not everyone has access to desktop publishing software and laser printers, but teachers can all make good use of layout, white space and print sizes to make their materials look attractive. By taking care over the materials, teachers must show learners that they have a serious attitude when preparing for the class.

b) Teachers have to create clear objectives for the materials

If teachers push themselves to say explicitly what the objectives are, it is more likely that they will be able to develop materials that are relevant to the learners' needs and to the objectives of the course. As they write the materials, the objectives are a reference point to make sure the materials stay on task.

c) Educators must consider choosing source material carefully

The materials will probably be designed around some sort of written or spoken source text so that they must make sure this is appropriate for the learners in terms of topic and level—and that it lends itself to an exploitation that is relevant to the needs of learners and the objectives of the course.

d) Educators have to design appropriate tasks

The tasks in the materials need to be appropriate to such course objectives and the interests of the learners. Besides, they should also be manageable within the time frame available. Learners should enjoy them in their own right and/or be able to see why they are important for a future goal.

e) Teachers have to include clear rubrics

Almost all materials include instructions to the learners, and those made for the class should not be an exception. Especially for a complex series of tasks, learners can find it reassuring to see all the steps written down in the materials.

f) Educators have to make the materials personally relevant to the learners

Designing own materials is an ideal opportunity to build on what teachers know about learners' background and interests. Thus, there are some methods that are really helpful for class

development. One of the most useful methods used for teaching is the PPP (paradigm that consists of presenting, practicing, and producing the language).

2.4.4.1 The PPP Paradigm. The PPP Paradigm stands for Presentation, Practice and Production. It is referred to a procedure, model, paradigm or approach to teaching language. The procedure is straightforward which means that it is the teacher who presents the target language. Then, students are asked to practice it, first in well controlled activities, then in free activities. It is only later that students are allowed to produce the desired language (Rhaln, 2015, October 18). In addition, this paradigm helps students learn, understand and practice the language since learners acquire and use the language in a very structured form. That is why, it is consider that the teachers who make use this method plan carefully each of the stages to obtain positive results at the end of the class. In other words, they set the appropriated activities for each of the sections in the lesson with the suitable time to make sure students learn the language effectively. Nevertheless, the importance to use this paradigm is wide due to the chance of getting and using the language step by step. (“Project” 2016) also divides the phases of this paradigm in the following way.

a) Presentation

Teachers introduce the vocabulary and language to be learned, but they have to avoid announcing the lesson. This involves short demonstrations while linking to lead-in, create interest, and present the target language – for example to think about what aids and prompts can be used to present the vocabulary of the lesson. Moreover, the teachers have to set the scene, and they have to put the language into a clear and obvious context, which can be done in several ways. The educator can use real objects or pictures, tell students about a situation which demonstrates the meaning of the new language, read a text or listen to a tape which demonstrates the new language, or act out a role-play or dialogue which shows what the new language is and how it is used (“Project”, 2016).

The Presentation section can take up a significant amount of time. The teachers can repeat new language in pairs or groups, and ask the students questions, write new language on the board, write new grammar on the board if necessary, have students copy things down. Furthermore, teachers have to remember that vocabulary is learned through three important steps. First, learners have to learn the **Meaning** of the words because in that way, they can

practice them while writing sentences. Consequently, teachers have to teach students the **Pronunciation** of each word to develop their speaking skills. Lastly, the **Form** is also what educators have to consider when teaching vocabulary such as the way that words are formed adding prefixes and suffixes (“Project”,2016).

As it is cited in (“Project” 2016), teachers do not have to introduce extensive new grammar or vocabulary because this can be very confusing. They have to use the new language and mingle this with vocabulary and grammar that should already have been mastered. Students learn best in ‘low stress’ environments so it is better that teachers keep up lots of eye contact and smiles.

(“Project” 2016), also mentions that teachers must do most of the talking with the students repeating and correcting their mistakes. They need to be able to pronounce correctly, spell and understand the language. It is necessary for lots of repetition involving listening, reading, writing, and speaking, all of which come into the next section.

b) Practice

This is when students have the opportunity to use the language presented to them, and they should only progress to this once the teacher is convinced the class has understood the language and can use it confidently. The aim is to use the language accurately. Practice is closely controlled and supervised by the teacher. Errors are corrected straight away.

Initially the practice should be controlled so teachers can use methods such as drilling. Although this is mechanical, it gives students the chance to practice pronunciation and intonation, and putting the words in the correct order. Educators have to stay aware of how much Teacher Talking Time there is and how much Student Talking Time is taking place.

There can be progress to less controlled practice, where the teacher walks around the room and monitors the students while they talk to each other. The teacher can ask students to respond to a picture by mind mapping and writing down their responses, or by giving students a mime to perform so they have to understand the written instruction and other students have to describe orally or in writing what action they are performing. In allowing the students to practice the language among themselves in an activity not being actively led by the educator,

they can accept a level of ownership, and thus pride, in their achievements with the language that they are employing (“Project” 2016).

c) Production

Also known as the free practice stage, students should use the new language to communicate while the teacher watches and listens but does not interrupt. Other students are allowed to help and correct, but the aim should be communicating effectively without worrying about mistakes. There, the teacher can address the class once all the students are back together.

The production stage of the lesson is the most important and therefore sufficient time should be allocated to it. This stage of the lesson should incorporate some, or all, of the basic language skills, reading, writing, listening, and speaking. The educator can also give the students a piece of homework which will allow them to use the language they have been taught and allows the educator to assess which individuals have grasped the concept and which may need more help (“Project” 2016).

Summing up, all the above information contains important contents about the TESOL methodology which is focused on helping learners develop their listening and speaking skills with a set of suggestions and pieces of advice that the teachers have to consider in their lesson when teaching English as a second language. Furthermore, it was shown that the TESOL methodology works along with the communicative English approach in the process of learning. On the other hand, this methodology has to be carefully structured since it has to be adapted according to student’s needs such as creating a positive environment in which students can feel enthusiastic or interested to learn. Besides that, one of the most important characteristic of this methodology is that students are taught the second language by being exposed to real contexts or real situations that can make them learn in a natural form.

CHAPTER III
OPERATIONALIZATION OF THE VARIABLES

RESEARCH QUESTION	HYPOTHESIS	GENERAL OBJECTIVE	SPECIFIC OBJECTIVES	UNITS OF ANALYSIS	VARIABLES	DEFINITION OF VARIABLES	INDICATORS	TOOLS	TIME
What strategies can be implemented to help first year students of <i>Bachillerato Técnico Vocacional en Infraestructura Tecnológica y Servicios Informáticos</i> at Centro Escolar INSA section “L” develop their English Listening and Speaking skills during the year 2020?	If First year students of <i>Bachillerato Técnico Vocacional en Infraestructura Tecnológica y Servicios Informáticos</i> at Centro Escolar INSA section “L” are engaged in a series of innovative strategies by applying the TESOL lesson planning under the communicative approach, they will develop their speaking	To determine the techniques that help First Year Students of <i>Bachillerato Técnico Vocacional en Infraestructura Tecnológica y Servicios Informáticos</i> at Centro Escolar INSA section “L” develop their English listening and speaking during 2020.	<p>a. To verify whether First Year Students of <i>Bachillerato Técnico Vocacional en Infraestructura Tecnológica y Servicios Informáticos</i> at Centro Escolar INSA Section L better their listening skills by implementing strategies regarding the TESOL lesson planning during 2020.</p> <p>b. To analyze whether First</p>	First year students of <i>Bachillerato Técnico Vocacional en Infraestructura Tecnológica y Servicios Informáticos</i> at Centro Escolar INSA section “L”	<p>Independent Variable</p> <p>a series of innovative strategies by applying the TESOL lesson planning under the communicative approach,</p>	Updated techniques aimed to promote students’ improvement of listening and speaking skills	<p>1. TESOL Lesson Planning</p> <ul style="list-style-type: none"> - <i>Creating interest</i> - <i>Pre-teaching</i> - <i>Setting task</i> - <i>Checking understanding</i> - <i>Setting a time limit</i> - <i>The teacher provides feedback</i> - <i>The teacher uses a follow-up listening or speaking activity</i> <p>2. Teaching Speaking Skills in TESOL</p> <ul style="list-style-type: none"> - <i>Accuracy</i> - <i>Fluency</i> - <i>Pronunciation</i> - <i>Vocabulary</i> 	<p>- Observation Checklist</p> <p>- Lesson plan</p> <p>- Quiz (Speaking)</p> <p>- Quiz (Listening)</p>	20 hours approximately

	and listening skills properly		Year Students of Bachillerato Técnico Vocacional en Infraestructura Tecnológica y Servicios Informáticos at Centro Escolar INSA Section “L” better their speaking skills by implementing strategies regarding the TESOL lesson planning during 2020.				<p>3. Teaching Listening Skills in TESOL</p> <ul style="list-style-type: none"> -Comprehension - Vocabulary <p>4. Using the Communicative English Approach</p> <ul style="list-style-type: none"> -Presenting a topic in real context - Using essential communicative activities -Using constant exposure to the target language <p>5. Applying Apps for teaching listening and speaking.</p> <ul style="list-style-type: none"> - Using the app “Bussuu” -Using the App “English Listening and Speaking” 		
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							<p>-Using the app "Speaks English Fluently"</p> <p>-Using the app "Tandem"</p> <p>6. Implementing different activities in a class</p> <p>- Last man standing</p> <p>-Taboo words</p> <p>-Categories</p> <p>7. Using authentic material</p> <p>8. Using Praise as a strategy to encourage students</p> <p>-Using praise language</p> <p>9. Using the PPP paradigm</p> <p>-Using presentation</p> <p>-Using practice</p> <p>-Using production</p>		20 hours
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					Dependent Variable Develop their speaking and listening skills properly	Mastering English speaking and listening skills	<ol style="list-style-type: none"> 1. Appropriate range of vocabulary words 2. Accuracy up to the level 3. Fluency up to the level 4. Appropriate comprehension skills. 	-Observation Checklist -Lesson plan -Quiz (Speaking) -Quiz (Listening)	approximately
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CHAPTER IV

METHODOLOGICAL DESIGN

The methodology to conduct the research work IMPLEMENTING THE TESOL LESSON PLANNING USING THE COMMUNICATIVE APPROACH- A WAY TO HELP FIRST YEAR STUDENTS OF BACHILLERATO TÉCNICO VOCACIONAL EN INFRAESTRUCTURA TECNOLÓGICA Y SERVICIOS INFORMÁTICOS AT CENTRO ESCOLAR INSA SECTION “L” DURING 2020 is organized in an orderly way which is described below.

4.1. Paradigm and Type of Study

This research work would be done under the quantitative paradigm that implies the verification of a stated hypothesis by means of collecting data through questions with pre-categorized answers that latter will be tabulated in graphs and tables using percentages for the corresponding analysis. In order to collect important data, it has been essential to create structured instruments that researchers will administer taking into consideration all the community of students to be studied.

On the other hand, the type of study to be developed would be the experimental one. Furthermore, this study would consist of applying strategies that can be effective to assure students the acquisition of a foreign language. One of the main characteristics of this study is that it allowed researchers develop practical solutions to the problem related with the English listening and speaking skills that were discovered to be the skills in which students struggle the most during the observation sessions. Also, this type of study provided recommendations that teachers can use to create interactive classes as a way to contribute in students learning. In relation to this, researchers would experiment with the implementation of the TESOL Lesson plan as a methodology aimed to help students improve their listening and speaking skills. Moreover, The Communicative Approach would play an important role to help students understand and deliver the language according to their level. That is why, it is necessary to conduct this research under the experimental study knowing that experimentation would be crucial because students would need to practice and get involved in activities that can help them develop their English listening and speaking skills.

4.2. Sampling Procedure

To carry out this experimental research work, the researchers took into account the cluster sampling procedure as First year students of Bachillerato Técnico Vocacional en Infraestructura Tecnológica y Servicios Informáticos at Centro Escolar INSA section “L” with a population of 45 students were chosen. Even though there were 5 groups available to work with, researchers chose group “L” due to students’ English schedule. Besides, this group was chosen because, through the conducted observation from February 12 until February 28, 2020, it was found out that this group was facing the problematic situation stated previously.

4.3. Preliminary Phase

To set up the preliminary phase of this work, researchers approached the field of study by carrying out informal observation during students’ classes to collect evidence about the existence of the problem. Then, it will describe the diagnostic study, and the way the problem was defined.

4.3.1. Approaching the Field of Study

By conducting informal observation (from February 12 to February 28, 2020), researchers approached the field of study at Centro Escolar INSA where first year students of Bachillerato Técnico Vocacional en Infraestructura Tecnológica y Servicios Informáticos section “L” were struggling with their English speaking and listening skills. During early February, the researchers had a meeting with the school Principal who allowed them to conduct observation right after they presented a permission letter (Appendix A) signed by the advisor of the research team and the Head of the Foreign Language Department of the Multidisciplinary Campus of the University of El Salvador. As soon as the researchers got the permission to observe, they met the English teacher in charge of the five groups available. The teacher allowed the researchers to come into his classes and take notes while he was developing his classes. Soon after, the researchers noticed some signs that caused students to struggle with their listening and speaking skills.

Subsequently, to continue approaching the field of study during the research itself, researchers would conduct intervention sessions using TESOL lesson plans following the

communicative approach. Such lesson plans (Appendix C1 and C2) are set for 10 hours each, and they contained multiple activities to help students overcome the phenomenon. During the intervention sessions, researchers would use an observation checklist (Appendix D) to evaluate the behavior and performance of students in the classroom. Finally, researchers would administer two quizzes to assess the outcome of the study, one for listening (Appendix E-1) and one for Speaking (Appendix E-2). Those quizzes would be administered following the Test-retest procedure with the main objective of keeping track of students' improvement. It is important to mention that all the instruments previously stated were validated by some experts from the Foreign Language Department of the Multidisciplinary Campus of the University of El Salvador.

4.3.2. Diagnostic Study

To collect evidence of the existence of the problematic situation, the researchers were allowed to observe from February 12th to February 28th, 2020 by attending students' English classes. During this time, the researchers were able to take notes about how the teacher developed the classes and how students performed and behaved throughout the lessons. By doing so, they were able to gather enough data regarding the problematic situation. In that way, the researchers obtained all the necessary data about the phenomenon to be studied being aware that most of students struggled with their English listening and speaking skills.

Finally, the researchers were planning to collect more data about the phenomenon using structured interview guides, one for the teacher (Appendix B-1) and one for the students (Appendix B-2). However, those guides could not be administered due to an unexpected worldwide health problem called Covid-19 (that was already explained in the limitations section of this work). For that reason, all the academic activities were suspended not only in this institution but also in all the educational institutions as well as the universities in general.

4.3.2. Definition of the Problem

After having conducted the diagnostics study, the researchers were able to define the problem that First year students of Bachillerato Técnico Vocacional en Infraestructura Tecnológica y Servicios Informáticos faced in regards to their English listening and speaking

skills. The research team was able to define the problematic situation based on their teaching experience in the field of English and their constant observation of the chosen population.

The researchers confirmed the existence of the problem by listing certain signs of it that were observed from February 12th to February 28th. The first sign was that the classes were mainly *“teacher-centered.”* This makes reference to the fact that the teacher was the only one who produced the language all the time while students just remained quiet without understanding what the teacher said about the topics studied. That is why, students got bored easily, and lost concentration on the lesson. In fact, students seemed to be thoughtful and lost when the teacher was explaining a content or giving directions in English. Furthermore, it was observed that there was *“lack of listening tasks”*. In this way, the English teacher did not implement activities such as listening to podcasts or any other English listening material that could help students improve such skill. The students only listened to the teacher’s voice because he was the only one who spoke English in the classroom. Another sign observed by the researchers was *“the lack of speaking tasks”*. Certainly, students did not have the opportunity to practice and better their English speaking skills as null practice was performed during classes. For example, the teacher did not make use of repetition drills, dialogues, role-plays, or any other strategy that could bring relevance to this skill. Finally, it was also observed by the researchers that there was *“an absent of a structured lesson plan”*. When the researchers asked to see the corresponding lesson plan, the teacher admitted that there was not a lesson plan designed for the classes. In this way, it was clear that the teacher did not follow any guidance to develop the English lesson. Consequently, there was not objectives to reach at the end of every class. Therefore, the problem was clearly defined and the researches set the objectives and hypothesis of this research.

4.4 Planning Phase

To conduct the research study called IMPLEMENTING THE TESOL LESSON PLANNING USING THE COMMUNICATIVE APPROACH- A WAY TO HELP FIRST YEAR STUDENTS OF BACHILLERATO TÉCNICO VOCACIONAL EN INFRAESTRUCTURA TECNOLÓGICA Y SERVICIOS INFORMÁTICOS AT CENTRO ESCOLAR INSA SECTION “L” DURING 2020, it was necessary to carry out a literature review which comprised paramount information regarding strategies to help students

improve their listening and speaking skills. Therefore, this information helped researchers operationalize the variables and design the data collection instruments that investigators would administer during the data collection process. Consequently, researchers would describe in detail how they assured validity and reliability of the data collection instruments and how the ethical aspects taken into account throughout the development of this investigation would protect the participant's integrity on this project.

4.4.1 Literature Review

To build up the Theoretical Framework, the researchers made proper usage of time for collecting the necessary data that better matched with the object of study. They looked for the most reliable sources available on the Internet in which online articles, journals, experts' opinions, e-books and PDF files were found. Subsequently, the researchers had to evaluate and select the most relevant and reliable data for the study. After having read different sources, the researchers built up the Theoretical Framework which was divided into four main topics, The TESOL Methodology, The Communicative Approach, The Importance of Implementing Strategies in the learning Process, The Importance of Learning English in High School Education. Besides, researchers based themselves on The American Psychological Association (APA) to cite the consulted sources and to give credits to the respective valuable contribution of all the authors that have previously worked on the stated phenomenon. To cite, they used the parenthetical, in-text, and block citation. In the references, investigators made allusion of all the information to locate and retrieve any source cited. Regarding formatting, researchers used 12-point, Times New Roman, 1.5 space in lines, 2.5 centimeters for the top, bottom, and right margins, and 3 centimeters for the left one, numbers in upper right corner, and they used indentation at the beginning of each paragraph. Also, they used four types of headings. Heading one was used for titles and was centered. Heading two was used for subtitles and was left-aligned, and heading three was used for subtitles of the subtitles and was indented. Finally, heading 4 was indented.

4.4.2 Operationalization of the Variables

When the Theoretical Framework was already done, the researchers analyzed carefully the hypothesis which goes as follows: *If First year students of Bachillerato Técnico Vocacional en Infraestructura Tecnológica y Servicios Informáticos at Centro Escolar INSA*

section “L” are engaged in a series of innovative strategies by applying the TESOL lesson planning under the communicative approach, they will develop their speaking and listening skills properly. After doing so, the researchers went over the Theoretical Framework for taking out the indicators to split and operationalize each variable. In fact, each of the indicators and sub indicators comprised the strategies that would be implemented during this study. As soon as the variables and the indicators were chosen, the investigators decided to design a template in which they placed the different elements of the operationalization such as the Research Question, Hypothesis, General Objective, Specific Objectives, Units of Analysis, Variables, Definition of Variables, Indicators, Tools, and Time.

4.4.3 Data Collection Instruments

To collect data during the development of this research study, three tools would be administered. The first tool to be implemented would be the Macro Lesson Plans (Appendix C1 and C2) which would be used in every session of intervention to teach the language following the TESOL Methodology under the communicative approach. Such lesson plans are included into a booklet that was donated to the institution, Centro Escolar INSA. The second tool to be administered would be a Participant Observation Checklist (Appendix D) in which the researchers would be closely involved with the population under study. Finally, Two Quizzes would be addressed to students (Appendix E1 and E2) which would help determine if improvement occurs with the whole population taking part of the research. All these three instruments are based on the indicators included in the operationalization of the variables.

4.4.4. Validation of Data Collection Instruments

All the instruments designed to collect data were presented to some experts of the Foreign Language Department of the Western Multidisciplinary Campus of the University of El Salvador. These experts checked the instruments to validate them and avoid any possible confusion or deviation along the process. Besides, to guarantee that the instruments are accurate and reliable, the experts were asked to provide feedback in order to modify or improve the instruments. After conducting the validation process, investigators modified and improved the instruments to have them ready to be administered to the target population.

4.4.5 Validity and Reliability

To guarantee that the instruments previously mentioned gather reliable information, investigators used two essential validity criteria when creating them. That is why, “face validity” and “content validity” were used to assure that the instruments were based on the visualization and operationalization of variables, verifying that each indicator was taken from the theoretical framework and that each of them was measurable by means of a question or an item. Furthermore, to achieve reliability, researchers would later use Test-retest reliability when carrying out the research work. This technique consists of administering the same instrument to the same sample population in two different occasions. In this way, investigators were expecting to gather similar results in both occasions. In addition, to assure reliability, researchers would administer the instruments in suitable conditions every time they had to do it, avoiding factors such as noise, and too hot or too cold environments. Besides, investigators would treat everyone fairly to obtain reliable results avoiding any bias.

4.4.6 Ethical Aspects

During this research process, the researchers respected the main ethical principles of a research work from the beginning until the end of the investigation. Furthermore, the researchers protected students’ confidentiality such as name, age, address or answers that students did not want the researchers to publish. Regarding informed consent, the researchers respected students’ free willingness to participate in this investigation by providing them a description of the Research so that students decided if they participated or not. Finally, the researchers have committed to the success of this study and to the objectivity of it by assuring that they presented results without any modifications.

4.5 Execution Phase

The execution phase will grasp the data collection procedures, data processing and data analysis and interpretation. Along this phase, the researchers will declare how the data was collected, analyzed, organized, and interpreted in order to prove the hypothesis stated.

4.5.1 Data Collection Procedures

After the instruments are properly validated, the researchers would administer them to the chosen population to obtain the information needed. During the development of the

research study itself, the researchers would carry out a series of interventions addressed to the target population. Needless to say, the interventions would contribute to verify if implementing the TESOL lesson planning and engaging students in a series of innovative strategies helps them develop their speaking and listening properly. Such strategies would contain activities that might help students improve their communicative skills. Also, the activities would aim to make students participate actively in the class. Therefore, the activities would be developed by the members of the investigation team.

Thereby, as the interventions go on, the researchers would administer the instruments addressed to the target population in order to collect the data. First, the researchers would use two macro lesson plans (Appendices C1 and C2) which would serve as guides for every intervention session. Then, the researchers would carry out a participant observation checklist (Appendix D) to obtain a preview of students' behavior and performance in the class. Third, the researchers would administer two quizzes (Appendix E1 and E2) in which students would have to put into practice what the researchers would be teaching along the intervention sessions; such quizzes were created based on the lesson plans, and they would be administered in order to support the indicators of the research.

4.5.2 Data Processing

After collecting the data with the mentioned instruments, the researchers would move on to the data processing. They would check the instruments and extract all the significant information. For organizing and presenting the data, the researchers would use Microsoft Excel 2013 and Microsoft Word 2013 version respectively so that the information is tabulated neatly in tables and graphs. The results obtained would serve as palpable evidence to prove or refute the hypothesis of the phenomenon under study.

4.5.3 Data Analysis and Interpretation

After having collected and processed the information obtained in the previous steps by administering the instruments, the researchers would continue with data analysis and interpretation. Having triangulated all the relevant information and organized it in graphs and charts, respectively; the researchers would have to analyze it by describing, in depth, the data displayed. Then, in order to interpret the results already analyzed, the researchers would

compare and contrast the results gotten with the information stated in the Theoretical Framework so they can set a discussion among the characteristics and aspects of the results going beyond what is apparent. Afterwards, the researchers would be able to come up with conclusions and recommendations and they would be able to confirm if the two specific objectives, 1. *To verify whether First Year Students of Bachillerato Técnico Vocacional en Infraestructura Tecnológica y Servicios Informáticos at Centro Escolar INSA Section “L” better their listening skills by implementing strategies regarding the TESOL lesson planning during 2020.* 2. *To analyze whether First Year Students of Bachillerato Técnico Vocacional en Infraestructura Tecnológica y Servicios Informáticos at Centro Escolar INSA Section “L” better their speaking skills by implementing strategies regarding the TESOL lesson planning during 2020,* were accomplished or not and if the hypothesis was confirmed or not.

4.6 Timeline

Activity	Responsible	2020				2020					
		Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept	
Research team formation	Research team	•									
Choosing the topic	Research team	•									
Preliminary Phase											
Approaching the Field of Study	Research team		•								
Diagnostic Study	Research team										
Definition of the Problem	Research team		•								
Planning Phase											
Literature Review	Research team		•								
Operationalization of Variables	Research team			•							
Elaboration of the thesis protocol	Research team				•						
Revision of the thesis protocol	Advisor					•					

Incorporation of the suggestions made by the thesis advisor	Research team							•		
Elaboration of the Data Collection Instruments	Research team								•	
Validation of the Data Collection Instruments	Advisor									
Execution phase										
Data collection procedures	Research team									•
Data processing	Research team									•
Data analysis and interpretation	Research team									•

4.7 Budget

4.7.1 Supplies

Type of supply	Name	Cost per item	Number of items	Total
Office Supplies	Pens	\$0.20	10	\$2.00
	Pencils	\$0.25	5	\$1.25
	Printer ink	\$5 (Black ink) \$7 (Color ink)	2	\$12.00
	Printer paper	\$3.90	1	\$3.90

	Stapler	\$2.80	1	\$2.80
	Folders and fasteners	\$0.10	20	\$2.00

4.7.2 Services

Services	Cost	Total
Photocopies	\$0.03 / page *200	\$6.00
Internet Connection	30\$ per month (6 months)	\$540
Other expenses (food and transportation)	\$50 per month (6 months)	\$900
		Total: \$1,446

CHAPTER V

EXPECTED RESULTS

The incorporation of innovative teaching techniques has a meaningful impact regarding the teaching and learning process. Throughout the years, students have been taught according to what the MINED (Ministerio de Educación) states in the annual syllabus; therefore, teachers have to get accustomed to using the suggested guidelines provided by MINED. However, teachers have had to make objective adaptations to the syllabus in order to meet student's needs in their learning process. In the commencement of 2020, the world suffered the negative impact of a pandemic called COVID-19; it affected every possible aspect of the financial situation of every country; it deteriorated the health systems of many countries. The impact of the pandemic hindered the development of the programmed activities of the school year. Therefore, it forced the researchers to change the methods and techniques in order to still be able to carry out the most part of the investigation. The following analysis and interpretation of data will serve as the possible results that would be obtained if the study was carried out with no obstruction in its development.

It is known that the MINED designs the annual syllabus based on the competences students are meant to obtain at the end of the school year. Besides, the MINED provides guidelines for achieving the short- and long-term goals for educators, but teachers still need to accommodate the syllabus to various conditions such as the environment in which the learning process of every type of student takes place, the topics students may find more relevant and attractive according to their academic and social background, and the way the teacher plans to teach the lesson in order to make each class-lesson plan objective. The annual syllabus presents a wide variety of topics to be delivered in the classes; however, teachers must find a way to make each topic attractive for the students. Notwithstanding, some teachers do not incorporate their own activities in the lesson and just convert the syllabus into a normal class. As Coventry (2003) (as cited in "TESOL 101", 2003 page 36) claims "many teachers think that a listening activity is just playing a tape, asking comprehension questions or true and false activities. However, no learning process was involved in such a listening lesson." Nevertheless, the TESOL lesson planning comes handy for educators to optimize the resources provided in the material they receive annually. This research study is

closely dealing with the communicative approach, so the activities to be implemented were going to be useful for improving the listening and speaking skills.

At the beginning, the investigators decided to carry out an experimental study, so the researchers set one general objective and two specific ones. Due to the previous mentioned obstacles (COVID-19), the nature of the results that will be presented in this chapter will be the ones the researchers expected to attain.

According to what was stated in the main objective, “To determine the techniques that help First Year Students of Bachillerato Técnico Vocacional en Infraestructura Tecnológica y Servicios Informáticos at Centro Escolar INSA section “L” develop their English listening and speaking during 2020”, the researchers objectively were going to apply the techniques suggested in the TESOL lesson planning so as to be able to see the development students would have. Such techniques would have been innovative ways to create interest in the students’ minds as well as objective techniques to make the learning process more updated and productive for students and teachers.

As “Project (2016)” states “there is a basic checklist that should be followed when planning a lesson focusing upon either listening or speaking”. Such checklist includes aspects as creating interest by using mime, realia and pictures in the class; it also includes pre-teaching vocabulary through conversation or a mix and match activity, where students try to work out which meaning fits which word; besides, it includes setting a task by setting either general gist questions or specific comprehension questions that the students can do in pairs or individually and it includes checking understanding after assigning a task; the teacher checks understanding to see if the students understand what they have to do. Based on the previous aspects, the researchers would have obtained the expected results due to the validity the techniques have. The activities that would have been developed by the researchers were going to be chosen properly. Therefore, the expected results of the general objective would have been accomplished. Such results would serve to enhance students’ development of their listening and speaking skills in the class. After having implemented the suggested activities, the researchers would expect to perceive a notorious improvement in student’s management regarding their listening and speaking skills. Besides, the researchers would expect to obtain positive results in regard to the techniques incorporated during the interventions. Such

techniques, as stated in the objective, would serve as reliable tools for helping students to develop their listening and speaking skills. Finally, the researchers would expect to be able to confirm that working under the communicative approach helps teachers and students to model a productive development of a class.

Since this research study is mostly focused on dealing with listening and speaking skills, it is essential to work closely with the communicative approach. In the words of Coventry (2003), the Communicative English Approach is based on the idea that learning language successfully comes through having to communicate real meaning. In this way, the main objective in the communicative approach is to present a topic in real context as natural as possible. The TESOL lesson planning provides specific guidelines for modeling the way teachers present the topics in the class, and the way teachers organize their ideas. Finding the perfect strategy to make students improve their listening and speaking skills signifies one of the hardest challenges for educators. Coventry (2003) (as cited in “TESOL 101”, 2003 page 32) states “learners generally want to master speaking skills as soon as possible. However, together with listening, it is probably the most difficult skill to develop”. Therefore, the researchers would have taken into consideration every aspect of such challenge. Besides, the researchers would have implemented activities suggested in the TESOL lesson plan as part of their regular plan.

Plus, the researchers decided to incorporate two specific objectives in order to support the main one. The first specific objective, “To verify whether First Year Students of Bachillerato Técnico Vocacional en Infraestructura Tecnológica y Servicios Informáticos at Centro Escolar INSA Section “L” **better their listening** skills by implementing strategies regarding the TESOL lesson planning during 2020” confirms the relevance of getting ideas from the TESOL lesson plan since it broadens the path teacher had followed through the years, and gives them an innovative tool for raising the class quality. Coventry (2003) (as cited in “TESOL 101”, 2003 page 36) stated “many teachers think that a listening activity is just playing a tape, asking comprehension questions or true and false activities. However, no learning process was involved in such a listening lesson”. The complexity of helping students develop their listening skills demands the incorporation of a series of innovative techniques

to signal the most relevant aspects, regarding students' needs, to be taken into account during the learning process.

After having developed the chosen techniques, regarding the objective, the researchers would expect to obtain positive outcomes. The implementation of activities suggested in the TESOL lesson plan would provide the researchers with a constructive result, which would confirm the usefulness of implementing accurate techniques. The investigators would expect to have a practical methodology in order to be able to contribute to the development of the class. Therefore, the positive results that would have been obtained, would serve as reliable and proved sources of information in regard to what techniques to implement in order to have an effective class. Finally, the researchers would be able to share the constructive outcomes obtained after successfully completed the whole research process.

Last, the researchers incorporated a second specific objective to propel the approach of the whole research study. The objective, "To analyze whether First Year Students of Bachillerato Técnico Vocacional en Infraestructura Tecnológica y Servicios Informáticos at Centro Escolar INSA Section "L" **better their speaking skills** by implementing strategies regarding the TESOL lesson planning during 2020" points out the relevance that the strategies suggested by the TESOL lesson plan and its nature comprise. As mentioned in Chapter Two, speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). Consequently, the researchers would have embodied a set of objective activities to be developed during the intervention sessions; for instance, activities such as surveys, role-plays and problem-solving storytelling would have been included.

Teaching listening and speaking demands the usage of different tools; its nature is based on finding the way to catch students' attention and make the learning process meaningful for them. Therefore, the researchers would have included technology over this process of carrying out the research study. Nowadays, technology has extended to every possible field regarding social, political, and religious matters; it has tried to make life easier. Hence, the researchers would have made a proper usage of such innovative tool and would have brought it to the classroom. The incorporation of technological apps for teaching would

have impacted positively the development of the class. The researchers, regarding the objective, “To analyze whether First Year Students of Bachillerato Técnico Vocacional en Infraestructura Tecnológica y Servicios Informáticos at Centro Escolar INSA Section “L” better their speaking skills by implementing strategies regarding the TESOL lesson planning during 2020” would have expected positive results after having completed the intervention session set previously. The researchers would have expected that students were able to express their ideas orally; besides, the investigators would have expected to obtain reliable and positive results in regards of student’s performance in speaking activities.

The researchers proposed the hypothesis “If First year students of *Bachillerato Técnico Vocacional en Infraestructura Tecnológica y Servicios Informáticos* at Centro Escolar INSA section “L” are engaged in a series of innovative strategies by applying the TESOL lesson planning under the communicative approach, they will develop their speaking and listening skills properly” in order to test the usefulness and relevance of the study by implementing a variety of innovative strategies. The expected results regarding the hypothesis would have proved that students improve their communicative skills by being exposed to activities suggested in the TESOL lesson plan under the communicative approach. Such improvement would have served as a reliable outcome and it would have shown that the hypothesis was verified.

As a result, the researchers would have carried out a thorough review of every activity, topic and lesson in order to get the most effective outcomes after having completed the intervention sessions.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

After having proposed the methodology to be used and having described the expected results of the research study “IMPLEMENTING THE TESOL LESSON PLAN USING THE COMMUNICATIVE APPROACH- A WAY TO HELP FIRST YEAR STUDENTS OF BACHILLERATO TÉCNICO VOCACIONAL EN INFRAESTRUCTURA TECNOLÓGICA Y SERVICIOS INFORMÁTICOS AT CENTRO ESCOLAR INSA SECTION “L” DURING 2020” the researchers come up with the following conclusions and recommendations:

6.1 Conclusions

This research study is specifically directed to test the techniques and the methods to be used for helping students develop their listening and speaking skills. In other words, the research study is based on dealing with the modeling of the students’ linguistic competence; therefore, the Communicative Approach provides clear ideas on finding which areas to focus on while planning the classes and make them accurate. In the words of Coventry (2003), the Communicative English Approach is based on the idea that learning language successfully comes through having to communicate real meaning. Besides, the TESOL lesson planning contributes to the process of making an objective and well-structured lesson plan. Collins (2020) states that a lesson plan is a plan that is used by teachers in a school, detailing the structure and format of lessons. In other words, it is a guide that provides a structure to teach a class. In this way, the researchers successfully completed the information needed to carry out the research study “IMPLEMENTING THE TESOL LESSON PLAN USING THE COMMUNICATIVE APPROACH- A WAY TO HELP FIRST YEAR STUDENTS OF BACHILLERATO TÉCNICO VOCACIONAL EN INFRAESTRUCTURA TECNOLÓGICA Y SERVICIOS INFORMÁTICOS AT CENTRO ESCOLAR INSA SECTION “L” DURING 2020”.

Regarding the variable “a series of innovative strategies by applying the TESOL lesson planning under the communicative approach”, the researchers can say with a 95 % of certainty that First Year Students of Bachillerato Técnico Vocacional en Infraestructura

Tecnológica y Servicios Informáticos Section “L” would have shown improvement in their listening and speaking skills by being exposed to an English environment full of innovative strategies. Such conclusion solidifies the relevance that implementing activities to teach a topic possesses, and it must commit teachers to include innovative activities in their classes. The implementation of innovative strategies to teach a topic in the class transforms the previously formed concept students have of what the class is about; likewise, it contributes to better the traditional teaching methods. As a result, implementing innovative strategies helps First Year Students of Bachillerato Técnico Vocacional en Infraestructura Tecnológica y Servicios Informáticos Section “L” develop their listening and speaking skills.

The researchers also concluded that students need to be exposed to a different environment in order to see better results. Regarding the dependent variable “Develop their speaking and listening skills properly”, the researchers state that in order to help First Year Students of Bachillerato Técnico Vocacional en Infraestructura Tecnológica y Servicios Informáticos Section “L” with the development of their communicative skills, the teacher has to promote objective activities aimed to make students be the center of the class. As stated in Chapter II, “the implementation of strategies given by teachers donates students the opportunity to improve their competences for their future as it broadens the learning environment they are immersed in, and it provides different methods of dealing with various situations in life”.

To sum up, the researchers concluded that the English teacher in charge of First Year Students of Bachillerato Técnico Vocacional en Infraestructura Tecnológica y Servicios Informáticos Section “L” does not dedicate enough time to plan the classes. The four macro skills (Listening, Speaking, Reading and Writing) demand sufficient teaching and practicing time. Teaching listening and speaking needs to be renewed by teachers since it implies a deeper commitment with students’ participation in the class. The teacher must set the conditions for students to feel free to practice; therefore, the teacher has to make use of a lesson plan that focuses on student’s empowerment and participation. After having described the expected results of using the TESOL lesson plan under the Communicative Approach, the researchers firmly conclude that dedicating more time to plan the classes and including

more encouraging activities for students help them develop their listening and speaking skills properly.

6.2 Recommendations

The investigators in charge of carrying out the experimental study called “IMPLEMENTING THE TESOL LESSON PLAN USING THE COMMUNICATIVE APPROACH- A WAY TO HELP FIRST YEAR STUDENTS OF BACHILLERATO TÉCNICO VOCACIONAL EN INFRAESTRUCTURA TECNOLÓGICA Y SERVICIOS INFORMÁTICOS AT CENTRO ESCOLAR INSA SECTION “L” DURING 2020” consider that the development of this planned research may objectively contribute to English teachers and to future researchers. For this reason, they come up with the following recommendation.

6.2.1 Recommendations for teachers

Teachers have a powerful impact in students’ lives, and they are the ones in charge of modeling students’ motivation towards the academic field. The researchers recommend teachers to dedicate enough time to plan the activities (as it has been done for this research study) to be used in the class since students feel more motivated with the incorporation of such innovative teaching tools. Also, the investigators recommend the incorporation of technological apps for teaching different topics; the investigators suggest the following apps:

e) Bussuu

“Apps” (2018) states that Busuu is a language learning app with English courses that teach speaking, writing, listening, grammar, pronunciation, and vocabulary. Part of what makes Busuu stand out is that users can work on their listening comprehension by listening to English in various dialects. Additionally, it includes features that allow listeners to pause, rewind, and listen on repeat to master pronunciation.

f) English Listening and Speaking

Focusing on conversational English and daily speech, the English Listening and Speaking android app is a great choice for those wanting to learn how to communicate in English. For example, the app includes thousands of English conversations with audio and transcripts.

Additionally, the app includes games and tests to help teachers become fluent quicker; plus, the app is free.

g) Speak English Fluently

The Speak English Fluently app is designed to help users learn how to speak English conversationally in an American accent. In addition, it presents conversation' audios and common sayings; there is also a recording tool for users to record themselves and listen back to their pronunciation.

h) Tandem

For a completely different learning experience, there is the Tandem language learning exchange community. In this community, students are paired with a native speaker to practice listening and speaking to English. Users can choose to communicate with their language partner through text, audio, or video. However, it is recommended to use audio or video to develop the English language skills over texting.

The investigators recommend that teachers incorporate participatory activities as part of the lesson plan for students to have access to a broader methodology for improving their communicative skills. Also, the researchers recommend the use of activities that imply interaction among the participants. Such activities can be the following:

e) Last Man Standing

This is a game which gives students the time to think and encourage peer learning. As they hear other students speaking, they will pick up on some words. Have all the students form a circle and stand at the center with a ball. All the teacher must do is name a category (food, places, hobbies, etc.) and pass the ball to one student. Let them toss it to another student as they name a word related to the theme. If they repeat a word or cannot say any more words, they need to sit down. The last man/student standing wins the game.

f) Pictionary

Pictionary is similar to a charade, but the students will draw, instead of acting the words out. The teacher can use the cards from the actual board game for this activity or make his/her own. Similar to charades, the educator also needs to divide the class into two teams. One

person from Team A comes up to the front and draws a card/word. The student must convey the word to his or her team using only drawings. There are certain rules such as students cannot use words, symbols, or hand gestures. Each student should have a time limit of 3 minutes. The first team to get 10 points is the winning team.

g) Taboo Words

Is any teacher looking for a game which can help the students practice synonyms and descriptions? Try Taboo Words – suitable for more advanced learners. First, the teacher must divide the class into two and have the two teams sit on opposite sides of the room, facing each other. Then, the teacher chooses one person to sit in front of his/her team, stands behind the students and holds a piece of paper with a word on it. The team has three minutes to get the one in front to say the word on paper. They cannot say the word; they can only mention synonyms and descriptions of the word the teacher is holding.

6.2.2 Recommendations for future researchers

The world is in constant change, and so are humans. The researchers encourage future researchers to continue going beyond explanations by doing research in every possible field. The investigators of this research study recommend future researchers to be up to date with the educational apps that might have been launched recently; technology covers more range every day, and researchers have to take advantage of such magnificent tool for getting more information and resources.

Moreover, future researchers are recommended to take into account the lesson plans developed to conduct the present study to be used in a quantitative-experimental study with the same population of this research. This is because it was impossible to execute the study since the pandemic illness already mentioned prevented researchers from doing so.

Also, it is advisable that future researchers take into consideration the mentioned activities for the class. Besides, the researchers recommend that future investigators look for more innovative activities to be developed during the class since students feel more motivated and eager to continue learning English.

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APPENDICES

APPENDIX A
PERMISSION LETTER



Santa Ana, 12 de febrero de 2020

A quien corresponda,

Los que suscriben, estudiantes egresados de la carrera *Licenciatura en Idiomas Inglés Opción Enseñanza* de la Facultad Multidisciplinaria de Occidente solicitan a usted permiso para ingresar a las instalaciones del Centro Escolar INSA durante el periodo **del 12 al 28 de febrero** del presente año con la finalidad de observar generalidades del desarrollo de las clases en la materia de inglés del Bachillerato General turno vespertino. Dicha observación servirá para una posterior investigación de campo que redundará en beneficio de la comunidad educativa de la materia de inglés que estará involucrada en dicha investigación.

Atte:


Pablo Heber Quintanilla Castaneda,
Laura Stephannie Ruiz Enamorado
Silma Yanira Montenegro Ordóñez




Vo.Bo. M.A Blanca Estela Marroquín Valiente

Docente Asesora




Vo.Bo. M.A Edgar Amílcar Pérez

Jefe del Departamento
De Idiomas Extranjeros
FMOCC

APPENDIX B - 1

TEACHER'S DIAGNOSTIC INTERVIEW

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT



DIAGNOSTIC INTERVIEW GUIDE ADDRESSED TO FIRST YEAR STUDENTS' TEACHER OF BACHILLERATO TECNICO VOCACIONAL EN INFRAESTRUCTURA TÉCNOLOGICA Y SERVICIOS INFORMATICOS SECTION "L"

OBJECTIVE: To gather evidence that confirms the existence of the phenomenon situation that hinders first year students of Bachillerato Técnico Vocacional en Infraestructura Tecnológica y Servicios Informáticos at Centro Escolar INSA section "L" develop their speaking and listening skills during the school year DURING 2020"

1. Are your students willing to participate in classes?
2. If you bring audio material to the class, do your students understand what the material is about? If yes, how can you tell?
3. To what extent do you consider your students develop their English listening skills?
Very much, no much, very little, nothing at all
4. How do you design your lesson plan, so it can solve your student's needs?
5. Do you include activities addressed to help students develop their speaking skills in your lesson plan? If so, can you mention some?
6. Do you include activities addressed to help students develop their speaking skills in your lesson plan? If so, can you mention some?
7. Which are the objectives that you are planning to reach this current month?

APPENDIX B - 2

STUDENTS' DIAGNOSTIC INTERVIEW

**UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE
DEPARTAMENTO DE IDIOMAS**



**CUESTIONARIO DE DIAGNOSTICO DIRIGIDO A LOS ESTUDIANTES DE
PRIMER AÑO DEL BACHILLERATO TÉCNICO VOCACIONAL EN
INFRAESTRUCTURA TECNOLÓGICA Y SERVICIOS INFORMÁTICO SECTION
“L” AT CENCTRO ESCOLAR INSA**

OBJETIVO: Obtener evidencia que confirma la existencia del fenómeno que no permite a los estudiantes desarrollar sus habilidades de comprensión y producción oral del idioma inglés.

Indicaciones: Responde las siguientes preguntas según sea tu criterio

- 1. ¿Se te da la oportunidad de hablar inglés en la clase?**

- 2. ¿Participas en la clase de inglés cada vez que quieres?**

- 3. ¿Interactúas con tus compañeros en la clase de inglés?**

- 4. ¿Haces actividades que puedan ayudarte a desarrollar tu habilidad auditiva durante tu clase de inglés, como por ejemplo escuchar audios en CD?**

- 5. ¿Tratas la manera de practicar inglés con tus compañeros en la clase?**

6. ¿Realizas actividades que te hagan hablar inglés en la clase?

7. ¿Alguna vez el maestro te ha dicho o leído los objetivos de la clase de inglés?

¡MUCHAS GRACIAS POR TU AYUDA!

**TRASLATION OF THE APPENDIX
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT**



**DIAGNOSTIC INTERVIEW GUIDE ADDRESSED TO FIRST YEAR STUDENTS
OF BACHILLERATO TECNICO VOCACIONAL EN INFRAESTRUCTURA
TÉCNOLOGICA Y SERVICIOS INFORMATICOS SECTION “L”**

OBJECTIVE: To gather evidence that confirms the existence of the phenomenon situation that hinders first year students of Bachillerato Técnico Vocacional en Infraestructura Tecnológica y Servicios Informaticos at Centro Escolar INSA section “L” develop their speaking and listening skills during the school year DURING 2020”

Direction: Answer the questions according to your criteria.

1. Are you given the opportunity to speak English in the class?

2. Do you participate in the class every time you want?

3. Do you interact with your classmates in the English class?

4. Do you do activities that can help you develop your listening skills during your English class, for example listening audios in CD?

5. Do you try to practice your English speaking with your classmates in the class?

6. Do you do activities that lead you to speak English in the class?

7. Has the teacher ever told you or read to you the lesson objectives during the development of the English class?

THANK YOU VERY MUCH FOR YOUR HELP!

**APPENDIX C
LESSON PLANS
BOOKLET**

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



TESOL LESSON PLANING BOOKLET

PRESENTED BY

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ADVISOR:

MASTER BLANCA ESTELA MARROQUIN VALIENTE

AUGUST 29TH, 2020

SANTA ANA, EL SALVADOR, CENTROAMÉRICA

INTRODUCTION

This booklet will serve as a guide for educators whose purpose is to teach English to Speakers of other languages and to make their classes more creative by making use of innovative strategies in regards the TESOL Lesson Planning under the Communicative Approach. By using these macro-lesson plans, High School English teachers will cooperate widely in students learning by providing them the chance to improve their Communicative English Skills and giving the importance of learning English.

The two Macro Lesson plans presented on this booklet contain different activities aimed to help students learn the language by developing the four macro skills which are reading, writing, listening and speaking in which the TESOL Methodology gets focused on. All the activities including on this lesson plans are based on the contents presented by the English Syllabus by MINED (Units 4 and 5). In addition, these lesson plans are divided into six important sections such as the presentation of the contents to be developed in the class, the grammar notes as part of the linguistic competence students have to develop, the controlled practice, semi-controlled practice, free practice in which students will be able to develop their communicative competence by producing the language, and finally the wrap-up and homework assignment which will serve to develop independent working habits.

Finally, all the activities presented in the lesson plans have been created under the PPP paradigm (presentation, practice, production) which helps students learn, understand and practice the language in a structured form allowing educators teach the language orderly.

TERMINOLOGY

In order to implement this material adequately, it is important to manage the following educational terms.

1. **TESOL:** Collings (2020) defines TESOL as the abbreviation for teaching English to Speakers of Other Languages.
2. **Methodology:** Cambridge Dictionary (2020) defines methodology as a system of ways of doing, teaching, and studying something; a set of methods used in a particular area of study or activity.
3. **Method:** According to Merriam-Webster (2020), a method is “a systematic procedure, technique, or mode of inquiry employed by or proper to a particular discipline or art.”
4. **Strategy:** According to Cambridge (2020) a strategy refers to a detailed plan for achieving success in situations such as war, politics, business, industry, or sport, or the skill of planning for such situations.
5. **Approach:** As Cambridge Dictionary states, an approach is a way of considering or doing something; a way of dealing with something.
6. **App:** Merriam-Webster (2020) defines the word “App” as an application designed for a mobile device (such as a smartphone) and a computer program that performs a special function.

APPENDIX C - 1

LESSON PLAN



UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT

LESSON ONE

UNIT 4 EATING OUT

ENGLISH SYLLABUS FOR TENTH GRADE BY MINED PROGRAM

CENTRO ESCOLAR INSA

BACHILLERATO TECNICO VOCACIONAL EN INFRAESTRUCTURA TÉCNOLOGICA Y SERVICIOS INFORMATICOS

TARGET STRUCTURE: WOULD LIKE / POSSESSIVE PRONOUNS / POSSESSIVE ADJECTIVES

TARGET CONTENT: COUNTING NOUNS WITH SOME MORE AND ANOTHER, RECOGNIZING THE DIFFERENT WAYS OF MAKING, ACCEPTING AND REFUSING AN INVITATION. ORDERING FOOD IN A RESTAURANT, EXPRESSING POSSESSION.

OBJECTIVES

To enable students to:

- a) identify language used to order food in a restaurant successfully.
- b) listen and list polite expressions used in a restaurant accurately.
- c) recognize the different ways in which a server takes orders clearly.
- d) identify the different ways of making, accepting or refusing invitations.

- e) order food in a restaurant successfully.
- f) make, accept or refuse invitations correctly.
- g) express possession appropriately.

MATERIALS: LCD projector, laptop, smartphone, educational Apps, audio speakers, photocopies, cards, dictionary, markers, eraser, textbook, board, lesson plan and copies of appendices

TIME: 10 hours

I. WARM UP

Game (10 min)



Objective: to encourage peer learning as students hear their classmates speaking.

Directions:

1. Have all students form a circle while you stand at the middle with a ball.
2. Choose a category (food, drinks, famous restaurants).
3. Let the students pass the ball while they name a word of the chosen category.
4. If a student repeats a word or cannot come up with a new one, he or she will have to sit down.
5. The last student standing in the circle wins.

II. PRESENTATION

READING ACTIVITY (30 min)

- **Pre-activity (speaking and listening)**

1. Ask students the question:

When you go eating out with friends or family, what do you like to order?

2. Elicit answers.

➤ **During – activity (reading)**

1. Have students read after you once (choral drilling).

2. Elicit new words.

3. Model the language one more time, and have students read after you.

4. Then, have students read as whole (group drilling).

5. Make sure students pronounce words correctly.

Here are four people sharing their experience about eating out

My wife and I usually go out for dinner, especially to expensive restaurants downtown Lisbon. We both have pasta to start and for the main course my wife orders a steak and I choose fish. For dessert we both eat chocolate cake topped with fresh cream. Delicious!

I have a huge family, so we hardly ever go to restaurants. When we go, we try to get a good deal, but the menu is very limited. We all have a burger and French fries, and drink cola. It's not good.

My boyfriend loves spicy food, so this Indi restaurant is perfect. The waiters are all really friendly and polite, and they play traditional guitar music which is very relaxing. The menu offers vegetarian dishes as well as meat dishes served with rice and a sauce - it depends on how hot you want it! I always choose a mild beef curry but my boyfriend has a lamb 'vindaloo' - he also drinks 2 liters of water!!

Every Friday, I go with my classmates to a very popular restaurant in my village. It generally offers one type of food (a kind of bread with cheese and tomato sauce) which you then choose what ingredients to add on top of it. I ask for olives and mushrooms on mine and my classmates have something different so we can taste a piece of each person's meal.

Taken from: <https://www.esl-lounge.com/student/reading/2r8-eating-out.php>

➤ **Post – activity (reading and writing)**

1. Using red ink, have students circle every food word they find.
2. Let students use a dictionary in case they need one.
3. Then, check answers.

Answer key:
<p>Paragraph 1</p> <p>Pasta, steak, fish, chocolate cake, fresh cream</p>
<p>Paragraph 2</p> <p>Burger, French fries, cola</p>
<p>Paragraph 3</p> <p>Rice, sauce, mild beef curry, lamb “Vindaloo”, water,</p>
<p>Paragraph 4</p> <p>Bread, cheese, tomato sauce, olives and mushrooms.</p>

III. GRAMAR NOTES (50 MIN)

WOULD LIKE

We use would like or 'd like to say politely what we want, especially when making offers and requests:

Examples:

- *Would you like* a biscuit with your coffee?
- Can you order for Ellie? *She'd like* the Margarita pizza, please.

Verbs that follow *would like* are in the infinitive form:

Examples:

- Would you like to listen to that again?
- I'd like to get a return ticket for tomorrow.

Note: **We use *Do you like ...?*** to ask about preferences in general. We don't use ***Do you like ...?*** to make offers or requests.

Compare

<i>Do you like rice?</i>	<i>Would you like some rice?</i>	<i>Do you like dancing?</i>	<i>Would you like to dance?</i>
asks about likes and dislikes in general	offers some rice	asks about likes and dislikes in general	invites you to dance

SOME MORE/ ANOTHER

Some more	
We use <i>some more</i> to offer something or request for something that has already been given	<p>Example:</p> <p>-I bet you like my pasta, would you like <i>some more</i>?</p> <p>-I would like <i>more soup</i> please, it's delicious!</p>

Another	
We use <i>another</i> to offer or request for something additional.	<p>Example:</p> <p>-Would you like <i>another</i> soda?</p> <p>-I'd order <i>another</i> appetizer.</p>

POSSESSIVE ADJECTIVES / POSSESSIVE PRONOUNS

Subject	Possessive adjectives	Possessive Pronouns
I	my	mine
You	your	yours
He	his	his
She	her	hers
It	its	its
We	our	ours
They	their	theirs

Possessive Adjectives are used to show that something or someone belongs to a person. It shows a relationship. The Possessive adjective is always used with a noun.

Examples:

- **My** soup tastes delicious.
- How is **your** chicken? It's not that good.

We use **possessive pronouns** to refer to a noun (the "antecedent") belonging to someone.

Examples:

- Whose sandwich is this? It's **hers**.
- Whose fries are these? The fries are **mine**.

Sources:

1. <https://dictionary.cambridge.org/es-LA/grammar/british-grammar/would-like>
2. [https://www.englishclub.com/grammar/pronounspossessive.htm#:~:text=We%20use%20possessive%20pronouns%20to,or%20plural%20\(eg%3A%20ours\)](https://www.englishclub.com/grammar/pronounspossessive.htm#:~:text=We%20use%20possessive%20pronouns%20to,or%20plural%20(eg%3A%20ours))
3. <http://learnenglish.britishcouncil.org/grammar/beginner-to-pre-intermediate/countable-and-uncountable-nouns-1>

A. CONTROLLED PRACTICE SECTION

Activity 1 (40 min)

Dialogue

➤ **Pre-activity (Reading and Writing)**

1. Have students fill in the blanks with the corresponding word.
2. Let students use a dictionary in case they need one.
3. Then, check answers.

Direction: Fill the blanks with the corresponding word.

1. menu	2. your	3. grilled	4. would
5. check	6. check	7. special	8. some more

Waitperson: Hi. How are you doing this afternoon?

Customer: Fine, thank you. Can I see the **menu**, please?

Waitperson: Certainly, here you are.

Customer: Thank you. What's today's **special**?

Waitperson: **Grilled** tuna and cheese on rice.

Customer: That sounds good. I'll have that.

Waitperson: **Would** you like something to drink?

Customer: Yes, I'd like a coke.

Waitperson: Thank you. (returning with the food) Here you are. Enjoy **your** meal!

Customer: Thank you.

Waitperson: Can I get you **some more** food?

Customer: No thanks. I'd like the **check**, please.

Waitperson: That'll be \$14.95.

Customer: Here you are. Keep the **change**!

Waitperson: Thank you! Have a good day!

Customer: Goodbye.

Taking from: <https://www.thoughtco.com/beginner-dialogues-at-a-restaurant-1210039>

➤ **During Activity (Listening, reading and speaking)**

1. Have students practice the dialogue by reading after you.
2. Make emphasis on pronunciation and intonation.
4. Model the language one more time, and have students read after you.

4. Then, have students read as a whole (group drilling).

➤ **Post activity (Listening, reading and speaking)**

1. Pair up students
2. Have Ss practice the dialogue by their own.
3. Have Ss come to the front and perform the dialogue.
4. Provide feedback if necessary.

Activity 2 (40 min)

Listening

➤ **Pre-activity (reading and writing)**

1. Pre-teach the following vocabulary.
2. Have students find out which word match each meaning.
3. Then, check answers with students.
4. Use group drilling to have students learn new words' pronunciation.

Vocabulary

Direction: Match each word or phrase with its corresponding meaning

1. Feel like	a) Needing food
2. Seafood	b) To become to something
3. Hungry	c) To seem like to do something
4. Turn	d) Meaning that time passes surprisingly quickly
5. Time flies	e) Animals from the sea that can be eaten
6. Date	f) A planned social meeting

Answer key:

1-c / 2-e/ 3-a/ 4-b/ 5-d/ 4-d

➤ **During Activity (Listening)**

1. Prior to the activity, ask students to download the App “**Listening and Speaking**” available on the play store.
2. Then, direct students’ attention to the listening section.
3. Once there, students have to select the listening “*Seafood Restaurant*”
4. Play the audio twice while students read the script.
5. Play the audio one more time while you pause the audio and students repeat.

➤ **Post Activity (Listening and Speaking)**

1. In pairs, students practice the dialogue using the App.
2. Make sure students listen to their partners carefully, so they help each other with pronunciation.
3. Ask for volunteers to come to the front and say the dialogue.
4. Encourage students to leave their scripts aside.
5. Provide feedback if necessary.

Activity 3 (35 minutes)

➤ **Integrated activity (reading, writing, listening and speaking)**

Directions:

1. Have students solve exercises A, B and C.
2. Encourage students to read the grammar notes in case they need to.
3. Move around the classroom helping students.
4. Then, check answers by asking for volunteers to read their sentences.
5. Take some time to work on drilling repetition with the whole class.

Exercise A

Fill in the gaps in this dialogue choosing between *would like* or *I'd like*

Waiter: Hello, Can I help you?

Kim: Yes, **I'd like** to have some lunch.

Waiter: **Would you like** a starter?

Kim: Yes, I'd like a bowl of chicken soup, .

Waiter: And what **would you like** for a main course?

Kim: I'd like a grilled cheese sandwich.

Waiter: **Would you like** a drink?

Kim: Yes, **I'd like** a glass of Coke, please.

Waiter (After Kim has her lunch): Can I bring you anything else?

Kim: No thank you. Just the check.



Waiter: Certainly.

Kim: I don't have my glasses. How much is the lunch?

Waiter: That's \$6.75.

Kim: Thank you very much.

Waiter: Have a good day.

Kim: Thank you, the same to you.

Exercise B

Fill in the blanks by choosing between **some more** or **another**

1. Did you like the soup? Would you like **some more**?
2. Is there more options in the menu? Certainly, I'd like to have **another** dish.
3. I'm still thirsty, I'd like to drink **some more** water.
4. My mom doesn't like fish or pork, I bet she'd like **another** meat.
5. We think your paella is delicious! Please, give us **some more**.

Exercise C

Fill in the blanks by choosing between **possessive adjectives** or **possessive pronouns**.

1. Is this cup **yours**? (your / yours)
2. The coffee **is mine**. (my / mine)
3. You might want **your** phone. (your / yours)
4. She cooked **our** food. (our / ours)
5. Is this **their** coffee? (their / theirs)
6. These cakes are **ours**. (our / ours)!
7. **My** dinner tastes delicious! (my/mine)
8. **Her** favorite restaurant is around the corner. (her/hers)

Sources:

1. <https://www.collinsdictionary.com/dictionary/english/some-more>

2. <https://www.perfect-english-grammar.com/possessive-pronouns-and-possessive-adjectives-exercise-1.html>

B. SEMI-CONTROLLED PRACTICE SECTION

Activity 4: (35 minutes)

Reading and Speaking activity

➤ **Pre-speaking activity**

1. Pre-teach to student the following expressions to order food in a restaurant.
2. Use repetition drills to work on pronunciation.

Waiter

Would you like to order?

May I take your order?

May I offer you?

Can I take your order?

Could you please...?

Customer

Could you pass?

Can I have the check, please?

I'd like... I'll have

I need...

I'd like to eat...

I would like to eat...

What would you recommend?

➤ **During Activity (Reading and Writing)**

1. Pair up students
2. Ss should create a conversation using the previous expressions.

Conversation

Direction: Write a conversation using the expressions in the template.

<p>Waiter</p> <p>Would you like to order?</p> <p>May I take your order?</p> <p>May I offer you?</p> <p>I'd like to eat...</p> <p>I would like to eat...</p> <p>What would you recommend?</p>	<p>Customer</p> <p>Could you pass?</p> <p>Can I have the check, please?</p> <p>I'd like... I'll have</p> <p>I need...</p> <p>Can I take your order?</p> <p>Could you please...?</p>
--	--

➤ **Post-activity**

1. Use the game “**Zip Zap Zop**” to choose students who will perform the dialogue.
2. Provide feedback if necessary.




1. Have all students stand in a circle.
2. The first player claps their hands, says “Zip”, and points at another player in the circle.
3. The player that was pointed to must immediately clap and point at someone else in the circle (including the previous player), saying “Zap”.
4. The third player continues the pattern, this time using the word “Zop”.
5. The pattern of words repeats, going: “Zip”, “Zap”, “Zop”, “Zip”, “Zap” etc.
6. If anyone hesitates or says the wrong word, that person takes a strike, and must be ready to perform.






Activity: 5 (25 minutes)

Writing

➤ **Pre-Activity**

1. Direct students’ attention to the template bellow.
2. Individually, students should cross out the pictures with the new vocabulary words.
3. Then, check answers and work on pronunciation.

<p>a) Salad</p>	<p>1.</p> 
------------------------	--

<p>b) Orange juice</p>	<p>2.</p> 
<p>c) Beans</p>	<p>3.</p> 
<p>d) Steak</p>	<p>4.</p> 
<p>e) Lemonade</p>	<p>5.</p> 
<p>f) Shrimps</p>	<p>6.</p> 
<p>g) Soup</p>	<p>7.</p> 
<p>h) Pizza</p>	<p>8.</p> 

i) Fried chicken	9. 
------------------	---

Answer key: 1-f / 2-e/ 3-h / 4-a / 5-b / 6- i / 7-c / 8-d / 9-g/


- **During Activity**
 1. Direct student's attention to the pictures bellow.
 2. Have students write sentences using possessive adjectives.
 3. Move around the classroom helping students.

Directions: Look at the pictures, then write sentences using the verbs in the box + the corresponding possessive pronoun.

Example: Eat



Mark eats his favorite salad.

<p>a) Eat</p> 	<p>b) Eat</p> 
<p>c) Drink</p>	<p>d) Enjoy</p>

	
<p>e) Drink</p> 	<p>f) Prepare</p> 
<p>g) Cooks</p> 	<p>i) Prepare</p> 

Answer Key:

- a) She eats her shrimps.*
- b) He eats his fried chicken.*
- c) She drinks her lemonade.*
- d) We enjoy eating our pizza.*
- e) they drink their coffee.*
- f) They prepare their orange juice.*
- g) He cooks his steak.*

i) *He prepares his salad.*

➤ **Post-activity**

1. Check students' work
2. Encourage students to read their sentences aloud.
3. Provide feedback.

Activity 6 (25 minutes)

Listening and Speaking

➤ **Pre-activity**

1. Play the game “**The sharks are coming**”.
2. Ask students to stand out and move around.
3. While they are walking, say the expression “*Sharks are coming*”
4. You must say a number, so students form groups.
5. The students who are not part of the groups should answer one the following questions:

What kind of restaurants do you like?

What do you usually order when you go to a restaurant?

How much do you usually spend when eating out?

What kind of restaurant do you think are good for families?

➤ **During Activity**

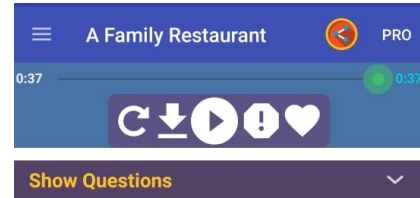
1. Prior to the activity, ask students to download the App “**English Grammar Full**” available on the play store.
2. Then, direct students' attention to the listening section.
3. Once there, students have to select the following listening tracks, “A Family Restaurant” and “Ordering Food”.
4. Play the audios twice while students listen and answer the questions on their phones.
5. Play the audio a third time, so students can check their answers.



1. For his main course, Andi chooses
 - a normal cheese burger.
 - a double cheese burger.
 - a burger with chips.
2. For dessert, Andi chooses
 - ice cream.
 - chocolate cake.
 - banana cake.
3. To drink, Andi chooses
 - apple juice.
 - fizzy water.
 - still water.
4. How much does Andi pay?
 - 8.37
 - 10
 - 1.63

➤ **Post Activity**

1. Check answers with the whole class.
2. Then ask students to tell you in a few words the main ideas of both listening activities.
3. Provide feedback if necessary.



- Show Questions**
1. What food does the restaurant mostly serve?
 - Hamburgers
 - Pizza
 - Cake
 - Cheese
 2. Why does the speaker say this is a good restaurant for families?
 - Parents can play games.
 - Employees play with the children.
 - It serves children's food.
 - Parents can relax.
 3. What is this talk about?
 - A place for parents to leave their children
 - Where the speaker's family celebrates birthdays
 - A family business
 - Where the speaker works

Activity 7 (25 minutes)

Speaking and writing activity

➤ **Pre-activity**



1. Play the “*Charades*” with students.
2. Divide the group in two teams.
3. Each team must choose a representative who comes to the front and draw pictures.
4. Whisper the vocabulary words to each representative (hamburger, fries, chicken, ice cream, soda, water, etc).
5. Ask each group “**What do you see?**”, so they get to answer with the target vocabulary (I see a _____).
6. Make sure all students have the opportunity to come to the front and draw pictures.

➤ **During-activity**

1. Pair up students

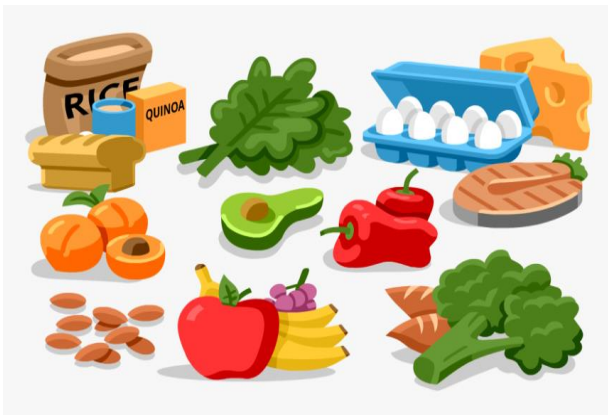
2. Have students sit back to back.
3. Provide each student with a different picture (A or B).
4. Each pair of students should describe their pictures using oral communication only.
5. Students ask and answer “Do you see an apple? (Yes, I do / No, I don’t)”.

Picture A



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Picture B



1. _____
2. _____
3. _____
4. _____
5. _____

6. _____

➤ **Post-activity**

1. Ask students to turn around and look at their pictures.
2. Have students compare their pictures.
3. Students should write sentences describing their pictures.
4. Then, ask for volunteers to read their sentences for each picture.

Possible answers: *I see a hamburger, I see an apple, I see chocolate, etc.*

C. FREE PRACTICE SECTION

Activity 8 (30 minutes)

Speaking activity

➤ **Pre- Activity**

1. Have students brainstorm ideas of what they would like to eat as soon as they arrive home that day
2. Ask students to share their ideas with their classmates



➤ **During- Activity (Listening and writing activity)**

1. Have students pay attention to the video “English Grammar – Would you like?”
2. Ask students to take notes and to try to figure out what the video is about
3. Play the video (3 times)
4. Tell students to transcribe the script of the video (play the video 2 times)

➤ **Post- Activity (Speaking activity)**

1. Pair up students
2. Have them compare the script taken from the video
3. Help students with the correction of the script
4. Ask students to perform the situation of the video in a role play

5. Provide feedback



Source of the video: <https://www.youtube.com/watch?v=AQqf85JrMw8>

Activity 9 (20 minutes)

Speaking Activity

SPEAKING RACE

1. Have Ss form a circle
2. Start telling a story using possessive adjectives, and encourage Ss to continue.
3. Each Ss will start narrating from the point where the previous one stopped.
4. Students are supposed to add from four to 5 sentences, and they can add new
5. characters, events, descriptions and so on.



EXAMPLE: Teacher may start like this: I have a friend who is very ambitious. He is very good at cooking and has a very good taste. **My** friend wants to save some money and open **his** own restaurant. However, he is not very good at saving money. He has a wife whose name is Karen, and she demands him money a lot. She always wants to buy useless items. One day, she and **her** best friend Rebecca bought a doll house without even owning any dolls....
(Have someone to continue)

Activity 9 (40 minutes)

Reading Activity

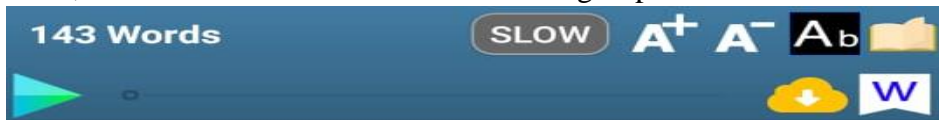
➤ **Pre-Activity**

1. Ask students the following questions:

- Do you have pictures with famous people?
2. Open a discussion.

➤ **During-activity**

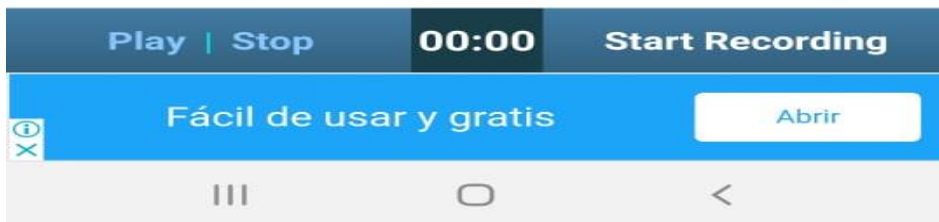
1. Have students open the app “English Listening and Speaking”
2. Direct students’ attention to the “Short Stories section”
3. Students should select the story “The restaurant”.
4. Have students read by the own silently.
5. Students can listen to the pronunciation of words just by clicking on them.
6. Then, as for volunteers to read aloud for the group.



A famous singer went to visit a country far away. He didn't want anyone to know because he didn't like the papazari and he prefers privacy. So he tried to hide himself as much as possible, he also chose a place that is very far from home, thinking that there will be no one who recognizes him there.

So he checked in the hotel, no one recognized him. “Good, no one knows me here” – he thought. So he took off his sunglasses and hat. He went out to eat in a restaurant. Suddenly the owner recognizes him. The owner agreed to keep a secret for him, but she wanted to take a picture with him.

When he left, she printed the photo with him and hung it outside the restaurant. It attracted a lot more visitors. The restaurant owner is very happy.



➤ **Post Activity**

1. After reading, have students write a different ending for the story.

2. Encourage students to be creative.
3. Then, ask for volunteers to share their work.
4. Provide feedback if necessary.

Activity 11 (30 minutes)

Speaking Activity

SEND ME A WHATSAPP



➤ Pre-Activity

1. Divide the class in groups
2. Give students some minutes to discuss the following questions:
 - a) how much time per day do you spent using WhatsApp?
 - b) What do you use WhatsApp for?
3. Have some of them share what they have discuss.

➤ During- Activity

1. In pairs, students have to create a conversation about an unexpected situation at restaurant that they solved using their WhatsApp.
2. Encourage students to use all the vocabulary and structures studied so far.
3. Walk around the classroom helping students.

➤ Post- Activity

1. In order to have some volunteers read the conversation, play the game “**BA – DI-DI-BA-DI-DI-BU**”
2. You may say out loud the phrase BA –DIDI-BA-DI-DI-BU.
3. As soon as you say BU you may point out one of the students, and this student has to say BA at the same time you do.
4. If the student fail, he or she will have to pass to the front and perform the conversation.
5. Check grammar and pronunciation mistakes

6. Give feedback as necessary

D. WRAP UP

(30 min)

1. In trios have students create a TV commercial about a brand new restaurant in town.
2. Encourage students to use all vocabulary and structures studied so far.
3. To close this activity, choose students at random and have perform their TV commercial at the front.
4. Provide feedback if necessary.

D. HOMEWORK

1. Ask students to use the App “English Grammar Full”
2. Ask students to choose the podcast “Eating Out”.
3. Request students to listen to the podcast and then record their voice.

The screenshot shows a mobile application interface for a podcast titled "Eating out". At the top, there is a blue header with the title "Eating out" and a "PRO" label. Below the header is a progress bar showing 0:00 to 0:57. A control bar contains icons for refresh, download, play, pause, and heart. Below the control bar is a "View Transcript" button. The transcript is displayed in a white box with a dark background for the text. The transcript is as follows:

Waiter: Hello

Jamie: Hi. A table for two, please.

Waiter: Of course. Over here, please. Here's the menu.

Sally: Thank you. (pause)

Waiter: Are you ready to order?

Sally: Yes, we are.

Waiter: What would you like for your starter?

Jamie: I'd like French onion soup, please.

Sally: And I'll have a tomato salad, please.

Waiter: And for your main course?

Jamie: I'd like French onion soup, please.

Sally: And I'll have a tomato salad, please.

Waiter: And for your main course?

Jamie: Mmm, I'm not sure. I don't know whether to have the steak or Thai chicken.

Sally: Oh, I'd like the Thai chicken and rice please.

Jamie: OK, me too.

Waiter: So that's two Thai chicken and rice. What would you like to drink?

Jamie: I'll have a fresh orange juice and ...

Sally: I'd like some mineral water, please.

Waiter: OK, thank you.

At the bottom right of the transcript area, there is a "Show Vocabularies" button with a right-pointing arrow.

APPENDIX C - 2

LESSON PLAN



UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT

LESSON TWO

UNIT 5 VACATIONS IN EL SALVADOR

ENGLISH SYLLABUS FOR TENTH GRADE BY MINED PROGRAM

CENTRO ESCOLAR INSA

BACHILLERATO TÉCNICO VOCACIONAL EN INFRAESTRUCTURA TÉCNOLOGICA Y SERVICIOS INFORMATICOS

TARGET STRUCTURE: FUTURE TIME CLAUSES WITH THE SIMPLE PRESENT AND PRESENT PROGRESIVE TENSE / REAL CONDITIONAL SENTENCES FIRST CASE

TARGET CONTENT: IDENTIFYING MEANS OF TRANSPORTATION IN DIFFERENT SOURCES, RECOGNIZING PHRASES FOR ASKING AND GIVING DIRECTIONS WITH TIME EXPRESSIONS IN DIFFERENT SOURCES, LISTING AND DESCRIBING MEANS OF TRANSPORTATION, DESCRIBING TOURIST SITES, MAKING HOTEL AND TRANSPORTATION RESERVATIONS, TALKING ABOUT FUTURE VACATION PLANS

OBJECTIVES

To enable students to:

- a) identify language used to give and ask for directions successfully.
- b) clearly recognize different means of transportation.
- c) describe tourist sites in El Salvador correctly.

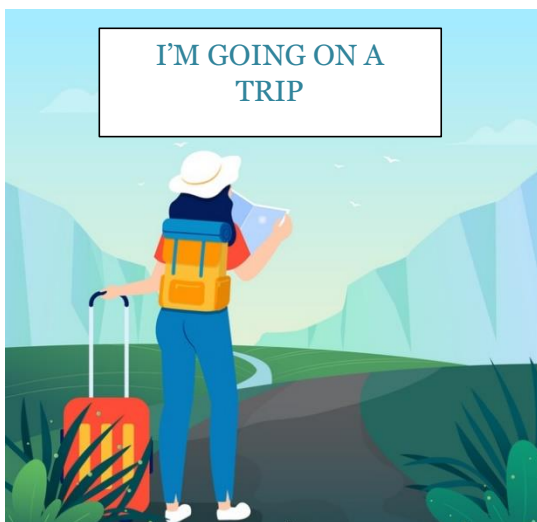
- d) use language to make hotel and transportation reservations properly.
- e) express future vacation plans successfully.

MATERIALS: LCD projector, laptop, smartphone, educational Apps, audio speakers, photocopies, cards, dictionary, markers, eraser, textbook, board, lesson plan and copies of appendices

TIME: 10 hours

I. WARM UP

Game (10 min)



Directions:

1. Have students stand up and form a circle.
2. Say aloud the statement “I’m going on a trip and bringing _____”
3. Ask the first student to repeat the sentence and add whatever he or she is bringing. For example, ‘I’m going on a trip and bringing a suitcase’.
4. The remaining students repeat the sentence with the list of things mentioned by the other students and also add what they are going to bring on the trip. For example, ‘I’m going on a trip and bringing a suitcase, a hat, a pair of sunglasses and’.
5. The students must remember the items mentioned by the others. If they miss even one, they are out of the game.

6. The last student remaining in the circle is the winner.

II. PRESENTATION

➤ Pre-listening

1. Ask students the following questions:
 - (1) Do you have a best friend or maybe a really good friend?
 - (2) What's he/she like?
 - (3) Do you consider yourself a good friend? Why or why not?
2. Elicit some answers.

➤ During-listening

1. Direct students' attention to the lyrics of the song "Count on me" by Bruno Mars.
2. Play the song the first time for Ss to fill in the blanks.
3. Play it for a second time, so Ss can check their words.
4. And finally, play the song again for Ss to sing along.

"Count on Me" by Bruno Mars

Oh uh-huh
 If you ever find yourself stuck in the
 middle of the sea
 I'll **sail** the world to find you
 If you ever find yourself lost in the
 dark and you **can't** see
 I'll **be** the light to **guide** you

We find out what we're made of
 When we are called to help our
friends in need

You can **count on me** like 1, 2, 3
 I'll **be** there
 And I know **when** I need it
 I **can** count on you like 4, 3, 2
You'll be there
 'Cause that's what friends are
 supposed to do, oh yeah
 Oh, oh yeah, yeah

If you're **tossin'** and you're **turnin'**
 And you just **can't fall asleep**
 I'll **sing a song** beside you
 And **if you ever forget** how much you
 really mean to me
 Every day I **will remind you**

Oh
 We **find out** what we're made of
 When we are called to help our friends in
 need

You can count on me like 1, 2, 3
 I'll be there

And I know when I need it
 I can **count on** you like 4, 3, 2

You'll be there
 'Cause that's what friends are supposed to
 do, oh yeah
 Oh, oh yeah, yeah

You'll always have my shoulder **when you**
 cry

I'll never let go, never say goodbye
 You know...

You can count on me like 1, 2, 3

I'll be there

And I know when **I need** it

I can count on you like 4, 3, 2

You'll be there

'Cause that's what friends are supposed to
do, oh yeah

Oh, oh

You can count on me 'cause I can count on
you

➤ **Post-listening**

1. Ask Ss to write a list of circumstances in which the singer will help his friend.

Example: **If** you ever find yourself lost in the dark and you **can't** see
I'll be the light to **guide** you

2. Have some Ss share with the class.

III. GRAMAR NOTES (50 MIN)

SIMPLE PRESENT FOR FUTURE ARRANGEMENTS

The Simple present tense can be used to talk about future arrangements if a future time expression is also used.

Examples:

1. **Quickly please children! Class starts in five minutes. (the class is programmed to start)**
2. **The train leaves at 8:43 on Friday (it has a fixed timetable)**
3. **I get up at six o'clock next Tuesday, I have to be in London at 8:00**
4. **My mother leaves at 4:30 tomorrow afternoon. (her journey is already planned)**

Sometimes, the time expression is understood from the context. (If there is no future time expression, people will usually understand the “habit” meaning.)

➤ **Compare:**

Sandra starts work at 8:00. (We understand that this is normal for Sandra).

John starts work at 10:00 on Friday. (We understand that this is a special situation for this Friday, it is programmed and is seen to be a timetabled event).

PRESENT CONTINUOUS FOR FUTURE ARRANGEMENTS

The present continuous is used to talk about arrangements for events at a time later than now, generally using time expressions. There is a suggestion that more than one person is aware of the event, and that some preparation has already happened.

Examples:

1. He isn't working next week.
2. They aren't leaving until the end of next year.
3. We are staying with friends when we get to Boston.

THE FIRST CONDITIONAL

The first conditional has the **present simple** after 'if', then the **future simple** in the other clause:

if + present simple, ... will + infinitive

It's used to talk about things which might happen in the future. Of course, we can't know what will happen in the future, but this describes possible things, which could easily come true.

Examples:

1. **If it rains, I won't go to the park.**
2. **If I study today, I'll go to the party tonight.**
3. **If I have enough money, I'll buy some new shoes.**
4. **She'll be late if the train is delayed.**
5. **She'll miss the bus if she doesn't leave soon.**
6. **If I see her, I'll tell her.**

The first conditional can also use modals in the main clause instead of the future tense to express the degree of certainty, permission, or a recommendation about the outcome.

➤ **Examples**

1. If you drop that glass, it might break.
2. I may finish that letter if I have time.
3. If he calls you, you should go.
4. If you buy my school supplies for me, I will be able to go to the park.

Sources:

1. <https://www.perfect-english-grammar.com/first-conditional.html>
2. <https://www.ef.com/wwen/english-resources/english-grammar/present-continuous-future-arrangements/>
3. <http://www.learnenglishlanguagewell.com/grammar/other-use-of-simple-present/>

A. CONTROLLED PRACTICE SECTION

Activity 1 (40 min)

Reading

➤ **Pre-activity (Reading and Listening)**

1. Have students read and fill in the blanks with the corresponding word.
2. Let students use a dictionary in case they need one.
3. Then, check answers.

Answer key: 7 / 2 / 3 / 1 / 4 / 6 / 8 / 2

Direction: Fill in the blanks with the corresponding word.

1. industry	2. surfing	3. regret	4. scene
5. viewpoint	6. witness	7. archaeologists	8. travelers

Top 5

Most Beautiful Places to Visit in El Salvador

5. Tazumal

Tazumal is the most impressive Mayan ruin in El Salvador and _____ estimate it was first settled in around 5000 BC and then abandoned around AD 1200. The architectural complex was excavated and extensively restored during the 1940s and '50s, but many of the ruins remain unexcavated. You will not _____ if you stop by and visit.



4. Puerta del Diablo

A winding pathway leads up to the _____. If you stand there, you'll see the indigenous town Panchimalco below, Lake Ilopango to the left, and the twin-peaked San Vicente volcano straight ahead with the Pacific behind it. There are more than 60 established rock climbing routes in the area.

3. Santa Ana

Located 65 km from San Salvador, Santa Ana is a city full of tree-lined streets and vibrant buildings that made its wealth from the coffee _____. As the second-largest city in the country, Santa Ana has a growing cultural _____ and a grand atmosphere. If you visit Santa Ana you will be welcomed by its friendly and laborious people.



2. Playa El Tunco

If you go to Playa El Tunco, you will be a _____ of a funky two-street beach town that is popular with backpackers and surfers. Relax by the pebbly black beaches, which are at their best for _____ early in the morning. Take a stroll around the quaint town or visit the breathtaking beach caves when the tide is low.



1. Ruta de las Flores

The Ruta de las Flores is a trail that leads _____ through some of the beautiful villages of El Salvador. Named after the wildflowers that grow along the road (best viewed from November to February), the route



travels from Sonsonate through Juayúa, Ataco, Apaneca, and Ahuachapán for around 40 km. You will be delighted by the fresh air if you get to go to Ruta de las Flores.

Taking from: <https://theculturetrip.com/central-america/el-salvador/articles/the-10-most-beautiful-spots-in-el-salvador/>

➤ **During Activity (Listening, reading and speaking)**

1. Have students read after you.
2. Make emphasis on pronunciation and intonation.
3. Then, have students read as a whole (group drilling).

➤ **Post activity (Listening, reading and speaking)**

1. Ask for a volunteer to read the first sentence.
2. Then, have that one student to name another student to read the next sentence.
3. Students continue reading in this way until finishing the article.
4. Check students' pronunciation.

➤ **Follow-Up Activity**

1. Have students read the following statements.
2. Students have to choose between true or false.
3. The, check answers with the whole class.
4. Ask students to justify their answers.

Directions: Read the statements, then choose between **True or False**

1. If you go to Tazumal, you will not regret it.

2. Tazumal was first settled in around 5000 AC

3. If you are at Puerta del Diablo's view point, you will not see the town Panchimalco	
4. Santa Ana is located 65 KM from San Salvador	
5. If you visit Santa Ana, you will be welcomed by its people.	
6. If the tide is high people will go to the beach caves in Playa El Tunco	
7. You will be delighted by fresh air if you go to Ruta de las Flores	

Answer key: 1: T / 2: F / 3: F / 4: T / 5 T / 6 F/ 7: T

Activity 2

DIALOGUE (25 min)

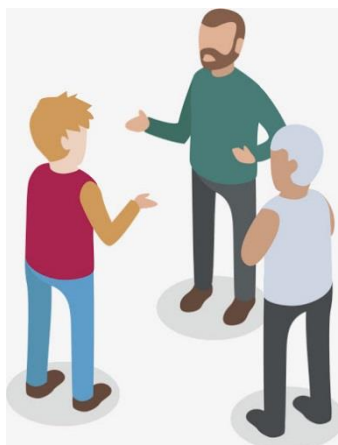
➤ **Pre-activity (speaking and listening)**

1. Ask students to get in trios and read the dialogue.
2. Ask them to read and underline vocabulary that they do not know.
3. Then, ask students to tell you the main idea of the dialogue.
4. Elicit answers and clarify new vocabulary.

➤ **During – activity (reading)**

1. Have students read after you once (choral drilling).
2. Model the language one more time, and have students read after you.
3. Then, have students read as whole (group drilling).
4. Make sure students pronounce words correctly.

Dialogue



- A. Good morning, May I ask you a question?
B. Yes, what do you need?
A. I am actually lost. I am buying some tickets for tonight's match, but I cannot get to the stadium.
B. Oh, you do not have to take this road. If you take this road, you will get lost. So, you have to advance two more blocks. There, you have to turn left and go straight.
C. Excuse me, which stadium do you want to go?
A. I really do not know. El Salvador Soccer Team play tonight, and my best friend wants to go. So, I have to get the tickets.
B. Okay, you are in the right direction.
C. Don't worry. Probably, you will have to wait a little bit. They are not selling the tickets until 2 pm and it is noon still.
A. Yeah, but I imagine there is going to be a huge line.
B. You do not have to worry. The other team is not such a popular team.
A. Okay, thank you. Can you tell me where I can buy something to eat?
C. You are in the right place. You have to try this pizza place.

➤ Post – activity (reading and writing)

1. Ask students to practice the conversation within their trios.
2. Then, ask volunteers to perform the conversation at the front.
3. Provide feedback.

Activity 3 (35 minutes)

➤ Integrated activity (reading, writing, listening and speaking)

Directions:

1. In trios, have students solve exercises A, B and C.

2. Encourage students to read the grammar notes in case they need to.
3. Move around the classroom helping students.
4. Then, check answers by asking for volunteers to read their sentences.
5. Take some time to work on drilling repetition with the whole class.

Exercise A

Fill in the blanks by choosing the correct verb from the list above

Start	take	come	move
go	have	visit	do

1. I did really well in the interview, so I am **starting** a new job on Monday.
2. My wife and I are **having** a trip this weekend. We've already bought the flight tickets.
3. Celia is **moving** to Chalatenango later this month. She got a job there.
4. Marla is not **coming** to the meeting today. She has to catch the bus at 2.30 p.m.
5. What are you **doing** on Friday evening? Do you want to watch a movie?
6. When is Daniela **visiting** us? I miss her.
7. We are **going** shopping later today to buy Laura a gift. Do you want to tag along?
8. I can't wait to get to Ruta de las Flores. We are **taking** a tour around Ataco and Apaneca town to visit the coffee plantations.

Exercise B

Choose the correct verb form to fill in the blanks

1. If I _____ some eggs, how many _____? **(B)**



- A. ? will cook / do you eat
- B. ? cook / will you eat

2. If we don't protect our national bird, it _____ extinct. **(B)**



- A. ? becomes
- B. ? will become

3. You _____ better if you turn on the lamp. **(A)**



- A. ? will be able to see
- B. ? are able to see

4. If you don't put so much sugar in your coffee, you _____ so much weight! **(A)**



- A. ? won't put on
- B. ? don't put on

5. She _____ completely different if she cuts her hair. **(A)**



- A. ? will look
- B. ? looks

6. If a deer _____ into your garden, it _____ all your plants. **(B)**



- A. ? will get / eats
- B. ? gets / will eat

7. If you _____ an apple every day, you'll be very healthy. **(A)**



- A. ? eat
- B. ? will eat

8. You won't pass the course if you _____. **(B)**



- A. ? won't study
- B. ? don't study

Exercise C

Fill in the blanks by choosing the correct verb from the list above

leave	Be	Fly	arrive
depart	finish	open	start

1. Tomorrow **is** Friday.
2. I **fly** to Paris next week.
3. The plane **departs** at 8 p.m.
4. The train to Ottawa **leaves** at 11:30 a.m.
5. Her train **arrives** at 8:35 a.m. tomorrow morning.
6. What time does the movie **start** tonight?
7. What time do you **finish** work tomorrow?
8. What time does the store **open** tomorrow?

Sources:

1. <https://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/1cond1.htm>
2. <https://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-118827.php>
3. <http://www.englishteachermelanie.com/english-grammar-how-to-use-the-present-simple-to-talk-about-future-events/>

Activity 4: (35 minutes)

Listening Activity





➤ Pre-Activity

4. Direct students' attention to the template below.
5. Individually, students should cross out each word with its meaning.
6. Then, check answers and work on pronunciation.

Answer key: 5 / 7 / 2 / 1 / 6 / 4 / 8 / 3

MEANS OF TRANSPORTATION

Directions: Cross out each number on the left with its corresponding definition.

<p>1. Bus</p> 	<p>_____. It is a three wheel motorcycle</p>
<p>2. Plane</p> 	<p>_____. A small vessel propelled on water by oars</p>
<p>3. Car</p> 	<p>_____ It is a vehicle with wings and one or more engines</p>
<p>4. Taxi</p> 	<p>_____. It is a large motor vehicle carrying passengers by road, typically one serving the public</p>
<p>5. Mototaxi</p> 	<p>_____. it is known as a series of railroad cars moved as a unit by a locomotive</p>

6. Train



_____. It is a car driven by a person whose job is to take people where they want to go in return for money.

7. Boat



_____. It is the activity of riding a horse to move from a place to another one.

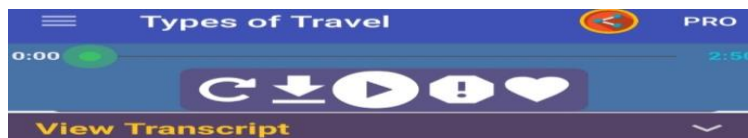
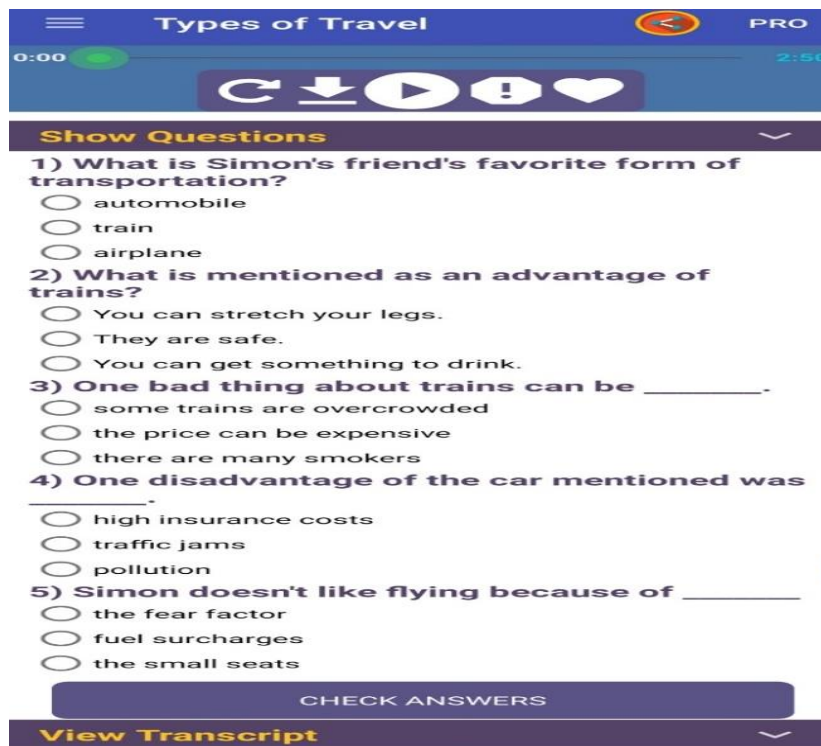
8. Horseback riding



_____. It is a motor vehicle with four wheels and room for a small number of passengers.

➤ **During Activity**

6. Play the audio “Types of Travel” available in the App “**English Grammar Full**”
7. Then, ask students to open the App and go to the listening section.
8. Once there, students have to select the listening track and go to its quiz.
9. Play the audio again while students listen and answer the questions on their phones.
10. Finally, play the audio a third time, so students can check their answers.



Simon: Like many people, I like to travel and there are many ways you can travel, uh, many forms of transportation. Probably the main three that I wanna talk about now are by car, by train and by airplane. Now each of these forms of transportation have there pros and cons. Would you agree?

Friend: Indeed, I would.

Simon: So, what's your favorite form of transportation, of those three?

Friend: I would have to say the automobile.

Simon: Um, well, tell me some of the, the pros of traveling by car.

Friend: That would be mainly freedom. Freedom of movement. Freedom of stop. Freedom to go. Freedom to, yeah, freedom basically.

Simon: OK, uh, what about a train? What are the advantages of being of a train?

Friend: Ah, I would say, good views of the countryside. You can move around on a train. You're not stuck in a car. You can go for a cigarette. You can get something to drink. You can go to the bathroom, which you cannot do in a car.

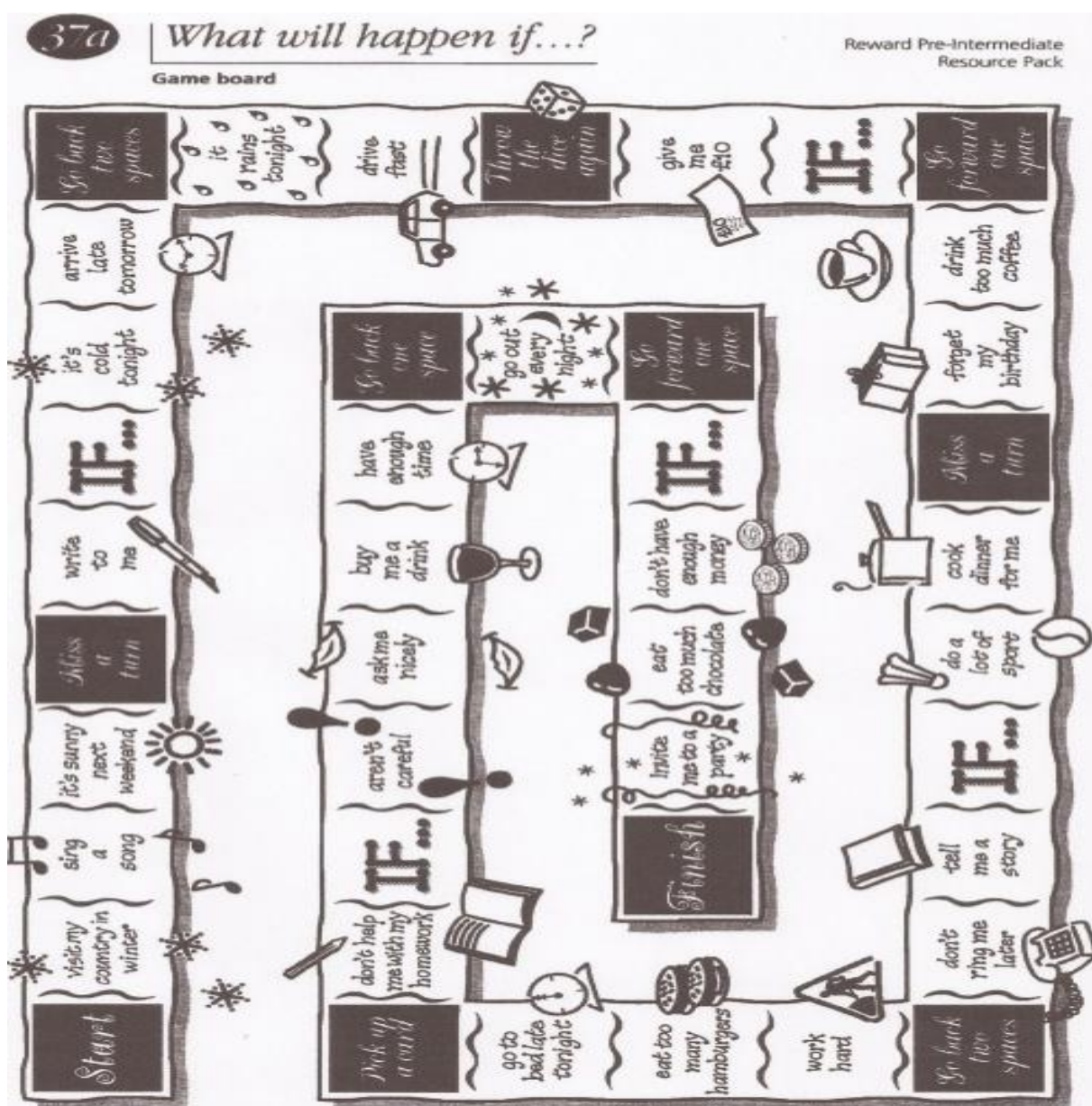
➤ **Post Activity**

4. Check answers with the whole class.
5. Then ask students to tell you in a few words the main ideas of the listening.
6. After, ask students to get in pairs and write a list of the most popular means of transportation in El Salvador.
7. Finally, ask for volunteers to share their work.

B. SEMI-CONTROLLED PRACTICE SECTION

Activity 5: (20 minutes)

Speaking



1. Ask Ss whether they like board games or not. If they have played one before, ask them which ones they played.

2. Group up Ss and provide each group with a dice. (If you don't have a dice, you may use coins.)
3. Direct students' attention to the board game bellow. (Ss put a small object that represents each of the members of the group in "Start" and take turns to throw the dice.
4. Ss move their small objects and answer the corresponding question.
5. After students have played, have some of them share their answers.

Taken from: <https://www.teacherspayteachers.com/Product/What-If-Game-for-Making-Predictions-About-What-Would-Happen-1596379>

Activity 6 (25 minutes)

Writing Activity

1. Pair up Ss
2. Direct students' attention to sentences bellow.
3. Ask students to read and write the missing part of each sentence.
4. Encourage students to review their grammar notes if they need it to.
5. Then, check student's work.
6. Provide feedback if necessary.

Directions: Read each sentence carefully, and finish it by writing its missing part. Feel free to be creative!

1. I know she is coming for the summer, but I don't know if she
_____.
2. If you tell him again what he has to do, he
_____.
3. I never go to England on holiday. It _____ there, and I need sun.
4. My train _____ a few minutes. Be quick!
5. For _____ the _____ summer,
_____.
6. _____
next Friday.
7. We _____ will _____ get _____ sick _____ if
_____.

8. At _____ 8:00

_____.

9. If _____ you _____ smoke,

_____.

10. If _____ you _____ eat _____ too _____ much _____ sugar,

_____.

11. _____ at night.

12. I am going on a trip to _____ on

_____.

Activity: 7 (25 minutes)

Listening

➤ Pre-Activity

1. Pre teach students the vocabulary that they will listen to in the podcast.
2. Direct student's attention to the template and have them cross out the words.
3. Tell Ss they can use a dictionary in case they need one.
4. Then, check answers with the whole class.

Answer key: 3 / 6 / 4/ 1/ 5 / 2 / 7

Vocabulary

Directions: Cross out each word with its corresponding definition by placing the correct number in the box.

1) Go with 2) Catch 3) Destination 4) Available 5) Departure 6) Transfer 7) Vegetarian

The place where a trip ends	
Change to a different transportation line	
Not busy, ready for use	
Choose something.	
The act of leaving	

To get	
One who eats no meat, fish or animal products.	

➤ **During Activity**

1. Play the audio “**Travel Arrangements**” available on Randalls lab.
2. Then direct students’ attention to the questions and answer section.
3. Play the audio again while students listen and answer the questions on the worksheet.
4. Play the audio a third time, so students can check their answers.
5. Check answers with the whole class.

Audio: <https://www.esl-lab.com/difficult/travel-arrangements/>

Directions:

Listen to the podcast, then circle the correct answer

1. What is the man's destination?

- a) New York City, USA
- b) Helsinki, Finland
- c) Salt Lake City, USA

2. When is the man's departure date?

- a) the twenty-second
- b) the twenty-third
- c) the twenty-fourth

3. What is the flight number for the second part of his trip?

- a) 1070
- b) 555
- c) 90

4. How long is the man's layover between flights?

- a) less than three hours
- b) less than two hours
- c) less than an hour

5. The man asks for

- a) an aisle seat
- b) early check in
- c) a special meal

➤ **Post Activity**

1. Pair up students and have them discuss the following questions:

Are you planning on going on a trip on vacations? /Where are you going? /How are you getting there? / Will you take your best friend if you can?

2. Then, ask some students to share.
3. Elicit answers.

Activity 8 (25 min)

Integrated Activity

➤ **Pre-speaking activity**

1. Pre-teach students the following expressions to book a flight or a hotel room.
2. Use repetition drills to work on pronunciation.
3. Clarify new words to students.

1. I'd like to make a reservation,
2. please.
3. I'd like a round trip/
nonstop flight.
4. How are you getting there?
We're going by bus.
5. How are you paying?
6. Your room/flight has been
7. booked.
8. How are you spending your
vacation?
9. Have a great time! Have fun!
Enjoy yourself/ yourselves! Have
a safe trip.

➤ **During Activity (Reading and Writing)**

1. Pair up students
2. Ss should create a conversation using the previous expressions.

Conversation

Direction: Write a conversation using the expressions in the template.

1. I'd like to make a reservation,
2. please.
3. I'd like a round trip/
nonstop flight.

4. **How are you getting there? We're going by bus.**
5. **How are you paying?**
6. **Your room/flight has been**
7. **booked.**
8. **How are you spending your vacation?**
9. **Have a great time! Have fun!**
Enjoy yourself/ yourselves! Have a safe trip.

- **Post-activity**
1. Use the game **"1, 2 , 3 and BOOM!"** to choose students who should perform the dialogue.
 2. Provide feedback if necessary.
 3. Have all students stand in a circle.
 4. The first player claps their hands, says "1", and points at another player in the circle.
 5. The player that was pointed to must immediately clap and point at someone else in the circle (including the previous player), saying "2".
 6. The third player continues the pattern, this time using the word "3".
 7. The fourth player instead of "4" says "BOOM!"
 8. If anyone hesitates or says the wrong word, that person takes a strike, and must be ready to perform.



C.

FREE

PRACTICE SECTION

Activity 9 (30 minutes)

Reading and writing activity

➤ **Pre- Activity**

3. Use choral drilling to read the following email from a friend
4. Have students read after you.
5. Then, students should read as a whole group for you.
6. Make follow-up questions after reading.
7. Elicit answers.

➤ **During- Activity (Listening and writing activity)**

5. Ss should write back to Maria telling her what they are planning to do next vacations.
6. Encourage students to use vocabulary and structures they have studied so far.
7. Move around the classroom helping students if necessary.

EMAIL

Destinatarios

Asunto

Dear Friend,

I hope you are doing great. My summer vacations are starting next month. I am taking an English speaking course and also lessons in painting. You know that painting is my passion and I really want to learn more different techniques. If I have the chance, I will sell my paints later for a very good price.

I also plan to visit different places in my beautiful city. Please do come over to my place to spend a few days. We can have some really good time together.

I hope you will also enjoy your holidays when they start. By the way, what are you doing? What are your plans?

Always,
Maria Renedo.

Sans Serif

Enviar

➤ **Post- Activity (Speaking activity)**

1. Play the following spelling game to choose students who are going to read their work.
2. Don't forget to provide feedback to students.



- a) Have all students stand in a circle.
- b) Say a word a loud and point at one student to spell the first letter.
- c) Point at students randomly to continue spelling the rest of the letters.
- d) If anyone hesitates or says the wrong word, that person takes a strike, and must be ready to read his or her email.

Possible words: Trip / Flight / Hotel / Destination / Arrival / Departure/ Bus/ Train/ Boat/ etc.

Activity 10 (40 minutes)

Listening and Speaking Activity

➤ **Pre- Activity**

1. Have students brainstorm ideas of which places of El Salvador they will visit if they have the chance.
2. Ask students to share their ideas with their classmates

➤ **During- Activity (Listening and writing activity)**

1. Direct students' attention to questions and statements bellow.
2. Before playing the video ask student to read the questions, so they are ready to answer.

3. Then, play the video twice while students are watching, listening and answering.
4. Check answers with students.
5. If necessary, play the video a third time.



Source: <https://www.youtube.com/watch?v=Sw0E-ssSlos>

Part A

Directions: Answer the following questions according to what is presented on the video.

1. Who is accompanying Shane in his trip?

3. What did Shane's wife want to do when visiting Ataco?

4. What does Shane think about places like the Decameron Resort?

5. What does Shane love about visiting El Salvador?

6. Make a list of 5 places Shane visited on his trip.

Part B

Directions: Choose between True or False

1. Shane and his family spent two nights in Ataco	
2. Coffee made in Ataco is really great	
3. The Decameron Resort is the only place that makes Shane feel he is not in El Salvador.	
4. El Salvador is a place full of tourists	
5. If you are in El Salvador, you will be in panic	

➤ **Post- Activity**

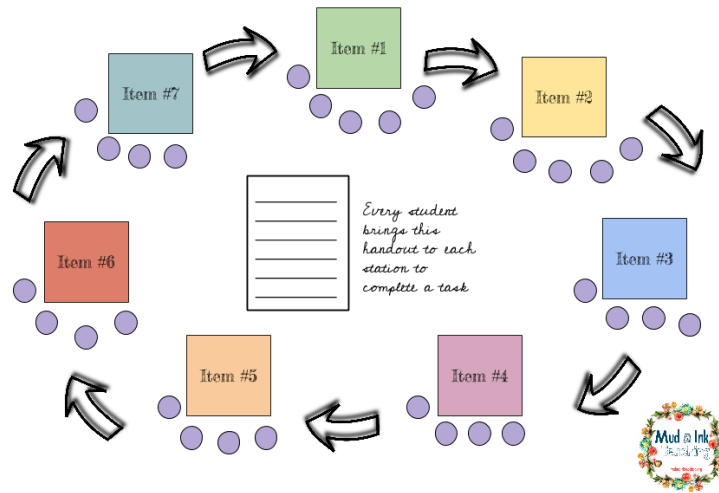


1. In trios have students create a TV commercial about popular tourist sites to visit in El Salvador.
2. Encourage students to use all vocabulary and structures studied so far.
3. To close this activity, choose students at random and have them perform their TV commercial at the front.
4. Provide feedback if necessary.

Activity 11 (40 minutes)

Integrated Activity

GALLERY WALK



➤ Pre- Activity

1. Previous to this activity ask students to do research on the topics bellow.
2. Divide the class in trios.
3. Randomly assign one topic to each trio and a station in the classroom.
4. In 20 minutes students should create colorful charts and be ready to present.

a) Most popular hotel resorts in El Salvador
b) Most popular archeological sites in El Salvador
c) Means of transportation available in El Salvador.
d) Most popular national parks in El Salvador
e) Most popular beaches in El Salvador
d) Most popular volcanos in El Salvador
f) Most popular lakes in El Salvador

➤ During- Activity

1. Then, assign which teams will present first and which ones will be the audience.
2. Rotate teams from one station to another.
3. Encourage students to take notes and ask questions.
4. Make sure all students have a chance to present their work.

➤ **Post- Activity**

1. Start a class discussion about students' presentations.
2. Encourage students to tell you what they like the most? And which places would they like to visit in the future.
3. Elicit answers.

D. WRAP UP

Writing Activity (20 min)

1. Have students read Luis' case below.
2. Students should write a letter to Luis to give him some recommendations or pieces of advice about his case.
3. Then, have some students to read their letters.
4. Provide feedback if necessary.

Luis is planning his next summer vacations. He does not have that much money to spend. He has heard that coming to El Salvador is cheaper than going to other Central American countries, but he has also heard bad comments about delinquency in this country. What would you recommend to Luis? Is it a good idea to come to El Salvador? Which places should he visit?

D. HOMEWORK

1. Ask students to be in trios and create a tourist brochure for these coming vacations. There are a lot of tourists who are eager to come to El Salvador. Suggest them what place to visit. To close with this activity, choose students at random and make them explain the brochure.



APPENDIX D

OBSERVATION CHECKLIST

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



PARTICIPANT OBSERVATION CHECKLIST ADDRESSED TO FIRST YEAR STUDENTS OF BACHILLERATO TECNICO VOCACIONAL EN INFRAESTRUCTURA TÉCNOLOGICA Y SERVICIOS INFORMATICOS AT CENTRO ESCOLAR INSA SECTION “L” DURING 2020

Objective: To collect important data about students listening and speaking performance during the class.

Observer: _____ Date: _____

Directions: Write an “X” in the box of your choice.

<u>Independent Variable</u>					
A series of innovative strategies by applying the TESOL lesson planning under the communicative approach.					
A) INDICATOR	Always	Very often	Sometimes	Rarely	Never
TESOL I lesson planning					
1. The English teacher uses a structured lesson plan (Tesol Lesson Plan) during the class.					
2. The teacher creates interest in students by applying innovative techniques.					
3. The teacher preteaches students vocabulary in every lesson.					

4. The teacher sets tasks that can be helpful for students to acquire the language.					
5. The teacher sets a time limit for activities or tasks performed during the class.					
6. The tutor makes use of feedback after students perform any task.					
7. The teacher uses a follow-up listening or speaking activity.					
B) INDICATOR Teaching speaking skills in TESOL	Always	Very often	Sometimes	Rarely	Never
7. The teacher works on teaching speaking skills in Tesol by having students perform oral activities.					
8. The teacher works on helping students get accuracy in their speaking.					
9. The teacher helps students be more fluent in their English speaking.					
10. The tutor works on helping students improve their English pronunciation.					
11. The teacher implements activities that enrich their English vocabulary.					
C) INDICATOR Teaching listening skills in TESOL	Always	Very often	Sometimes	Rarely	Never
1. The teacher works in helping students develop their English listening skills by using TESOL.					

2. The teacher implements listening activities that can help students correct their English comprehension.					
3. The teacher implements listening activities that can rise up their English vocabulary.					
D) INDICATOR Using the Communicative English Approach	Always	Very often	Sometimes	Rarely	Never
1. The teacher uses the Communicative English Approach.					
2. The teacher presents topics in real context.					
3. The teacher implements essential communicative activities during classes.					
4. The teacher promotes activities that can make students be in constant exposure to the target language.					
E)INDICATOR Applying apps for teaching listening and speaking	Always	Very often	Sometimes	Rarely	Never
1. The teacher makes use of technology in classes by using educative English Apps aimed to develop English and speaking skills in students.					
2. The teacher uses the English app “Bussu” as a way to help students improve the four English skills.					
3. The teacher uses the app “English Listening and Speaking” as a way to improve their English and speaking skills in students.					

4. The teacher uses technological tools such as the app “speaks English fluently”					
5. He uses the Tandem app as a way to improve English listening and speaking skills.					
F) INDICATOR Implementing different activities in class	Always	Very often	Sometimes	Rarely	Never
1. The teacher implements activities such as “Standing man, taboo words, or categories during classes.					
G) INDICATOR Using praise as an strategy to encourage students	Always	Very often	Sometimes	Rarely	Never
1. The teacher uses praise as a strategy to encourage students to learn.					
2. He uses praise language to encourage students in their learning.					
H) INDICATOR Using the PPP paradigm	Always	Very often	Sometimes	Rarely	Never
1. The teacher makes use of the PPP paradigm (presentation, practice and production) as a method to develop the English classes.					
<u>Dependent Variable</u>					
Develop their speaking and listening skills properly					
I) INDICATOR Productive range of vocabulary words	Always	Very often	Sometimes	Rarely	Never

1. Students seem to have a productive range of vocabulary words.					
J) INDICATOR Accuracy up to the level					
1. Students show accuracy up to the level in which they are in.					
K) INDICATOR Fluency up to the level					
1. Students have fluency up the level they belong to.					
L) INDICATOR Productive comprehension skills	Always	Very often	Sometimes	Rarely	Never
1. Students show productive comprehension skills.					

APPENDIX E 1
LISTENIG QUIZ



UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

**LISTENING QUIZ ADRESSED TO FIRST YEAR STUDENT OF
BACHILLERATO TÉCNICO VOCACIONAL EN INFRAESTRUCTURA
TECNOLÓGICA Y SERVICIOS INFORMÁTICOS**

Objective: To obtain data about how skillful students are regarding their listening skills after having carried out all the intervention sessions.

Name: _____ **Date:** _____

Direction: Listen to the audio carefully and complete each of the statements below. Use blue or black ink.

PART I: Underline the item according to what the audio states,

1. What is the man doing at the table?
a. Reading b. Crying c. Singing d. Working
2. Why is the woman upset?
a. Her son was hurt
b. Her son got sent to the principals 'office
c. The husband does not pay attention
d. The kid does not want to eat
3. Why is the father surprised?
b. Because of how fast the kid was
c. Because of the food
d. He is not surprised
e. Because of the newspaper
4. What does the father ruin at the end of the video?
a. A glass

- b. A spoon
 - c. A plate
 - d. A fork
5. What is the kid's name?
- a. Dash
 - b. Peter
 - c. Chris
 - d. Bob

PART II

Direction: Provide the answer of each the statements below. Write logical answers according to the audio.

1. Why was Dash sent to the office?

2. Why does Bob break the plate?

3. What does the mother ask the father to do with the meat?

4. What had happened to Dash at school that day?

5. Write 10 unknown words

Source of the video: <https://www.youtube.com/watch?v=Rnww09Zol6w>

APPENDIX E2
SPEAKING QUIZ



UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

SPEAKING QUIZ ADRESSED TO FIRST YEAR STUDENT OF
BACHILLERATO TÉCNICO VOCACIONAL EN INFRAESTRUCTURA
TECNOLÓGICA Y SERVICIOS INFORMÁTICOS

Objective: To obtain data about how skillful students are regarding their Speaking skills after having carried out all the intervention sessions.

Direction: Students will read the situations given carefully. Students will have to perform one of the situations with another classmate. They will have five minutes to prepare the role play, and they will have 3 minutes to develop it.

Situations:

- 1. Booking a hotel:** Student 1 wants to book a hotel, but he/she needs the arrival to be ready by the next day. He/she is very upset because the whole family is going on that trip and they do not have a hotel booked yet. Student B, as the person in charge of the hotel has to help Student A to find solutions quickly.
- 2. Eating out:** Student 1 does not know what to eat at the restaurant. He/she is allergic to most of the dishes the restaurant serves. Student 2 is the waiter/waitress in charge of that table. He/she must help the client to find something to eat.
- 3. New arrival:** Student 1 has bought a new house in the neighborhood, but he/she has many troubles to settle all the furniture. Student 2 wants to help, but he/she feels uncomfortable because the new tenant is a former boyfriend/girlfriend. He/she decides to help, and the situations turns out to be funnier than anyone thought.

4. **A crazy debate:** Student 1 is invited to a comedy program, and he/she has to debate with a random person in the crowd. Student B is chosen among all the people in the crowd to debate with the guest. The topic chosen is “why does it rain?”. Student B is against the rain.
5. **An English class:** Student 1 is an English teacher. He/she feels worried because he/she is about to teach the first class. Student 2,3,4 (this can be a group of student or just 2) are in the English class, but they want to have fun with the teacher with the teacher, and the teacher starts playing games with them. At the end of the class the teacher wants to provide feedback and students only invent excuses.
6. **Going on a trip:** Student 1 wants to travel to an extraordinary place next summer, but he/she does not know much about places. He/she asks a friend for an opinion. Student 2 is asked for a suggestion of an extraordinary place for going on a trip. He/she presents different magic places for his/her friend.
7. **How do I get there?** Student 1 is new in town. He/she has to visit a friend who lives downtown, but he/she does not know how to get there, what means of transportation can move him/her around the city, etc. He/she suddenly finds a friend from school who decides to help. Student 2 is passing by the street and suddenly finds out that an old friend is new in town. He/she decides to help such friend who has trouble moving around the city. He/she decides to help the friend.

EVALUATION SHEET

Objective: To assess students' oral performance

Direction: Assess students' performance in the role play taking into consideration the criteria below. Write a check mark in the space that best rates the student' performance.

Name: _____ **Date:** _____

Criteria	Regular	Acceptable	Good	Very Good	Excellent
Grammar					
Pronunciation					
Performance					
Confidence while speaking					
Teamwork					
Time					
Body language					
TOTAL					