

UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE
FOREIGN LANGUAGE DEPARTMENT



UNDERGRADUATE WORK

**THE EFFECTIVENESS OF THE USE OF THE TASK-BASED LEARNING APPROACH
(TBL) TO REINFORCE EIGHTH GRADERS' ENGLISH ORAL PRODUCTION AT
CENTRO ESCOLAR CATÓLICO SAN LORENZO, SANTA ANA, DURING THE YEAR 2020**

**SUBMITTED TO ATTAIN THE DEGREE OF
LICENCIADO (A) EN IDIOMA INGLÉS, OPCIÓN ENSEÑANZA**

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OCTOBER, 2020

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ACKNOWLEDGEMENTS

My endless thanks:

To God for giving me wisdom and patience to finally reach this goal, and for providing me with all the necessary resources to complete it successfully,

To my father, Cándido: for having investing his love, time, and financial resources to support my education, and for his encouragement to persevere even through those difficult moments through the process,

To my mother, Elba: for providing me with support and motivational comments when everything seemed to be harder; she helped me see things different. And with that, she minimized all my worries and things turned easier,

To my brother Eliú: for always having some pieces of advice for me to face the worst of every situation, also, for being a good example of a successful person,

To my sister, Luz: for sharing her pieces of advice and helping me see the good side of everything. Through her, I understood that for every difficulty there is always a solution,

To my friends, Sandra, Rosa, Susana, Estefania, José, Arturo, Marisol, Andrea, Abelardo, Tatiana, Stanley, Jonathan, and Juan for sharing their friendship. During the major we learnt and enjoyed at the same time as a good team; from them, I learned that friends can also become family.

Finally, to our dear advisor, master Delurdy Linares de Sermeño, for being there during the whole investigation of the thesis, also for checking the proposal and identifying the details in order to finish up the thesis successfully.

Gerson David Aguirre Chámul

My endless thanks:

“But thanks be to God, who gives us the victory through our Lord Jesus Christ” (1 Corinthians 15:57). Everything that we achieve in our lives is thanks to the will of God; that is why, I deeply thank God for guiding me and allowing me to finish this research project and my major.

To start, I am infinitely grateful to my parents, for their love, trust and dedication. For believing in me and investing their time and money on my education. Life will not be enough for me to thank them for everything they have done for me. In the same way, I thank my beloved siblings, Fabricio and my little Montserrat for being my inspiration. To my grandmother, Silvia, for being my unconditional support and for being my pedestal in difficult times.

Thus, Also, I give my warmest thanks to the best friends that God put in my path, my soulsister Johana Henriquez, who at all times was by my side, supporting and advising me, being my right hand. I also thank my friend, Maria Eugenia, and my godson, Liam Mateo, because despite the time and the trials of life, I still have their friendship and affection. Besides, my three university best friends: Sandy, Marisol, and Susy for being my angels and lighting my life with their presence.

Furthermore, I thank, respect and admire my research team. For their dedication and professionalism to carry out this investigation. Without them, none of this would be possible. Sandy, Taty, and Gerson life made us co-workers but my heart chose them as best friends. To our advisor, M.Sc. Guadalupe Delurdy Linares de Sermeño, for her valuable guidance, collaborative attitude, and support for this project.

Finally, I thank my Team 2.0, Marisol, Susy, Andy, Tefa, Sandy, Taty, Gerson, Carlos, José and Abel. They are the family that the university gave me; we started this university journey as strangers and ended up being a great family. Without a doubt, the university was better with them by my side.

Rosa Marilena Henriquez Henriquez

My endless thanks:

To my dear GOD who has been with me since the beginning, helping me and giving me strength, health, intelligence and a positive attitude to continue fighting for my dream to come true to become a professional. Thanks to Him, now, I am about to conquer such a goal.

To my mother, Doris Herroes, my biggest motivation in life, she has been so nice with me during this whole process since the beginning of the major. Whenever I doubted about myself, she was there recalling me how enormous my ability was to conquer any goal I wanted. Because of her and her valuable support, I have forced myself to be better and to do better day by day for, later in the future; I will give her what we did not have in the present and more. Mommy, I deeply love you, this is for you.

To my bother Edwin and my sister Iris, for the love and support given to me. I love you so much and I want you to enjoy my achievement as if it were yours, too since I know you did not have the opportunity to continue with your studies. This triumph is not only mine, but it is yours too.

To my boyfriend Carlos Gomèz, for the love, support, patience and caring you have showed to me. I know you have worked so hard and have done your best to support me in my biggest necessities. Thank you for being my motivation and always believing in me.

To my best friends and sisters Nancy and Adriana, for your support, for your love, for always believing in me and for being proud of me. I truly love you, girls.

To my thesis advisor Teacher Delurdy de Sermeño, for her guidance in this project, her advisory, patience and caring. I thank you for your passion to do what you do; it makes a great experience to work with such a professional person.

To my best friends, Andy, Sandy, Rose, Marisol, Josè, Jorge, Abel, Susana, Estefania, Gerson, Arturo, Edenilson, Luis, Helen, Marylin, and Melvin for all the time-shared at the university and outside it; I learned a lot from you during these almost 6 years. I wish you the best in life and I hope we continue being friends until the end of our days.

Tatiana Elizabeth Hernández Herroes

My endless thanks:

First of all, to God Almighty for such a great accomplishment. He has been my strength, light and support during my whole life and studies. At this point, I just feel blessed because My Father never left me fight for my dream alone even when everything turned black but He showed me His love and care in every single moment.

Equally important, I dedicate this achievement to my parents, Blanca Estela and José Ruben for providing me with school education from my childhood to the present, financial help and emotional support. I know they are proud to see what I have become. This achievement is not only mine but theirs.

Also, I really thank my brothers Mario and Fernando, my grandparents, Papa Luis and Mamá Chilita, Amanda and Papá Julio, aunts and their husbands, uncles and their wives, cousins and other family members for giving me their support at any time and always being happy and proud for my achievements.

As well, I share this goal with my best friends I met at the university, Rose, Marisol, Taty, Andy, Susy, Teffa, Gerson, Abel, Arturo, José and Edenilson. I have the best memories about the days we spent together and the time we shared waiting for someday our dreams come true. They not only deserve to be called friends but family because I can count on them as they can count on me.

Special thanks to my thesis group, Rose, Taty and Gerson, to whom I am very proud of for their dedication, commitment and hard work to finish this together as a whole. Since the beginning, we had a goal in common and at the present we can proudly say “We did it”. Besides, I thank my Thesis Advisor Msc. Delurdy de Sermeño for her professionalism and, help and time invested in doing research with us. It was an honor to have her as our thesis advisor.

Finally, I thank, Alvaro Trejo for his patience, support, affection, trust, and encouragement. He always believed I was able to reach my goals and showed me how proud he is of me.

Sandra Jeamileth Hernández Rivas

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ABSTRACT

Learning and teaching English as a second language is crucial, especially at Centro Escolar Católico San Lorenzo, Santa Ana, where eighth graders are not producing English as expected. Pupils are not capable of communicating in English orally in an effective way; this was observed and measured through a diagnosis carried out by the research team that identified and described such a problematic situation. One of the variables that is influencing this problem is that their English teacher is not well-qualified for teaching English since his degree is not on teaching of the English language, so he does not use an effective approach to teach English. Therefore, the main goal of this research project is to recommend an effective approach, the Task-based Learning Approach, to reinforce eighth graders' English oral production as well as to provide a complete manual containing lesson plans based on the TBL approach. To test how the use of the Task Based Learning Approach would help to improve eighth graders' English oral production, different tools were used. As an illustration of this, two questionnaires were addressed to the English teacher in order to know his opinion about the suggested teaching approach, and about his students' English oral production. For doing these, Google Forms were used; the target population was not randomly chosen, for it was not necessary since the amount of people under investigation did not surpasses 100 people. The analysis showed that using the TBL approach to teach English to eighth graders is a great idea to reinforce their English oral production. It is important to mention that the type of paradigm is mixed methods, using the qualitative and quantitative paradigms to gather information and process it. On this basis, the research team concluded that eighth graders' English Oral Production is affected by the lack of the use of an effective approach to teach them the English language. However, through the use of the Task Based Learning Approach, students will be able to actually communicate in English orally in an effective way.

INTRODUCTION

This study has been done to offer an organized proposal to help eighth graders reinforce their English oral production through the use of Task Based-Learning Approach (TBL). It also intends to show English teachers new ways to organize and teach the subject so that students better the way to acquire and produce the English language. It is divided as follows: Chapter I “Description of the Problem” describes the main purpose of this study through the objectives and the research questions. The research team made a diagnostic study to know the problematic situation of students thoroughly.

Chapter II “Theoretical Framework” offers a summary of the main theories built by experts of the use of the (TBL) to help students overcome their English oral production problems. It also offers an account of the most important elements that should be taken into account when planning lessons for a proposal using the previously mentioned approach.

Chapter III “Methodological Design” offers an account of all steps the researchers needed to take to carry out this study since the moment of the identification of the problem up to the formulation of conclusions and recommendations. In addition, this chapter contains the description of all the research instruments to obtain the data needed to build the proposal.

Chapter IV “Analysis and Interpretation of Data” presents all the data obtained through the instruments, as well as its organization and meaning. The analysis is presented through the use of tables and graphs to make the findings clearly known.

Chapter V “Conclusions and Recommendations” offers a body of concluding statements and recommendations for the eighth grade English teacher, eight grade students and future researchers interested in a similar topic.

Finally, a complete and well-organized proposal on the use of the (TBL) to reinforce eight graders’ English oral production is attached. This proposal may be used not only by the eighth graders’ English teacher at Centro Escolar Católico San Lorenzo but also by any other teacher that needs to implement it. The proposal is composed of a set of micro lesson plans and all the resources to apply it. Its content is based on the six steps of the TBL Approach and activities to enhance students’ English oral production.

CHAPTER I

STATEMENT OF THE PROBLEM

English is a very important subject taught in every school in the educational system of El Salvador. Besides, English as a second language comes along with some other subjects such as math, science, social studies, and so on. Some public institutions incorporate English to the curriculum until pupils are in sixth or seventh grade; this means that English is seen as a filler subject and not as a fundamental one. That is why, the research team decided to carry out an investigation entitled “The Effectiveness of the use of the Task-Based Learning Approach (TBL) to Reinforce Eighth Graders’ English Oral Production at Centro Escolar Católico San Lorenzo San Lorenzo, Santa Ana, during the year 2020”. In that way, the research team attempts to help the institution, students, teachers and future researchers that may use this proposal as a basis for their investigation.

To describe the above-mentioned problematic situation, chapter one was made. This chapter contains a thorough description of the phenomenon under study to diagnose the problem closer. Besides, this first chapter includes the scope of the work as well as the justification, the research question, which is going to be answered at the end of the investigation, and the general and specific objectives.

1.1 Description of the problem

The research team designed four instruments to gather information regarding to eighth graders’ English oral performance, and the approach their English teacher uses to teach his classes. This was of great importance since the findings helped the research team define the studied phenomenon to start working on a proposal to use the Task-Based Learning Approach for teaching English effectively.

At Centro Escolar Católico San Lorenzo, students are taught English since they are in seventh grade. They start learning the most basic topics, such as family members, professions, colors, numbers, and so on, and Basic English structures such as the verb “to be”, the simple

present tense, among others. Also, they are exposed to practicing the English language orally during class instructions. By the end of the course, they are supposed to manage all those contents. However, observations done by the research team, have revealed that eight graders are not able to speak English with confidence yet or even to use the verb To Be correctly, to give their personal information, or to say the numbers though they have already studied that in the previous year (Appendix A).

Indeed, not all the fault is on the students, the teacher plays an important role here, as he is the leader, and he should make use of an appropriate approach to teach English to his pupils; however, through class observation (Appendix A), the research team could realize that the teacher has no experience on teaching English because his teaching field is a different one. Also, he tries to use some strategies which belong to the Total Physical Response (TPR), but he does not use them properly. What has been just mentioned causes his students not to be prepared, to understand the language or to produce it. Besides, the students struggle a lot in their English classes, they become shy, reluctant to learn and afraid of speaking since they find it too difficult and at the same time boring.

Up to this level, students are expected to be able to use the verb to be, express their likes and dislikes, provide personal information, describe themselves and others, but as they have a poor command of those structures, they face serious difficulties to perform these activities. This would not be the case if the English teacher incorporated an approach that focuses on the students' needs and preferences. To have a real acquisition of a foreign language, the teacher should make their students reflect on real life situations according to their ages as well as to reflect on the new knowledge learned in class.

In this way, some of the results of the above-described situation can be observed and verified. For example, students show poor performance during their class speaking tasks. When students are asked to perform a speaking activity, they are not able to do it since their speaking skill has not been developed yet. Besides, when students need to move onto another level, such as high school or even the university, they fail because they have not developed the speaking skills necessary at that stage of their English learning process. As a matter of fact, students are not capable of performing real world situations, using the target language because they have been taught the different English structures and vocabulary with imaginary or unreal

situations and activities, but not with real ones that may help them freely speak and efficiently develop their English oral production. Evidently, the previously described facts have truly affected students' English oral performance at their level.

Besides, the research team administered a questionnaire (APPENDIX B) addressed to the English teacher to gather data regarding the methodology he uses to teach English and to know about their students' English oral production. It is worth mentioning that just the most relevant questions were taken into consideration to analyze the data gathered through this tool.

In the first question, the teacher was asked about the method or approach he uses and how effective he considers it to be. His answer was: "I interact with them by using TPR, which means they are participating all the time: in general, they are part of their learning. This is supposed to be effective, but it is hard because the students are not so familiar with the English language". Compared to the observations the researchers have carried out, (APPENDIX A) he tries to implement the TPR approach, but he does not follow it the way it should be; moreover, the TPR is not an appropriate approach to teach teenagers, for it is addressed to teach very young learners. Basically, the routine he follows is warming up students with a game, introducing the content of the class, having students practice the target language and wrapping-up the class. Notwithstanding, it does not work as it should since his way of developing the class is not the appropriate one because at the end of the practices, he does not make sure his students have learned or understood the structure studied.

In the second question, he was asked about the importance of setting objectives for each class. He answered: "Yes, I do set objectives for each class because it is the final result that we focus on the students." The fact that he sets objectives for every class is real; however, the objectives he sets are too general; that is why, they are never reached. This is a very bad sign since the students perform the activities without any clear goal.

In the third question, he was asked about their students' behavior during classes, his response was the following: "Since they are not so familiar with the second language, they behave as little children asking about any new things they see." This attitude was observed in the students since they asked questions just for having fun; that is to say, they misbehaved and acted a little bit rebellious. It is equally important to say that some of them were doing other activities not related to the class.

In the fourth question, he was asked about their students' strengths and weaknesses, and he answered this way: "Repeating after me is the only way they produce language, ... they are very shy and afraid of making mistakes" That was noticeable since the students just produced the required sentences after listening to the teacher saying them; some others just remained quiet as the teacher waited for the answer. They produced the language. fearful of being embarrassed by other students; some of them tried to utter the requested sentences but failed in doing so, for they spoke so softly that it was very difficult to listen to them clearly.

It is evident that the English teacher teaching eighth graders at Centro Escolar Católico San Lorenzo, Santa Ana, during the year 2020 is not really using an English teaching approach as he is supposed to be, and as a consequence, the students are not learning English, nor are they becoming able to use the English language appropriately. As part of the research process, the research team continued observing classes and gathering more data to analyze the problem.

To continue gathering data to corroborate if the problem exists, the investigators also prepared another data-gathering tool, an interview (Appendix C), which is composed of seven questions directed to eighth graders. The questions were basically based on the topics that students have previously studied in class, and investigators expected students to be able to answer all the questions easily, but they struggled to provide good answers. For example, in the first question: "**How are you?**" investigators found out that fifteen students provided a short answer using only the adjectives **good, or fine**, and five students were not able to answer the question because they did not understand it. The second question was "**What is your name?**" In this question, all the students answered, but all of them gave short answers; this means that students just mentioned their names without using grammatical structures as expected. Next, students were asked about their ages, and seventeen students understood the question, but they failed in providing grammatical responses since they gave incomplete answers mentioning just the number which sometimes they said it in English and some others in Spanish, while the other five did not provide any answer.

Besides that, in the fourth question, interviewers asked students "**Where do you live?**" In this question, five students did not provide any answer while fifteen provided an imprecise answer, but it was not as expected. Students tried to provide a logical sentence, but they faced

difficulties. The next question was about **students' birthday**, in this one, all the students answered, but they did not do it correctly. That is to say, that some students said the month or the day of their birthday, but all the answers were incomplete. Finally, in the last two questions, students were asked about their **likes** and **dislikes** where the majority of them provided complete answers, and just few of them answered with short or incorrect sentences.

After analyzing the data gathered through this instrument, the research team determined that the students still face some difficulties when performing oral activities even though questions were based on structures already covered in previous classes. As a notorious fact, the research team can say that the majority of students face problems when putting into practice their speaking skill; this may happen because they forget structures, for they do not remember the meaning of words in English. Investigators found out that some students hesitated when providing answers and some others asked for the meaning of the question in Spanish to understand the point.

To conclude with the analysis of the data gathered through this appendix, researchers defined that students need more support to help them improve their speaking skill. It is evident that students tend to forget structures recently studied; they do not remember numbers, months, and things they must know according to the topics they have covered based on their level.

Throughout the same diagnostic study, a criteria sheet (Appendix D) was used to assess students' English oral production during an oral interview. Investigators focused on the assessment of the following aspects: grammar, pronunciation, vocabulary, comprehension of questions and fluency.

In the first indicator, grammar, the research group asked about the students' ability to express their ideas and answers of the questions, presented in Appendix C, in proper sentence structure and tenses. Yet, they found out that sixty percent of students could poorly articulate their responses. Besides, thirty percent of the population gave acceptable answers to the questions, and only ten percent of the pupils stated clear and well-structured ideas. In other words, students do not use the English words correctly to provide well-structured messages.

The next indicator to assess was “pronunciation,” which refers to students’ clear and easily understandable pronunciation of words. Sixty percent of the students used English words very badly since even it was difficult for investigators to understand what they meant. Notably, forty percent of the teenagers uttered comprehensible English words in some manner. That means that the greater number of students presented deficiencies in the way they make the sounds of words to convey messages.

Third, the investigators felt inclined to determine a good range of vocabulary learned during class. Nevertheless, seventy-five percent of the interviewed people projected an inadequate rank of words learned since they ran out of English vocabulary when they wanted to communicate. Significantly, the rest of students used an acceptable and good variety of vocabulary to express their answers with not much effort. Above all, it is pertinent to say that their English vocabulary level is so insufficient to serve as a useful tool in the communication and the development of their oral production.

Also, the researchers wanted to assess the students’ comprehension of questions, which basically is the ability to understand and to answer all of the questions during the oral interview. However, most of the students could not comprehend the meaning of most of the questions. Some students answered two or even just one of the seven questions because they did not get the core of them. Besides, ten percent of the teenagers discerned the meaning of the questions in an acceptable manner even though they hesitated because they had forgotten some things that they had already studied due to insufficient practice. Nonetheless, twenty percent of the students appeared to be able to comprehend and give accurate and appropriate answers to all the questions. All above reflects a currently critical situation of eighth graders that delay their progress in such an important subject as English.

The last indicator to examine was fluency, for which the research team wanted to know if students’ speech is effortless and smoothly according to their learning level of English. Their findings showed that a big quantity of students (75%) are unconfident about speaking English since they were constantly making pauses and figuring out their ideas in their minds before speaking. By contrast, twenty-five percent of the population had a reasonably acceptable way of communicating their ideas. At least, ten percent of students revealed a very clear and confident speech.

All things considered, through the use of that research tool, the investigators verified that in fact, students are facing several problems that interfere with their learning progress in the English oral production. As an illustration of this, grammar, pronunciation, vocabulary, comprehension of questions and fluency are poorly used and confirmed by most eighth graders.

All in all, the eighth grade English teacher at Centro Escolar Católico San Lorenzo, Santa Ana needs to implement an effective and suitable approach to develop his students' English communication skills. The research team considers that using the TBL Approach may help these students learn the language effectively since it may provide the students with different opportunities for them to develop their English speaking skills in different ways.

1.2 Scope of the Research

This research study will be carried out to analyze eighth graders' English oral production of Centro Escolar Católico San Lorenzo, Santa Ana, during the year 2020 with the purpose of creating a proposal based on the use of the Task- Based Learning Approach (TBL) to reinforce their speaking skill. The population considered for this study is composed of twenty one students which were not randomly selected because all of the students of such a grade were taken into account, which means one hundred percent of the target population will be used as the unit of analysis for the study.

The researchers considered working on this study, focusing mainly on the target population's English oral production, leaving aside any other skill since this is the skill students have more problems with. Through this research study, researchers want to present a proposal to polish eighth graders' oral production making use of the TBL approach. To accomplish this, the researchers will prepare a lesson plan for each class based on the contents students will cover during the course. Those lesson plans will include different audio and visual resources such as printable worksheets, flashcards, podcasts, online video clips, posters, e-blogs, and evaluation tools to assess the students' knowledge about the content covered, etc. This set of lesson plans may be used by teachers during approximately two months. All these materials are necessary since researchers need to work on the corresponding lesson planning

based on the approach they chose. With this, the target population is expected to achieve a considerable improvement in their English oral production which is the main goal of the investigation.

1.3 Research Questions

How can the use of the Task Based Learning Approach reinforce eighth graders' English oral production at Centro Escolar Católico San Lorenzo, Santa Ana, during the year 2020?

In which ways may the use of micro-lessons plans based on the six fundamental steps of the Task Based Learning Approach help reinforce eighth graders' English oral production at Centro Escolar Católico San Lorenzo, Santa Ana during the year 2020?

1.4 Justification of the Research

The research team found out that one main factor affecting eighth graders' English oral production at Centro Escolar Católico San Lorenzo, Santa Ana, during their English classes was the fact that their English teacher is not specialized in the field of English teaching as well as the fact that he is not using the appropriate approach to teach the target language. The eighth grade teacher at Centro Escolar Católico San Lorenzo, Santa Ana, knows about the English language, but he lacks of the didactics required to teach a foreign language effectively, so the students were not exposed to an appropriate method while learning English; therefore, students did not develop the necessary skills to have an effective basic communication in the English language, that is why, the researchers decided to carry out this investigation since the study focuses on formulating a complete proposal containing a suitable way to teach English through the use of the Task- Based Learning (TBL) Approach to reinforce eighth graders' English oral production at Centro Escolar Católico San Lorenzo, Santa Ana.

Moreover, this study is worth carrying out because students will be taught English in such a way that they will work harder on all the required knowledge about English to level up their English oral production, and they will become aware of the importance English has nowadays. As for the English teacher from the already mentioned institution, this proposal will serve as a guide to develop his competence to use this new approach since he is not

specialized in the English teaching field. And as for the teachers in general, the proposal will help them use a new approach that will make the English learning process more efficient. Besides, for future researchers, the study will help them have a clearer idea of the TBL, and how it can be beneficial to the English learning process, and it may serve as a point of departure to implement an action plan in that specific situation. Also, it may serve as theory to a well-constructed plan to the development of classes. In the whole, making the study will help not only one side, but four different groups that are affected by the previously-described problematic situation.

1.5 Objectives

1.5.1 General Objective

To build a complete proposal containing a set of micro lesson plans with suggested activities using the Task-Based Learning Approach to reinforce eight graders' English oral production at Centro Escolar Católico San Lorenzo, Santa Ana during the year 2020

1.5.2 Specific Objectives

To empower eighth graders' English Oral production with the use of Task-Based Learning Approach at Centro Escolar Católico San Lorenzo, Santa Ana, during 2020

To design a set of micro lesson plans based on the six fundamental steps of the Task-Based Learning Approach to improve eighth graders' English oral production at Centro Escolar Católico San Lorenzo, Santa Ana, during the year 2020

To provide the English teacher with the complete proposal, which will include different audio and visual resources such as printable worksheets, flashcards, podcasts, online video clips, posters, e-blogs, and evaluation tools to assess students' knowledge, to develop his classes using the Task-Based Learning Approach to reinforce eighth graders' English Oral production at Centro Escolar Católico San Lorenzo, Santa Ana, during 2020

CHAPTER II

THEORETICAL FRAMEWORK

The TBL (Task -Based Learning Approach) is an approach to teach English in an ESL classroom; this approach makes easier for teachers to teach any foreign language and for learners to learn it. By using this approach, teachers may develop a series of speaking activities in which what is introduced at the beginning of the class is developed during the whole class, including homework assignments; this may motivate students to be actively participating in the learning process since students are exposed to natural contexts. According to “ONTESOL” (nd. P. 1), “in order to fully learn a foreign language, it must have real meaning by being used in natural contexts.” Additionally, this approach also motivates students to interact among them so that the learning process will become more interesting for them.

Before knowing about the TBL approach, researchers had the necessity to build the theoretical framework which is presented in this chapter. Chapter II contains: some definitions of “Task,” which is the main chore of this approach. At the same time, this chapter contains a definition about Task-Based Learning Approach. Likewise, it presents the six main steps to develop a TBL lesson, and it also explains the advantages and principles that govern this approach; furthermore, teacher’s and student’s roles are listed.

The research team agreed to add information about students’ English oral production; that is why, speaking and sub- speaking skills are explained. In addition, both input and output are essential to develop students’ speaking skill, so they are included, too. This chapter also presents information showing the relation between the independent and dependent variables. Finally, it includes closing statements about the literature review researchers have built about both variables.

2.1. The Use of the Task-Based Learning Approach

2.2. Definitions of Task

“Tasks are meaningful, and in doing them, students need to communicate.’ (Larsen-Freeman & Anderson, 1986 p. 149) This means that tasks are performed by students, and in this, students use the target language to complete the task.

In the same way, a task can be defined as an activity in which “meaning is primary; there is some communication problem to solve, etc.” (Peter Skehan’s, 1998). He believes that a task takes part of the communicative process in which students have to go through in order to acquire a new language.

The research team defined a task as a real world situation that takes place in a classroom in which students have to use the knowledge they have about certain topics to solve it. Also, it is important to know that the concept of task and its usages can vary from one student to another, according to their needs. All the definitions of task can be used in order to make clear what the Task-Based Learning approach means.

2.3. Definition of Task- Based Learning Approach

Harmer (1988) believes that Task-Based Learning makes the performance of meaningful tasks central to the learning process. In this approach, activities are presented as problem-solving or as tasks to perform to allow language acquisition. That is why, language is not focused on structure or function but on its forms because all lessons are based around a central task. In the words of “Teaching (2019)”, the aim of TBL is to integrate all four skills and to move from fluency to accuracy plus fluency. The range of tasks available (reading texts, listening texts, problem-solving, role-plays, questionnaires, etc.) offers great flexibility in this model and should lead to more motivating activities for the learners. If the focus is taken away from form and structures, students can develop the ability to do things in English.

That does not mean that there will be no attention paid to accuracy; work on language is included in each task and feedback and language focus have their places in the lesson plan (Krashen, 1996). With this, he states that even though accuracy is not the main chore it takes place in some stages of the lesson. For example, while doing the task students have to communicate, and for sure, they have to make use of accuracy. On the other hand, Scrivener (2005) claims that a balance should be kept between fluency, which is what the task provides and accuracy, which is provided by task feedback. He assures that both fluency and accuracy are equally important; fluency is provided by the task itself. In the task, students have to talk in order to complete what the teacher has asked, and accuracy is provided by the task feedback, which helps students be aware of their own mistakes and be ready for next tasks.

2.4. Phases of the Task-Based Learning Approach

Current research by “Teaching” (2019) proves that the TBL approach is divided into the following stages:

2.4.1 Pre-task

The teacher introduces the topic and gives the students clear instructions on what they will have to do and helps the students to recall some language that may be useful for the task. At this stage, the task can be exemplified for students to know what will be expected from them. The students can take notes and spend time preparing themselves for the task.

2.4.2. Task

The students complete a task in pairs or groups using the language resources that they have while the teacher monitors and encourages them to work on the task.

2.4.3. Planning

Students prepare a short oral or written report to tell the class what happened during their task. Then, they can practice what they are going to say in their groups. Meanwhile, the teacher is available for the students to ask for any language questions they may have.

2.4.4. Report

Students then report back to the class orally or read the report. The teacher chooses the order in which students will present their reports and may give the students some quick

feedback on the content. At this stage, the teacher may also play a recording of others doing the same task for the students to compare.

2.4.5 Analysis

The teacher then highlights relevant parts from the recording for the students to analyze and to notice interesting features. The teacher can also highlight the language that the students used during the report phase.

2.4.6. Practice

Finally, the teacher selects language areas to practice based upon the needs of the students and what emerged from the task and its phases. The students then do practice activities to increase their confidence and to use the language better.

2.5. The advantages of TBL

According to “Teaching” (2019) Task-Based Learning has some clear advantages, such as language control, natural context, exposure to language, students’ needs, and the use of communicative approach. These advantages are explained below.

2.5.1 Language Control

This is an advantage of TBL because students are free of language control since in all stages, they must use all their language resources beyond only practicing one pre-selected item. This becomes an advantage for students because they can make use of vocabulary and grammatical structures they already master.

2.5.2. Natural Context

A natural context is developed from the students' experiences with the language that is relevant to them. Natural context is an advantage of TBL approach because it focuses on real and authentic communicative situations which allow students to use their language sources.

2.5.3 Exposure to Language

The students will have a much more varied exposure to language with TBL. They will be exposed to a whole range of lexical phrases, collocations and patterns as well as language forms. This becomes an advantage because learners are exposed to a wide range variety of language and not just grammar.

2.5.4. Students' Needs

The language explored comes from the students' needs. This need dictates what will be covered in the lesson rather than a decision made by the teacher or the course books. This is important because TBL focuses mainly on what students really need not in what the syllabus indicates.

2.5.5. Communicative Approach

TBL is considered to be a communicative approach where students spend a lot of time communicating, which makes tasks enjoyable and motivating. This is an advantage because it gives plenty of opportunities for communication in authentic contexts.

The main advantages of TBL are that language is used for a genuine purpose, meaning that real communication should take place, and that at the stage where the learners are preparing their report for the whole class, they are forced to consider language form in general rather than concentrating on a single form.

2.6. Principles of Task- Based Learning Approach

As every language teaching approach, the TBL approach is based on some principles that make it be an excellent one to teach a target language. The experts in the field signed thirteen main principles after observing a class in which a TBL lesson plan was used to develop a whole class (Larsen- Freeman & Anderson, 1986, pp. 154- 155). Those thirteen principles are explained below.

2.6.1. The classes have a clear purpose.

When using the TBL, the class tasks have a clear purpose and outcome. Since the beginning of the class, the teacher has to set the goal he or she wants to obtain at the end of the class with each specific task.

2.6.2. The class begins with a pre- task.

When a teacher uses the TBL approach, the class starts with a pre- task which is just the beginning of the real task. In this step, the teacher could present different activities that later can be helpful to develop the task. For example, the teacher can give students a set of vocabulary, a video, a filling-in gaps section, and so on.

2.6.3. The teacher breaks down into smaller steps the logical thinking process.

In the TBL approach, the teacher has to go step by step. He or she has to make the learning process easier, for students get it easily. An example could be, if students are asked to talk about their family members' daily routine, the teacher should begin by teaching them family members.

2.6.4. Students' engagement is important.

The teacher looks for ways to know how engaged students are while doing the task. In that way, the teacher is able to do some changes when necessary to make students get involved during the activity.

2.6.5. The teacher varies his or her language.

In order for students to learn not only in one way but in many different ones, the teacher makes use of different grammatical structures. For instance, he or she can vary among wh-questions or yes/ no questions to obtain students' information about the task.

2.6.6. Teachers' help among the whole process

If students make a mistake while doing the task, the teacher is able to correct them to reformulate what they have said incorrectly.

2.6.7. The teacher provides good models of the target language.

A teacher that uses the TBL approach should use his or her own experience to make students get to the main goal which is to communicate correctly.

2.6.8. Students do the task in groups.

Students develop the task, just following the teacher's instructions. They are each given some of the information they need to complete the task, and this gives them an opportunity to interact among them; besides; they can use the target language to complete the task.

2.6.9. Students make errors while the teacher notes them.

While doing the task, students tend to make errors, and it is teacher's role to take notes of those errors. It is not necessary to interrupt students when working because it can make them get lost.

2.6.10. Students should be given feedback on their level of success.

After completing the task, it is necessary to let students be aware of the errors they made when doing the task. This gives them chances of being ready for next tasks.

2.6.11. Students report their task.

Students are asked to present orally in front of the class their task. This lets them work on accuracy and organization, as well as meaning.

2.6.12. Students use the language they have been working on.

Repeating the language they have been working on shows learners what they can and they cannot do yet.

2.6.13. The teacher prepares a new task for students continue practicing.

Based on the errors students have made, the teacher prepares another task to give students an extra opportunity to continue using the language. This task follow-up can enhance the learning that has taken place earlier.

2.7. Teachers and Learners' Roles in Task-Based Learning

Both students and teachers are extremely equally important for the TBL approach. On the one side, teachers are the ones in the head, the ones who are in charge of giving students opportunities of using the approach. On the other side, students are in charge of performing the different tasks teachers prepare for them. Kagan Buyukkarci (2019) argues that both participants have main roles when using the approach. These roles are presented below.

2.7.1. Teachers' Roles

To start with, teachers' main role is being the selector and sequencer of tasks. They have to carefully select the tasks that fit better with their students' needs. At the same time, they have to respect the steps of the approach. They must start each task with a pre- task, followed by a task, and finish with a post- task or practice step. Besides, they have to prepare

learners for the task, one of the most important parts of the TBL approach is the pre- task because in this part students are introduced into the real task. This step may include vocabulary sections, matching activities, or just a question- answer activity which can help students get into the task, and the teacher is the one who does so. Finally, teachers are consciousness raising because they are the ones who bring all the necessary materials to the classroom, and they are also the head of the class since they can help their students with words or phrases that can help them while doing the task. All in all, teachers are crucial for making use of this approach; however, students are also important, for TBL approach is student-centered.

2.7.2. Students' Roles

Task- Based Learning approach is considered to be not a teacher- centered approach; that is why, students perform such an important role in this approach. Firstly, they are part of group work tasks. Nevertheless, pair or group work may require some adaptations in order to make students' work as efficient as possible. Kagan Buyukkarci (2019) points out the following, "In Task Based Learning, tasks are used as a means of making the learning easier. Classroom activities should be planned in order that students have the chance to observe how language is used in communication. Learners themselves need to pay attention not only to the message in task work, but also to the form in which such messages typically come packed." With this, he wants to say that learners are themselves monitors of their tasks. Then, learners are risk- takers and innovators. Many of the tasks require learners be innovators because they can make real situations or just use their imagination to develop the tasks.

2.8 Students' English Oral Production

Nowadays, it is highly remarkable to know the real meaning of the question: "Do you speak English?" According to Brown (2001), "they usually mean: Can you carry on a conversation reasonably competently?" (p.267). people are expected to ask such a question understanding that it is not only concerned with the ability of repeating some sentences, phrases, or expressions applying a good pronunciation while doing so, but also with the ability to transmit coherent and clear comprehensible messages to their receptors. Besides, as for the way beginners speak in English during the primary years of English education, it is evident that they do not show the capacity of orally producing language appropriately respecting all

the factors that make up a well-constructed speech, for instance, grammar, pronunciation, enunciation, coherence, fluency, accuracy and so forth. Moreover, producing a language orally is basically “the capacity to communicate effectively within a particular speech community that wants to accomplish its purposes.” (Hymes(1976), as cited in Fuentes, n.d).

This capacity must be developed in ESL learners to assure their accuracy when orally producing the English language. As for the importance of really speaking English, Srinivas (2019) assures that “English is spoken all over the world, and it has attained the status of the global language.” So, it is really important to develop the speaking skill on ESL students as English nowadays is considered the international language, students need to be prepared for the everyday changing world. And for achieving that, teachers should know the skills which their students have to foster.

2.8.1 Speaking Skills

To have a good English oral production, students need to develop speaking skills, and for that, it is essential to know them and most important to know what they stand for. According to Kadam, Patil, Dhenge & Murai (2018), “speaking skills give us the ability to communicate effectively. These skills allow the speaker to convey his message in a passionate, thoughtful, and convincing manner; speaking skills also help to assure that one will not be misunderstood by those who are listening.”(p.36); besides, below, there are explained five skills that help any ESL student to accomplish a real communication through the use of the language.

1. Fluency, in the words of Nigmatullaevna (n.d) is defined “the ability to express oneself in an intelligible reasonable and accurate way without too much hesitation; otherwise, the communication will break down because listeners will lose their interest.” It is necessary to have clear the idea of what to be fluent is; even though it requires not to hesitate too much, it does not mean the speaker has to speak fast. However, the speech has to be smooth applying the correct pauses it requires.
2. Accuracy, Nigmatullaevna (n.d) stated that “without structuring accurate speeches, speakers will not be understood and their interlocutors will lose interest if they perform incorrect utterances each time.” This is a common mistake in ESL students

since they most of the time do not follow an outline to order their ideas, this makes the audience lose attention and prevent them from understanding the main goal of the speech.

3. Grammar, in the words of Nigmatullaevna (n.d) is defined “The grammatical accuracy refers to the range and the appropriate use of the learners’ grammatical structure that involves the length and the complexity of the utterances in addition to the ability to use the subordinating clauses.” This is very important to transmit understandable utterances; to transmit a message students are supposed to produce grammatical sentences respecting all the characteristics they have to have; for instance, tense, subject verb agreement, intonation and so on.
4. Vocabulary, in the words of Nigmatullaevna (n.d) assures that “achieving accuracy in terms of vocabulary refers to the appropriate selection of words during speaking.” Struggling in finding the exact words to say what it is desired, is a big problem for ESL students; most of the time they wrongly choose the words for their speeches. This happens for two reasons: poor level of vocabulary and the misconception of some words like synonyms and false cognates.
5. Pronunciation: According to Nigmatullaevna (n.d), “the English language has been long considered by either native speakers or non-native speakers as a difficult language because of its pronunciation.” This is a real problem for ESL learners since they are exposed to an assemblage of new sounds to be learned

These skills are the main core of developing the speaking skill of students; however, sixteen more sub-skills depend on these skills as they are explained below.

2.8.2 Speaking sub-skills

Most of English teachers work really hard on developing their students' speaking skill; notwithstanding, they do not do anything else but to have their students repeat after them, read conversations with a classmate, or just read their written examples out loud to the class; in this way, teachers only develop their students' ability to repeat and read sentences in English. Therefore, students need to be exposed to a better kind of strategies to actually develop their speaking skills. Moreover, there are some sub-skills derived from the speaking skill that students need to be developed to be able to have a good speaking performance.

According to Brown (2001), this table contains a total of 16 sub-skills that must be developed in students so as to make them capable of accurately producing oral English language.

1. Students should be capable of producing chunks of language of different lengths.
2. Students should be able to orally produce differences among the English phonemes and allophonic variants.
3. Students should be able to produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
4. Students should be capable of producing reduced forms of words and phrases.
5. Students should be able to use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6. Students should be able to produce fluent speech at different rates of delivery.
7. Students should be able to monitor their own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
8. Students should be able to use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
9. Students should be capable of producing speech in natural constituents-in appropriate phrases, pause groups, breath groups, and sentences.
10. Students should be able to express a particular meaning in different grammar forms.
11. Students should be capable of using cohesive devices in spoken discourse.

12. Students should be able to accomplish appropriately communicative functions according to situations, participants and goals.
13. Students should be capable of using appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face –to-face conversations.
14. Students should be able to convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization and exemplification.
15. Students should be capable of using facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
16. Students should be able to develop and use a battery of speaking strategies, such as emphasizing key words rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well their interlocutor are understanding them.

Table 1 Sixteen sub skills (Brown, 2001)

The sub-skills listed above intend to ameliorate students' English oral production; they give the students the capacity of making their speeches more natural by respecting the pauses, choosing the correct words for transmitting messages accurately, pronouncing nicely, being able to say something in different grammatical ways, being coherent and accurate, having the capacity of correcting one's self and so forth. Besides, it serves as a guide on what to work on students to have them be able to accurately perform.

2.8 Input and Output

According to My English (nd. para 1), "The four skills are interconnected to serve the learners' interlanguage development. There is an interaction between the input and the output – between the receptive and the productive skills". For language to be taught and learnt, all together listening, speaking reading, and writing play such valuable role in the acquisition of it.

"The input refers to the processible language the learners are exposed to while listening or reading (i.e. The receptive skills). The output, on the other hand, is the language they produce, either in speaking or writing (i.e. The productive skills)" (My English, nd. para 2) In other words, input is what learners receive and perceive in the learning environment they are

into. The input is presented in different ways. It comes from the teacher, the course book, and the students themselves or from sources outside the confinement of the classroom such as TV, podcasts, social media, stereo, CDs, etc. The output, on the other hand, is basically what learners are able to produce after they have been involved to learn a foreign language.

2.8.1. Input and Output Hypotheses in Second Language Acquisition

According to My English (nd. para.5), “comprehensible input is a prerequisite to language acquisition.” That is to say that a clear and comprehensible output will be enough to give learners the information to help them construct their knowledge either consciously or unconsciously. The condition attached to this input hypothesis is that the input should be pitched a little above the learner’s present state of competence.

In the words of Gass (1994), “the right kind of input must be at the “i+1” level in terms of second language acquisition, which “i” is defined as a learner’s current knowledge and the next stage is i+1.” It means that teachers can take students to a next level of knowledge by going progressively to a stage closely related to their current knowledge. Students are capable to understand messages that go just one step beyond what they currently know.

The output hypothesis is presented as a need for language acquisition to take place. According to Merrill Swain (1985), there is a need for an output hypothesis. The students need to be pushed to produce and to convey language precisely, coherently and appropriately. One suggested way for learners to produce language is by doing, so they will notice the ‘gaps’ in their language knowledge and will improve their existing interlanguage system at the same time. Besides, producing language in real time will automatically force learners to go from low-level operations to higher-level routines.

The comprehensible output hypothesis states that language learners acquire language when they attempt to transmit a message but fail and have to try again. Eventually, they arrive at the correct form of their utterance. Their conversational partner finally understands, and they acquire the new form they have produced. In other words, students’ final result has to be comprehensible (precisely and coherently) by others even though learners tried and failed some times before.

2.8.3. The Importance of Input and Output in Second Language

“What Goes In Might Come Out! If It Does Not Go In, Then It Cannot Come Out”. (The Importance, nd. para.4-5). This quote reveals that for people to have results that can be seen, a good scenario to obtain those results must be provided. The same happens with tutors since many of them wonder how to make the best to teach content to students and how to assure that they, in fact, learn. As shown before, language teachers need to be aware of the environment in which language is taught using both receptive and productive skills to guarantee right acquisition. That is why, teachers need to realize the importance of such stimulation of those skills for language learners and how to do so. The research team has found that The Importance (nd) suggests the following practical ways to manipulate the four skills to achieve the best results for students, which will be helpful to implement within this investigation:

1. There can be no learning without input. As input is defined as the language which the learner is exposed to (listening and reading), teachers must provide the opportunity for students to be exposed to such valuable means of new knowledge using a good approach and technology as well.

2. Language development requires copious amounts of input – this is where frequency and time play a huge part. That is why, it is essential to take into consideration not only the input to be taught but also how frequently and how long students receive the new knowledge.

3. It is not only the quantity of input that is important to SLA, but also the type, quality, and level of the input. All of these factors will have an impact on language development.

4. Although all types of input are beneficial (even input that is beyond the learner’s level of comprehension), input that is slightly beyond the student’s current level (but still comprehensible) is probably best for facilitating language development (Comprehensible input can be defined as input that the learner can understand.).

5. Encourage students to notice the input. By this the writer means, that for something to move from input to intake and then to output, it needs to be noticed (‘Noticing’ can be defined as the act of deliberately attending to the stimulus and paying attention to specific

linguistic features of the input.). Or to put it another way – in most cases input becomes output only once the student has attended to it.

6. Output is arguably just as important as input for language development. ('Output' can be defined as the language the learner produces - i.e., writing and speaking). Therefore, teachers need to encourage their students to try to use the language they are learning as often as possible in order to be able to use the knowledge they have been going to and to put it into practice.

7. Teachers need to encourage output in the classroom. This can be achieved by encouraging fluency over accuracy (i.e., do not over correct students – it can get rather frustrating and may result in a student losing motivation), and allowing students to make mistakes. Opportunities for output should be scheduled into the class. This can be achieved by dedicating time to communicative tasks, small group discussions/debates, developing short scripts, giving presentations, playing games that require the participants to communicate with each other, etc. There exist lots of ways to immerse students into the good or regular application of the contents studied.

8. In the classroom teachers can use pair work or small group discussions to create more speaking opportunities for their students. This opportunity for output is critical to help students notice their own gaps and in developing communicative fluency. Besides, students like to work in these ways since they can interact with their classmates and easily make connections between them. Also, they feel free to correct others and to help master their tasks.

9. Teachers need to take note of how much time they spend talking in class. If they feel that they are talking more than their students, then they probably need to talk less. They are their student's ample opportunity to speak - and monitor their progress so teachers can give prompts, recasts, or explicit correction at the appropriate times. It is important to remember and to take into considerations both, teacher's talking time and students' talking time to notice how students are learning.

10. Teachers educate their students on the importance of input and output. It might also be helpful to teach students a range of strategies they can use to increase the amount and quality of their input and output. That is why, teachers always need to have extra activities for

learners to do them in the classroom or activities that can be develop at home. Furthermore, the teacher should always monitor students' progress and show them that care about what they are doing and how they are doing so.

2.9. Relation between Task- Based Learning Approach and Student's English Oral Production

Task- Based Learning approach and students' English oral production were studied as separated and isolated variables. Now, they are going to be analyzed as one unit. With this, the research team wants to show the relation between the variables and to what extent they together reinforce students speaking skill.

2.9.1. Input and Output go hand in hand with student and teacher roles.

The TBL approach is student centered, and that means that this approach is not a traditional one, and this can be related to the practical ways to manipulate the four skills. In order to let students develop their English oral production, it is appropriate that they have plenty of time to practice, chances of making mistakes, etc. It is not only the teacher who is always in front of the class, but students are the most important ones, and this helps them develop their input and output. So, one significant feature between the two variables is that students play the most important role.

At the same time, the TBL approach assures that teachers are knowledgeable since they are able to help students solve any doubt they may have about the tasks they are performing. Besides, they can educate their students on the importance of input and output; in that way, students are conscious about their own learning process, and this motivates them to be aware of everything they do.

2.9.2. The Importance of the Phases of the Task- Based Learning Approach in the Development of the Students' English Speaking Skills

There is a set of skills to be developed in students and through the use of the TBL approach steps, this can be achieved. It is worth recalling that this approach is the right one for developing the students' oral production-. One of the reasons for this approach to be used is that it focuses on task rather than on activities, and a task involves a real life situation to be

solved; that is why, students are not only exposed to a problematic situation, but they are also pushed to seek the possible solutions to the problem which guarantee a proper growth on students' English oral production and an increase of their vocabulary bank. Besides, the steps are essential facilitators for the development of the speaking skills and speaking sub-skills of students. One of the steps is called "**Report**", "Teaching" (2019). At this stage, students execute their performance, and the teacher provides feedback to them. Here the students put into practice all their knowledge and skills, and while doing so, they develop their grammatical, and communicative skills and sub-skills. It is important to mention that feedback helps.

Another phase that helps students' development of their speaking skill is "**Practice**", "Teaching" (2019) claimed that the teacher selects language areas to practice based upon the needs of the students and what emerged from the task and its phases. The students then do practice activities to increase their confidence and to better use the language. Some of the many sub-skills students can increase according to "Brown(2001)" are: to produce chunks of language of different lengths, to convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization and exemplification, to produce fluent speech at different rates of delivery, to produce reduced forms of words and phrases, to express a particular meaning in different grammar forms, to monitor your own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message. As these few sub-speaking skills there are much more that are essential for the learners' oral production. All in all, the TBL approach has tremendous advantages for students' oral development; it not only benefits students speaking but also students' acquisition on second language.

2.9.3 Comprehensible Input and Output under the Implementation of the TBL Approach

According to the input and output hypotheses previously mentioned, they guarantee that the acquisition of a new language has to be presented clearly and comprehensible so that

the utterances can be conveyed precisely and coherently. One way to achieve that is using Task-Based Learning Approach since as it has been stated by Scrivener (2005) that TBL looks for keeping a balance between fluency, which is what the task provides and accuracy, which is provided by task feedback. In this way, researchers consider that these studies can be of great relevance to assure a good development of oral production in students. Another relevant point is that there is always a connection between the receptive and productive skills for students to best learn and use language. “Teaching (2019)” claims that the aim of TBL is to integrate all four skills. For this reason, the research team considers that taking into consideration reading, listening, speaking and writing and a great set of activities using different sources, students can be able to have a good oral production in class after they put into practice not only one skill but the four macro skills. Besides, one suggested way to produce and to acquire language is by doing, especially in teenagers because they can notice the gaps used and how they used them (either correctly or incorrectly). With that in mind, one can notice that the advantages of TBL marvelously fits with what this study wants to focus on because students are exposed to the language in a natural context, and they are free of language control in such communicative approach, according to their needs. All in all, TBL can be considered of great importance to show input and to notice output in the classroom through the use of problem-solving situations, putting into practice the target language all the time and boosting students’ oral production which is the main and final goal of this study.

To close this theory review, it is important to point out that there are two essential aspects in this chapter: the use of TBL and the students’ English oral production. Both variables are the core of this project. Traditionally, teachers use at least one approach for the development of every class to make the learning process effective, and every approach is useful, but every teacher uses the one that matches with the different students’ needs. In this case, with the use of the TBL approach, there would be some advantages that benefit students’ language acquisition. For that, teachers must follow the steps of the approach for the preparation of the activities that will be implemented during the class, and students have the opportunity to develop the activities; at the same time, they identify how the language is used in communication. By doing this, students have a clear perspective of the language, and also, they are capable to interact one another and to better their oral performance. Likewise, students’ acquisition of the English language depends on two aspects: first, the way in which

the teachers develop their classes in order to better students learning, and second, students' development of the vocabulary they acquire day by day through practice.

Additionally, the essence of the oral production is the connection of all the aspects that in a certain way make the speaking skill a reality. That is to say, that without those aspects there would be no oral communication. The combination of all the parts such as enunciation, fluency, input and output, and so on are crucial, and under the application of the TBL approach, the investigators want to offer a well-structured plan to better students' oral performance and to offer a different methodology for teachers. With this, students and teachers would see learning and teaching from a distinct perspective. In other words, they would be able to identify the language in a clearer way, and to develop contents using the TBL, which is adequate to ameliorate students' oral performance.

2.10. Variables and Indicators

Table 1

Variables and Indicators

General objective: To build a complete proposal containing a set of micro lesson plans with suggested activities using the Task-Based Learning Approach to reinforce eighth graders' English oral production at Centro Escolar Católico San Lorenzo, Santa Ana during the year 2020					
Specific Objectives:					
a- To empower eighth graders' English Oral production with the use of Task-Based Learning Approach at Centro Escolar Católico San Lorenzo, Santa Ana, during 2020					
b- To design a set of micro lesson plans based on the six fundamental steps of the Task-Based Learning Approach to improve eighth graders' English oral production at Centro Escolar Católico San Lorenzo, Santa Ana, during the year 2020					
c- To provide the English teacher with the complete proposal, which will include different audio and visual resources such as printable worksheets, flashcards, podcasts, online video clips, posters, e-blogs, and evaluation tools to assess students' knowledge, to develop his classes using the Task-Based Learning Approach to reinforce eighth graders' English Oral production at Centro Escolar Católico San Lorenzo, Santa Ana, during 2020					
Independent variable					
Units of Observation	Variable	Definition of Variable	Indicators	Instruments	Time

Teachers and students	The use of Task- Based Learning Approach	Harmer (1988) believes that task-based learning makes the performance of meaningful tasks central to the learning process. In this approach, activities are presented as problem-solving or as tasks to perform to allow language Acquisition.	<ul style="list-style-type: none"> ✚ The use of step one “Pre-Task” ✚ The use of step two “Task” ✚ The use of step three “Planning” ✚ The use of step four “Report ✚ The use of step five “Analysis” ✚ The use of step six “Practice” 	Semi-structured questionnaire	1 Hour
Dependent Variable					
Units of Observation	Variable	Definition of Variable	Indicators	Instruments	Time
Teachers and students	Students’ English Oral Production	The capacity to communicate effectively within a particular speech community that wants to accomplish its purposes.” (Hymes(1976), as cited in Fuentes, n.d)	<ul style="list-style-type: none"> ✚ Students’ Ability to accurately communicate without too much hesitation ✚ Students’ ability to perform correct utterances ✚ Student’ good and appropriate range of grammatical structures 	Checklist for evaluating Students’ English Oral Production during class	1 Hour

			<ul style="list-style-type: none">✚ Student's Appropriate selection of words when speaking✚ Students' Clear pronunciation of words✚ Students' easily understandable pronunciation	time	
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CHAPTER III

METHODOLOGICAL DESIGN

In Chapter III, Methodological Design, the research team provides a thorough account of all the steps that need to be taken to plan and execute the thesis work entitled “The Effectiveness of the use of the Task-Based Learning Approach (TBL) to Reinforce Eighth Graders’ English Oral Production at Centro Escolar Católico San Lorenzo, Santa Ana, during the year 2020”. This chapter contains the five phases that need to be considered as part of the methodology to carry out this research study. It starts with the paradigm and the type of the study, followed by a short description of the sampling procedure. Likewise, the preliminary phase is described and goes conjointly with the planning phase, and this chapter ends with the execution phase. All in all, this chapter explains all the methodological design that this study has followed to be executed.

3.1. Paradigm and Design

The type of study had been changed due to the COVID-19 lockdown. The research team was unable to continue developing the project under the action researcher type since the whole world was affected by the pandemic, and all in-presence activities were banned so that the project was impossible to be developed. The research that has been planned was tried to be developed in all ways possible to continue with the study, but the research team failed in doing so, besides with the help of the thesis advisor and the head of the department they got to the agreement of changing the type of research into a most suitable one; that is way, the research team started working under the projective research which ease the development of this process, since all the data was gotten through instrument created and administer via Google forms

In order to carry out the study “The Effectiveness of the use of the Task-Based Learning Approach (TBL) to Reinforce Eighth Graders’ English Oral Production at Centro Escolar Católico San Lorenzo San Lorenzo, Santa Ana, during the year 2020”, the research team has

used the quantitative and qualitative paradigms to gather data and thus provide a more complete illustration of the problematic under study. On the one hand, the quantitative paradigm serves to get the numerical data from the administered tools. On the other hand, the qualitative paradigm is used to interpret and analyze the numerical data obtained by means of interviews, questionnaires, checklists, and observations.

To execute the study “The Effectiveness of the use of the Task-Based Learning Approach (TBL) to Reinforce Eighth Graders’ English Oral Production at Centro Escolar Católico San Lorenzo San Lorenzo, Santa Ana, during the year 2020”, the researchers have used a type of study known as a Projective Research because this type of study proposes a solution to a problematic situation, in this case, eighth graders’ English oral production.

3.2. Sampling Procedure

To carry out this research, no sampling procedure was needed since the researchers decided to work with all eighth graders of Centro Escolar Católico San Lorenzo, Santa Ana, during the year 2020; the whole target population is made up by twenty-two students in eighth grade.

3.3. Preliminary Phase

In this stage, investigators provide a detailed account about how they approached the field of study to diagnose the phenomenon thoroughly so that they could have a clear understanding of the problematic situation. Likewise, researchers offer all the details about how the problematic situation has been approached and how data have been gathered.

3.3.1. Approaching the Field of Study

On February 2020, investigators observed that eighth graders were facing difficulties when developing oral activities due to their poor command of the English language. Furthermore, they observed that the English teacher struggles when developing his classes due to his deficient knowledge on English didactics and foreign language teaching methodologies. This made researchers look for ways to solve this problematic situation, so they considered that the use of the Task-Based Learning Approach (TBL) might help English students

reinforce their English Oral production, and the English teacher may include such an effective approach to teach his classes.

In order to know more about this situation, a diagnosis was carried out in February 2020. To begin with the investigation, researchers observed eighth graders. Also, the research team administered a questionnaire to the target population based on the thematic they have studied. Thus, they administered a questionnaire to the English teacher in charge of the target population. The information gathered helped investigators describe the problematic situation and its possible causes. With all the information, researchers decided to carry out a projective research.

3.3.2. Diagnostic Study

The research team designed four instruments to gather data that would help describe the problematic situation and define the scope of the problem and thus identify how severe the problematic situation of eighth graders at Centro Escolar Católico San Lorenzo, Santa Ana, during the year 2020 is. An observation checklist (Appendix A) was used to obtain information about students' performance regarding their English learning. Also, an interview (Appendix B) addressed to the English teacher in charge of the target population. Likewise, (Appendix C) an interview based on the topics they had studied previously was administered to the eighth graders. Finally, a criteria sheet (Appendix D) was used by the research team to assess students' English oral skill during the interview using Appendix C. In February 2020, Appendix A was used in order to assess students' English oral skill development; besides that, the questionnaire addressed to the teacher was designed to gather data about the teacher's perspective: while the interview addressed to students was made to have a perspective about the problematic situation students are going through regarding their English learning process. All the data gathered with these tools were essential for investigators to have a clear picture of the phenomenon taking place.

3.3.3. Definition of the Problem

Investigators' main objective to undertake this research study was to build a methodological proposal and provide it to the English teacher to help him reinforce eighth

graders' English oral production through the use of the TBL Approach. For this purpose, researchers gathered very interesting and important data through the diagnostic study to define the problem in a clear manner. First of all, this study reveals that eighth graders at Centro Escolar Católico San Lorenzo face many challenges to to develop their English speaking skill. Also, the study revealed that the majority of them tend to forget English grammar structures already studied, and that makes them hesitate when performing certain English speaking activities. For carrying out the diagnosis, investigators made use of appendix B, an oral interview, which was about asking questions to students based on the topics they had already studied in class so that researchers could assess students' English speaking performance in oral activities. Likewise, investigators observed classes where all the aspects involved in the English oral skill were measured using the designed criteria sheet (Appendix D). Second, the teacher's role could be improved by applying the previously mentioned approach that may benefit the development of the eighth graders' English oral production. Additionally, it is important to mention that the preliminary study revealed some of the possible factors that hinder students' development of English oral speaking skill in the classroom. Some of the identified causes are: a) lack of a suitable approach for teaching English b) poor use of English grammatical structures and poor English vocabulary according to their level c) lack of interest in learning English. Finally, the data gathered through the different tools revealed that all these factors are hindering students' development of their English oral skill, and this makes students be reluctant to develop their English.

3.4. Planning Phase

After diagnosing the problem, the research team started the planning phase where they built a well-structured theoretical framework. This framework was essential to define all the indicators of the variables to be developed in the project and which provide a theoretical support to the proposal to be built in this research work. In this way, the research team started developing the operationalization of the variables. which was going to be used later on for designing each of the data collection instruments. After having designed the instruments, the researchers validated them and verified that they reached validity, reliability, and all the ethical aspects necessary at the moment of carrying out any type of scientific research.

3.4.1 Literature Review

To build the literature review, researchers made use of different sources of information as books and reliable academic websites to get the most accurate information regarding the variables involved in this study. The theory collected was related to the TBL Approach and the speaking skill. All in all, the theory built through the literature review has been presented in five different parts that provide a sound theoretical support to the present study. First, it includes an introduction followed by the information about the dependent and independent variable as well as a thorough view of the relationship between the two variables of the phenomenon. Finally, it includes a summary of the theory presented. Besides, when the research team gathered the necessary information, they used the sixth edition of the APA system to cite and to layout the work.

3.4.2 Data Collection Instruments

The research team designed a set of instruments to be used to gather data to build up the Methodological Proposal. The first instrument (Appendix A) is an observation guide addressed to eighth graders and their English teacher at Centro Escolar Católico San Lorenzo. This observation guide contained eight aspects to be observed. It was essential to gather important information on the methodology the teacher was using to develop his English classes, mainly to develop the students' English speaking skill, and how his students interact with him as well as how their English performance is at the moment of speaking English in the classroom.

The second instrument (Appendix B) is an interview which contained ten open questions addressing the English teacher to know about the methodology he uses to develop his classes and his students' English oral production. Based on the data gathered, investigators identified the method or approach the teacher uses during his classes, and the effectiveness it has for the students' English learning process.

Additionally, the third instrument (Appendix C) is an interview addressing eighth graders to gather data about their English oral performance. It contained seven open questions. With the use of this instrument, the research team assessed students' English performance when they are asked simple questions about the topics they have already studied.

Finally, a criteria sheet (Appendix D attached to appendix C) was used to assess eighth graders' English oral production. It contained the following indicators: grammar, pronunciation, vocabulary, comprehension of questions and fluency to evaluate students' speaking skills. Along those indicators, the research team used a scale of measurement to assess the aforementioned indicators, where 1 meant VERY BAD, 2 POOR, 3: ACCEPTABLE, 4: GOOD and 5: EXCELLENT. The research team could obtain useful data to analyze students' English oral production.

3.4.3. Validity of Data Collection Instruments

Each of the instruments designed by the researchers to obtain data was presented to an expert in the area of English at the English language Department of the Western Multidisciplinary Campus of the University of El Salvador. This person was in charge of providing all types of suggestions to better these instruments if necessary. For this, the research team provided a validation sheet with some criteria to evaluate such instruments. After making all the necessary improvements in each of the instruments, they administered them to a small sample of the population to make sure that these tools are effective and understandable.

3.4.4 Validity and Reliability

To assure validity, the investigators designed the instruments based on two validity criteria. Firstly, they guaranteed "face validity". This means that each indicator included in the operationalization of the variables measures what the researchers want to measure. Secondly, they guaranteed "content validity" in which they checked the degree to which the questions of the test covered the content to be assessed. To be specific, they made sure if they had included the correct number of questions per variable or indicator, the correct order of questions, and the correct grammar in each of the questions. Also, the researchers made sure to include the correct use of APA system, and they assured that the tools avoided ambiguities and confusing terms.

Regarding reliability, the researchers ensured the degree to which the instruments produce the same scores when applied in the same conditions. This is to say, all the results are alike. Besides, the observers assured that all of them agreed on the measurements for the results. To assure reliability, the researchers took into account internal consistency, which meant that

there existed consistency of items and questions in the tools. Also, they used Test-Retest reliability, which looked for maintaining consistency over time. In the same way, the observers assured reliability to get homogeneity in the results. For this, the research team used the same tools at every moment without changing anything, just in case a prior consensus existed on that.

3.4.5 Ethical Aspects

Since ethical principles are an important part when doing research, the investigators paid careful attention when providing any kind of data collection instrument. At the beginning of the investigation, the researchers sent a letter to the Head of Centro Escolar Católico San Lorenzo, Santa Ana to carry out the study with eighth graders during 2020. As a matter of fact, the researchers had to be polite and respectful when administering any instrument to eighth grade students. For instance, they respected the participation of students during the interview to collect data about the existence of the problem, which meant that they reacted professionally and appropriately to the students' performance and voluntary participation. In other words, the investigators were careful so that students felt comfortable at any time during the diagnostic phase. Similarly, all the data gotten through different instruments was anonymous. They maintained the confidentiality of the participants since no personal information was revealed but kept anonymous; for that reason, no information was shared with others. Furthermore, legality was present at all times since investigators were always aware of laws and regulations to govern the research project. Also, the researchers maintained respect for intellectual property as they never plagiarized or copied other's work or tried to pass it off as their own. All in all, the research team supported social and moral values with the aim of covering a key part of the whole study.

3.5 Execution Phase

To continue with the projective research study, the execution phase contains the data collection procedure where the research team explains the process they followed to gather the information from the eighth grade English teacher and students. Besides, it includes the data process and analysis of the data obtained through the different instruments.

3.5.1 Data Collection Procedures

To continue with this projective study, the researchers created a questionnaire (Appendix E) for the teacher using Google forms, which was administered to him in order to obtain vital data through his response. The teacher's name will remain anonymous. The researchers consider the teacher plays a very important role in the investigation since teachers are the ones that guide the teaching-learning process. Moreover, the researchers created another questionnaire (Appendix F) using Google forms to obtain students' opinions about their teacher's methodology to teach English. Furthermore, a questionnaire (Appendix G) addressed to the English teacher was created to gather information on students' English oral skills. The permission to develop this investigation was asked to the English teacher and to the Head of the Institution at the beginning of the year through a letter signed by the Head of the Foreign Language Department of the Western Multidisciplinary Campus of the University of El Salvador. This permission allowed the research team to be able to contact students via Internet in order to obtain meaningful insight to build the methodological proposal.

3.5.2 Data Processing and Analysis

To process all the data obtained through the different tools using Google forms, it was necessary that the investigators used the program EXCEL. This program helped investigators organize the gathered data as they generated tables and graphs to analyze, interpret, and compare the results obtained during the development of the study.

The research team analyzed and classified the gathered information to see if the information collected through the different data-gathering instruments was reliable. The research team was working under the qualitative and quantitative paradigm to get, classify and interpret the data obtained through the different tools. All the gathered information is illustrated in graphs and tables in a detailed way. The researchers had employed the Mixed Method Approach to analyze and interpret the information collected through the use of different tools addressed to eighth graders and to the English teacher. In these tools, students could express if their English classes were effective and if they could improve their English oral production with the help of classes based on the Task-Based Learning approach.

3.6 Projective Design

The projective design emerges due to a necessity to give people opening criteria and a more complex and effective research methodology. It is a proposal that presents research like a global, evolutionary, integrator, concatenated and organized process. Holistic research works the processes that are connected with invention, formulation of novel proposals, with description and classification, considers the creation of innovated theories, with the description and classification, considers the creation of theories and models, the indignation about the future, the practice solutions, the practice application of solutions, and the project evaluation, social programs and actions, among others. (Hurtado de Barrera, 2000). Moreover, the projective research type can work along with the quantitative or qualitative research.

This proposal is constructed with the methodology based on the use of the Task Based Learning Approach to provide feasible solutions and alternatives to improve but not always execute the proposal. Through the use of this projective research, the research team expects that the teacher can better eighth graders' English oral production at Centro Escolar Católico San Lorenzo, Santa Ana. As this type of research is characterized by providing possible solutions to a problematic situation, investigators decided to adequate the use of the TBL Approach with the phenomenon under study to help them ameliorate this area in the future.

3.7 Elements of a Proposal

It is important to establish what a proposal is and which are the elements it includes; that is why, this section has been created

3.7.1. Introduction

It is an overview of all the project, and it typically goes at the beginning of the work. Besides, it summarizes all the steps the proposal includes.

3.7.2. Description of the Program

This is an elucidation with the main characteristics the program has. It comprises the traits that makes the program exists.

3.7.3. Approach to the need

This section focuses on giving a clear idea of what the proposal is about and how it will benefit eighth graders of Centro Escolar Católico San Lorenzo, Santa Ana. Thus, it describes the activities the proposal includes as well as when and how they should be developed.

3.7.4. Description of the beneficiaries and staff

This section provides a detailed description of all the parts involved in this research study.

3.7.5. Objectives

This section contains all the achievements that the research team expects to reach through the proposal.

3.7.6. Contents

All the content areas that the proposal will cover are explained. Also, specifically all the activities and exercises aiming to meet the students' needs that will make up this proposal are described.

3.7.7. Activities

This section of the proposal includes a well-structured plan of the activities, techniques and methodologies suggested for the proposal.

3.7.8. Assessment

In this section, all the procedures, steps, and instruments to assess the outcomes obtained through the execution of the proposal are presented.

3.7.9. Resources

This section contains all the materials and technical resources to be used for executing the project.

3.7.10. Budget

This includes all necessary expenses that need to be considered to build the research proposal.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

This chapter contains the analysis and interpretation of all the data gathered as part of the research study entitled “The Effectiveness of the use of the Task-Based Learning Approach (TBL) to Reinforce Eighth Graders’ English Oral Production at Centro Escolar Católico San Lorenzo o San Lorenzo, Santa Ana, during the year 2020” Researchers analyzed and interpreted all the data so that correlation between the occurrence of the independent and the dependent variable could be shown. Besides, a discussion of results where all the theory built by experts reviewed in chapter II – Theoretical Framework is contrasted with the research question and objectives. For this, researchers took into account the data gathered through the different instruments.

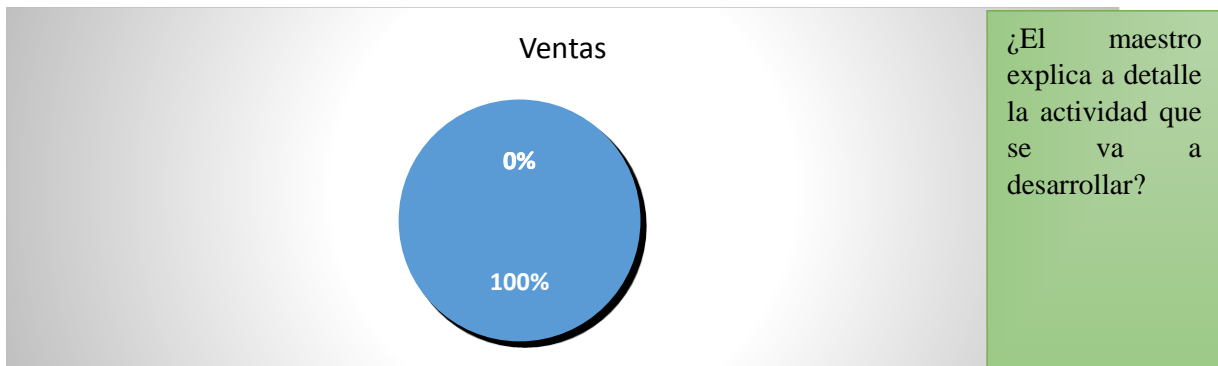
4.1 Data Analysis

In the following graphs, the research team presents the data gathered through a semi-structured questionnaire addressed to eighth graders English teacher of Centro Escolar Católico San Lorenzo in Santa Ana (Appendix F). They have established relationships between those data and the theory reviewed in the second chapter of this document, and they have analyzed and interpreted those findings. These findings gave the clues for building a proposal in order to better 8th graders’ and teacher’s environment of learning and teaching English.

It is worth mentioning that not all the questions are analyzed since the researchers took into account only six to make the graphs. Nevertheless, they give the information needed to continue with the investigation for they encapsulate the six indicators of this study and allow the research team to make a deep analysis with the results gotten.

Figure 1

Analysis of students' answers about: "Pre- Task"

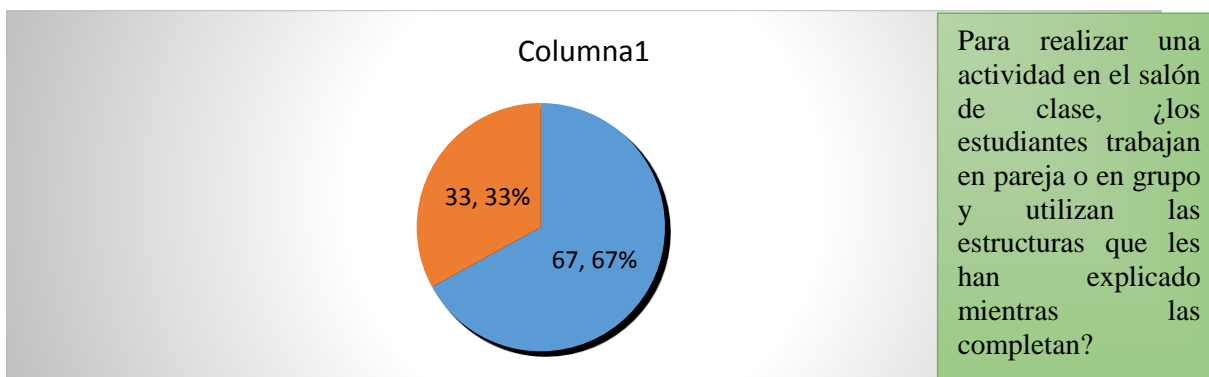


Source: Appendix F: Questionnaire addressed to students

“Teaching” (2019) suggests that under the TBL Approach the teacher introduces the topic and gives the students clear instructions about what they will have to do and helps the students to recall some language that may be useful for the task. Since all the population agreed with statement 3, it is evident that the teacher pays careful attention to the way he addresses himself to students while giving instructions and the way clear explanations of the topic are given. Students said that the teacher explains in a detailed manner what they will do during class; then, he introduces the topic and explains the activity that will be developed. According to these findings, the teacher cares about what his students are about to do.

Figure 2

Analysis of students' answers about: "Task"

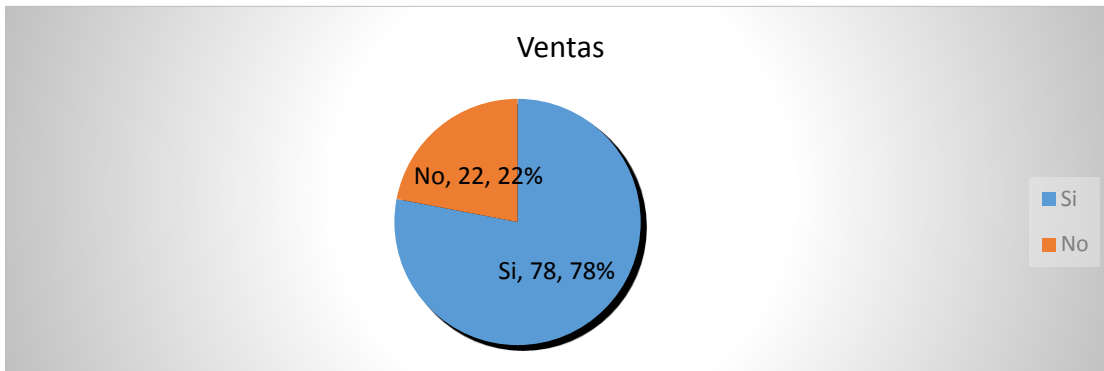


Source: Appendix F: Questionnaire addressed to students

Most eighth graders responded that they seldom work in pairs or groups during an activity (task) because it is part of the teacher's instructions; though they enjoy it, they do not put into practice their recent knowledge. Thirty percent of students expressed that the majority of activities are developed individually, so they have less opportunities to interchange ideas and to practice the recent lessons. In the words of Teaching (2019), "step two, Task, orders that students complete a task in pairs or groups using the language resources that they have while the teacher monitors and encourage them to work on the task". According to students' responses, they have the need to complete tasks with their classmates and most important that the teacher encourages them to use their recent and previous language resources while he monitors their work.

Figure 3

Analysis of students' answers about: "Report"

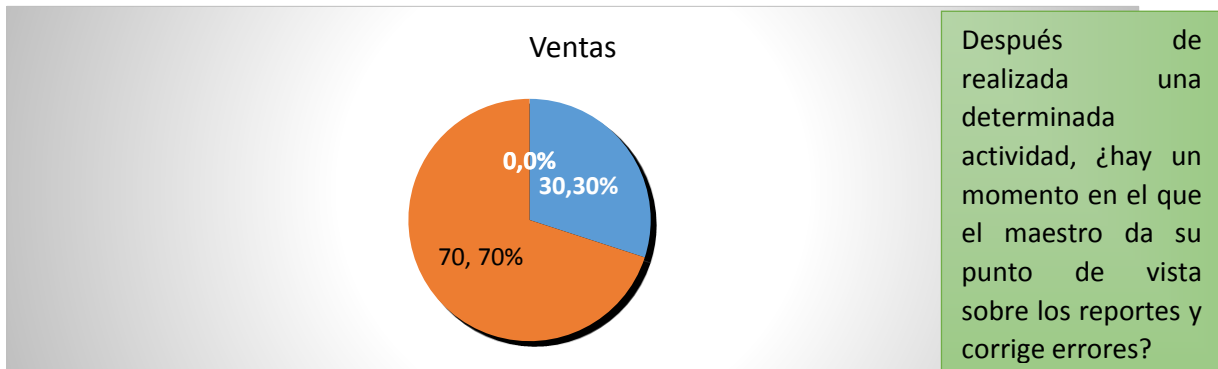


Source: Appendix F: Questionnaire addressed to students

Planning in TBL suggests that students should prepare a short oral or written report to tell the class what happened during their task (Teaching, 2019). Many students stated that in fact, they report the activity to the rest of the class and they have only 10 or 15 minutes to get ready. The students who answered “No” expressed that it would be more beneficial for them to make a report because they could better their English skills; however, they do not feel ready to do it. One of the students expressed this: “I would need more English classes to do it by my own”. Clearly, if they have a time of planning and reporting tasks, they would feel free to do it due to constant opportunities to practice English.

Figure 4

Analysis of students' answers about: "Analysis"

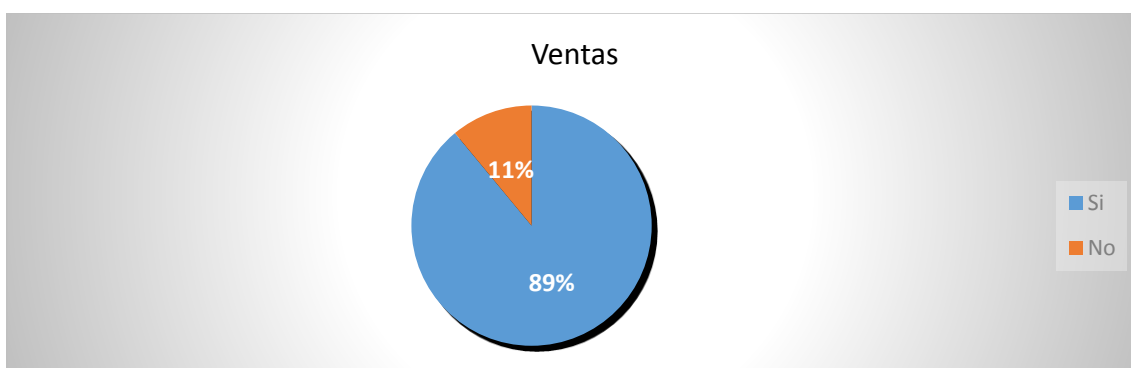


Source: Appendix F: Questionnaire addressed to students

According to "Teaching" (2019), the TBL Report stage consists in taking the steps described as follows: The teacher chooses the order in which students will present their reports and give the students some quick feedback on the content. In other related question, students said that sometimes the teacher decides the order to present their reports and sometimes they do. Regarding feedback, students expressed that the teacher gives a general and quick feedback only if there are students that have doubts or if students fail while doing the assigned task. Seeing students' answers, students highlight this part as a fundamental one because sometimes they failed when doing a task because they did not understand exactly how to do it, they did not practice too much. That is why, they do not feel able to do it.

Figure 5

Analysis of students' answers about: "Analysis"

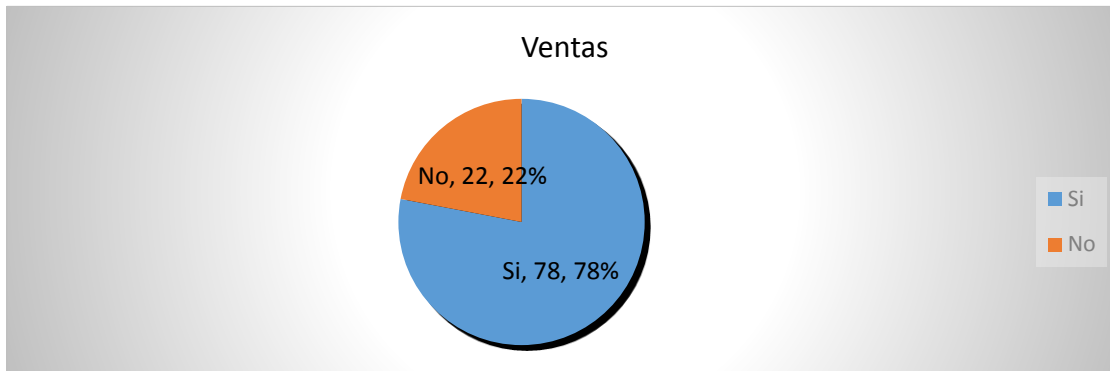


Source: Appendix F: Questionnaire addressed to students

Students answered that in fact the teacher highlights outstanding parts like new words they use and form of presenting. They consider that this is a great part because when he makes emphasis on their mistakes and good points, they continue learning. This part goes hand in hand with what TBL states about Analysis: "The teacher can also highlight the language that the students used during the report phase" (Teaching, 2019).

Figure 6

Analysis of students' answers about: "Practice"



Source: Appendix F: Questionnaire addressed to students

Another key part of TBL stages is Practice. It suggests that finally, “the teacher selects language areas to practice based upon the needs of the students and what emerged from the task and its phases” (Teaching, 2019). Most of students’ answers say that they like those activities to review topics. Sometimes, the teacher plays some games or does some English exercises at the end. They consider that it would be nice if they always have this as part of their class because the more they practice the more it helps them better their English not only in class but also for future plans.

4.2. Data Discussion

To build Table No. 2 below, the researchers used the data gathered through a questionnaire addressed to eighth graders’ English teacher (Appendix E) where he expressed his point of view about the use of the Task-Based Learning Approach to reinforce eighth graders English oral production. Besides, the researchers used the data gathered through a questionnaire addressed to eighth graders where they expressed their perspective about the development of the English classes (appendix F). Having gathered the necessary information from both the eighth graders and their English teacher, the research team contrasted both

groups of participants' (teacher and eighth graders) perspectives about some aspects of the Task-Based Learning approach. Finally, the research team analyzed all the data and interpreted what the two parties had previously stated the matter at issue.

Table 2*Analysis of appendices E and F*

Objectives:			
<ul style="list-style-type: none"> - To gather information on students' perspective of the development of the English classes - To gather information about the teacher's point of view regarding the use of the Task Based-Learning Approach to reinforce Eighth graders' English oral production 			
Indicator	Students Points of View	Teacher points of view	Researchers' Interpretation
The use of "Pre- Task"	In this step, a considerable number of the students answered that the teacher introduces the class with an activity for them to have a perspective of the topic they will study. The majority of them agreed that this activity helps them picture what the class will be about and they understand in a better way.	The teacher answered that he always starts the class with an introductory activity; he thinks that starting the class with an activity helps students get involve with the topic easily, and they have more interaction with the English oral production. He usually starts with some activities such as icebreakers or warm-ups. With this, students can interact orally with the language and have a perspective	According to "Teaching" (2019), "The task can be exemplified for students to know what will be expected from them; the students can take notes and spend time preparing themselves for the task". Based on students' answers, it is evident that the teacher always uses an introductory activity in every English class, and it helps students understand what the topic will be about. Students' opinions about this, comparing these comments with the theoretical framework, it is noticeable that the pre-task helps students to get familiar with the topic, and they have an advantage; to put in to practice their oral performance as they are

Objectives:			
<p>- To gather information on students' perspective of the development of the English classes</p> <p>- To gather information about the teacher's point of view regarding the use of the Task Based-Learning Approach to reinforce Eighth graders' English oral production</p>			
Indicator	Students Points of View	Teacher points of view	Researchers' Interpretation
		of the topic.	involved with the topic since the very beginning of the class.
The use of "Task"	At this stage, seventy five percent of the students said that not in all the activities they are asked to work in groups, but when they do it, they agreed that the comprehension of the content is better. Additionally, a twenty five percent said that not in all the classes they are asked to work in groups, but they agreed that the interaction with the language increases because they develop	The teacher said that he tries to make students work in groups or in pairs because in that way students have the opportunity to interact among them. He explains the topic, and then he asks students to develop some activities in order to practice the content. This is not something that happens in all the classes, but he likes to assign activities in which students work as a group	<p>"Teaching" (2019) "The students complete a task in pairs or groups using the language resources that they have while the teacher monitors and encourages them to work on the task."</p> <p>Results showed that when students get involved with the topic and work in pairs or in groups, they have an extra opportunity to put into practice their oral performance. Not in all the English classes students are asked to work in groups as the teacher said, but results showed that applying the task, students reinforce more their oral performance, for they interact with their classmates. They not only</p>

Objectives:

- To gather information on students' perspective of the development of the English classes
- To gather information about the teacher's point of view regarding the use of the Task Based-Learning Approach to reinforce Eighth graders' English oral production

Indicator	Students Points of View	Teacher points of view	Researchers' Interpretation
	more their English oral production.	or individually.	practice using the content, but also practice using their speaking skill when sharing ideas with their classmates. Interaction among students becomes better when they work in groups and perform the activities.
The use of "Planning"	In this part of the approach, all the students agreed that not in all the classes they are asked to prepare activities that would be presented later on. But when it happens, they have the opportunity to prepare the activity, and then the teacher gives them some minutes to get ready before presenting at the front.	The teacher considers that making students prepare activities to be presented later on at the front of the class helps students increase their confidence and development of the English oral performance. Because by doing this, students can interact with their classmates, and in that way, they	Asking students to plan the activities they will develop is beneficial to their learning process, and helps them work more with their speaking skill because they have not only the opportunity to prepare the activity, but also to describe the procedure they have followed when doing it. According to "Teaching" (2019) students prepare an activity based on the content they have covered, and then they practice the activity in order for them to reinforce their speaking skill.

Objectives:

- To gather information on students' perspective of the development of the English classes
- To gather information about the teacher's point of view regarding the use of the Task Based-Learning Approach to reinforce Eighth graders' English oral production

Indicator	Students Points of View	Teacher points of view	Researchers' Interpretation
		can be more confident when interacting with the language.	
The use of "Report"	For this stage of the TBL approach, seventy percent of the target population said that his teachers does not make them report to the class the tasks they have been asked to work on. Only twenty three percent of students said that his teacher actually makes them report either orally or written the tasks. Besides, students added that when they are asked to report to their English class the task, they do not have plenty of time to get	He declared that making his students orally perform the tasks is a fantastic way to elicit his students' English oral production. Thus, he mentioned some of the oral tasks he asks his students to perform. Some of these tasks usually are: Repetition from conversations or paragraphs, also by reading sentences they wrote.	Asking students to orally perform certain tasks is a good way to let them be part of their own learning and acquisition process. "Students then report back to the class orally or read the report." "Teaching" (2019). With this, it can be said that it is important to ask students to report to the rest of their classmates the activities they develop in small groups. In that way, students will be able to support each other, and at the same time develop their oral and comprehension skills. They can also develop the ability to feel comfortable and confident when they are in front

Objectives:

- To gather information on students' perspective of the development of the English classes
- To gather information about the teacher's point of view regarding the use of the Task Based-Learning Approach to reinforce Eighth graders' English oral production

Indicator	Students Points of View	Teacher points of view	Researchers' Interpretation
	ready.		of their other companions.
The use of "Analysis"	Seventy percent of students reported that after performing a task his teacher usually takes time to give his opinion about the task and to give feedback. Though, the other twenty three percent assured that his teacher does not correct their mistakes. Besides, they added that when his teacher gives feedback, he makes them think upon their mistakes. According to students, the teacher also congratulates his students when	The teacher said that he does not correct his students after performing a task because this may create a stressful environment, and probably students will become shy and reluctant to continue practicing. In the same manner, he added that he usually writes down on the board a list of words students have mispronounced, but he does this in a general way. He does	According to "Teaching" (2019) "The teacher then highlights relevant parts from the recording for the students to analyze and to notice interesting features". Giving feedback provides positive criticism, and let students be aware of their own mistakes. Comparing what both parties have said it can be concluded that making students analyze upon their mistakes improve students' confidence, self-awareness and enthusiasm for learning.

Objectives:

- To gather information on students' perspective of the development of the English classes
- To gather information about the teacher's point of view regarding the use of the Task Based-Learning Approach to reinforce Eighth graders' English oral production

Indicator	Students Points of View	Teacher points of view	Researchers' Interpretation
	they do the tasks correctly.	not give individual feedback.	
The use of "Practice"	Students were asked if their English teacher makes them practice specially the things they have said incorrectly and the majority of them answered that his teacher does not make them practice. Sometimes, he just asks them to write sentences with some of the words they have mispronounced.	On the other hand, the English teacher was asked if he makes his students practice the target content after performing a task, and he said he does it. In addition, he mentioned some of the activities he usually does to make his eighth graders practice. Some of these activities are writing sentences or writing conversations using the vocabulary they have just	It can be summarized that having students continue practicing the target vocabulary really helps them internalized that content. Though students and the teacher differ in some aspects, they get in agreement at the time to say that it is good to have students practice and not only the target content just to develop a certain task. All this agrees with what (Larsen- Freeman & Anderson, 1986, pp. 154- 155) say "This task follow- up can enhance the learning that has taken place earlier."

Objectives:

- To gather information on students' perspective of the development of the English classes
- To gather information about the teacher's point of view regarding the use of the Task Based-Learning Approach to reinforce Eighth graders' English oral production

Indicator	Students Points of View	Teacher points of view	Researchers' Interpretation
		studied.	

Sources: Appendix E, Questioner addressed to Eighth Graders, and Appendix F, Questioner addressed to Eighth Graders' English Teacher

To build Table No 3, the research team used the data gathered through a questionnaire addressed to the Eighth graders' English teacher (appendix G), which provided them with reliable data about the variables under study; this source was the eighth graders' teacher. First, the teacher's answer is shown, and then the investigators' analysis about what the teacher has stated is included. Finally, what the research team could observe is explained.

Table 3*Analysis of Appendix G*

Objective: to gather information on the teacher's point of view of students' English oral production				
Indicator	Question	Teacher's Answer	Teacher's Point of View	Researchers' Point of View
Fluency	1. Do you consider your eighth-grade students are able to produce the English language in oral activities without hesitating?	NO	The students are not able to produce the English language in oral activities without hesitating since they are beginners and do not have that much knowledge nor practice to fluently perform oral tasks.	The researchers agreed with the teacher since according to Nigmatullaevna (n.d) fluency is the ability to express oneself in an intelligible reasonable and accurate way without too much hesitation. Besides, according to the previous observations done throughout this process, researchers could confirm that students are not able to produce the English language appropriately during oral tasks. Evidently due to the poor knowledge they have, they hesitate to much and most of the time they preferred to answer in Spanish.
Accuracy	2. Do you think students make use of correct utterances	NO	The majority of students make their best effort while orally performing but as they are starting to get familiar with the	The research team agreed with the teacher at this point since Nigmatullaevna (n.d) stated that “without structuring accurate speeches, speakers will not be understood and their interlocutors will lose interest if they perform incorrect utterances each time.”

Objective: to gather information on the teacher's point of view of students' English oral production

Indicator	Question	Teacher's Answer	Teacher's Point of View	Researchers' Point of View
	while developing speaking activities in the English class?		English language, they constantly make mistakes.	Furthermore, the researchers could evidence this during the multiple observations and interviews they carried out during this process. Students were not able to transmit complete messages, and most of the time they lose the idea of what they were talking about.
Grammar	3. Do students apply correct English grammatical structures while developing speaking activities?	NO	Some students are just meeting the new language so when they produce their oral tasks they do it thinking in Spanish.	According to the observations and interviews done, students know the basic grammatical structures, however; they do not practice them in a reflective way; students just repeat and respond to the questions just by inertia that is to say, they do not know how the grammatical structures work; they just say it the way they have memorized them.
Vocabulary	4. Do you think your students have a	YES	We try to learn new vocabulary every class, 5 per class to be sincere.	The research team disagreed with the teacher at this point since there is no evidence that the students have actually learned 5 words per class; students barely

Objective: to gather information on the teacher's point of view of students' English oral production

Indicator	Question	Teacher's Answer	Teacher's Point of View	Researchers' Point of View
	good word choice while they perform speaking activities?			remember what the words they try to learn in the previous class were. This happens because the students just repeat and try to memorize the new vocabulary, but they fail in doing so due to the lack of strategies and methodologies to conquer such a goal. The students, of course, have their vocabulary bank but they do not have the amount nor the variety they need to supply their necessity of vocabulary while orally performing. Besides, Nigmatullaevna (n.d) assures that “achieving accuracy in terms of vocabulary refers to the appropriate selection of words during speaking.” This makes students feel frustrated when they do not find the exact word to transmit the message they want.
Pronunciation	5. Do your students have accurate English pronunciation	YES	They are beginners; they are just meeting the language, they try their best to practice and participate during the	The research team totally agreed with the English teacher as his students seem to be willing to perfect their English pronunciation day by day. They make their best effort in pronouncing appropriately.

Objective: to gather information on the teacher's point of view of students' English oral production				
Indicator	Question	Teacher's Answer	Teacher's Point of View	Researchers' Point of View
	according to their level of English?		class. So I consider that they have the level they have to have.	

Source: Appendix G, Questionnaire addressed to Eighth Graders' English Teacher

4.2.1 Data Discussion of Table No 2

This table shows the relation between the English teacher and eighth graders' point of view about the use of the Task-Based Learning Approach to reinforce eighth graders English oral production. To start the discussion, it is important to remark that the use of such an approach is highly beneficial for both the students and the English teacher as they agreed with most of the indicators the researchers had asked them. First, the use of the "Pre-Task" is well implemented by the English teacher, and both of them considered it an essential part since it helps students get familiar with the topic to be studied. Second, the implementation of "Task" is not that well applied since it is planned to be developed with students working in pairs or groups; however, they argued that not all the time their English teacher asks them to do so. Third, talking about the "Planning" step, it is sad to get to know that students are not asked to do this in all the classes; however, when they are asked to do so, they declared it helps them a lot getting ready to report their tasks to the rest of the class. Fourth, according to student's answers about "Report", it is equally sad to realize that they do not develop this step correctly; they expressed they seldom do it, and when they have the opportunity to do so, they do not have enough time to get ready. Furthermore, the English teacher expressed that they do report but they just read some sentences aloud. Fifth, for the "Analysis" seventy percent of students agreed to receive feedback from the English teacher whenever it is necessary; however, the thirty percent argued not to receive any feedback at all. It is noticeable that the English teacher is not constant in doing this; besides, he fails in doing so because he gives feedback in a general way; nonetheless, students demanded that when the English teacher makes them realize about their mistakes, they learn better since they reflect upon them. Finally, for the "Practice" step, students said that the teacher does not make them practice the already studied contents, and what they do is just to write some sentences or invent a conversation with the vocabulary studied in class. It can be concluded that the English teacher tries to follow the steps: notwithstanding, he fails in doing so since he is not constant in the use of such steps, and that is what makes students not to be able to develop their speaking skills appropriately.

4.2.2. Data Discussion of Table No 3

As stated in table No 3, in the words of the eighth grader's English teacher, his students show some deficiencies regarding to their English oral production. According to Kadam, Patil,

Dhenge & Murai (2018), “speaking skills give us the ability to communicate effectively”. The elements of such a skill are fluency, accuracy, grammar vocabulary and pronunciation; each of these elements becomes part of the communicative process. The Eighth Graders’ English Teacher assured that his students are not capable to conquer this skill at all because some of them do not complete the five indicators of English oral production. He says that students neither show fluency nor show accuracy; accuracy is the ability of being correct and precise. Besides, grammar is another subskill students have more problems with; for students are just meeting the foreign language, they are not able of using grammatical structures correctly, and this could be assure thanks to the gathered data and through observations. On the contrary, eighth grader’s English teacher said that his students have a wider range of vocabulary thanks to the fact that in each class he tried to teach them at least five new words. Also, the teacher in charge of the target population said that his students are good at pronouncing the English language.

CHAPTER V

CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

Conclusions

After all the data was collected and analyzed as part of the study entitled “The Effectiveness of the use of the Task-Based Learning Approach (TBL) to Reinforce Eighth Graders’ English Oral Production at Centro Escolar Católico San Lorenzo San Lorenzo, Santa Ana, during the year 2020”, the research team has built some conclusions based on the major findings of this research study.

The effectiveness of the Task- Based Learning Approach

As one of their major and relevant finding of the present study, the research team concludes that the Task-Based Learning Approach (TBL) is one of the best English teaching methods to teach English to kids. With the help of such an approach, students absolutely benefit themselves since they can acquire the target language even easier. The Task- Based Learning Approach makes use of six fundamental steps that become a cycle: pre-task, task, planning, report, analysis, and finally practice. Each of these steps fulfills an important function; they have the advantage of training students to use their English skills at their current level, thus developing language through its use. Also, with the constant and appropriate use of this teaching method, students improve their confidence as they relate tasks to situations in their daily life, and at the same time, they can increase their levels of motivation. In the final analysis, researchers conclude that using the TBL approach is of great importance at the time of teaching English even to kids.

Tasks are genuine language builders

After analyzing the gathered data, the research team came to the conclusion that there is not a single definition to say what tasks are, but through its use the research team described them as genuine language builders. Students solved a task that involves an authentic use of language, rather than just responding to simple language questions about grammar or vocabulary. Therefore, students can choose how to complete it, and which language they use

to do so; there is a clear goal, so students know when it is completed. To sum up, good tasks are well- designed, relevant, feasible, goal-oriented, and meaning-centered.

Students do not learn English properly when traditional methodologies are used.

Additionally, the research team determined that students are not involved with the English learning process as necessary in order for them to improve their English-speaking skill. That is to say, that researchers identified the following aspects: First, that students do not have enough classes in order for them to have more interaction with the language; they just receive three-hour classes per week. Second, the majority of the activities they develop do not provide them with enough opportunities for them to put into practice what they have learnt; students are not asked to develop speaking activities that could help them build more confidence when using the language. Moreover, investigators concluded that the way students learn English is not time sensitive; it is essential that students get more involved with the language by including more English in their daily life for them to have more confidence and improve their English oral performance.

Finally, if teachers are well prepared previously to teach English and implement the Task-Based Learning Approach when teaching English to kids, the acquisition of the language by the students could be easier. By doing this, classes could be more organized, and the improvement of the students speaking skill could be noticeable. Researchers concluded that this will make a difference in students using English in class and building up their confidence when communicating. That is to say, that if the teachers are well prepared to teach English, they can organize more properly so as to use activities that help students improve their speaking skill even though they only attend three-hour English classes per week- The teacher can give students the opportunity to learn English appropriately and in a new way following the six steps of the TBL even though they do not realize the teacher is implementing the approach.

Limitations

When developing both the research project and the proposal, the research team faced some difficulties that made this investigation a bit complicated. Three of those limitations were the COVID-19 lockdown, the English teacher and the change of the type of research that

the team had originally decided to carry out. The research team had planned to do action research but had to switch the research type into a projective research because of the impossibility to have in-presence sessions with the eighth graders to implement the actions necessary to change or better the problematic situation under study.

The COVID-19 Lockdown

The biggest limitation researchers had to face was the national COVID-19 lockdown since the emergency caused by the pandemic negatively affected all type of educational activities worldwide. All educational institutions were forced to close, thus cancelling all in-presence activities and had to switch them into the virtual and online modalities. All these changes negatively affected this research because the action research that had been planned to be carried out had to be rethought and changes had to be made. As a result of the problematic and fearful environment that was globally faced, the research group had to change their action research study into a projective one. Consequently, the research team was forced to adapt to the new reality that implied working from home, which was difficult, to some extent, for the researchers because some of them did not have a reliable Internet connection at home. Nevertheless, as time went by, they managed to connect and cooperate virtually and carry out this research study.

The English Teacher

The second limitation deals with the teacher's tardiness to provide the information the researchers needed. Due to the pandemic, everyone was trying to adapt themselves to the new reality and that caused the eighth-grade English teacher not to be able to prioritize the research team to respond to their needs. As the time went on, the research team and the English teacher could agree on a schedule to meet twice a month via Zoom, WhatsApp or any other platform. Sadly, valuable time was lost; however, everything turned out well since the research team could finish all the process as it was planned.

The Change of the Type of Research

The researchers had planned to develop an action research; however, as the COVID-19 emergency made the entire world population change their life style, the research team was forced to look for other type of research that fitted with the new worldwide reality as in-presence activities were not allowed, so they chose to work on a projective research. Unfortunately, the researchers did not have enough information or experience on how to develop such a type of investigation, which became a challenge during the development of this project.

All these situations made the research team waste some time, but at the end, they could finish the project regardless all the limitations they faced caused by the COVID-19 emergency.

Recommendations

Upon finishing this projective research study, researchers have come up with some recommendations for students, teachers and future researchers.

Recommendations for students

Researchers recommend that students should take advantage of Task-Based Learning approach and use this new way of learning since it will benefit their English oral production even if they are accustomed to traditional methodologies. It is very recommendable that to develop the tasks, they should follow the teacher's instructions in class time and of course, participate a lot in speaking activities. In addition, students should focus during the whole process of learning English in order to speak better. It is also important that students and teachers work more on finding areas that strengthen students' skills to produce English while following the TBL stages.

Recommendations for the eighth grade English teacher

It is highly recommended that the eighth graders' English teacher should use the suggested approach (TBL), taking into consideration three main factors. First, he should know

that students learn by interacting; that is to say, that sitting on a desk for more than an hour just listening to a tutor is not a good way of eliciting student's acquisition of the target language. Students should interact among them and with his teacher, and each student should be engaged and encouraged to participate. Second, the eighth graders' English teacher should focus on using and eliciting authentic language; the language that he uses in class with his students and the one he wants to instill in his students' needs to be genuine. The type of language they usually use in their daily life, and the one they can use in the different situations they may face in their lives. Finally, the eighth graders' English teacher should keep in mind that errors are a natural part of the learning process; that is why, he should give the chance to his students of making mistakes because pupils learn from their own mistakes. Also, the Task-Based Learning Approach gives, in its fifth step, a change of recognizing and improving the possible mistakes students can do while doing a task.

Recommendations for future researchers

As stated at the beginning, some recommendations to future research teams on the same field will be given. Future researchers may think about the possibility of proposing the use of the Task- Based Learning approach for improving students' English oral production, but they have to take into account that there is not much information of this topic. The information is somehow limited so, future researchers have to resort to sources of information such as books, e-books, and for sure to some experts on didactics for teaching the English language. Besides, future researchers should use this approach with students that have some English knowledge since it is not recommendable to use it with amateurs of the language, for it focuses mainly on the communicate process.

All in all, the research team gives these recommendations to students, teachers and future researchers in order to help them accomplish one of their goals that can help students to improve their English oral production by using the Task- Based Learning Approach (TBL). Finally, if they take into consideration all these recommendations, they will assure a good result.

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Appendices



Appendix A

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT

OBSERVATION GUIDE ADDRESSED TO 8TH GRADE STUDENTS AT CENTRO ESCOLAR CATÓLICO SAN LORENZO, SANTA ANA

OBJECTIVE: To observe a class developed by the English teacher of 8th grade at Centro Escolar Católico San Lorenzo, Santa Ana

Direction: Mark with an “x” the corresponding box and provide any necessary comment.

STATEMENTS TO BE OBSERVED	YES	NO	comments
1. An approach is used to develop the class, if there is one, explain it			
2. The approach used is effective, what is the impact on students?			
3. Does the teacher set any objective for each class?			
4. Are these objectives measurable?			
5. Reflection is used after the class, does it work?			

<p>6. A series of steps is implemented to develop activities, which are they?</p> <p>7. The students are engaged during the whole class.</p> <p>8. The students are able to talk using the contents studied in class. If this occurs or does not, explain how their performance is.</p> <p>9. Student's knowledge is according to their level. Explain how their oral production is</p> <p>10. Do they practice their oral skill with real life activities?</p>			
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Appendix B

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT

QUESTIONNAIRE ADDRESSED TO 8TH GRADE ENGLISH TEACHER AT CENTRO ESCOLAR CATÓLICO SAN LORENZO, SANTA ANA

OBJECTIVE: To gather data from the English teacher through a questionnaire to know about the methodology he uses to develop his classes and his students English oral production

1. What is the method or approach you use to teach your classes?

2. How effective is the implementation of such an approach?

3. Do you consider necessary to set objectives for every class? Explain.

4. What is your students' behavior during classes?

5. What are your students' strengths regarding English oral production?

6. What are your students' weaknesses regarding English oral production?

7. How is your students' English-speaking performance?

8. What do you think about making students reflect upon the new vocabulary or structures studied in class?

9. How do you assess your students' English oral production in class?

10. Would you be interested in applying a new approach to work with your students? Why?



Appendix C

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT

**INTERVIEW ADDRESSED TO 8TH GRADE STUDENTS AT CENTRO ESCOLAR
CATÓLICO SAN LORENZO, SANTA ANA**

OBJECTIVE: To gather information from students about their English oral production

1. How are you?

2. What is your name?

3. How old are you?

4. Where do you live?

5. When is your birthday?

6. What do you like?

7. What don't you like?

COMMENTS:



Appendix D

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

**CRITERIA SHEET TO BE USED WITH 8TH GRADERS AT CENTRO ESCOLAR
CATÓLICO SAN LORENZO, SANTA ANA**

OBJECTIVE: To assess students' English oral production during an oral interview

RANGE: 1. *VERY BAD*, 2: *POOR*, 3: *ACCEPTABLE*, 4: *GOOD* AND 5: *EXCELLENT*

<i>INDICATOR</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<p>1. <i>Grammar</i> (Student is able to express his/her ideas and answers in proper sentence structure and tenses.)</p>					
<p>2. <i>Pronunciation</i> (Student's pronunciation is clear and easy to understand.)</p>					
<p>3. <i>Vocabulary</i> (Good range of vocabulary words learned during class)</p>					
<p>4. <i>Comprehension of questions</i> (Student is able to understand and answer all of the questions during the interview.)</p>					
<p>5. <i>Fluency</i> (Student's speech is effortless and smoothly according to their level.)</p>					
TOTAL					

COMMENTS _____



Appendix E

UNIVERSITY OF EL SALVADOR WESTERN MULTIDISCIPLINARY CAMPUS ENGLISH LANGUAGE DEPARTMENT

RESEARCH TOPIC: “The Effectiveness of the use of the Task-Based Learning Approach (TBL) to Reinforce Eighth Graders’ English Oral Production at Centro Escolar Católico San Lorenzo, Santa Ana, during the year 2020”

SEMI-STRUCTURED QUESTIONNAIRE ADDRESSED TO THE ENGLISH TEACHER FROM CENTRO ESCOLAR CATÓLICO SAN LORENZO, SANTA ANA

OBJECTIVE: To gather information on the teacher’s point of view of the use of the task-based learning approach to reinforce eighth graders English oral production

1. Do you usually start the classes with an introductory activity and giving students clear instructions about the task they will develop?

Yes _____ No _____

Why? _____

If your answer for the previous question was yes, which type of introductory activity do you usually use?

2. Do you consider tasks to be genuine language builders?

Yes _____ No _____

If your answer for the previous question was yes, what are the tasks you mainly use in your classes and how do you organize your students to work?

3. What do you think about approaching students while they are working on the assigned activity to see how they have organized themselves to develop the task?

4. Do you consider that asking your students to orally perform in front of the class to be a good way to elicit students’ English oral production?

Yes _____ No _____

Why? _____

5. If your answer for the previous question was yes. Which types of oral tasks do you apply with your students?

6. Do you correct your student's mistakes after they perform a task?

Yes _____ No _____

Why? _____

7. Do you make your students reflect upon their mistakes?

Yes _____ No _____

Why? _____

8. After each class, what are the tasks you assign to your students to make them practice the target content?



Appendix F

UNIVERSITY OF EL SALVADOR WESTERN MULTIDISCIPLINARY CAMPUS ENGLISH LANGUAGE DEPARTMENT

RESEARCH TOPIC: “The Effectiveness of the use of the Task-Based Learning Approach (TBL) to Reinforce Eighth Graders’ English Oral Production at Centro Escolar Católico San Lorenzo, Santa Ana, during the year 2020”

SEMI-STRUCTURED QUESTIONNAIRE ADDRESSED TO EIGHTH GRADERS FROM CENTRO ESCOLAR CATÓLICO SAN LORENZO, SANTA ANA

OBJECTIVE: To gather information on students’ perspective of the development of the English classes

1. ¿El maestro inicia la clase dando instrucciones claras sobre el tema que se va a desarrollar y explica lo que van a hacer?

Si _____ No _____

Si tu respuesta fue SI, explica de qué forma lo hace:

Si tu respuesta fue NO, ¿te gustaría que las clases iniciaran de esa forma? ¿Por qué?

2. Para realizar una actividad, ¿trabajan en pareja o en grupo y utilizan las estructuras que les han explicado mientras la completan?

Si _____ No _____

Explica _____

3. ¿El maestro los monitorea mientras realizan dicha actividad?

Si _____ No _____

4. ¿Se les da un tiempo para prepararse antes de presentar cualquier actividad?

Si ___ No ___

Explica como lo hace:

5. ¿Reportan de forma oral o escrita en inglés al resto de la clase como hicieron la actividad?

Si _____ No _____

Si tu respuesta fue SI, ¿Cuánto tiempo para prepararse tienen?

Si tu respuesta fue NO, ¿crees que esta parte te ayudaría a mejorar tu habla en inglés?

6. ¿El maestro elige el orden en que reportaran a los demás su actividad?

Si _____ No _____

7. ¿El maestro muestra algún video de cómo realizar las actividades?

Si _____ No _____

8. Después de realizada la actividad, ¿hay un momento en el que el maestro da su punto de vista sobre los reportes y corrige errores?

Si _____ No _____

Explica lo que sucede

9. ¿El maestro menciona las partes interesantes de las actividades realizadas y felicita los buenos trabajos?

Si _____ No _____

Explica que sucede

10. ¿El maestro continua la clase con alguna actividad para seguir practicando los contenidos?

Si _____ No _____

Si tu respuesta fue SI, ¿estas prácticas te ayudan a mejorar tu confianza y uso del inglés?

Si tu respuesta fue NO, ¿te gustaría seguir practicando las estructuras para mejorar tu confianza y manejo del inglés? ¿Por qué?



Appendix G

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

RESEARCH TOPIC: “The Effectiveness of the use of the Task-Based Learning Approach (TBL) to Reinforce Eighth Graders’ English Oral Production at Centro Escolar Católico San Lorenzo, Santa Ana, during the year 2020”

**SEMI-STRUCTURED QUESTIONNAIRE ADDRESSED TO THE ENGLISH
TEACHER FROM CENTRO ESCOLAR CATÓLICO SAN LORENZO, SANTA ANA**

OBJECTIVE: To gather information on the teacher’s point of view of students’ English oral production

1. Do you consider students are able to produce the language in oral activities without hesitating?

2. Do you think students make use of correct utterances while developing speaking activities?

3. Do students apply correct grammatical structures when communicating during oral performance?

4. Do you think your students have a good selection of words while they perform speaking activities?

5. Do your students have good pronunciation according to their level of English?

Appendix H

“THE EFFECTIVENESS OF THE USE OF THE TASK-BASED LEARNING APPROACH (TBL) TO REINFORCE EIGHTH GRADERS’ ENGLISH ORAL PRODUCTION AT CENTRO ESCOLAR CATÓLICO SAN LORENZO, SANTA ANA, DURING THE YEAR 2020”

**UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE
FOREIGN LANGUAGE DEPARTMENT**



**“THE EFFECTIVENESS OF THE USE OF THE TASK-BASED LEARNING
APPROACH (TBL) TO REINFORCE EIGHTH GRADERS’ ENGLISH ORAL
PRODUCTION AT CENTRO ESCOLAR CATÓLICO SAN LORENZO, SANTA ANA,
DURING THE YEAR 2020”**

PROPOSAL PRESENTED BY

AGUIRRE CHÁMUL, GERSON DAVID

HENRÍQUEZ HENRÍQUEZ, ROSA MARILENA

HERNÁNDEZ HERROES, TATIANA ELIZABETH

HERNÁNDEZ RIVAS, SANDRA JEAMILETH

THESIS ADVISOR

LICENCIADA GUADALUPE DELURDY LINARES DE SERMEÑO

AUGUST, 2020

SANTA ANA, EL SALVADOR, CENTROAMÉRICA

INTRODUCTION

This proposal has been designed in order to reinforce eighth graders' English oral production at Centro Escolar Católico San Lorenzo, using the Task-Based Learning Approach since through data gathered by different means and from various sources, the research team realized about the need to change the methodology to teach English and to strengthen the aforementioned students' English speaking skill development.

The present proposal contains the following elements: Introduction, Description of the Proposal, Approach to the Need, Description of the Beneficiaries and Staff, Objectives, Contents, Activities, Assessment, Resources and Budget.

The body of the proposal consists of a set of micro lesson plans to be developed during 8 weeks, specifically, teaching two days a week during (two hours in the first day and one hour during the second day). As part of the methodology suggested to develop the contents, some activities have been carefully selected and organized, following the six steps that the Task-Based Learning Approach follows. At the end of the proposal, a general assessment of the lessons covered during those eight weeks that have been planned.

DESCRIPTION OF THE PROPOSAL

The present proposal on the use of the Task-Based Learning Approach to reinforce eighth graders' English oral production is based on the findings of the research project entitled "The Effectiveness of the use of the Task-Based Learning Approach (TBL) to Reinforce Eighth Graders' English Oral Production at Centro Escolar Católico San Lorenzo, Santa Ana, during the year 2020" This proposal aims to offer some valuable help to the eighth grade English teacher at the mentioned institution so that he can be more effective and successful in his teaching endeavor with his eighth graders. For that purpose, the teacher will be able to use this whole proposal based on the Task- Based Learning Approach to reinforce his students' speaking skill; on the other hand, students will benefit since through the use of the TBL approach, they could better their English oral production.

It is also worth mentioning that the original lesson plan the English teacher uses was not modified at all. The research team only incorporated new activities using the Task-Based

Learning approach; each of the activities was carefully thought out and in order to meet eighth-graders' English learning needs. Moreover, the proposal includes a complete set of eight lesson plans. Each lesson plan covers one topic during three hours weekly. In each of the classes, students will have to perform oral tasks, and the teacher will incorporate the six main steps of the TBL Approach.

APPROACH TO THE NEED

The English teacher of Centro Escolar Católico San Lorenzo, Santa Ana, is in charge of teaching the target language to eighth graders, and he has to deal with the development of the four important language learning skills students have to master in order to communicate in a second or foreign language; these skills are listening, speaking, reading and writing. Since the speaking skill is not developed the way it should be, one of the greatest ideas the research team had was to propose the use of the Task-Based Learning approach to improve eighth graders' English oral production. With the suggested proposal, students will benefit since they will have plenty of chances of improving their speaking skill, and the English teacher will have the opportunity to use a new English teaching approach, the Task-Based Learning Approach.

The proposal has been designed to be carried out at Centro Escolar Católico San Lorenzo, Santa Ana, and all the suggested activities included in the lesson plans are meant to be performed by eighth graders at this educational institution. In each of the classes, students will be asked to orally perform certain tasks that will help them improve their English oral production. The research study entitled "A Proposal for The Use of the Task-Based Learning Approach in the Current Curriculum to Reinforce Eighth Graders' English Oral Production at Centro Escolar Católico San Lorenzo, Santa Ana, during the year 2020" was designed to let researchers know what students' needs are regarding to their English oral production.

DESCRIPTION OF THE BENEFICIARIES AND STAFF

In the development of the project and design of the proposal entitled "The Effectiveness of the use of the Task-Based Learning Approach (TBL) to Reinforce Eighth Graders' English Oral Production at Centro Escolar Católico San Lorenzo, Santa Ana, during

the year 2020”, three groups of people are involved; they are: the eighth–grade English teacher of Centro Escolar Católico San Lorenzo, Santa Ana, eighth graders of the same institution, and the researchers who were in charge of developing this projective research study and designing the present proposal

The English teacher will directly benefit through the use of this proposal since he will receive a set of eight complete lesson plans that will help be more effective and successful in his endeavor to improve his students’ English oral production. When researchers decided to carry out the investigation, the English teacher told them that he was not using a specific approach to teach the language to his students, so the use of Task-Based Learning approach will help him with his pupils.

Besides, eighth graders will benefit from this proposal, for they will be taught English through the use of a completely different approach, the Task-Based Learning approach. This approach will let them learn through a new methodology that follows six important steps, and with the help of these steps, students will improve their English oral production. Thus, in each of the lessons, various speaking tasks are included in order to let students practice the skill they need to improve the most.

Moreover, the staff involved in carrying out this projective research study and building this methodological proposal is a group of four students of Licenciatura en Idioma Inglés Opción Enseñanza of the University of El Salvador as part of their graduation work to obtain their degree of Licenciado en Idioma Inglés – Opción Enseñanza; that is why, they carried out this research study which contains a proposal of on the use of the Task-Based Learning approach to improve eighth graders’ English oral production.

All in all, the beneficiaries and staff are important because they are part of the investigation. Without the participation of both of these groups of individuals, this research study cannot be carried out.

OBJECTIVES OF THE PROPOSAL

General Objective

To help eighth graders reinforce their English oral production through the use of a set of micro lesson plans based on the Task Based Learning Approach

Specific Objectives

To foster eighth graders' English oral production through the use of micro lesson plans based on the six fundamental steps of the Task-Based Learning Approach at Centro Escolar Católico San Lorenzo, Santa Ana, during 2020

To provide the eighth-grade English teacher at Centro Escolar Católico San Lorenzo, Santa Ana, with a complete proposal containing a set of micro-lesson plans based on the six fundamental steps of the Task-Based Learning Approach, as well as various audiovisual resources, such as printable worksheets, flashcards, podcasts, online video clips, posters, e-blogs to foster his students' English speaking skill more effectively and suitable evaluation tools to assess students' development of their English oral production during the school year 2020

CONTENTS

In this section, a table is included with the contents to be covered during the implementations of set if micro lesson plans based on the ask-Based Learning Approach

Table 4*Contents*

Topics (vocabulary and grammar)	Week	Topics (vocabulary and grammar)	Week
Classroom vocabulary	1	Preposition of place and vocabulary about furniture	5
Possessive adjectives and classroom vocabulary	2	Preposition of places around the city	6
Comparative adjectives and adjectives for personality	3	Clothing, review of topics and possessives	7
Superlative adjectives and adjectives for personality	4	Personal care items and wh-questions	8

Source: Done by the research team

ACTIVITIES

The activities suggested in this proposal have been carefully selected and organized to help students better their English oral production through the use of the Task-Based Learning Approach. They are presented as part of a set of micro lesson plans in a task-fashion, and students are meant to complete during class. The organization of the tasks goes hand in hand with the six fundamental steps of the TBL Approach (Pre-task, Task, Planning, Report, Analysis and Practice). Harmer (1988) believes that Task-Based Learning makes the performance of meaningful tasks central to the learning process. In this approach, activities are presented as problem-solving or as tasks to perform to allow language acquisition. That is why, language is not focused on structure or function but on its forms because all lessons are based around a central task.

It is important to mention that each set of micro lesson plans contains its own objectives and a checklist to assess students' oral production during activities. In the first day of class of the week, the structure and vocabulary will be introduced, followed by a task that students will complete. On the second day of the week, another task is presented, and the teacher will evaluate it using the checklist.

Table 5*Activities*

Week	Type of activity (task)	Description	Approach for the task
1	Conversation	Students talk with a partner about the things they have and don't have, using key phrases.	TBL
2	Presentation	Students show their classmates the things they have in their backpacks.	TBL
3	Group conversation	All students in the group look for some persons in magazines and they describe those using the structures and vocabulary of the lesson.	TBL
4	Small group comparisson	Students compare with their partners the things they have in their backpacks using superlative adjectives.	TBL
5	Drawing and description	Students draw and describe their bedroom, using prepositions of place and furniture items vocabulary.	TBL
6	Drawing and description	In pairs, students draw the center of the city and describe it using places in the city and prepositions.	TBL
7	Presentation	Students solve a puzzle and find a picture of a family. They will describe their clothes using possessives, colors and clothing vocabulary.	TBL
8	Simulation	Students pretend they go shopping their personal care items. They must use wh-questions and the vocabulary of the lesson.	TBL

Source: Done by the research team

ASSESSMENT

In this section, a table is included with the tasks that the teacher will make use of to assess students through a weekly evaluation.

At the end, an interview is included as part of a general evaluation for the teacher to assess students' learning after the implementation of the proposal.

Table 6

Assessment

Lesson Plan	Topic	Evaluation to Assess Students	Instrument to Assess
1	Classroom vocabulary and simple present tense	Mini conversation: In couples, they are asked to perform a conversation without reading it.	Criteria Sheet
2	My classroom and possessive adjectives	Mini presentation: Students are going to talk about the items they have in their backpacks.	Criteria Sheet
3	Describing people with comparative adjectives	Mini presentation: Students are asked to talk about two people and describe them using comparative adjectives.	Criteria Sheet
4	Comparing things with superlative adjectives	Mini presentation: Students are asked to look for the differences in a worksheet full of drawings; once they find them, they have to go to the front and say them out loud in form of sentences.	Criteria Sheet
5	Preposition of place and vocabulary of furniture	Oral interview: The teacher will interview the students; they will answer some questions based on a worksheet containing some drawings of rooms of a house. Then, the students will describe the location of the furniture using preposition of place.	Criteria Sheet

Lesson Plan	Topic	Evaluation to Assess Students	Instrument to Assess
6	Preposition of place and places around the town or city	Mini presentation: From a mini box, students will take one by one a piece of paper with a preposition written on them, then, they have to describe the center of the city (Santa Ana) using all the prepositions from the mini box.	Criteria Sheet
7	My clothes (review of possessive adjectives and verb to be)	Mini presentation: Individually, students are asked to talk about the clothes they have in their closets.	Criteria Sheet
8	How much is it? (review of possessive adjectives and verb to be)	Simulation: In pairs, they have to play the role of a seller and a customer. Student A) will ask the prices some care items have and student B) will be giving information to student A.	Criteria Sheet
Final Evaluation	Here, all the topics are included	The teacher will ask a set of questions to each student to assess their acquisition of the new target content.	Criteria Sheet

Source: Done by the research team

RESOURCES

The resources that the eighth graders' English teacher will use are appendices, worksheets, flashcards, evaluation sheets, computer, LCD projector, USB and any other resource the teacher considers relevant for the development of the lesson plans. Some of them are provided by the research team and are included in each lesson plan.

The activities are planned to last from 40 to 50 minutes to be developed by the teacher and students following up the six steps of the TBL Approach. There would be some activities in which the teacher will provide students with worksheets in order for them to understand in a

clear way the topics to be covered during the lessons. He will evaluate students' performance and verify making sure students reach the objectives of each activity.

BUDGET

For the development of the proposal, researchers did not invest on any resource; the eighth graders' teacher will have to print the lessons, appendices, worksheets, and all the tools needed for the development of this projective research. Teacher will need to have the didactic resources printed so that he can be successful in implementing this proposal. The teacher will use materials in every class to make students develop and understand the activities properly.

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FOREIGN LANGUAGE DEPARTMENT



Institution: Centro Escolar Católico San Lorenzo, Santa Ana **Time:** 3 hours per week **Level:** 8th grade **No. of students:** 22
Ages: 14-16

Special Features of group: The class is integrated by teenagers. The classes take place on Tuesday and Wednesday

Relevant recent work: During the last weeks the students had classes in which they have used the following grammatical structures: verb to be, Have/ has to describe possessions, likes and dislikes. The topics they have been working with are “greetings”, “personal information”. The vocabulary they studied was related to: greetings, furniture, colors, and music

Main objectives:

- ✓ That students learn classroom vocabulary
- ✓ That students describe classroom objects after watching a video.
- ✓ That students describe the classroom objects they have in the classroom.
- ✓ That students put into practice the vocabulary they have learnt

LESSON DEVELOPMENT

DATE:
Tuesday,
March 2nd,
2021
(2 Hours)

Topic:
Classroom
vocabulary
Grammatical
structure:
Present
Simple

Grammar notes: (15 minutes)

To introduce the class, ask students what idea comes to their mind when they hear the phrase classroom objects.

1. Ask students to see the video about classroom objects to get familiar with some vocabulary
2. Present students some vocabulary and key words they can use when referring to classroom objects

Vocabulary

Desk

- Chair
- Book
- Notebook
- Pencil case
- Backpack
- Scissors
- Compass
- Pins
- Clip
- Pencil

colors

- Pencil sharpener
- Stapler
- Calculator
- Ballpoint
- Highlighter
- eraser (U.S)
- Scotch tape
- Paint
- Palette
- Paint brush
- Protractor
- Set square
- Ruler

- Glue
- Beaker
- Flask
- Test tube
- Funnel
- Binder
- Computer
- Paper
- File holder
- Map
- Magnifying glass
- Clock
- Blackboard
- Globe

Keywords

Possible Problems and Solutions:

<https://www.youtube.com/watch?v=hTobZFggexE>

If students are not able to see the video, show them a group of flashcards about classroom objects

Borrow

1. Can I borrow *your pen*?
2. Can I borrow *your glue*?

Lend

1. Can you lend me *your pencil*?
2. Can you lend me *your marker*?

Need

1. I need a *marker to draw something in the whiteboard*
2. I need *the dictionary to look up for some words*

Pre Task: Ask students to work in pairs or in trios and provided them with Appendix A. Name the classroom objects they see in the Appendix A

Task: Using the vocabulary from Appendix A, ask students to write two

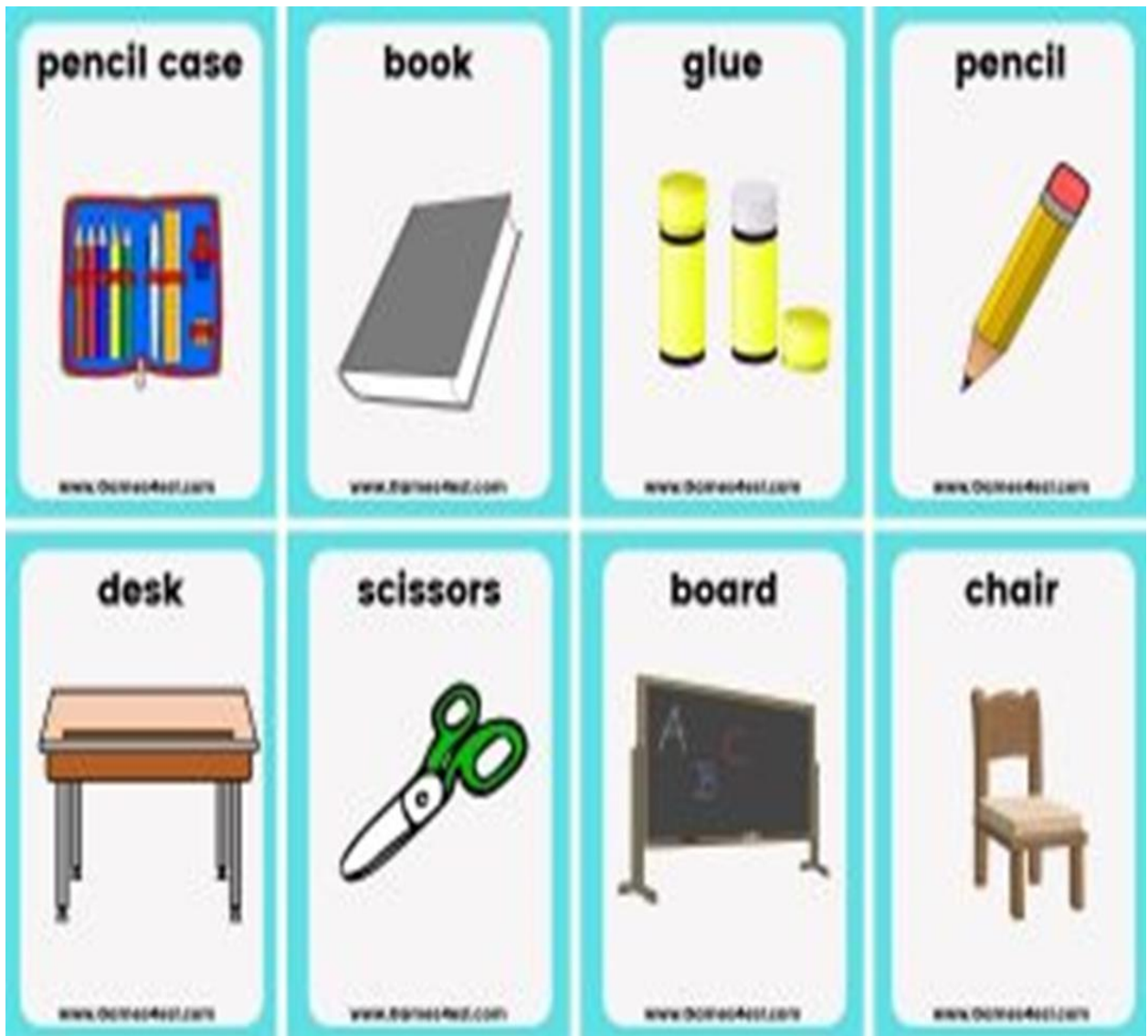
		<p>sentences per each key word.</p> <p>Eg. Can you lend me your pencil? Yes, here you are</p> <p>Planning: Students have to share the sentences they have written with their trio.</p> <p>Report: The trios have to report the sentences their classmates have written.</p> <p>Analysis: the teacher checks if students used a considerable number of words from the ones covered during class, give feedback if necessary</p> <p>Practice: ask students to work in pairs. They will create a short conversation; they will be during a class, and you will use something you don't have. Ask your partner for it. Use the key phrases.</p>	
<p>Date: Wednesday , March 3rd 2021 (1 hour)</p>	<p>Topic: Classroom vocabulary Grammatical structure: Present Simple</p>	<p>EVALUATION</p> <p>Pre Task: Ask students to get in the trios they were working the previous class.</p> <p>Task: Give students some time to practice the conversation they wrote</p> <p>Planning: Monitor students and check they do not get distracted when practicing the conversation</p> <p>Report: Chose group by group to go to the front and develop the conversation</p>	<p>Possible problems and solutions:</p> <p>If one member of the trio is not present, ask one of the classmates for help. He or she will take the role of the absent student.</p>

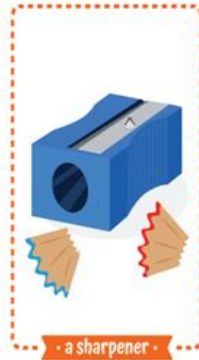
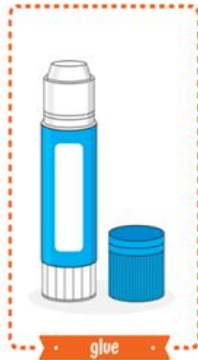
		Analysis: The teacher check vocabulary and provide feedback if necessary	
--	--	---	--

		Practice: Ask students to be respectful and pay attention to their classmates	
--	--	--	--

COMMENTS:

Flashcards to be used in class





Classroom objects

Label the classroom objects.

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



UNIVERSITY OF EL SALVADOR
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 LANGUAGE DEPARTMENT

Student's name: _____ Final grade: _____

CRITERIA SHEET TO BE USED WITH 8TH GRADERS AT CENTRO ESCOLAR
 CATOLICO SAN LORENZO

OBJECTIVE: TO ASSESS STUDENTS' ENGLISH ORAL PRODUCTION DURING AN
 ORAL EVALUATION

RANGE: 1. VERY BAD, 2: POOR, 3: ACCEPTABLE, 4: GOOD AND 5: EXCELLENT

INDICATOR	1	2	3	4	5
1. GRAMMAR (Student is able to express his/her ideas and answer in proper sentence structure and tenses.)					
2. PRONUNCIATION (Student's pronunciation is clear and easy to understand.)					
3. VOCABULARY (considerable range of vocabulary words learned during class)					
4. COMPREHENSION OF QUESTIONS (Student is able to understand and answer all of the questions during the interview.)					
5. FLUENCY (Student's speech is effortless and smoothly according to their level.)					
TOTAL					

COMMENTS _____

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FOREIGN LANGUAGE DEPARTMENT



Institution: Centro Escolar Católico San Lorenzo, Santa Ana **Time:** 3 hours per week **Level:** 8th grade **No. of students:** 22
Ages: 14-16

Special Features of group: The class is integrated by teenagers. The classes take place on Tuesday and Wednesday

Relevant recent work: During the last days, the students had classes in which they have used the following grammatical structures: verb to be, have/ has to describe possessions, likes and dislikes. The topics they have been working with are “greetins”, “classroom objects” and “furniture”. The vocabulary they studied was related to: classroom objects and furniture

Main objectives:

- ✓ That students learn the possessive adjectives
- ✓ That students accurately use the possessive adjectives after watching a video
- ✓ That students describe all classroom vocabulary by using possessive adjectives
- ✓ That students put into practice speaking and writing skills

LESSON DEVELOPMENT

DATE:
Tuesday,
March 9th
2021

(2 Hours)

**Topic: My
Classroom**

**Grammatical
structure:
Possessive
Adjectives**

Before starting the class, ask students about the classroom objects they remember.

Grammar notes: (15 minutes)

Ask students what they imagine when they hear the phrase possessive adjectives, then present them

ENGLISH GRAMMAR

Possessive Adjectives

SUBJECT PRONOUN	POSSESSIVE ADJECTIVE
I I have a shirt.	MY My shirt is green.
YOU You have a book.	YOUR Your book is new.
HE He has a pillow.	HIS His pillow is soft.
SHE She has a dog.	HER Her dog is small.
IT It has a bone.	ITS Its bone is old.
WE We have a bird.	OUR Our bird is noisy.
YOU You have a house.	YOUR Your house is big.
THEY They have a car.	THEIR Their car is slow.

YOUR = Possessive Adjective
- You need to bring *your* dictionary.

YOU'RE = You are (contraction)
- You're an excellent student.

ITS = Possessive Adjective
- The dog played with *its* ball.

IT'S = It is (contraction)
- It's very hot right now.

www.grammar.cl
www.woodwardenglish.com
www.vocabulary.cl

Possible Problems and Solutions:

- If students are not able to watch the video, provide them with a copy of the chart of possessive adjectives and explain them.
- https://www.youtube.com/watch?time_continue=71&v=rF070hPFbas&feature=emb_title
- If there is no access to internet, provide both groups with the possessive adjectives, and ask them write one sentence with each possessive

		<p>The possessive adjective needs to agree with the possessor and not with the thing that is possessed.</p> <p>Examples</p> <ul style="list-style-type: none"> • My backpack is new. • Her book is big. • Our colors are small. • Their notebooks are on the desk. <p>Like all adjectives in English, they are always located directly in front of the noun they refer to. (Possessive Adjective + Noun)</p> <p>We do not include an S to the adjective when the noun is plural like in many other languages.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Our notebooks are colorful. (Correct) <i>Ours</i> notebooks are colorful. (Incorrect) <p>However, the verb that is used needs to be in agreement with the noun - if the noun is singular then the verb is singular; if the noun is plural then the verb is plural.</p> <p>Examples:</p> <ul style="list-style-type: none"> • My pen is black. (Singular) My pens are black. (Plural) • Our English book is big. (Singular) Our English books are big. (Plural) <div data-bbox="1199 1040 1610 1365" style="background-color: #e1f5fe; padding: 5px;"> <p>Note</p> <p>Its vs. It's Be careful not to confuse its and it's. Its = The possessive adjective for <i>It</i>. It's = a contraction of it is.</p> </div>	<p>pronoun and a classroom object. The group that finishes first will be the winner.</p> <p style="text-align: right;">https://maththememory.com/ofek5thgrade</p>
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		<p>Pre Task: Play the video about possessive adjectives, and then divide the class into two groups. They will be group A, and group B; they will play a memory game. One representative of each group will have the opportunity to choose a pair of cards, if he or she gets it, his or her has to help him say a sentence using the possessive adjective and a classroom object, if not, the other group will have the opportunity to make a try. The group that gets more cards will be the winner.</p> <p>Task: Ask each group to take notes while the representative is playing. They have to write correct sentences using the possessive adjective and a classroom object.</p> <p>Planning: Monitor students are writing the sentences without interfering.</p> <p>Report: Ask for some volunteers to read aloud each sentence and check.</p> <p>Analysis: Check if students use possessive pronouns correctly, and give feedback if necessary.</p> <p>Practice: Ask students to work in pairs and give them worksheet A. They will fill in the banks using the correct possessive adjective to complete each sentence. Ask for volunteers to check responses as a group.</p>	
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<p>Date: Wednesday, March 10th 2021 (1 hour)</p>	<p>Topic: My Classrom Grammatical structure: Possessive adjectives</p>	<p>EVALUATION</p> <p>Pre task: Ask students to present the things they have in their backpacks.</p> <p>Task: They will borrow one object from his or her classmates till getting six. Using the things they get, they will prepare a mini presentation about the classroom objects they have using the possessive adjectives pointing out the owner of the object.</p> <p>Eg. This is his ruler.</p> <p style="padding-left: 40px;">This is my pencil.</p> <p>Planning: Monitor they organized themselves to perform the activity.</p> <p>Report: Ask students to go to the front one by one and develop the mini presentation. Have students use the vocabulary and structure they have been working on. And keep them respect the one is presenting.</p> <p>Analysis: Give feedback. The feedback has to be given in general for all the content not only for this task.</p> <p>Practice: Have students take notes and identify the possessive adjectives are used in the presentations.</p>	<p>Possible problems and solutions:</p> <p>To test students' performance, make use of the evaluation checklist</p>
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COMMENTS:

GRAMMAR WORKSHEET

POSSESSIVE ADJECTIVES



What's	my your his her	name?
This is	its our their	house.

What's = What is

- *Fill in the blanks below to complete the sentences. Use the words in the above box.*

1. Where is _____ classroom? We can't find it.
2. Susan, is that _____ pen on the table?
3. A: What is _____ name? B: My name is Thomas.
4. I think this is _____ book. She dropped it on the floor.
5. _____ names are Kevin and Stewart. They are my friends.
6. He forgot to write _____ name on the test!
7. A: What is your phone number? B: _____ phone number is 555-9826.
8. Did the cat eat all of _____ food?
9. The children are crying because they can't find _____ toys.
10. Mariam and Jennifer like _____ new teacher.
11. I really like my new home, especially _____ location.
12. This is a picture of my friend. He is _____ best friend.
13. Do you think your father likes _____ birthday present?
14. We still have twenty more minutes before _____ class begins.
15. Brazil is located in South America. _____ capital city is Brasilia.
16. When did Mr. and Mrs. Smith buy _____ new television?
17. Oh no! I can't find _____ keys! Where are they?
18. A: Where is _____ brother? B: My brother is at school.



UNIVERSITY OF EL SALVADOR
 WESTERN MULTIDISCIPLINARY CAMPUS
 LANGUAGE DEPARTMENT

Student's name: _____ Final grade: _____

CRITERIA SHEET TO BE USED WITH 8TH GRADERS AT CENTRO ESCOLAR
 CATOLICO SAN LORENZO

OBJECTIVE: TO ASSESS STUDENTS' ENGLISH ORAL PRODUCTION DURING AN
 ORAL EVALUATION

RANGE: 1. VERY BAD, 2: POOR, 3: ACCEPTABLE, 4: GOOD AND 5: EXCELLENT

INDICATOR	1	2	3	4	5
1. GRAMMAR (Student is able to express his/her ideas and answer in proper sentence structure and tenses.)					
2. PRONUNCIATION (Student's pronunciation is clear and easy to understand.)					
3. VOCABULARY (considerable range of vocabulary words learned during class)					
4. COMPREHENSION OF QUESTIONS (Student is able to understand and answer all of the questions during the interview.)					
5. FLUENCY (Student's speech is effortless and smoothly according to their level.)					
TOTAL					

COMMENTS _____

UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE
FOREIGN LANGUAGE DEPARTMENT



Institution: Centro Escolar Católico San Lorenzo, Santa Ana **Time:** 3 hours per week **Level:** 8th grade **No. of students:** 22
Ages: 14-16

Special Features of group: The class is integrated by teenagers. The classes take place on Tuesday and Wednesday

Relevant recent work: During the last weeks the students had classes in which they have used the following grammatical structures “Definite and Indefinite Articles, “Possessive adjectives”. The topics they have been working with are “My Classroom”, “Things in my classroom”. The vocabulary they studied was related to classroom objects.

Main objectives:

- ✓ That students describe someone’s physical appearance by using adjectives in the comparative degree
- ✓ That students make comparisons between two persons talking about their physical appearance

LESSON DEVELOPMENT

<p>DATE: Tuesday, March 16th 2021</p> <p>(2 Hours)</p>	<p>Topic: Describing People</p> <p>Grammatical structure: Comparative Adjectives and simple present</p>	<p>To introduce the vocabulary, print worksheet A.</p> <p>GRAMMAR NOTES: (15 minutes)</p> <p>What are comparative adjectives?</p> <p>A comparative adjective compares differences between two nouns. For example, “The blue car is faster than the red car”.</p> <p>Comparatives take the following forms:</p> <p>the adj + er: in most cases, adjectives with 1 or 2 syllables take the “er” form (e.g. fast – faster / heavy – heavier)</p> <p>the more + adj: in most cases, adjectives with 3 or more syllables take the “more ~” form (e.g. expensive – more expensive / beautiful – more beautiful)</p> <p>there are a few exceptions to the above rule (e.g. modern – more modern)</p> <p>irregular forms: “good” and “bad” take the irregular forms “better” / “worse”</p> <p>To introduce the vocabulary, print worksheet A.</p> <p>Pre - Task: Ask students to work in pairs or small groups. Then, paste all around the</p>	<p>Possible Problems and Solutions:</p> <p>It might happen that students can see the worksheet online, but in case they can’t print it. (Worksheet A).</p> <p>https://www.pinterest.co.uk/pin/594193744560498489/</p>
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		<p>classroom different animated pictures of people which they have to match with an adjective. For example: The picture of two boys goes along with the adjective “tall”. When students finish, ask them to keep the cards with them because they will use them later. (Worksheet B)</p> <p>Task: "Magazine pictures comparisons game"</p> <p>For this activity, prepare lots of magazines or other print materials (such as catalogs, brochures, newspapers, books with pictures, etc.).</p> <p>Start by writing all of the adjectives from today's lesson randomly on the white board.</p> <p>Next, ask students to continue working in the same groups they were before and have each group sit around a table. Place a pile of magazines and other print materials in the middle of the table (as many as you can).</p> <p>Choose a student to start the game in each group (Student A). Student A should flick through any of the magazines on the table and find a picture. They should then use one of the adjectives from the board to describe the picture, such as "A beautiful girl". On this cue, the rest of the students in the group need to search through the remaining magazines on the table to find a picture of the same object or</p>	<p>For the task, ask students to bring their own material if possible. So that they can have more material.</p>
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		<p>person and say a comparative sentence (e.g. "A more beautiful girl").</p> <p>The first student to find a comparative and make a correct sentence wins a point.</p> <p>If no one can find a comparative picture the student who started the round wins a point.</p> <p>The student who wins the point starts the next round.</p> <p>At the end, the student with the most points is the winner.</p> <p>Planning: Monitor students work but do not interfere while they are talking. Ask them how they organized themselves to perform the activity.</p> <p>Report: The person that obtains more points in each of the groups has to go to the front of the class and say out aloud his or her findings.</p> <p>Analysis: While students are performing the task, take notes of the mistakes they might have. Give feedback if necessary and emphasize the vocabulary and structure of today's lesson.</p> <p>Practice: Have students write down on their books at least 8 sentences using the pictures they have from the pre- task. Encourage them to use the pictures as clue and the vocabulary and structure they have just learned. (If time is</p>	
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		not enough, this can be the homework assignment).	
<p>Date: Wednesday, March 17th 2021</p> <p>(1 hour)</p>	<p>Topic: Comparing People</p> <p>Grammatical structure: Comparative adjectives</p>	<p>EVALUATION</p> <p>Pre task: Ask students to make a summary of all the things they learned the day before.</p> <p>Task: Bring to the class different materials such as bond pages, color pages, carton, scissor, all students can need to make a draw of a person. Ivided the class into small groups and ask them to draw at least two persons and to highlight the differences they may have. For example, they may draw a girl and a boy, and they can say sentences as “He is taller than her”.</p> <p>Planning: Monitor students work but do not interfere while they are talking. Ask them how they organized themselves to perform the activity.</p> <p>Report: Ask students to go to the front and present to their classmates their work. Have</p>	<p>Possible problems and solutions:</p> <p>To evaluate students speaking performance you can make use of the Evaluation Worksheet.</p>

		<p>students use the vocabulary and structure they have been working on.</p> <p>Analysis: Give feedback. The feedback has to be given in general for all the content not only for this task.</p> <p>Practice: Have students go to their classmates' groups and continue talking about the new friend they made.</p>	
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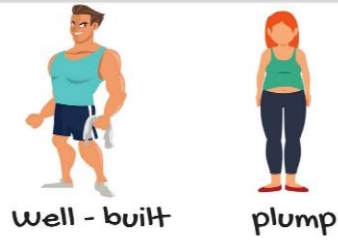
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DESCRIBING PEOPLE

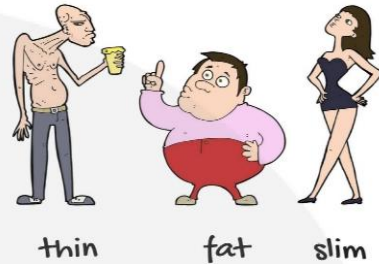
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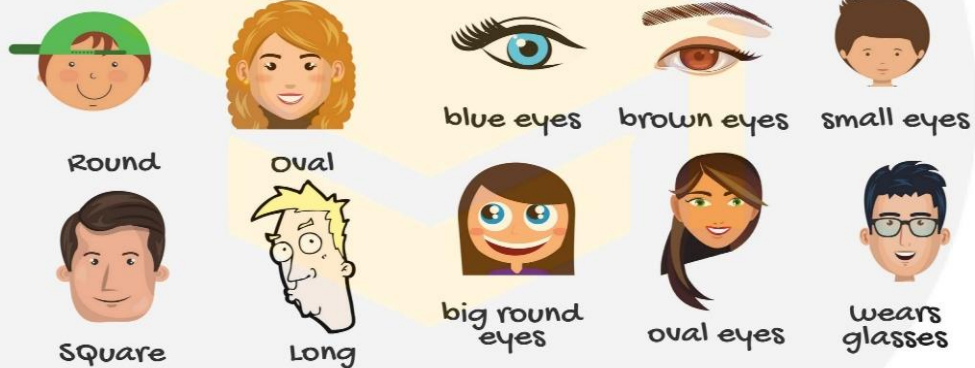


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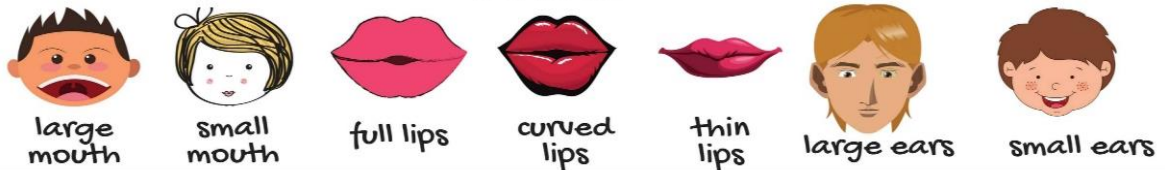
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	<p>CURLY</p>
	<p>STRAIGHT</p>
	<p>WAVY</p>
	<p>TALL</p>

	<p>FLAT NOSE</p>
	<p>YOUNG</p>
	<p>OLD</p>
	<p>OVAL FACE</p>



UNIVERSITY OF EL SALVADOR
 WESTERN MULTIDISCIPLINARY CAMPUS
 LANGUAGE DEPARTMENT

Student's name: _____ Final grade: _____

CRITERIA SHEET TO BE USED WITH 8TH GRADERS AT CENTRO ESCOLAR
 CATOLICO SAN LORENZO

OBJECTIVE: TO ASSESS STUDENTS' ENGLISH ORAL PRODUCTION DURING AN
 ORAL EVALUATION

RANGE: 1. VERY BAD, 2: POOR, 3: ACCEPTABLE, 4: GOOD AND 5: EXCELLENT

INDICATOR	1	2	3	4	5
1. GRAMMAR (Student is able to express his/her ideas and answer in proper sentence structure and tenses.)					
2. PRONUNCIATION (Student's pronunciation is clear and easy to understand.)					
3. VOCABULARY (considerable range of vocabulary words learned during class)					
4. COMPREHENSION OF QUESTIONS (Student is able to understand and answer all of the questions during the interview.)					
5. FLUENCY (Student's speech is effortless and smoothly according to their level.)					
TOTAL					

COMMENTS _____

UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE
FOREIGN LANGUAGE DEPARTMENT



Institution: Centro Escolar Católico San Lorenzo, Santa Ana **Time:** 3 hours per week **Level:** 8th grade **No. of students:** 22
Ages: 14-16

Special Features of group: The class is integrated by teenagers. The classes take place on Tuesday and Wednesday

Relevant recent work: During the last weeks the students had classes in which they have used the following grammatical structures “Definite and Indefinite Articles, “Possessive adjectives” Comparative adjectives”. The topics they have been working with are “My Classroom”, “Things in my classroom” “Describing People”. The vocabulary they studied was related to classroom objects and adjectives of appearance.

Main objectives:

- ✓ That students identify examples of superlative adjectives referring to people in the class
- ✓ That students demonstrate understanding of superlatives by arranging themselves according to superlative categories

LESSON DEVELOPMENT

<p>DATE: Tuesday, March 23rd 2021</p> <p>(2 Hours)</p>	<p>Topic: Comparing Things</p> <p>Grammatical structure: Superlative Adjectives and simple present</p>	<p>GRAMMAR NOTES: (15 minutes)</p> <p>To introduce the vocabulary use appendix A, from last class</p> <p>What are superlative adjectives?</p> <p>A superlative adjective compares three or more nouns and shows the noun with the highest degree. For example, “Mount Everest is the highest mountain in the world”. This compares all of the mountains in the world and shows that Mount Everest is the highest of the lot.</p> <p>Superlatives take the following forms:</p> <p>the adj + est: in most cases, adjectives with 1 or 2 syllables take the “the ~ est” form (e.g. fast – the fastest / heavy – the heaviest)</p> <p>the most + adj: in most cases, adjectives with 3 or more syllables take the “the most ~” form (e.g. expensive – the most expensive / beautiful – the most beautiful)</p> <p>there are a few exceptions to the above rule (e.g. modern – the most modern)</p> <p>irregular forms: “good” and “bad” take the irregular forms “the best” / “the worst”</p> <p>Pre -Task: Review adjectives – play “Pictionary”</p> <p>In the last lesson (comparative adjectives)</p>	
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		<p>students learned a lot of new adjectives. Review these by using the <u>word cards</u> from last lesson Before class get a set of word cards. Play “Pictionary” on the board with the whole class. Select a card but do not show anyone. Look at the adjective and then draw a picture to represent it on the board. For example, if the word is “tall”, draw a tall tree. Get students to call out until someone says the adjective. Help a bit (e.g. indicating the tree is TALL by drawing a small person at the bottom). The person who shouted out the right answer gets to come to the board, select a card and draw a picture. Play until all of the cards have been used.</p> <p>Task: "Let's compare things on the table" Put students into groups of 3 or 4 and have them sit around a table. Start by modeling the activity with a group. Choose an object that all the students have, such as a pencil, pen, pencil case, bag, cell phone, shoe, notebook, etc. and get each student to place one of theirs on the table. Then students compare their objects, for example: <i>Student A: (pointing) A colorful pencil case.</i> <i>Student B: (pointing) A more colorful pencil case.</i> <i>Student C: (pointing) The most colorful pencil case!</i></p> <p>Planning: Monitor students work but do not</p>	
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		<p>interfere while they are talking. Ask them how they organized themselves to perform the activity.</p> <p>Report: Finally, have each group present one of their conversations to the class.</p> <p>Analysis: While students are performing the task, take notes of the mistakes they might have. Give feedback if necessary and emphasize the vocabulary and structure of today’s lesson.</p> <p>Practice: Have students stand up. Say out aloud some categories and ask them to line up themselves in that category. For example: “The tallest person in the class”, “The curliest girl in the class”, etc.</p>	
<p>Date: Wednesday, March 24th 2021</p> <p>(1 hour)</p>	<p>Topic: Comparing Things</p> <p>Grammatical structure: Superlative adjectives</p>	<p>EVALUATION</p> <p>Pre task: Have students make sentences by matching the phrases. (Appendix A)</p> <p>Task: Bring to the class a worksheet in which students have to spot the differences. Ask students to work in pairs and find the differences. Encourage them to use superlative adjectives. (Appendix B)</p> <p>Planning: Monitor students’ work but do not interfere while they are talking. Ask them how they organized themselves to perform the</p>	<p>Possible problems and solutions:</p> <p>To evaluate students speaking performance you can make use of the Evaluation sheet.</p>

		<p>activity.</p> <p>Report: Ask students to go to the front and share their work with their classmates. Have students use the vocabulary and structure they have been working on.</p> <p>Analysis: Give feedback. The feedback has to be given in general for all the content not only for this task.</p> <p>Practice: Have students get in small groups and say out aloud at least 10 adjectives they remember.</p>	
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COMMENTS:

Make sentences by matching

Paul is

the tallest
mountain

in Australia.

Mount Everest is

the most
intelligent man

in modern
history.

Sydney is

the most famous
city

in our company.

The Volga is

the largest
empire

in Europe.

The British
Empire was

the longest river

in the world.





UNIVERSITY OF EL SALVADOR
 WESTERN MULTIDISCIPLINARY CAMPUS
 LANGUAGE DEPARTMENT

Student's name: _____ Final grade: _____

CRITERIA SHEET TO BE USED WITH 8TH GRADERS AT CENTRO ESCOLAR
 CATOLICO SAN LORENZO

OBJECTIVE: TO ASSESS STUDENTS' ENGLISH ORAL PRODUCTION DURING AN
 ORAL EVALUATION

RANGE: 1. VERY BAD, 2: POOR, 3: ACCEPTABLE, 4: GOOD AND 5: EXCELLENT

INDICATOR	1	2	3	4	5
1. GRAMMAR (Student is able to express his/her ideas and answer in proper sentence structure and tenses.)					
2. PRONUNCIATION (Student's pronunciation is clear and easy to understand.)					
3. VOCABULARY (considerable range of vocabulary words learned during class)					
4. COMPREHENSION OF QUESTIONS (Student is able to understand and answer all of the questions during the interview.)					
5. FLUENCY (Student's speech is effortless and smoothly according to their level.)					
TOTAL					

COMMENTS _____

UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE
FOREIGN LANGUAGE DEPARTMENT



Institution: Centro Escolar Católico San Lorenzo, Santa Ana **Time:** 3 hours per week **Level:** 8th grade **No. of students:** 22
Ages: 14-16

Special Features of group: The class is integrated by teenagers. The classes take place on Tuesday and Wednesday

Relevant recent work: During the last weeks the students had classes in which they have used the following grammatical structures: classroom vocabulary and definite and indefinite articles, possessive adjectives and classroom vocabulary, comparative adjectives and physical appearance adjectives, superlative adjective and adjectives for personality (to be)

Main objectives:

- ✓ That students learn vocabulary regarding furniture and prepositions of place
- ✓ That students put into practice all furniture vocabulary they have learned through the worksheets
- ✓ That students describe their bedrooms orally
- ✓ That students practice their speaking skills using vocabulary of furniture and prepositions of place

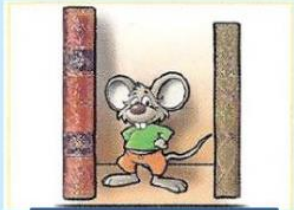
LESSON DEVELOPMENT

<p>DATE: Tuesday, March 30th 2021 (2 Hours)</p>	<p>Topic: Prepositions of place and vocabulary of furniture</p> <p>Grammatical structure: Simple present tense, verb To be</p>	<p>Grammar notes: (15 minutes)</p> <ol style="list-style-type: none"> 1. Have students work on the appendix A) to get to know some preposition of place. 2. Ask students to work on appendix B) to get familiar with some vocabulary furniture. 3. Have students repeat selected vocabulary from the worksheets to be used during the class. <p>Pre - Task: Have students brainstorm furniture items, ask one item to each student and create a list on the board</p> <p>Task: In pairs, have students create a short dialogue describing their bedroom. Provide them with a sheet of paper and some color pencils to draw their bedrooms.</p> <p>Planning: Let the students practice their performances. Go to monitor them and offer your help in case they need it.</p> <p>Report: Choose the order in which the pairs of students are going to perform.</p> <p>Analysis: Provide the necessary feedback to all the pairs in order so that they get immediately their mistakes. At the end of all the presentations, have feedback in general so that everybody practices the new vocabulary and structures.</p> <p>Practice: Have students create 10 sentences</p>	<p>Possible Problems and Solutions:</p> <ul style="list-style-type: none"> ✚ In case the students have access to internet connection, ask them to work on the on-line worksheet to reduce the carbon footprint of our world. <p>Links: Appendix A https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Prepositions_of_place/Prepositions_of_place_tf36818sg</p> <p>Appendix B https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Prepositions_of_place/prepositions_flat_ou23015mt</p> <ul style="list-style-type: none"> ✚ In case the students do not have access to internet, provide them with the printed appendix (they are going to be attached at the end of this lesson plan)
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		describing the positions that the furniture of their houses have.	
Date: Wednesday, March 31st 2021 (1 hour)	Topic: Prepositions of place and vocabulary of furniture Grammatical structure: Simple present tense, verb To be	EVALUATION ✚ Provide the student with the appendix (C) about the rooms of the house so that he/she describes orally the positions of the furniture. FOR EXAMPLE: Ask him or her: Where is the TV? Possible answer: The TV is on the table.	Possible problems and solutions: ✚ There will be a criteria sheet to evaluate the students' English oral production

COMMENTS:

Read and drag



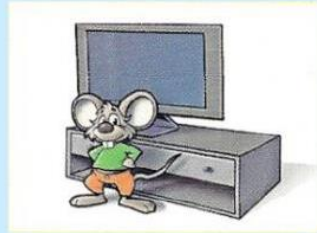
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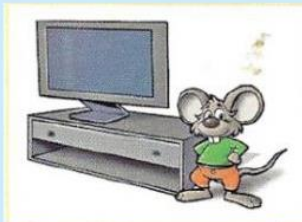


Under

Between

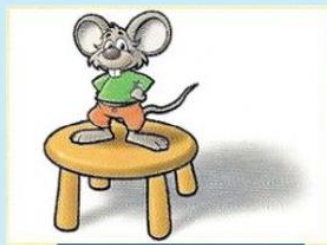


Next to



On

In front of



THE HOUSE PREPOSITIONS OF PLACE

CHOOSE THE RIGHT OPTION



- 1-THE FRIDGE IS BETWEEN/UNDER THE DOOR AND THE CUPBOARD.
- 2-THE DOOR IS NEXT TO/UNDER THE SHELF.
- 3-THE CLOCK IS IN/ON THE WALL.
- 4-THE CHAIRS ARE UNDER/ NEXT TO THE TABLE
- 5-THE TABLE IS UNDER/OPPOSITE THE COOKER.
- 6-THE POT IS ON/IN THE COOKER.
- 7-THE BIN IS NEAR/ IN FRONT OF THE DRAWERS.
- 8-THE MICROWAVE IS NEXT TO /UNDER THE WINDOW
- 9-THE SINK IS ABOVE/UNDER THE WINDOW.

TRUE OR FALSE



- 1- THE CHAIR IS NEXT TO THE DESK
- 2-THE BEDS ARE OPPOSITE THE WINDOWS
- 3-THE COMPUTER IS UNDER THE DESK
- 4-THE BOOKCASE IS ON THE WALL.
- 5-THE BIN IS BETWEEN THE BED AND THE DESK
- 6-THE LAMP IS ON THE DESK.
- 7-THE POSTER IS ABOVE THE SHELF
- 8-THE WINDOWS ARE ABOVE THE BEDS
- 9-THE CLOCK IS ON THE BED.

COMPLETE WITH THE RIGHT PREPOSITION



- 1-THE TOILET ISTHE BATH
- 2-THE CURTAIN IS.....THE TOILET AND THE BATH.
- 3-THE SHELF ISTHE WALL
- 4-THE MIRROR ISTHE WASHBASIN
- 5-THE CUPBOARD ISTHE WASHBASIN
- 6-THE MAT ISTHE TOILET
- 7-THE STOOL ISTHE BATH.
- 8-THE BIN ISTHE CUPBOARD.
- 9-THE TOWELS ARETHE CUPBOARD.

MULTIPLE CHOICE



- 1- THE DOOR IS..... THE TELEPHONE
UNDER - NEXT TO - OPPOSITE
- 2-THE T.V ISTHE SOFA
NEAR - OPPOSITE - BEHIND
- 3-THE MAT ISTHE TABLE
UNDER - BEHIND - ABOVE
- 4-THE PICTURE ISTHE WINDOW AND THE DOOR.
IN - ON - BETWEEN

Appendix C to evaluate students



bathroom



bedroom



garden



living room



kitchen



UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT

Student's name: _____ Final grade: _____

CRITERIA SHEET TO BE USED WITH 8TH GRADERS AT CENTRO ESCOLAR
CATOLICO SAN LORENZO

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4. COMPREHENSION OF QUESTIONS (Student is able to understand and answer all of the questions during the interview.)					
5. FLUENCY (Student's speech is effortless and smoothly according to their level.)					
TOTAL					

COMMENTS _____

UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE
FOREIGN LANGUAGE DEPARTMENT



Institution: Centro Escolar Católico San Lorenzo, Santa Ana **Time:** 3 hours per week **Level:** 8th grade **No. of students:** 22
Ages: 14-16

Special Features of group: The class is integrated by teenagers. The classes take place on Tuesday and Wednesday

Relevant recent work: During the last weeks the students had classes in which they have used the following grammatical structures: classroom vocabulary and definite and indefinite articles, possessive adjectives and classroom vocabulary, comparative adjectives and physical appearance adjectives, superlative adjective and adjectives for personality (to be), prepositions of place and vocabulary of furniture

Main objectives:

- ✓ That students learn vocabulary regarding places around the town or city
- ✓ That students use the prepositions of place to explain the location of the places in the city
- ✓ That students recognize and explain the location of their own city appropriately

LESSON DEVELOPMENT

<p>DATE: Tuesday, April 6th 2021</p> <p>(2 Hours)</p>	<p>Topic: Prepositions of place and vocabulary of places around the town or city</p> <p>Grammatical structure: Simple present tense, verb To be</p>	<p>Grammar notes: (15 minutes)</p> <p>Introduce the names of the places of the town or city to the students. Use the appendixes A and B to make the students get to know the names of the principal places of a city and practice the way it is said the location they have.</p> <p>When the appendixes are already finished, ask students to repeat the places out loud and check the resolution of the exercises. Give feedback if necessary.</p> <p>Pre - Task: Have students make a list of places they recognize from their own city (Santa Ana). Write on the board all the names they provide and add, if possible, some they do not recall at the moment.</p> <p>Task: Have students work in pairs. Ask them to draw the center of the city (including their school)</p> <p>Then, ask them to name all the places for example: The central park, the city hall, the casino, the church, the theater, the supermarket, the restaurants (little ceasar's and pollo campestre) and so on.</p> <p>At the end, they are going to go to the front to explain one another the location of each place. Make sure they practice their</p>	<p>Possible Problems and Solutions:</p> <ul style="list-style-type: none"> ✚ In case the students have access to internet connection, ask them to work on the on-line worksheet to reduce the carbon footprint of our world. <p>Appendix A: https://es.liveworksheets.com/gh677339ma</p> <p>Appendix B: https://www.google.com/search?q=places+in+the+city&client=firefox-b-d&sxsrf=ALeKk00TmjU5mv_IgwMnlwOCW8oWWPIrLA:1594578105732&tbm=isch&source=iu&ictx=1&fir=SAREmxHu7avx2M%252ChdXRV44rpWx-xM%252C_&vet=1&usg=AI4_kTUGMLAidAI4KuUGH_Grzj1yLex6Q&sa=X&ved=2ahUKEwip0LusqsjqAhWRVN8KHQFyBrwQ9QEwCXoECAUQLw&biw=1360&bih=654#imgrc=Dtrq6xi7y8nPM</p> <ul style="list-style-type: none"> ✚ In case students do not have access to internet, provide them with the printed worksheets (they are going to be attached at
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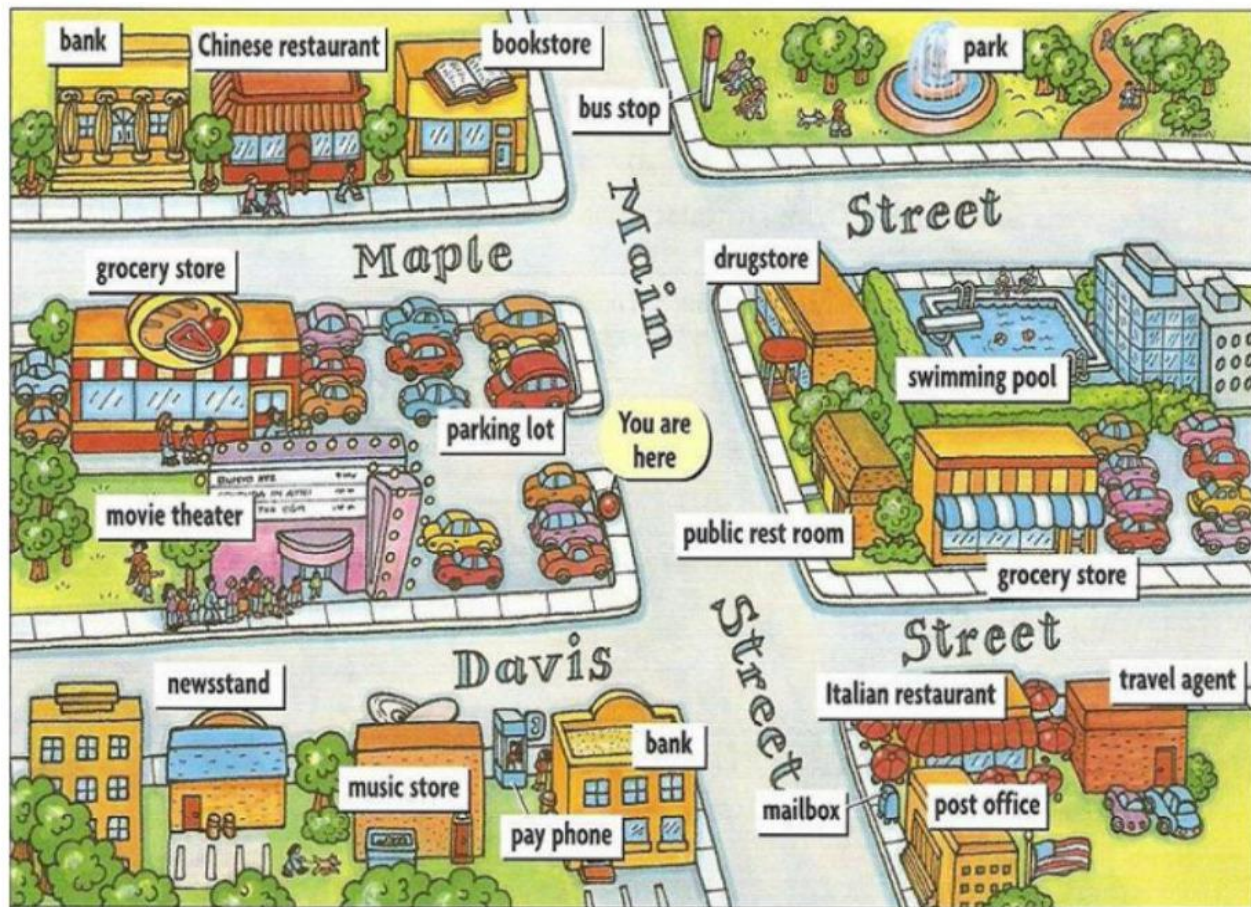
		<p>performance before.</p> <p>Planning: Let the students practice their performances. Go to monitor them and offer your help in case they need it.</p> <p>Report: Choose the order in which the pairs of students are going to perform.</p> <p>Analysis: Provide the necessary feedback to all the pairs in order so that they get immediately their mistakes. At the end of all the presentations, have feedback in general so that everybody practices the new vocabulary and structures.</p> <p>Practice: As a homework assignment, ask students to write 10 sentences describing their neighborhoods, using all the studied prepositions until now.</p>	<p>the end of this lesson plan)</p>
<p>Date: Wednesday, April 7th 2021 (1 hour)</p>	<p>Topic: Prepositions of place and vocabulary of places around the town or city</p> <p>Grammatical structure: Simple present tense, verb To be</p>	<p>EVALUATION</p> <p>✚ Provide the student with the appendix (C) containing some squares representing the city. Also, give the students a mini box with some papers with the preposition written on them.</p>	<p>Possible problems and solutions:</p> <p>✚ There will be a criteria sheet to evaluate the students' English oral production</p>

		<p>Ask the students to get familiar with the appendix to scan all the places to be asked.</p> <p>✚ Then, have the student take one by one the prepositions from the box and ask the student to use the preposition in a sentence to explain the location of one place of the town. Repeat this until all the prepositions have been used.</p>	
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COMMENTS:

Look at the map and match the sentences!!

- | | | |
|------------------------------|----------------------|---|
| 1. <input type="checkbox"/> | There are | a. on the corner of Davis Street. |
| 2. <input type="checkbox"/> | The travel agent is | b. next to the swimming pool. |
| 3. <input type="checkbox"/> | The bank is | c. next to the Chinese restaurant. |
| 4. <input type="checkbox"/> | The bank is | d. two grocery stores in my neighborhood. |
| 5. <input type="checkbox"/> | There is | e. opposite the newsstand. |
| 6. <input type="checkbox"/> | The drugstore is | f. a swimming pool opposite the park. |
| 7. <input type="checkbox"/> | The movie theater is | g. on the corner of Main Street. |
| 8. <input type="checkbox"/> | The bookstore is | h. next to the Chinese restaurant. |
| 9. <input type="checkbox"/> | The bus stop is | i. between the bank and the music store. |
| 10. <input type="checkbox"/> | The pay phone is | j. opposite the grocery store. |



Appendix C





UNIVERSITY OF EL SALVADOR
 WESTERN MULTIDISCIPLINARY CAMPUS
 LANGUAGE DEPARTMENT

Student's name: _____ Final grade: _____

CRITERIA SHEET TO BE USED WITH 8TH GRADERS AT CENTRO ESCOLAR
 CATOLICO SAN LORENZO

OBJECTIVE: TO ASSESS STUDENTS' ENGLISH ORAL PRODUCTION DURING AN
 ORAL EVALUATION

RANGE: 1. VERY BAD, 2: POOR, 3: ACCEPTABLE, 4: GOOD AND 5: EXCELLENT

INDICATOR	1	2	3	4	5
1. GRAMMAR (Student is able to express his/her ideas and answer in proper sentence structure and tenses.)					
2. PRONUNCIATION (Student's pronunciation is clear and easy to understand.)					
3. VOCABULARY (considerable range of vocabulary words learned during class)					
4. COMPREHENSION OF QUESTIONS (Student is able to understand and answer all of the questions during the interview.)					
5. FLUENCY (Student's speech is effortless and smoothly according to their level.)					
TOTAL					

COMMENTS _____

UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE
FOREIGN LANGUAGE DEPARTMENT



Institution: Centro Escolar Católico San Lorenzo, Santa Ana **Time:** 3 hours per week **Level:** 8th grade **No. of students:** 22
Ages: 14-16

Special Features of group: The class is integrated by teenagers. The classes take place on Tuesday and Wednesday

Relevant recent work: During the last weeks the students had classes in which they have used the following grammatical structures “Definitive and Indefinitive Articles, “Possessive adjectives”, “Verb to be”, “Prepositions” and “Comparative and Superlative Adjectives. The topics they have been working with are “My Classroom”, “Things in my classroom”. The vocabulary they studied was related to classroom objects.

Main objectives:

- ✓ That students talk about clothing using appropriate vocabulary and possessives.
- ✓ That students describe clothing items by using colors.
- ✓ That students express simple expressions by using previous studied structures in class

LESSON DEVELOPMENT

<p>DATE: Tuesday, April 13rd 2021 (2 Hours)</p>	<p>Topic: My Clothes Grammatical structure: Review of possessives and verb to be</p>	<p>Before starting the class, introduce the vocabulary and grammatical structure students are going to use to develop the class.</p> <p>GRAMMAR NOTES: Review (15 minutes)</p> <p>Possessives</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">I</td> <td style="width: 50%;">MY</td> </tr> <tr> <td>YOU</td> <td>YOUR</td> </tr> <tr> <td>HE</td> <td>HIS</td> </tr> <tr> <td>SHE</td> <td>HER</td> </tr> <tr> <td>IT</td> <td>ITS</td> </tr> <tr> <td>WE</td> <td>OUR</td> </tr> <tr> <td>YOU</td> <td>YOUR</td> </tr> <tr> <td>THEY</td> <td>THEIR</td> </tr> </table> <p>Pre - Task: Introduce colors and clothing vocabulary to students. Before the class starts, paste on the board a line of at least 10 cards (Appendix A) about clothing items with one different color for each of them. In color paper sheets, write the name of the corresponding color and form another line. Teach both at the same time joining the item with the name of the color it is.</p>	I	MY	YOU	YOUR	HE	HIS	SHE	HER	IT	ITS	WE	OUR	YOU	YOUR	THEY	THEIR	<p>Possible Problems and Solutions:</p>
I	MY																		
YOU	YOUR																		
HE	HIS																		
SHE	HER																		
IT	ITS																		
WE	OUR																		
YOU	YOUR																		
THEY	THEIR																		

		<p>Form sentences using possessives+ clothing item+ verb to be+ colors. Give examples and ask students to help you build more.</p> <p>Task: Dressing my family.</p> <p>For this activity, ask students to work in trios. When they are grouped, give them a set of pictures in a bag (Appendix B). It's a puzzle of a family so, they will find the picture and paste each part in a squared piece of wood or felt paper.</p> <p>The next step is to make it shine. Ask students to color it as they want. Give them some time to do it.</p> <p>Next, students will think about a description of the family and the clothing items. Each member of the group must give ideas to do it.</p> <p>Planning: Monitor students' work but do not interfere while they are talking. Make sure all of them gave ideas and helped build the description. Help students as well if it is needed.</p> <p>Report: Make a raffle to know the order in which students will present the task to the class. You can choose only one person of the group to present the work.</p> <p>Analysis: Listen carefully to the person that is talking to the class. Also, take notes of the good</p>	
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		<p>things and mistakes students may commit. At the end, give feedback and emphasize the vocabulary and structure of today's lesson.</p> <p>Practice: Provide each student a worksheet (Appendix C) about clothing and colors. Finally, in the same group, they can compare answers.</p>	
<p>Date: Wednesday, April 14th 2021</p> <p>(1 hour)</p>	<p>Topic:</p> <p>Grammatical structure:</p> <p>Review of previous structures</p>	<p style="text-align: center;">EVALUATION</p> <p>Pre -task: Ask students to brainstorm clothes items they may have in their closet.</p> <p>Task: Previously, you needed to have asked students to bring old magazines, catalogs or newspaper. Now, they will look for the items they listed before (at least 10). They will build their closet in their notebooks.</p> <p>Planning: Monitor students' work but do not interfere while they are talking. Tell them that they will talk about it so, besides building the closet they will prepare themselves to present it.</p> <p>Report: Ask them to form to circles, one into the other one, facing each other. Students walk in different ways while the teacher plays some music. When music stops, they will talk about their items in the closet they made for at least 1</p>	

		<p>minute. Emphasize that they will have to use possessives, verb to be, colors and clothes vocabulary, of course. The teacher monitors their talking.</p> <p>Analysis: Give a general feedback to the class, at the end of the task.</p> <p>Practice: The teacher will pass a little paper ball to students as the teacher counts from 1 to 10. When the teacher finishes, the student who gets the ball will discover a word (about clothes) in a piece of paper in itself. So, that student will say a sentence using that word. Then, continue doing the same for some minutes.</p>	
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COMMENTS:

ENGLISH VOCABULARY

CLOTHES

Woodward's ENGLISH ENGLISH

 belt	 blouse	 boots	 cap	 coat	 dress
 gloves	 hat	 hoodie	 jacket	 jeans	 overalls  dungarees
  pajamas pyjamas	  panties knickers	  pants trousers	 raincoat	 scarf	 shirt
 shoes	 shorts	 skirt	 socks	 suit	  sweater jumper
 sweatshirt & sweatpants	 swimming trunks	 swimsuit	 tie	 T-shirt	 underpants

© Woodward English

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

Appendix B



Appendix C

Look at the clothes behind. Write True or False.

- | | | | |
|---|-------|--------------------------------|-------|
| <input checked="" type="checkbox"/> Green sweater | _____ | 4. Grey trousers | _____ |
| <input checked="" type="checkbox"/> Red trousers | _____ | 5. A black suit | _____ |
| 1. A blue shirt | _____ | 6. A brown jacket | _____ |
| 2. Dark blue jeans | _____ | 7. A blue skirt | _____ |
| 3. A light blue coat | _____ | 8. An orange and white T-shirt | _____ |
| | | 9. A purple dress | _____ |



3.



9.



7.



5.



4.



6.



8.





UNIVERSITY OF EL SALVADOR
 WESTERN MULTIDISCIPLINARY CAMPUS
 LANGUAGE DEPARTMENT

Student's name: _____ Final grade: _____

CRITERIA SHEET TO BE USED WITH 8TH GRADERS AT CENTRO ESCOLAR
 CATOLICO SAN LORENZO

OBJECTIVE: TO ASSESS STUDENTS' ENGLISH ORAL PRODUCTION DURING AN
 ORAL EVALUATION

RANGE: 1. VERY BAD, 2: POOR, 3: ACCEPTABLE, 4: GOOD AND 5: EXCELLENT

INDICATOR	1	2	3	4	5
1. GRAMMAR (Student is able to express his/her ideas and answer in proper sentence structure and tenses.)					
2. PRONUNCIATION (Student's pronunciation is clear and easy to understand.)					
3. VOCABULARY (considerable range of vocabulary words learned during class)					
4. COMPREHENSION OF QUESTIONS (Student is able to understand and answer all of the questions during the interview.)					
5. FLUENCY (Student's speech is effortless and smoothly according to their level.)					
TOTAL					

COMMENTS _____

UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE
FOREIGN LANGUAGE DEPARTMENT



Institution: Centro Escolar Católico San Lorenzo, Santa Ana **Time:** 3 hours per week **Level:** 8th grade **No. of students:** 22
Ages: 14-16

Special Features of group: The class is integrated by teenagers. The classes take place on Tuesday and Wednesday

Relevant recent work: During the last weeks the students had classes in which they have used the following grammatical structures “Definite and Indefinite Articles, “Possessive adjectives”, “Verb to be”, “Prepositions” and “Comparative and Superlative Adjectives. The topics they have been working with are “My Clothing”, “My Classroom”, “Things in my classroom”. The vocabulary they studied was related to the corresponding lessons.

Main objectives:

- ✓ That students use vocabulary about personal care items
- ✓ That students use the new vocabulary and practice with different exercises
- ✓ That students use WH-questions to ask for any personal care item
- ✓ That students continue using previous structures and vocabulary as well

LESSON DEVELOPMENT

<p>DATE: Tuesday April 20th 2021</p> <p>(2 Hours)</p>	<p>Topic: How much is it?</p> <p>Grammatical structure:</p> <p>Review of possessives and verb to be</p>	<p>Before starting the class, introduce the vocabulary and grammatical structure students are going to use to develop the class.</p> <p>GRAMMAR NOTES: Review (15 minutes)</p> <p>VOCABULARY: Check the first two worksheets at the end of this lesson.</p> <p>WH-WORDS: What and how much</p> <p>Pre -Task: Introduce vocabulary about personal care items to students and the use of what and how much in questions.</p> <p>Task: Before starting the class, paste some flashcards on the wall to simulate a supermarket. Group students in trios. Students have to plan a situation about them going to shop their personal care items to the supermarket.</p> <p>Planning: Give students some time to prepare the situation. Encourage them to use the wh-questions taught and of course the vocabulary of today's lesson. Monitor their work and help them as well.</p> <p>Report: Choose the order for students to simulate and tell them they will have from 3 to 5 minutes to do so. Take notes of their performance.</p>	<p>Possible Problems and Solutions:</p> <p>Set a good arrangement of the desks according to how you want students to develop the task.</p> <p>In these links, the teacher can find some flashcards, He/she decides which to teach.</p> <p>https://www.englishworksheets.com/personal-care-products-8.html</p> <p>https://www.englishworksheets.com/personal-care-products-9.html</p>
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		<p>Analysis: After their performance of the task, give your analysis to the class, which things they could do in a great way and what they need to improve.</p> <p>Practice: Fidget spinner game</p> <p>Continue practicing vocabulary. Have students working in groups of 5 and give them a fidget spinner (Appendix A) per group. Students must take turns to spin it. As soon as it stops, they must say the word in the arrow quickly. They continue doing the same for some time and they can interchange spinners among groups.</p>	
<p>Date: Wednesday, April 21st 2020</p> <p>(1 hour)</p>	<p>Topic: My bathroom</p> <p>Grammatical structure:</p> <p>Review of previous structures</p>	<p style="text-align: center;">EVALUATION</p> <p>Pre -task: The teacher will print two different worksheets for the class. Pair students and give them a word search puzzle (Appendix B). Give them some minutes to find the words.</p> <p>When they finish, ask randomly the words they found in the appendix and list all the words on the board for all the class have it and copy it.</p> <p>Task: How much is the comb?</p> <p>Students must be in trios. Give each group a set of cards of personal care items. They will</p>	<p>Previously, you need to cut the spin and paste it on the fidget spinner.</p> <p>Remember to print the worksheets in advanced.</p>

		<p>take different roles: one is a seller in a store and the others are clients. They will prepare a situation in which they go to a store and ask for the products and their prices. They must use WH-questions like: what is it? It's a comb. How much is the comb? It's \$2 dollars.</p> <p>Planning: Monitor students while they are planning how to present the situation. Encourage them to use all previous structures and help students as well if it's needed.</p> <p>Report: Choose the order for students to role-play the situation. Give them from 3 to 4 minutes for their participation.</p> <p>Analysis: Pay careful attention and also, take notes of the good things and mistakes students may commit. At the end, give feedback and emphasize how they used the vocabulary and previous structures.</p>	
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COMMENTS:

Appendix A

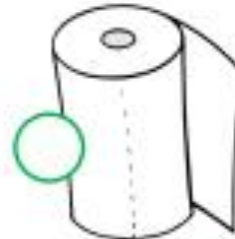


PERSONAL CARE PRODUCTS WORD SEARCH PUZZLE 2

Find and circle the words in the word search puzzle and number the pictures

k	u	c	o	t	t	o	n	b	u	d	c	a	g	u
m	x	s	h	a	i	r	b	r	u	s	h	o	o	u
n	k	u	t	i	s	s	u	e	s	s	s	w	u	w
a	t	n	u	w	j	e	t	f	s	x	g	k	c	s
i	p	g	f	b	q	e	w	m	v	h	h	f	l	c
l	a	l	a	h	h	n	e	y	d	a	d	u	v	i
f	p	a	c	c	a	p	e	t	x	i	w	e	d	s
i	e	s	i	k	i	u	z	b	n	r	o	o	s	s
l	r	s	a	i	r	a	e	v	s	d	o	x	x	o
e	t	e	l	e	c	t	r	i	c	r	a	z	o	r
u	o	s	m	z	l	c	s	k	w	y	q	d	e	s
z	w	b	a	z	i	o	z	g	m	e	g	y	x	w
c	e	e	s	g	p	m	h	a	i	r	b	a	n	d
u	l	x	k	m	s	b	i	k	s	c	a	l	e	s
e	n	a	i	l	c	l	i	p	p	e	r	s	n	w

1. electric razor
2. hair dryer
3. hairbrush
4. scissors
5. comb
6. tweezers
7. nail clippers
8. nail file
9. paper towel
10. tissues
11. cotton bud
12. hairband
13. scales
14. sunglasses
15. hair clips
16. facial mask



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UNIVERSITY OF EL SALVADOR
 WESTERN MULTIDISCIPLINARY CAMPUS
 LANGUAGE DEPARTMENT

Student's name: _____ Final grade: _____

CRITERIA SHEET TO BE USED WITH 8TH GRADERS AT CENTRO ESCOLAR
 CATOLICO SAN LORENZO

OBJECTIVE: TO ASSESS STUDENTS' ENGLISH ORAL PRODUCTION DURING AN
 ORAL EVALUATION

RANGE: 1. VERY BAD, 2: POOR, 3: ACCEPTABLE, 4: GOOD AND 5: EXCELLENT

INDICATOR	1	2	3	4	5
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4. COMPREHENSION OF QUESTIONS (Student is able to understand and answer all of the questions during the interview.)					
5. FLUENCY (Student's speech is effortless and smoothly according to their level.)					
TOTAL					

COMMENTS _____

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



RESEARCH TOPIC: “A Proposal for The Use of the Task-Based Learning Approach in the Current Curriculum to Reinforce Eighth Graders’ English Oral Production at Centro Escolar Católico San Lorenzo, Santa Ana, during the year 2020”

INTERVIEW

OBJECTIVE: To assess student’s grasping of the contents covered with the proposal.

DIRECTIONS: Choose some questions to ask your students. You decide how many questions to ask according to their ability to answer.

1. Which objects are there in your classroom?
2. Which objects are there in your backpack?
3. Can you tell me your personal information using possessive adjectives?
4. Ask the student to tell you the personal information of a family member using possessives.
5. Which pencil is more colorful? (show students Figure 1 that is at the end of this document)
6. Which tree is taller? (show students Figure 2 that is at the end of this document)
7. Who is your best friend?
8. Who is the tallest person in your English class?
9. Describe your classroom using prepositions.
10. Describe your bedroom using prepositions.
11. Can you describe the center of the city?
12. Tell me five places in the city.
13. What color is your clothing?
14. Can you tell me which clothes you have in your closet?
15. Which personal care items do you have in your bedroom and bathroom?

16. Which personal care items do you buy at the supermarket?

INDICATOR	1	2	3	4	5
2. Grammar (Student is able to express his/her ideas and answers in proper sentence structure and tenses.)					
3. Pronunciation (Student's pronunciation is clear and easy to understand.)					
4. Vocabulary (Good range of vocabulary words learned during class)					
3. Comprehension of questions (Student is able to understand and answer all of the questions during the interview.)					
6. Fluency (Student's speech is effortless and smoothly according to their level.)					
TOTAL					

COMMENTS

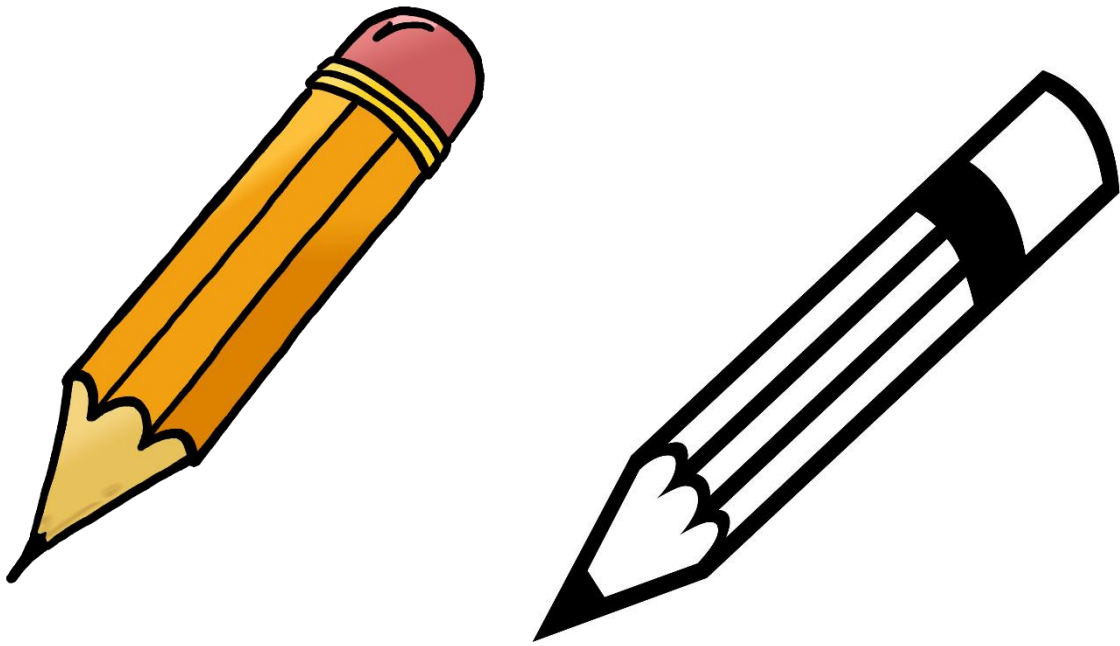


Figure 1



Figure 2