

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



UNDERGRADUATE WORK

**A PROPOSAL OF AN ENGLISH CLASS MODEL USING ALL THE COMPONENTS
OF A MACRO AND MICRO LESSON PLANS TO ENHANCE EIGHTH GRADE
STUDENTS' SPEAKING AND WRITING PRODUCTION OF COMPLEJO
EDUCATIVO COLONIA RÍO ZARCO DURING THE YEAR 2020**

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DEDICATIONS

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INDEX

ABSTRACT	xiii
INTRODUCTION	xiv
CHAPTER I STATEMENT OF THE PROBLEM.....	15
1.1. Description of the problem.....	15
1.2. Research Objectives.....	17
1.2.1. General Objective.....	17
1.2.2. Specific Objectives.....	17
1.3. Justification	18
1.4. Scope of the Study	19
1.5. Limitations of the Study	19
CHAPTER II THEORETICAL FRAMEWORK.....	21
2.1. English in the Salvadorian Educational System	21
2.2. The importance of the language skills.....	21
2.2.1. The importance of the speaking skill.....	22
2.2.2. The importance of the writing skill	23
2.3. Factors to develop Speaking and Writing skills.....	24
2.3.1. Factors affecting Speaking skills.....	25
2.3.2. Factors affecting writing skills	26
2.4. Strategies to Improve the Speaking and Writing Skills	30
2.4.1. The Evolution of the Methods to Improve the Speaking Ability in Language Teaching.....	30
2.4.2. The Speaking Skill's Approaches.....	32
2.4.3. Rao's New Era Techniques.....	34
2.4.4. Techniques to Improve the Learners' Writing Skill.....	36
2.5. Macro Lesson Plan.....	40
2.5.1. Micro Lesson Plan.....	41
2.5.2. Lesson Plan Components.....	42
CHAPTER III HYPOTHESIS, VISUALIZATION OF THE RESEARCH, AND OPERATIONALIZATION OF THE VARIABLES.....	49
CHAPTER IV METHODOLOGICAL DESIGN.....	54
4.1. Paradigm and Design.....	54

4.2. Sampling Procedure	55
4.3. Preliminary Phase.....	55
4.3.1. Approaching the Field of Study.....	55
4.3.2. Diagnostic Study.....	56
4.3.3. Definition of the Problem	56
4.4. Planning Phase	57
4.4.1. Literature Review.....	57
4.4.2. Operationalization of Variables.....	57
4.4.3. Data Collection Instruments	58
4.4.4. Validation of Data Collection Instruments.....	59
4.4.5. Validity and Reliability.....	60
4.4.6. Ethical Aspects.....	60
4.5. Execution Phase	61
4.5.1. Data Collection Procedure.....	61
4.5.2. Data Processing	62
4.5.3 Data Analysis and Interpretation	62
4.6. Timeline	64
4.7. Budget	65
4.7.1. Supplies	65
4.7.2. Services.....	65
CHAPTER V EXPECTED RESULTS.....	66
CHAPTER VI CONCLUSIONS AND RECOMMENDATIONS	69
6.1. Conclusions.....	69
6.2. Recommendations.....	70
6.2.1. For teachers	70
6.2.2. For future researchers	71
BIBLIOGRAPHICAL REFERENCES.....	72
APPENDIXES.....	76
APPENDIX A (OBSERVATION GUIDE).....	77
APPENDIX B (TEACHER´S INTERVIEW)	78
APPENDIX C (MACRO LESSON PLAN).....	79

APPENDIX D (MICRO LESSON PLAN 1)	129
APPENDIX E (MICRO LESSON PLAN 2)	133
APPENDIX F (MICRO LESSON PLAN 3)	137
APPENDIX G (MICRO LESSON PLAN 4)	142
APPENDIX H (QUIZ)	145
APPENDIX I (MINI-PRESENTATION)	147
APPENDIX J (TEACHER’S INTERVIEW)	148
APPENDIX K (STUDENTS’ QUESTIONNAIRE)	149
APPENDIX L (VALIDATION SHEET)	151

ABSTRACT

Learning a second language is so difficult for beginners because as in the mother tongue, students are required to develop the four macro-skills to interact among others. Therefore, it is necessary to create an appropriate classroom environment using the latest strategies, methodologies and techniques to help students boost their productiveness in the language, especially in writing and speaking production. Unfortunately, teachers do not leave their comfort zone; rather, they continue teaching in the traditional way, using the textbook, lecturing long hours of grammar with no interactive activities in the classroom. For that reason, the investigators carried out the thesis project “A Proposal of an English Class Model Using all the Components of a Macro and Micro Lesson Plans to Enhance Eighth Grade Students' Speaking and Writing Production of Complejo Educativo Colonia Río Zarco during the Year 2020”.

The general objective of this research was “To determine whether the implementation of the macro and micro lesson plans help eighth grade students of Complejo Educativo Colonia Río Zarco overcome their deficiencies in their English speaking and writing production during the year 2020” which, in fact, could not be attained because the big obstacles that the research team encountered.

Moreover, the hypothesis: “If teachers implement the macro and micro lesson plan with the most effective activities and techniques, Eighth Grade Students of Complejo Educativo Colonia Río Zarco will improve their productiveness in speaking and writing during the year 2020” was not confirmed because the researchers could not carry out the experimental study with the target population due to the pandemic Covid-19. In this sense, researchers could not determine exactly whether the implementation of the macro and micro lesson plans as an English class model helps Eighth Grade Students of the aforementioned population overcome the deficiencies in writing and speaking production.

INTRODUCTION

The present experimental research project called "A Proposal of an English Class Model Using all the Components of a Macro and Micro Lesson Plans to Enhance Eighth Grade Students' Speaking and Writing Production of Complejo Educativo Colonia Río Zarco during the Year 2020" proposes the implementation of an English class model using the macro and micro lesson plans when planning classes as a teaching strategy including all the activities and techniques that make students get interested in learning a new language so that they could overcome some deficiencies in speaking and writing production.

This study is divided into six chapters. The first chapter is the Statement of the Problem which includes a description of the problem, the objectives (the general one and the specific ones), justification, the scope of the research and the limitations of the study. The second chapter is the Theoretical Framework which contains all the relevant information related with the study to be helpful for supporting the phenomenon and giving the possible solutions of the problem. The third chapter, Hypothesis, Visualization of the Research, and Operationalization of the Variables, includes basically the needed information to conduct the study such as the research question, the objectives, the hypothesis, units of analysis, indicators, tools, and the time when the tools will be administered. The fourth chapter is the Methodological Design which describes different phases or steps to carry out the study such as paradigm and type of study planning, sampling procedure, preliminary phase, execution phase, ethical aspects, timeline, and budget. The fifth chapter contains the results expected with the population under study based on the objectives that the researchers have stated previously. Finally, chapter six; Conclusions and Recommendations include the results of the study and recommendations for the teachers and future researchers.

CHAPTER I

STATEMENT OF THE PROBLEM

In the course of the years, to learn English as a second language has become a challenge for students since it involves the acquisition of new abilities which require the management of the four macro skills: listening, speaking, reading and writing. Hence, students are exposed to different environments which mean they need to understand and use language to express their ideas, thoughts, and feelings, so their brain must be trained to master each skill. In addition, the role all educators play inside the classroom is very essential since they need to show motivation and creativeness in the classes so that students do not feel them monotonous and boring. In this sense, if teachers developed an active classroom atmosphere, students will be confident to participate actively making the learning process of the new language easier. As a matter of fact, teachers need tools to facilitate teaching, as for example, the macro and micro lesson plans since the teachers can have a deeper knowledge of student's progress; nonetheless, lately teachers see the textbook as the only effective way to give their classes. Thus, Eighth Grade students of Complejo Educativo Colonia Rio Zarco present high levels of deficiency in their speaking and writing production during the year 2020.

1.1. Description of the problem

In the Educational System of El Salvador, students start learning English as an obligatory subject until the seventh grade which means that they do not have any knowledge before, creating some struggles in the acquisition of the new language in comparison to the very young learners. In the words of Kaparoba and Sabyrova (nd.) young language learners can acquire native-like fluency as easily as they learned to walk, in contrast to an adult language learner. Where adult learners have to work through an established first-language system, studying explicit grammar rules and practicing rote drills, the young learner learns naturally, absorbing the sounds, structures, intonation patterns and rules of a second language intuitively, as they did with their mother tongue. With this fact, some learners tend to feel frustrated at the very beginning since learning the new language seems to be really difficult and complex due to its grammar, pronunciation, intonation, composition, etc. And students from public institutions can deeply perceive this notion in comparison to the ones from private schools who, most of the time, start learning English in kindergarten. In this sense, students from public institutions must

be exposed to an appropriate environment in order to facilitate their foreign language acquisition; however, this task tends not to be easy to carry out by the teachers as observed with Eighth Grade Students of Complejo Educativo Colonia Río Zarco during the year 2020.

Through a diagnostic study carried out at Complejo Educativo Colonia Río Zarco during February of 2020, the researchers observed that Eighth Grade students presented a variety of deficiencies in regards to their language acquisition especially in their speaking and writing language productions. For instance, it was noticed that students still have troubles to pronounce the auxiliaries *do* /du/ and *does* /dΛz/ to which the teacher replied that such mistakes are not acceptable because they have studied the sounds since seventh grade. Researchers could realize that Eighth Graders of Complejo Educativo Colonia Río Zarco constantly committed grammar errors at the moment of adding the inflection [-s] in the third person singular of the simple present tense. Moreover, the researchers became aware that the learners had a low vocabulary bank using the same words to express their ideas; they even did not know how to say words such as teacher, students, like, and love.

For non-native speakers, to learn a new language is essential to immerse themselves in the target language as much as possible. In a recent study by Kaparoba and Sabyrova (nd.), it is stated that children learn English by using it in their daily activities especially in schools, and they spend a lot of time practicing their ability through having an interaction with their friends. Consequently, the role of the educators is to adapt their classes in order to facilitate students' learning. Also, teachers need to prepare the classes in advance according to students' needs, to create appropriate material (charts, guides, students' practices, and so on.), and the most important, they need to design the lesson plan which contains all the steps and activities to be developed in an active classroom atmosphere. Regarding lesson planning and classroom material, Mwanza (2019) pointed out that it is important that teaching and learning materials are interesting and motivating for the learners. This means that the teacher should carefully select teaching materials according to the teaching point, learner needs and characteristics and the cultural context of the learning and teaching context, but as observed at Complejo Educativo Colonia Río Zarco, the teacher did not even use a lesson plan to guide his classes which means that learning objectives were not established and, most important, achieved. Besides, the teacher did not develop activities so that students had the opportunity to actively interact with the language, and his classes were based only on the textbook.

Furthermore, eighth graders looked frustrated when the teacher explained or gave directions in English; the 100% of students were lost; so the teacher had to develop the class in Spanish. Moreover, they showed high problems to create affirmative and negative sentences; for instance, the teacher asked eighth graders to solve an exercise on the board which consisted of changing the sentences in present simple tense into present progressive sentences, but the 90% of students could not do it correctly having no idea on what to do. Besides, it was noticed that the classroom size was too small in accordance to the students' number, making it impossible to carry out an activity to energize the students; as for example, having them play, or grouping, or lining up, or making circles, and so on. In consequence, students were involved in passive learning, that means students were given fewer opportunities to comprehend the class, and they were less actively engaged. Such situations made students get bored easily as they did not find the classes interesting; therefore, students decided to do other activities such as chatting on the phone, talking with their classmates, making jokes or just bothering while the teacher was explaining. Thus, the teacher must be aware of the students' needs and look for activities that improve the learning experience and increase students' participation. In this sense, the researchers came up with the following question: To what extent will the implementation of macro and micro lesson plans to teach English help Eighth Grade Students of Complejo Educativo Colonia Rio Zarco of Santa Ana improve in their speaking and writing production during the year 2020?

1.2. Research Objectives

1.2.1. General Objective

To determine whether the implementation of the macro and micro lesson plans help eighth grade students of Complejo Educativo Colonia Rio Zarco overcome their deficiencies in their English speaking and writing production during the year 2020

1.2.2. Specific Objectives

To verify if by applying the macro lesson plan, eighth grade students of Complejo Educativo Colonia Rio Zarco will enhance their productiveness in their English speaking and writing skills during the year 2020

To assess whether the usage of the micro lesson plan will help eighth grade students of Complejo Educativo Colonia Río Zarco improve their English speaking and writing production during the year 2020

1.3. Justification

Since English became a fundamental need in the Education of El Salvador, learning a second language is very important for students. The English Syllabus is a tool used in the Third Cycle of Basic Education that contains a variety of contents so that seventh, eighth and ninth grade students can develop the four communicative skills (listening, speaking, reading, and writing). Unfortunately, during the learning process, students have a poor English background making the second language acquisition more difficult for them. Besides, the teachers play an important role inside the classroom. They must be able to implement a variety of strategies in order to create a pleasant environment in which students feel free to participate.

Many students do not learn the English language until they reach the Third Cycle of Basic Education. Hence, one of the most relevant problems in elementary schools is that the methodology that teachers use is monotonous and full of grammar structures and tenses making students get bored in classes; accordingly, they do not give the necessary importance to the English language, and some even hate the subject. Therefore, the eighth graders of Complejo Educativo Colonia Río Zarco present some deficiencies in their speaking and writing production; for this reason, an English Class Model must be created containing all the components of a Macro and Micro Lesson Plan to enhance students' development in the learning process.

Certainly, with the implementation of an effective Lesson Plan in classes, the teacher will be able to achieve the learning objectives of the English Syllabus, and the students will be able to develop the expected competencies. Therefore, this study is worthy to be carried out as it will help educators and English learners to make the language teaching and learning process easier and meaningful. Concerning the English Syllabus, the investigators expect to provide Complejo Educativo Colonia Río Zarco a useful tool to help not only Eighth grade students but also the teacher and the school since the English class model can serve as a guide for the other levels. This lesson plan will be designed for a specific time with curricular activities, methodology, and techniques so that students can acquire the new language in an easier way.

Thus, teachers can use this lesson planning to avoid the excessive use of textbooks in classes, include didactic material for catching students' attention, and know what and how to teach to students and other benefits of having a clear and organized Lesson Planning. Moreover, this study is of great importance because the researchers will make a booklet containing the lesson plan models and will donate it to the institution, proposing the English teachers to use the material included in those lessons in their classes. And in that way the researchers want to make this research study meaningful and useful for the target population.

1.4. Scope of the Study

The Eighth Grade students of Complejo Educativo Colonia Río Zarco during the year 2020 will be the only population selected by the researchers to carry out the undergraduate work. The researchers will be focused on how the implementation of macro and micro English lesson plans will help students boost their speaking and writing production since the traditional way of teaching makes students not be interested in learning a new language because it is just focused on learning grammar rules in a mechanical way, and using textbooks. No other methodology will be taken into account in this research and no other problematic situation will be studied. So, with this proposal, students will be exposed to a new environment in which they will use the language with real experiences or situations and interact with each other. Thus, students will be able to produce the language effectively at speaking and writing skills.

1.5. Limitations of the Study

During the development of this study, the researchers have faced some circumstances that have made the phenomenon difficult to investigate. At the beginning of the year, the researchers carried out observations in Eighth Grade Students of Complejo Educativo Colonia Rio Zarco. Unfortunately, the investigators could not continue observing because El Salvador was under quarantine due to the global pandemic of Coronavirus. In addition, the researchers requested help through messages to the teacher in charge of the group and they did not get any response from him. For that reason, the Description of the Problem lacks the teacher's point of view on the phenomenon. Besides, the research tool neither was it addressed to the teacher nor to the students to obtain more data about the problematic situation. For this reason, the researchers took advantage of every detail they observed in the target population to describe the problem.

Moreover, the researchers have faced another problem in regards to the execution phase of the study; the investigators created the research tools; a macro lesson plan (Appendix C) and four micro lesson plans (Appendix D, E, F and G) that would later be implemented in Eighth Grade Students, but as all educational institutions were closed because of the pandemic situation, the researchers were not able to carry out these interventions. Furthermore, a quiz (Appendix H) and a mini presentation (Appendix I) were designed to see if the students put into practice the knowledge acquired in each intervention and in this way the hypothesis would be confirmed or not. Since the classes are taught virtually during this year, the researchers were not able to obtain the necessary information by means of these tools. Thus, the investigators made a booklet containing the research tools already mentioned and will be donated it to the corresponding institution. In this way, the teacher in charge of the group will decide whether or not to take into account the researchers' proposal to implement it in the English classes.

During this study, the researchers could not get together to work, so the only way they used to work was through video calls. Unfortunately, the low Internet signal and the meteorological conditions often caused interference and dropped calls. On the other hand, there were other types of problems that obliged the investigators not be in the meeting such as the death of some relatives, the investigators' health and economic problems caused by the Covid 19 pandemic.

CHAPTER II

THEORETICAL FRAMEWORK

The speaking and writing skills are considered very essential in the acquisition of a new language; one is developed by producing words orally and the other in the written form. However, those abilities are the ones which represent a big challenge for the junior high school learners since the lesson plans are not designed with effective activities or tasks to develop and improve the speaking and writing production. So, this research project will portray the problematic situation and the possible negative factors that influence the acquirement of the English language, and how education has evolved in searching for the effectiveness in language teaching.

2.1. English in the Salvadorian Educational System

Since the United States has been a big influence in El Salvador: economically, politically, socially and academically, the Educational System had the necessity to incorporate English as a second language in the syllabus. This plan emerged in Santa Ana (1945) carrying out the organization and restructuring of the curriculum in middle education by implementing the English language as a subject in the basic plan: seventh, eighth and ninth. Later, in 1972, with the educational reform shaped by Walter Beneke, the English language was implemented in high schools (Morán, Navarrete & Blanco, 2013). Gradually, the English language is gaining heyday in all the levels of secondary school with the creation of “The Comisión de Ciencia y Desarrollo” which is in charge of the “Plan Decenal 1995-2005”, and it has become the platform to reorganize and better the English programs, starting out from the lower levels of academic training. However, Martinez (2009) (as cited in Morán, Navarrete & Blanco, 2013) states that the English program introduced in 1996 has not been actualized formally since its constitution. This evidence shows a series of deficiencies not only in the lack of the incorporation of new methodology but also in the preparation of teachers.

2.2. The importance of the language skills

Learning a language could be an easy or a difficult task for any beginner especially at the beginning of the learning process. For this reason, the teacher should be the engine that drives students to acquire the four skills – listening, speaking, reading and writing – using a variety of methodologies and strategies within the educational field. This depends on the

environment that the teacher creates in the classroom. Therefore, before the teacher implements these new techniques, he must know what the deficiencies of the students are in order to achieve the expected objectives. In addition, the teacher must know how to encourage students so that learners discover the importance of the language skills.

2.2.1. The importance of the speaking skill

Speaking has many definitions that have been suggested by different researchers in language learning. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997) (as cited in Florez, 1999). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. Further, in Webster New World Dictionary, speaking is to say words orally, to communicate by talking, to make a request, and to make a speech (Nunan, 1995) (as cited in Leong & Ahmadi, 2017). In the words of Chaney (1998) (as cited in Leong & Ahmadi, 2017), speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. Exposing students in interactive conversations where they can express their likes, dislikes, stories, experiences, and desires is a useful method of getting students to use speech to communicate with their classmates.

According to Brown (1994) (as cited in Florez, 1999), inside the classroom, speaking and listening are the most often used skills. They are recognized as critical for functioning in an English language context, both by teachers and by learners. Unfortunately, in many Salvadoran classrooms, speaking is only developed by memorizing dialogues or songs, repeating verbs or words after the teacher, learning the lyrics of songs and so on. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). In the article “The Importance” (2013), the most effective way to communicate is through speech. Thus, the speaking skill is a vital method of communication. For learners, it is important to practice the language with real life situations such as talking about their lives, families, problems or their ideas of a certain characteristic issue, so they can enrich their vocabulary and express themselves more easily with others. Then, students need to learn communication skills in order to fulfill their ambitions, desires, and goals.

In this century, the communicative skill plays a vital role and educators and students must have mastery of these skills to be successful in their respective fields. Speaking is the most important skill among the four language skills to communicate well in this global world. Therefore, the classroom is the ideal place teachers must use to acquire good communication skills, especially the speaking ones.

According to Harmer (2007) and Pourhosein Gilakjani (2016), human communication is a complex process. Persons need communication when they want to say something and transmit information. Speakers use communication when they are going to inform someone about something. Speakers apply language according to their own goals. So speakers should be both listeners and speakers at the same time for effective communication. Learning the speaking skill is the most important aspect of learning a second or foreign language and success is measured based on the ability to perform a conversation in the language (Nunan, 1995). Speaking helps learners develop their vocabulary and grammar skills and then better their writing skill. Students can express their emotions, ideas; say stories; request; talk, discuss, and show the various functions of language. Moreover, speaking is of vital importance outside the classroom. Therefore, language speakers have more opportunities to find jobs in different organizations and companies. These statements have been supported by Baker and Westrup (2003) who said that learners who speak English very well can have a greater chance for better education, finding good jobs, and getting promotion.

2.2.2. The importance of the writing skill

Many people may agree that those who enjoy writing are the same who have good writing skills. Despite that, it is important to note that good writing does not always come from professional writers. Good writing skills can be developed over time in various ways, as long as people remain determined to improve this area.

The article “The Importance” (2019), explains that excellent writing is the ability to write meaningful sentences, lines and paragraphs, which a reader can easily understand. Besides, it is a perfect way to write and express the views on the topic students want to address the audience. According to “What Do” (nd.), improving writing can be done in the same way that other skills are developed, through constant practice. Students do not need to attend workshops to develop their writing skills; this can be done on their own. Students need to learn to be creative with

their writing. Teachers can teach students that a boring topic can become interesting using word games and metaphors. “The Importance” (2019) states that there are countless benefits of having strong writing skills; the benefit of teaching students these skills from an early age is primarily due to academic success throughout the curriculum. Study after study suggests that students who are able to master writing skills early on struggle less in literacy and communication in general. It also adds that increased writing instruction that focuses on penmanship, writing strategies, planning, and organization, can benefit students for the rest of their lives. In addition, to simply helping students with the basics, students at this first level of education should learn to plan their writing by choosing ideas, organizing them, and then being able to take that and write it in detail and elaboration so that they can convey their concept through written communication.

Working in a professional environment requires strong writing skills. In “The Importance” (2019) a 2016 study found that 44% of managers feel that the most recent college graduates entering the workforce lack proficiency in writing. Eliminating the stress of being able to communicate expands a student's ability to learn and demonstrate their understanding of ideas, and this can help with achievement levels in elementary and secondary school and broaden their professional aptitude. Students who are taught proficient writing skills at an early age often achieve higher levels of academic success as a result. These benefits carry over to professional skills at a very fundamental level.

To put it simply, in “What Do” (nd.), writing skills play a significant role in every profession. This could be in terms of establishing professionalism and credibility. Otherwise, corporate executives and other stakeholders will find it difficult to take people seriously. Furthermore, good business writing skills will help promote proper communication as workers are always dealing with notes, memos, emails, and more. This will allow members of a company to communicate with clarity and ease.

2.3. Factors to develop Speaking and Writing skills

Learning a new language requires not only commitment, work, interest but also practice. In the educational field, each student learns English differently; some beginners acquire English easily while other students present more problems learning it. Unfortunately, most language learners have difficulties acquiring English as their second language. Motivation, anxiety,

rapport, technological tools, classroom environment, feedback, self- confidence and some linguistic components are some of the factors that stop students learning.

2.3.1. Factors affecting Speaking skills

Within the learning process, teachers face a series of problems that make it difficult for students to develop the speaking skills. One of the problems that students show in regards to speaking is the difficulty of using a fluent and coherent language that allows them to express themselves and communicate with other students. Students who can use English well are normally both accurate and fluent. Accurate speakers do not make mistakes in grammar, vocabulary and pronunciation. Fluent speakers can express themselves appropriately and without hesitation. In classrooms, students need to practice to become more accurate. In the words of Tuan and Mai (2015) (as cited in Leong & Ahmadi, 2017), if teachers want to help learners overcome their difficulties in learning speaking skill, they should identify some factors that influence their speaking performance. Learners' speaking performance is influenced by factors like performance conditions, affective factors, listening skill, and feedback during speaking tasks.

The first factor is relevant to performance conditions. Learners carry out a speaking activity under different conditions. Performance conditions impact speaking performance and these conditions involve time pressure, planning, the quality of performance, and the amount of support (Nation & Newton, 2009) (as cited in Leong & Ahadi, 2017). On the other hand, the second factor is related to affective ones. Oxford (1990) (as cited in Leong & Ahadi, 2017), said that one of the important factors in learning a language is the affective side of students. Students are not encouraged inside the classroom; this creates insecurity in them when speaking in front of the teacher and even their classmates. According to Krashen (1982) (as cited in Leong & Ahadi, 2017), a lot of affective variables have been connected to second language acquisition and motivation. Self-confidence and anxiety were the three main types that have been investigated by many researchers.

Furthermore, the third factor is the topical knowledge; Bachman and Palmer (1996) (as cited in Leong & Ahmadi, 2017) define it as the knowledge structures in long term memory. That is, topical knowledge is the speaker's knowledge of related topical information. It enables students to apply language with respect to the world in which they live. Also, they assert that

topical knowledge has a great impact on the learners' speaking performance. This is a great opportunity for the students to choose a topic they feel comfortable with, and also the teachers show that they trust in students' criteria.

The next factor is related to the feedback during speaking activities. A lot of learners expect their teachers to give them the necessary feedback on their speaking performance; thereby, teachers have to provide it in order to motivate students and develop their speaking competence. Thus, learners could be confident to express themselves by using gestures, body language, new vocabulary and even grammar. Nevertheless, educators should also be careful with the speaking tasks they assign and what specific needs learners report. According to Harmer (1991) (as cited in Leong & Ahmadi, 2017), the decisions that instructors adopt towards their learners' performance depend on the stages of the lesson, the tasks, and the kinds of mistakes they make. Also, he adds that if instructors directly correct their students' problems, the flow of the dialogue and the aim of the speaking task will be spoiled. Baker and Westrup (2003) (as cited in Leong & Ahmadi, 2017) support the above statement, and say that if learners are always corrected, they will be demotivated and afraid of talking. It has been suggested that instructors should always correct their learners' mistakes positively and give them more support and persuasion while speaking.

Another relevant factor that affects students learning is grammar since students do not know how to use it in writing, and how to express their ideas orally. According to Mahripah (2014) (as cited in Leong & Ahmadi, 2017) the EFL (English as Foreign Language) learners' speaking skill is affected by some linguistic components of language like phonology, syntax, vocabulary, and semantics and psychological factors such as motivation and personality. In fact, for non-native speakers, English seems to be confusing and difficult to produce; as for example, phonology is a difficult aspect since English is not a phonetic language. Pronunciations of English words are not similar to their spellings, and words with similar spellings are sometimes pronounced differently because of their surrounding contexts like tenses and phonemes that come after them.

2.3.2. Factors affecting writing skill

Writing skills are an important part of communication and the most challenging area in learning a second language. Richards and Renandya (2003) (as cited in Yaakob, 2015, p. 2)

argue that “there is no doubt that writing is the most difficult skill for second language learners to master”. For that reason, it is considered difficult especially for English as a Second Language learners creating a great insecurity within them that makes them believe they cannot learn grammar or build coherently correct sentences, for this discourages them from writing. There are several factors that make writing difficult for students and teachers alike. Grabe and Kaplan (1996) (as cited in Yaakob, 2015, p. 1) write that “probably half of the world’s population does not know how to write adequately and effectively”. Learning to write has always been one of the most complex language skills. Nunan (1989) (as cited in Yaakob, 2015, p.1) agrees that “it is easier to learn to speak than to write no matter if it is a first or second language”. The four language skills are important and each requires adequate time to practice and be able to handle them. But, the most difficult factor for students when writing is to organize ideas using correct grammar.

There are two aspects that should be applied when writing, they are coherence and cohesion. The article “ESL: Coherence” (nd.) states that coherence is the connection of ideas at the idea level, and cohesion means the connection of ideas at the sentence level. Basically, coherence refers to the “rhetorical” aspects of writing, which include developing and supporting arguments (thesis statement development), synthesizing and integrating readings, organizing and clarifying ideas. The cohesion of writing focuses on the “grammatical” aspects of writing. To start a well-developed topic, students should generate a topic sentence. Then, students decide the supporting ideas and supporting details ending the work with the conclusion. The acquisition of the writing skill is based on several factors such as the motivation learners have, a positive and engaging environment for writing, a healthy rapport, precise feedback and the use of modern technological tools and techniques. The key element in acquiring writing skills is motivation which helps learners improve their interest towards writing and encourage them to be engaged in it.

A motivated learner contributes in the classroom activities and shows interest in developing writing skills. Through constant support and guidance of a teacher, the students feel motivated and become prepared for language learning. Thus, a clear and constructive motivation-based approach is required to stimulate the interests of the learners towards writing. Learners with high levels of motivation take a more active role in their learning, while students who are less motivated to perform, may have difficulty performing to expectation in the

classroom (Otoshi & Heffernan, 2011, as cited in Dhanya & Alamelu, 2019). Learners with high levels of motivation do good learning and writing and achieve good results, but students with low levels of motivation find writing complex and also sense failure. The teachers need to find those students who lack motivation and give continuous writing exercise to improve their writing ability. However, teachers also fail to impart effective writing skills and strategies to the learners. On the other hand, as identified by Nik, Sani, et al. (2010) (as cited in Fareed, Ashraf & Bilal, 2016), undergraduate ESL (English as a Second Language) learners are not motivated to improve their writing skills. There can be various reasons: workload of different subjects, domestic and financial responsibilities, absence of motivational feedback, family background and simply lack of interest. The learners also rely on their first language as a backup strategy when they find difficulty in writing in English.

Another factor that disables students' writing development is the classroom environment. Learners need to develop the writing skill in a positive environment. Writing is often an inherently social activity often done for readers to understand. Creating caring classroom atmospheres has been shown to reduce behavior problems and allows students the opportunity to place their focus on learning (Brannon, 2008 & Hamilton et al., 2007) (as cited in Dhanya & Alamelu, 2019). In this sense, the focus on writing becomes clearer, advent and precise. The activities rendered for learning would have improved. According to Ulicsak (2004) and Rollinson (2005) (as cited in Dhanya & Alamelu, 2019), teachers have to create an environment that supports students to collaborate with each other. In addition, it should be an environment where beginners learn, study comfortably and improve. Jones (1997) (as cited in Leong, Masoumeh & Ahmadi, 2017) supports that an effective classroom management includes several areas in teaching and learning process such as it should be based on good understanding of the current research and theory, it has to build strong relationship among the teacher and students and it involves the students in developing and committing behavior standard to create safe in the classroom. Thus, the learning environment plays a key role in language acquisition.

As it is known, rapport is the relationship between teachers and students. Teachers must build a positive rapport with students so that their knowledge is facilitated. A healthy teacher-student relationship is vital in the acquisition of new skills, and teachers play a key role in building these relationships. The more the student and the teacher communicate, the more ideas they generate. This helps in a better development towards language learning. According to

Hamre et al. (2008) (as cited in Dhanya & Alamelu, 2019), positive interactions between teachers and students have proven to be an asset, as they help students adjust to school and promote learning development, so teachers are the biggest asset for student's improvement. The interaction among teacher students helps them in endorsing language learning, and this relationship is a preparatory stage in language development. The supportive relationship with the teacher helps to break down the barrier of language learning and writing. Here, the gap becomes reduced, and effective writing takes place. Students feel free to work together and clear doubts if any. This helps the students to write better and perform well. A positive teacher-student relationship enables students to feel safe and secure in their learning environments and provide scaffolding for important social and academic skills (Baker et al., 2008; O'Connor, Dearing, & Collins, 2011; Silver, Measelle, Armstrong, & Essex, 2005) (as cited in Dhanya & Alamelu, 2019).

Students' writing ability can be improved by fostering their interest, motivation and enjoyment for writing, through technology (Graham & Perin, 2007) (as cited in Dhanya & Alamelu, 2019). The advent of digital technologies has significantly influenced the manner in which students acquire various skills, and writing is no exception. Students feel the need for technology-based learning. Internet and digital technologies such as social networking sites, smart phones and texting facilitate beginners to express their thoughts and become creative. The digital tools aid them to learn, understand and express their thoughts in writing which also reaches a wider audience. For example, a study by Kabilan, Ahmad and Abidin (2010) (as cited in Dhanya & Alamelu, 2016) claims that learners love Facebook as it provides them opportunities for writing practice and increasing motivation to post in English. Teachers are also exploring how online tools and technology gadgets can be integrated into formal L2 (English as a Second Language) learning. However, teachers do consider plagiarism on students writing.

Writing is not only an academic requirement, but also an essential skill for success beyond higher education. It is one of the most important skills that students need to acquire. Unfortunately, students face abundant difficulties in writing. Therefore, it is argued that a poor writing skill is originated from two factors: the teacher and the learner. Teachers do not use appropriate pedagogic approaches to teach writing, including providing prompt and effective feedback to students, and most crucially, teachers' lack of ability to motivate students. On the other hand, students face numerous challenges: effects of L1 transfer deficiency of reading,

motivation, and practice. Since writing is such a prominent part of the English language, the teacher is obliged to possess knowledge of how to improve students' proficiencies in an efficient way. The question is how to use this knowledge when the teacher is supposed to compose different methods for lessons, evaluate the exercises and give proper feedback to the students. Raimes (1994) (as cited in Yaakob, 2015) agrees that there is no one right answer to the question of how to teach writing in English classes. This may be due to the fact that writing is a process of exploring one's thought and learning from the act of writing itself.

2.4. Strategies to Improve the Speaking and Writing Skills

Learning a foreign language comprises the use of the language in the spoken and writing form. Researchers define such a way as the method in which human beings interact and communicate their ideas and emotions. However, it is a difficult task for ESL (English as a Second Language) learners to acquire these skills when they are immersed in an environment where their mother tongue is dominant. Thus, Rao (2019) points out that the classroom is the ideal platform to acquire good communication skills, especially speaking skill; likewise, teachers have to understand the problems of the ELLs (English language learners) and try to implement various teaching strategies in their classrooms in order to develop their learners' speaking skill and writing skill in English classrooms.

2.4.1. The Evolution of the Methods to Improve the Speaking Ability in Language Teaching

Through history, experts on language teaching have suggested modern method innovations helping learners to improve their oral proficiency since, in the eighteenth century, teaching a foreign language was based on the grammar- translation method. Speaking the foreign language was not the goal, and the oral practice was limited to students reading aloud the sentences they had translated. These sentences were constructed to illustrate the grammatical system of the language and consequently bore no relation to the language of real communication (Richards & Rodgers, 2001). Thus, this method created frustration in students because they were exposed to situations in which they have to speak, but the learners did not know how to express their thoughts and feelings. In this way, in the nineteenth century, according to Richards and Rodgers (2001), several factors contributed to a questioning and rejection of the Grammar-Translation Method since it increased opportunities for communications among Europeans

created a demand for oral proficiency in foreign languages. They also add that, initially, this created a market for conversation books and phrases books intended for private study, but language teaching specialists also turned their attention to the way modern languages were being taught in secondary schools. Increasingly, the public education system was seen to be failing in its responsibilities.

So, the reformers shared some principles that would help to increase oral proficiency in teaching foreign languages since one of the main beliefs was that the spoken language is primary as it is done in the mother tongue. Richards and Rodgers (2001) show how rather than using analytical procedures that focus on explanation of grammar rules in classroom teaching, teachers must encourage direct and spontaneous use of the foreign language in the classroom. Learners would then be able to induce rules of grammar. Also, the teacher replaced the textbook in the early stages of learning, and speaking began with systematic attention to pronunciation. Thus, the direct method arose which was introduced first in France and Germany. Then, it was known in the United States through Sauveur and Maximilian Berlitz and was he who introduced it in his schools as the Berlitz Method. So, according to Titone (1968, pp 100-101) (as cited in Richards & Rodgers, 2001), the principles of this method are still followed in contemporary Berlitz schools and are presented as guidelines for teaching oral language:

1. Never translate: demonstrate
2. Never explain: act
3. Never make a speech: ask questions
4. Never imitate mistakes: correct
5. Never speak with single words: use sentences
6. Never speak too much: make students speak much
7. Never use the book: use your lesson plan
8. Never jump around: follow your plan
9. Never go too fast: keep the pace of the student
10. Never speak too slowly: speak normally
11. Never speak too quickly: speak naturally

12. Never speak too loudly: speak naturally

13. Never be impatient: take it easy

2.4.2. The Speaking Skill's Approaches

The reformers encountered certain irregularities to continue following the Direct Method. According to Richards and Rodgers (2001), this method was perceived to have several drawbacks because it required teachers who were native speakers or who had native like fluency in the foreign language. In the teaching-learning process, it is important to be in constant changing and modernization of the methods, approaches and strategies to improve and guarantee the quality of education. In this way, in the 1920s and 1930s, the Reform Movement led to Audiolingualism and the Oral Approach or Situational Language Teaching. Those approaches are characterized by the development, reinforcement and management of the speaking abilities.

In the Oral Approach, it is important to mention that one of the most active proponents of this approach in the 1960s was the Australian George Pittman. Richards and Rodgers (2001) point out the main characteristics of the approach proposed by the Australian. Those are the following:

1. Language teaching begins with the spoken language. Material is taught orally before it is presented in the written form.
2. The target language is the language of the classroom.
3. New language points are introduced and practiced situationally.
4. Vocabulary selection procedures are followed to ensure that an essential general service vocabulary is covered.
5. Items of the grammar are graded following the principles that simple forms should be taught before complex ones.
6. Reading and writing are introduced once a sufficient lexical and grammatical basis is established.

Also, they added that the third principle became a key feature of the approach in the 1960s, and it was then that the term situational was used increasingly in referring to the Oral Approach. Likely, they explain that the Situational Language Teaching adopts an inductive approach since

the meaning of words or structures are not to be given through explanation in either the native language or the target language, but it is to be induced from the way the form is used in a situation. The learners are expected to apply the language learned in a classroom to situations outside the classroom. Furthermore, Pittman (1963, p 186) (as cited in Richards & Rodgers, 2001) says the following: "Before our pupils read new structures and vocabulary, we shall teach orally both the new structures and the new vocabulary". The practice technique employed generally consists of guided repetition and substitution activities and sometimes pair practice and group work.

In the Audiolingualism Approach, the main objective is on oral skill. Oral proficiency is equated with accurate pronunciation and grammar and the ability to respond quickly and accurately in speech situations. The teaching of listening comprehension, pronunciation, grammar, and vocabulary are all related to development of oral fluency. Reading and writing skills may be taught, but they are dependent on prior oral skill. Language is primarily speech in audiolingual theory, but speaking skills are themselves dependent on the ability to accurately perceive and produce the major phonological features of the target language, fluency in the use of the key grammatical patterns in the language, and knowledge of sufficient vocabulary to use with these patterns (Richards & Rodgers, 2001). So, the activities that teachers implement in the classroom will help students develop and strengthen such speaking skills. Richards and Rogers (2001, p.59), state the following:

Dialogues and drills form the basis of audiolingual classroom practices. Dialogues provide the means of contextualizing key structures and illustrate situations in which structures might be used as well as some cultural aspects of the target language. Dialogues are used for repetition and memorization. Correct pronunciation, stress, rhythm, and intonation are emphasized. After a dialogue has been presented and memorized, specific grammatical patterns in the dialogue are selected and become the focus of various kinds of drill and pattern-practice exercises.

Likewise, the tape recorders and audiovisual equipment often have central roles in an audiolingual course. If the teacher is not a native speaker of the target language, the tape recorder provides accurate models for dialogues and drills (Richards & Rodgers, 2001).

Thus, the Oral or Situational Approach and the Audiolingual Approach have similarities in the development and the growth of the oral performance. The teacher's role is central and active; it is a teacher-dominated method. The teacher models the target language, controls the direction and pace of learning, and monitors and corrects the learners' performance. The teacher must keep the learners attentive by varying drills and tasks and choosing relevant situations to practice structures. Language learning is seen to result from active verbal interaction between the teacher and the learners (Richards & Rodgers, 2001).

2.4.3. Rao's New Era Techniques

The success in the efficiency of the speaking production will depend on the way teachers prepare their classes, the techniques or strategies they implement in the classroom and the searching for the latest ones to motivate students to learn a new language in an amusing environment. According to Rao (2019), teaching speaking skill has been undervalued and most of the EFL (English Foreign Language) and ESL (English as a Second Language) teachers have been continuing their teaching of speaking skill just as memorization of dialogues or repetition of drills. Nevertheless, in the modern world, the requirements of communication skills for learners have a great demand so that the English teachers have to teach the needed skills to improve students' abilities to perform well in real-life situations. In this connection, the teachers have to replace the old-fashioned methods and approaches with the latest and innovative ones that grab the complete attention of the learners to participate actively in these activities that take place in the regular English classrooms.

Therefore, Rao (2019) has proposed useful techniques or strategies that English teachers can implement in their classes like the following:

- a. They can introduce some fun activities in the form of language games to get the learners to speak in English classrooms. Generally, most of the learners are interested in playing games in the classrooms, and it is quite common that they ask for more and more games as they make them happy.
- b. The EFL/ESL teachers can also introduce brainstorming techniques in their classrooms as it encourages the ELLs to produce more sentences and also try to think of themselves for getting new ideas about the topic given to them. In this technique, the learners have complete freedom to express any point that is related to the topic. As there is no hard

and fast rule in expressing their ideas, automatically the learners will be motivated a lot and try to produce as many ideas as possible.

- c. Another activity that is more useful for the ELLs to improve their speaking skill is introducing role-play activities in the classrooms. Role-plays are the best activities to introduce in the English classrooms to improve the learners' speaking skill in English during the second stage. The teachers have to form the learners into pairs and give them different topics to perform in the classroom. The teachers give a ten-minute time for preparation, and later they can ask the learners to accomplish the task. The teachers have to motivate and inspire the learners while they are getting ready for the task.
- d. Activities such as pair or group work also enhance the learners' speaking skill enormously since the learners get an opportunity to share their thoughts and ideas in a congenial atmosphere. This will certainly be helpful for the ELLs to boost up their confidence levels and inspire them to practice these speaking skills whenever and wherever they get the opportunity to speak.
- e. Another activity that the teachers can use in their English classrooms to develop their ELLs' speaking skill is a story-telling technique. Through this technique, the teachers create situations and ask the ELLs to continue the story. Then, the ELLs think logically and supply sentences that are relevant to the situation. As the learners have their own choice in giving responses and selecting the grammatical structures, they try to produce as many sentences as possible to complete the story. This technique encourages all the ELLs to contribute with at least one sentence to finish the story successfully. Therefore, it is the duty of the teachers to encourage their learners to produce as many sentences as possible so that the learners' oral communication skills, as well as their power of imagination, will be immensely developed in a pleasant and enjoyable atmosphere.
- f. Another technique to improve the speaking skill of the ELLs is to make them listen to music in English and sing along. Music is considered one of the best tools for learning intonation and pronunciation. When the song is easy to understand, then listening to and singing songs also help the learners remember the vocabulary and phrases. Moreover, music helps the students learn to pronounce English rhythm in a more natural way. Just by imitating the singer unconsciously, they can learn to pronounce phrases the way the

native speakers do. Furthermore, movies also seem to be a much better option for the ELLs to learn speaking skill in English. By watching movies, the learners get the opportunity to learn listening, pronunciation, vocabulary, idioms, and slang. Since songs and movies develop the speaking skill of the learners, the EFL/ESL teachers have to introduce this technique in their classrooms in order to improve the ELLs' speaking skill.

So, the teachers should encourage the learners to participate in the classroom discussions where the learners improve their speaking skill tremendously. The teachers should also choose appropriate and suitable material for the level of the learners. Likewise, it is worthy to mention that the margin of error that an approach, method or strategy could have does not mean that it is unacceptable at all. Teachers could develop their own teaching procedures making a combination of them to have unpredictable and innovative results that will bring students meaningful and motivated learning.

2.4.4. Techniques to Improve the Learners' Writing Skill

Writing is an important skill in the English language production. In the mother tongue, this is the following step after speaking since it is considered as the speech written on a paper. Writing has been identified as one of the most essential skills because the world has become so text-oriented (Cole and Feng, 2015). So, teachers are in great demand of searching for effective strategies and giving them opportunities to actually practice writing and motivate learners to improve, and being interested in writing production. Nesamalar, Saratha and Teh (2001) (as cited in Cole & Feng, 2015) consider that writing is the skill that most students are least proficient in when acquiring a new language. It is the area in which learners need to be offered adequate time to develop their writing skill; therefore, more time should be devoted to it in classrooms containing ELLs so that they will be prepared to effectively communicate in real life as well as academic situations (Ismail, 2007, as cited in Cole & Feng, 2015). Here are some helpful techniques and strategies in language teaching:

A. Preparing Students to Write.

1. Activating prior knowledge is one method in which teachers can assist ESL students before they even begin writing. Making sure students have the opportunity to think about what they already know before the task begins helps ESL students incorporate new

information into existing structures of knowledge which activates long-term memory (Watt-Taffe & Truscott, 2000) (as cited in Cole & Feng, 2015).

2. Graphic organizers can be used as visual tools for students to write or draw what they already know about a subject, for example, in the genre of informational or persuasive writing. From this activity, teachers can then evaluate whether further instruction is needed (Cole & Feng, 2015).

3. Cooperative learning is also a great strategy to help students gain more background knowledge especially for ELLs. This strategy requires students to collect information from books, the internet, or each other as they work together with another student or group of students preferably students who are native to the English language. Through this strategy, ELLs not only gain additional information needed to complete the writing assignment, but also it is a great opportunity for them to develop language skills through peer led conversations (Cole & Feng, 2015).

4. The next step in preparing ELLs to write is a vocabulary pre-view. Pre-viewing vocabulary is an effective tool when asking an ESL student to attempt any genre of writing (Cole & Feng, 2015).

5. Instructors should also allow students to actively elaborate on word meanings (i.e. physically acting out a word), as well as teacher led explanations (Stahl, 1985) (as cited in Cole & Feng, 2015).

B. Scaffolding Instruction

Scaffolding is thought of as using steps in a process, modeling the steps, and then giving students the opportunity to try it themselves. This strategy should be prepared with the mindset of gradual release after a student has reached a predetermined point in his writing which is, of course, controlled by the instructor. Read (2010) (as cited in Cole & Feng, 2015) suggests the IMSCI (Inquiry, Modeling, Shared, Collaborative, Independent) model for scaffolding and finds it extremely effective for second language learners.

1. The first stage is inquiry which facilitates background knowledge, the significance of which is as aforementioned.

2. After activating prior knowledge, the instructor then models drafting the type of writing expected.
3. Students and teachers then participate in shared writing where the students have significant input in the topic, sentence usage, etc.
4. They are then given the opportunity to write collaboratively with one or more other students to produce one piece of writing.

Having completed the above steps, the students are then ready for independent writing which is the ultimate goal of the scaffolding process. Furthermore, English language learners as individuals often do not possess the vocabulary base needed to create writing pieces in the mainstream classroom, so by scaffolding among themselves, students learn how to use one another's strengths, rely less on the instructor, and feel more confident about writing tasks (Cole & Feng, 2015).

C. Technology

As demonstrated, computers and software can help English language learners develop vocabulary skills and knowledge. Computers can also help ELL students develop their writing skill. Lewis (1997) (as cited in Ybarra & Green, nd.) recommends that composition for beginning learners should be a guided activity so that students do not become frustrated. Writing paragraphs in a language that is still somewhat unfamiliar to students can be difficult. When using a computer, however, the use of graphics can make this much more enjoyable. Using clip art can also help students to convey their thoughts more clearly. Furthermore, Cole and Feng (2015) suggest the following techniques using technology:

1. Using e-journals, much like a composition notebook, gives students a safe venue for expressing their ideas without having to worry about handwriting or spelling mistakes. This technique hones their vocabulary skills and gives them an opportunity to receive written feedback from an instructor, which in turn aids in reading proficiency.
2. Another method, among many, is using online discussion boards. With this approach, students can communicate with one another as well as the teacher, receive peer feedback and practice conversational skills, all the while putting complete thoughts together in the

form of typed sentences. Using these technological tools can provide that much needed opportunity. By interviewing students, Ghandoura (2012) (as cited in Cole & Feng, 2015) found that students through computers made the acquisition of writing skill easier and faster. The possible downfall of these tools is that writing on computers gives an immediate alert to grammatical and spelling errors, which could become a lesson learned or a crutch (Cole & Feng, 2015). However, in a rich-technology, ELLs can become better readers and writers of English (Ismail, Al-Awidi, & Almekhlafi, 2012) (as cited in Cole & Feng, 2015).

D. Journal Writing

The method of journal writing has been suggested as an unthreatening means of practice in writing for ESL students. According to Lee (2012) (as cited in Cole & Feng, 2015) research along with classroom practices has shown how the implementation of an interactive journal greatly benefits English language learners as it motivates them to write more in length and richer in content. Interactive journal not only provides consistent practice, as the journal is meant to be used daily, but also it allows the teacher to have an easier and more holistic access to students' writing, which in turn gives way to more individualized instruction opportunities (Cole & Feng, 2015).

1. Reading response journals are a means for which students can create meaning from their experience with a text. This type of journal also allows the teacher to observe how a student is developing as both a reader and a writer. Using this reading-to-write process can gradually prepare ESL students with appropriate skills for future academic writing tasks.

2. Correspondence journals are quite simply as they imply. Such correspondence provides a vehicle for questions otherwise unanswered due to anxiety or lack of confidence, expression of feelings of frustration or folly, celebration of accomplishments; the possibilities are unending. Correspondence not only is a safe place for ESL students to write, but also it gives them an opportunity to practice conventions such as punctuation, capitalization, grammar and so forth without penalty (Cole & Feng, 2015).

In order to improve the speaking and writing skill of English language learners, educators must consider new and innovative methods for their instruction. The learning process success will be achieved when both teachers and learners make an effort to do the best in the classroom and create an interactive environment. The efficiency in the management of the language will reflect if all the performers involved in this process go beyond the traditional method and techniques in the learning of English as a second language. Cole and Feng (2015) state that a safe environment can reduce ESL anxiety and provide opportunities for risk taking which is necessary for producing even adequate writing. Likely, Rao (2019) points out that the teachers should encourage the learners to participate in the classroom discussions where the learners improve their speaking skill tremendously. In the learning process, the main entity in the guidance, providing all the instruments and instructions for the acquisition and management of English as a second language, are the teachers. The educators should keep the balance in the participation of each learner. Each student should have the same opportunities to develop their skills; in this way, teachers could see how much they have progressed.

2.5. Macro Lesson Plan

Through years, education research specialists have been looking for approaches, methods, tools, activities and many other ways of helping teachers better in the path of teaching; on the other hand, they want teachers not only to transfer knowledge, but also to facilitate the process of learning and integrate all students in the classroom. Admin (2017) states that when the teachers take the time to plan their classes it is an investment for them because, at the end of the week, month, or year, students would show growth and improvement in their skills. Thus, it is important for teachers to enhance their teaching planning based on the macro lesson plan as it is perfect for getting prepared and organized during the classes. For this reason, it is valuable to know what the macro lesson plan is, how it works and why teachers need to use it. To be clear, a macro lesson plan is a teaching strategy and curriculum formulated by teachers for a specific subject to teach for a long period such as a month, semester and year. It incorporates all the various topics to be taught in a subject, says “Micro lesson” (2019).

Moreover, according to Trusler (2013), macro lesson plans emerge with the curriculum for the month/semester/year. With this point of view, the curriculum (it can be a textbook) is already formulated by the Ministry of Education, the schools and academies so that teachers

believe they are not responsible for this. Nevertheless, she also affirms that teachers have the job to create a curriculum for a new class, modify an older one, or add themes to the target lessons within the curriculum. Though the school already has a curriculum, teachers have the responsibility to adjust all to students' needs, time, place, and resources in order to have possible results at the end of the course. Even though teachers have a big challenge every day inside the classroom, the macro lesson plan helps them relieve the work since they already plan and organize everything; teachers become effective when they are prepared and organized as students can easily see if the teacher is improvising the class, and then the teacher may lose credibility with the students. In this way, students' perception of the class changes because they can see clearly what they are learning in the course so that students then consider the subject meaningful.

2.5.1. Micro Lesson Plan

Schools are expected to be places where students perfectly develop their four macro skills: listening, speaking, reading and writing, and teachers become essential to make this process effective since they guide and shape youth's future. Thus, it is important for teachers to train themselves for gaining experience and transfer a quality education putting aside that they are just knowledge transmitters but facilitators. In this sense, the use of the micro lesson plan is needed for teachers, but what is exactly a micro lesson plan? What is the essence of it? In words of Andre (2018), a micro lesson is a small lesson built around one target a teacher aims for his or her learners to achieve. Given the amount of content being learned, a micro lesson should take less than 15 minutes to complete. Each micro lesson lives within a course that is built around a micro teaching lesson plan. Having small lessons is key to the success of a learning plan, as the bite-sized content results in higher completion and retention rates, ultimately providing better learning experience.

Moreover, Andre (2018) adds that micro teaching lessons scale back the material so that any given learner can absorb what is being taught in small bursts. Minimizing the subject matter allows learners to easily digest the information rather than being overwhelmed with too much information. The more information is given to the students in a class, the less they learn since it is difficult for students to understand a topic or a structure in another language. To sum up, the micro lesson plan is a plan for a specific lesson based on one target, for example, the simple

present. Teachers need to choose a topic or grammar content, and then, they have to create a complete lesson to complement it. Trusler (2013) points out that a micro lesson plan indeed should have the following:

1. The target content (It can be a specific topic or grammar structures.)
2. The warm up to open or introduce the target
3. The explanation
4. Activities that allow students the target point (They might involve the four macro skills.)
5. A brief wrap- up activity (It is important to develop it since the teachers can get the idea if students are learning or not.)

The micro lesson plan brings real benefits in the teaching process because the classes run with no problem since every step taken in the class is planned by the teacher, and students are totally engaged. By using a variety of prepared activities, students will feel comfortable toward the class so that the explanations of the contents do not seem too boring. So, by using the micro lesson plan, teachers have the opportunity to organize all the steps in the class, design an effective lesson plan, and set up classroom activities that fit with the contents and with the students. Doing this, there would be an improvement of the communication between students-teacher, says “Micro lesson” (2019). Students could collaborate with the teacher as they would see an interest in their learning, and they could enjoy the class, suggest what they want to learn and give feedback to the classes. All what teachers should do is to get out of the same way of teaching and take the risk and encourage themselves to develop new teaching skills such as imagination, organization, creativity, confidence, etc. With no doubt, teaching requires devotion, motivation, patience and creativity. It means that teachers could spend more hours planning, organizing and learning, but they would do everything because they have a great love for their job.

2.5.2. Lesson Plan Components

Lesson planning can be one of the most challenging tasks for educators since at this step many doubts can arise; for example, why should I prepare a lesson plan? Which techniques do I have to include? or what are the essential elements of an effective lesson plan? To answer these

questions, teachers need to be appraised of the different teaching methodologies and techniques, and more important, their students' needs. A comparative study conducted in the United States and Turkish kindergartens declares that before writing-up a lesson plan, teachers first should be aware of the learning styles of the students, reading levels/skills of students and inventory access to technology (Cicek & Tok, nd.). Also, they must settle the skill (listening, speaking, reading and writing) they want to boost in a specific class time. And Ali and Thabet (2018) state that for preparing lesson plans, the teacher should read the teaching materials for the lesson: pupils' book, (PB) workbook (WB) teachers' book (TB) and listen to the cassette if it is connected with that lesson. Next, it is the time now for the teacher to determine what the pupils will learn from that specific lesson, (teaching objectives). In this sense, teachers need to take into account a variety of elements in order to have an organized and effective class.

Regarding lesson planning components, many researchers differ from one another. On one hand, some researchers propose just a short number of basic components. And, on the other hand, others include a complex number as for example McClymont (2019) who explains that every lesson plan should contain the same basic elements: necessary materials, clear objectives, background knowledge, direct instructions, student practice, closure, and demonstration of learning (quick assessment). However, these elements can be grouped in a wider view, and according to Ali and Thabet (2018), an ideal lesson plan should contain at least four essential parts: teaching objectives, warming up activity, techniques and procedures that can be used to achieve the teaching objectives, and assessment to check whether the followed techniques and procedures have achieved the teaching objectives or not. What is important here is that a successful lesson plan should provide for each class to have a focus since everything is anticipatory planned with a purpose, and the activities are carefully designed to engage students in order to have students' active participation in classes. More specifically, Ali and Thabet (2018) propose that a lesson plan should address the following:

1. Teaching Objectives

Setting the teaching objectives for the lesson implicitly is essential for good teaching and ideal lesson-plan writing. To set the teaching objectives, teachers should read the teaching materials properly before planning, including reading pupils' book, workbook and teacher's guide for the specific step that he or she will teach to students. Ali and Thabet (2018) add that

it is advised for the teacher to utter or write the objectives to his/her students before starting the lesson; therefore, students' focus will be directed on the objectives not on something inessential. Furthermore, McClymont (2019) advises that the objectives should be posted in a highly visible location in the classroom, and by communicating the learning objectives to the students, both verbally and writing, serve to motivate them to work with a clear purpose in mind making it easier to stay on target throughout the lesson. In this sense, teachers must communicate to their pupils what exactly they want their students to be able to do by the end of the lesson.

Regarding learning objectives, Ali and Thabet (2018) express that obviously teaching objectives differ from one lesson to another and from teaching one language skills to another, or even the same language skill has different teaching objectives. For example, a reading lesson may focus on reading for guessing, another for getting details, a third for reading comprehension, and forth for having joy. Some lessons may focus on two or three from the above types of readings but not all. This means that teachers must have a clear visualization of the content to be covered in a class time so that they can integrate the appropriate activities in order to achieve the learning objectives previously established. It is of relevance to mention that a lesson may focus on more than one language skills since they are interrelated. For instance, a daily lesson plan may focus on listening and reading; reading and speaking, or reading and writing etc. Hence, teachers should be aware of that by setting their objectives to include more than one language skills.

Similarly, teachers must be conscious that the four macro skills: listening, speaking, reading and writing, cannot be taught in isolation. They need to be introduced with language areas. Language areas are the linguistic underlying system that the language is built up from, like vocabulary, pronunciation and grammar (Ali & Thabet, 2018). Thus, such language areas should be considered when writing the teaching objectives in the lesson-plans. In fact, these language areas are the basic aspects of the class development. By making a careful selection of the available classroom material and taking into account the language areas, teachers have the opportunity to enhance the students' skills stated in the objectives.

2. Warming up activity

Warm up activities are potential for educators since they can serve as an excellent way to present in an interesting way the topic to be studied in the class and to catch students'

attention. This can be the time for teachers to activate their class giving their students the chance to get involved in the learning process. Warming up activities aim to prepare the learners and insert them into the lesson. Any good lesson-plan should give time to call students' attention to the lesson being taught (Ali & Thabet, 2018). This can be the beginning that will mark the path to be followed along the class hour. During the warm up activity, teachers have the opportunity to activate students' background knowledge (previous life experiences or prior learning), intrigue students about what is coming, and open their mind to learn something new. So, teachers need to choose the most appropriate one for the topic they are about to teach, the skills they want to improve in the lesson, and the learning objectives to be accomplished. The warm up activities can contain the following:

- a. Direct instructions: this is the section where the teachers explicitly delineate how they will develop the warm up activity and the lesson's concepts as well. When directing, speak clearly and concisely so that the audience knows what to do. Teachers should speak aloud as they move through it, explaining each step as they go along the lesson (McClymont, 2019).
- b. Introduce the topic: by developing a creative introduction, through a warm up activity, to the topic for stimulating interest and encouraging thinking, teachers can engage students in an easy way. According to Ali and Thabet (2018), it is not wise for the teachers to insert directly in the new lesson without preparing the students to take part in the lesson. Good teachers usually make use of their students' background information to introduce the new lesson and make such knowledge as a corner-stone that the new lesson depends on.

Warm up activities are essential teaching techniques for good teachers and trainers, and there is a great variety; everything depends on the purpose teachers will use them for. For example, they can be used for encouraging students, waking them up (generally in the mornings or after lunch), and preparing them to learn by stimulating their minds and/or their bodies. In this sense, there are warm ups for getting to know each other (find the lie, name circle, find someone who, change the place, guess the picture, and so on), introducing topic (hot potato, character freeze, body language, bingo, crossword puzzle, dictionary scavenger hunt, memory games, etc.), and icebreakers as well. In addition, teachers can modify them or create their own

according to their students' needs and expectations. Even though warm ups are very useful and funny, teachers should not waste time on them. Ali and Thabet (2018) suggest that for a 45-minute lesson, the warming up activity should not be given more than 5 minutes.

3. Techniques and procedures

To have an effective learning process depends not only on teachers' attitude, but also on how well he or she has planned the class with anticipation. In order to teach a class, the instructors need to select the techniques and activities in a wise manner since they must be accommodated according to students' needs, taking into consideration the source available e.g. the text-book, access to technology or the macro lesson plan the institution is working with. Ali and Thabet (2018) say that different teachers use various teaching techniques to teach the same point in a certain lesson. As mentioned previously, a good teacher should specify his/her teaching objectives and warm up his pupils to participate effectively in the lesson steps. Thus, techniques and procedures are the teaching ways that teachers use to perform a certain activity. These techniques and procedures may vary according to what the educators will teach in a specific class. For instance, in listening, the teacher may prepare the pre-listening task by setting some questions that direct the pupils to what they will listen to. In speaking, the teacher may set an information gap activity or role play between learners and activating pupils to take role in them (Ali & Thabet, 2018).

When deciding the procedure and organizing the activities in a lesson plan, teachers need to consider which activities should come first and which activities should come at the end of the course. Also, it is necessary to clarify whether the activities will be developed by the whole class, small groups, peer work, or individual, but this will depend on what technique will be applied. For example, teachers can choose direct instruction, design thinking, self-learning, mind maps, role-plays, class discussions, debates, impromptu speeches, presentations, brainstorming, readings, and so on. Furthermore, timing is really important in lesson planning; therefore, every activity included must have the specific time in which it will be developed so that teachers are able to cover the majority of activities for achieving the learning objectives.

In the words of McClymont (2019), practice is essential in this part of the lesson plan. This step allows teachers to gradually release their students from watching them model the correct application of the concept to allowing them to apply the concept independently. It is by

means of practice that students will gain the new concepts. Students practice is divided in three parts: guided practice (where students work guided by the teacher following his or her model), collaborative practice (where students get to apply the new concepts in cooperative activities – small groups, partnership, or larger groups), and independent practice (where students have the opportunity to apply and practice the concept on their own). These three types of practice can be carried out easily through different teaching activities so that the classes do not become monotonous.

4. Assessment

Based on what McClymont (2019) says, assessment evaluates whether or not the students met the lesson objectives, and it aims to provide the teachers with valuable feedback to see if students have learned during the lesson. In technical words, assessment is defined as "tools, techniques, and procedures for determining what learners know and can do in relation to a particular knowledge domain" (Nunan, 2015) (as cited in Ali & Thabet, 2018, P. 279). Assessment is an important part of lesson planning since it is what tells teachers if it is time to move on with the next topic or to make reinforcement for the next class. A good teacher should check the efficiency of their teaching by asking questions about what they have taught to their pupils. Also, a teacher can do the assessment by transferring the teaching objectives into questions and check whether the pupils can answer them or not. For example, the stated objective can be: by the end of the lesson, students will be able to write six effects of the American Civil War with 80% of accuracy, so the question may be the following: can you mention at least six effects of the American Civil War studied today? However, teachers should not expect the teaching objectives to be achieved a hundred percent, but the higher the percentage, the more efficient are the teaching techniques (Ali & Thabet, 2018).

To assess students, teachers may question themselves on how they can know if their students have fulfilled the learning outcomes or in which manner they can judge if students can perform and understand what they have been taught. In others words, teachers are required to consider how students can demonstrate their learning (Causton-Theoharis, Theoharis, & Trezek, 2008). Therefore, formative assessment should always be presented in lesson planning; in this regard, Weurlander (2006) stated that formative assessment is performed during the course in order to find out how the students are doing, but also as a support for learning. There is a large

number of different varieties of formative assessment: Self-assessment and peer-assessment, log book, short tests, teacher and peer feedback, way summaries, think-pair share, exit tickets, one-minute paper, partner quiz, and stop and go so that teachers must use the most suitable one for their class assessments. As a matter of fact, Weurlander (2016) advises that also these have to fit with the learning outcomes and teaching-and-learning activities. Notwithstanding, teachers can amend their teaching techniques day by day till they get the high percentage in assessment, and they can write down any problem that encounters and hampers them from achieving their objectives.

The previous mentioned lesson plan components are mostly present in common lesson planning; nevertheless, it is evident that teachers differ greatly in the way they plan their lessons, using personalized formats and incorporating specific lesson components (Koszalka, Breman & Moore, 1999). Everything will be determined by the standards and expectations teachers have. Lesson plans are generally written in a way that helps the teacher layout and run classroom activities, so the level of lesson plan detail usually depends on the teacher's level of experience. According to Clark and Peterson (1986) (as cited in Koszalka, Breman & Moore, 1999), novice teachers tend to create more elaborated and detailed lesson plans. These detailed lesson plans support the teacher's classroom management needs. Experienced teachers, on the other hand, create less detailed lesson plans because they have more classroom experience and can create mental pictures of how the activities will run in their classrooms. In this context, there is no strict list of components to be included when planning a class.

CHAPTER III

HYPOTHESIS, VISUALIZATION OF THE RESEARCH, AND OPERATIONALIZATION OF THE VARIABLES

RESEARCH QUESTION	GENERAL OBJECTIVE	SPECIFIC OBJECTIVES	HYPOTHESIS OF CHANGE	UNITS OF ANALYSIS	VALIDATION	DEFINITION OF VARIABLE	INDICATORS	TOOLS	TIME
To what extent will the macro and micro lesson plan help Eighth Grade Students of Complejo Educativo Colonia Rio Zarco improve their productiveness in their speaking and writing production during the year 2020?	To determine whether the implementation of the macro and micro lesson plans help eighth grade students of Complejo Educativo Colonia Rio Zarco overcome their deficiencies in their speaking and writing production during the year 2020	1) To identify if by applying the macro lesson plan, eighth grade students of Complejo Educativo Colonia Rio Zarco will enhance their productiveness in their speaking and writing skills during the year 2020 2) To assess whether the usage of the micro lesson	If teachers implement the macro and micro lesson plan with the most effective activities and techniques, Eighth Grade Students of Complejo Educativo Colonia Rio Zarco will improve their productiveness in speaking and writing during the year 2020.	Eighth Grade students of Complejo Educativo Colonia Rio Zarco	<u>Independent Variable</u> implementing the macro and micro lesson plan	To put teaching strategies (curriculum and daily lesson) into action	*Teaching expectation -Institutional standards -Institutional program models * Teaching objectives -Devotion -Creativity -Read the teaching material for the lesson *Organization -Time -Space *Classroom environment	- Observation guide -Macro lesson plan -Micro lesson plans -Interview	15 hours 20 hours 4 hours 3 hours

		<p>plan will help eighth grade students of Complejo Educativo Colonia Rio Zarco improve their speaking and writing production during the year 2020</p>					<ul style="list-style-type: none"> -Rapport -Motivation -Confidence -Playing games *Warm- up activities *Guidance -Direct instruction * Interactive activities -Technological resources -Dialogue and drills -Repetition and memorization -Brainstorming -Role plays -Story telling -Listening -Classroom discussions -Practice with real life situations -The usage of word games and metaphors *Students' personalized learning 		
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							<ul style="list-style-type: none"> -Pace of students *Feedback <ul style="list-style-type: none"> -Target content - Grammar section -Vocabulary section -Practice section: guided practice, collaborative practice, independent practice *Reflection <ul style="list-style-type: none"> -Methodologies -Techniques -Classroom sources -Students' learning style -Students' needs -Background knowledge *Wrap- up activities <ul style="list-style-type: none"> -Constant writing practice *Evaluative process 		
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							*Tasks assignment		
					<u>Dependent Variable</u> improve their productiveness in speaking and writing	To develop or increase in mental capacity the quality of being productive in the action of conveying information in speech and in the activity of making coherent words on paper and composing text	*Fluency in speaking -Interactive conversations -Online discussions *Writing proficiency -Coherent and Cohesion *Self- confidence *Accuracy in speaking and writing *Enhancement of topical knowledge *Active verbal interaction *Participation	-Quiz -Mini Presentation - Questionnaire	2 hours 3 hours 2 hours

							*Engagement * Using creativity and imagination		
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CHAPTER IV

METHODOLOGICAL DESIGN

In the investigation “A PROPOSAL OF AN ENGLISH CLASS MODEL USING ALL THE COMPONENTS OF A MACRO AND MICRO LESSON PLANS TO ENHANCE EIGHTH GRADE STUDENTS ‘SPEAKING AND WRITING PRODUCTION OF COMPLEJO EDUCATIVO COLONIA RIO ZARCO DURING THE YEAR 2020”, the following parts have been taken into account in order to make a full description of the methodology that is used in this work. First, it will describe the Paradigm and Design and Sampling Procedure. Besides, it comprises the Preliminary Phase which includes the Approaching the Field of Study, the Diagnostic Study and the Definition of the Problem. Also, the researchers will follow the Planning Phase that contains the Literature Review, the Operationalization of the Variables, the Data Collection Instruments, the Validation of Data Collection Instruments, Validity and Reliability and the Ethical Aspects. In addition, the Execution Phase which consists of Data Collection Procedure, Data Processing and Data Analysis is included. Finally, the investigators will follow a Timeline and a Budget.

4.1. Paradigm and Design

To execute this research study, the research team would conduct an experimental study under the quantitative paradigm in order to collect the necessary information to help Eighth Grade Students in their speaking and writing production. The researchers would test the hypothesis that is feasible for the investigators. Furthermore, they would administer some surveys which contain structured and open questions to gather the supporting data for the investigation. All the possible results would be subjective and free from beliefs for the researchers.

The present study was guided by the Experimental, causal-comparative design since the researchers needed to compare the independent variable and the dependent variable to establish a cause-effect relationship between them. The researchers would study if there is a significant impact of the independent variable to the dependent variable. To do that, they would describe if by the implementation of the macro and micro lesson plans, Eighth Grade Students would improve their productiveness in their speaking and writing.

4.2. Sampling Procedure

The population of this research project was Eighth Grade Students of Centro Educativo Colonia Rio Zarco in the year 2020. To select this population, the research team made use of the sampling procedure in which the teacher in charge of the English subject recommended the Eighth Grade since they presented more problems in their academic development among the other sections, and it made the selections easier for the researchers. Also, it is essential to point out that the participants shared the same characteristics required among them: they were in the same academic level, they took the same subjects, and they had almost the same age. Besides, they face the same difficulties in their writing and speaking production.

4.3. Preliminary Phase

This phase comprises three parts which describe the way how the investigators collected diagnostic data in order to prove that the problem really exists. First, the researchers describe how they approached the field of study in order to understand the origin of the problem. In the diagnostic study, the researchers supported the problematic situation by means of observation, and finally, they defined the phenomenon.

4.3.1. Approaching the Field of Study

At the beginning of the school year in public and private schools in 2020, the researchers decided to conduct their research work in Complejo Educativo Colonia Rio Zarco with Eighth grade students as it had been known that they were facing problems in the mentioned abilities. For this reason, some class observations were carried out at the beginning of February. To do this, the investigators addressed a letter to the principal of the institution asking for permission. In this sense, the research team noticed that eighth graders had deficiencies in the language skills especially in the speaking and writing production. Furthermore, it was observed that the teacher in charge of this group did not use teaching materials, interactive activities or technological tools to get students interested in learning, and the teacher always used the textbook as his only teaching tool. Therefore, the researchers presented the phenomenon to the target population and to the teacher and explained the importance of conducting the study with them. In this way, the students would improve their speaking and writing skills, and the teacher would apply different teaching strategies in his or her classes.

4.3.2. Diagnostic Study

In order to gather data as evidence of the existence of the problem, the researchers carried out the diagnostic study at the beginning of February in Complejo Educativo Colonia Rio Zarco of Santa Ana. To collect such data, the investigators designed an observation guide (Appendix A) in which they had to answer some open questions and add relevant details related to the problematic situation. Do students have deficiencies in the four macro skills (listening, speaking, reading and writing)? According to the level students are, do they produce the language (grammar, vocabulary, fluency and composition)? Is the teacher prepared for the class (self-confidence, material and activities)? These were some of the questions that the researchers answered in the mentioned tool. In addition to this, an interview guide was created to the teacher in charge of the group (Appendix B). The researchers intended to ask the teacher eight open questions in order to obtain the point of view according to the problem already mentioned. Additionally, the researchers analyzed students' behaviors while they were being observed. During the diagnosis, sufficient information was gathered that permitted the researcher to define the whole problematic situation.

4.3.3. Definition of the Problem

After having conducted the Diagnosis, the researchers realized that the problematic situation was actually taking place. As a matter of fact, the researchers observed that the students presented a variety of deficiencies related to the acquisition of the English language (speaking and writing). In addition, it was observed that students had difficulties when working with topics that they had already studied such as the Simple Present and the Present Continuous; for example, the students did not remember the grammar rules of these tenses, and they did not know the correct form of the inflection in the simple present (-s, -es) and present continuous (-ing). Furthermore, they did not know when to use the auxiliaries "do" and "does." Also, eighth graders had a poor vocabulary bank, and this did not allow them to fully express their ideas, thoughts and feelings so that most of them spoke in Spanish. Besides, the teacher could use different methodologies to achieve the established objectives, but as it was observed in Complejo Educativo Colonia Rio Zarco in Santa Ana, the teacher did not use a lesson plan to guide his classes. The only tool the teacher used was the textbook from which the exercises were taken for the students to develop. Therefore, the problem was clearly defined.

4.4. Planning Phase

During the planning phase, the researchers collected relevant information of the phenomenon studied being this data essential to build up the Theoretical Framework. Moreover, it was indispensable to conduct this study to establish the hypothesis, the operationalization of the variables and the indicators. Then, the research team created the instruments that were validated taking into account the ethical aspects of the research study.

4.4.1. Literature Review

To start building the Theoretical Framework, the researchers gathered useful data that supported the problematic situation. In a few words, some of the most relevant points taken into consideration were: The Educational System in El Salvador and how it has been developed over the years, the importance of the speaking and writing skills, factors affecting speaking and writing skills learning, strategies to improve the speaking and writing skills, techniques, macro and micro lesson plan, and lesson plan components. Furthermore, this information was collected from different sources such as books, articles, e-books, e-blogs and research studies. To avoid plagiarism and sources that are not secure, the researchers followed the American Psychological Association (APA) System.

4.4.2. Operationalization of Variables

Throughout the literature review conducted since the beginning of April 2020, the researchers analyzed the information collected in the Theoretical Framework to find out and measure the variables of the investigation and the corresponding indicators of each variable. These indicators were based on the specific objectives of the study. They contained the possible techniques and components of a macro and micro lesson plan that would be implemented in an English class model.

To start the Operationalization of the Variables of the Hypothesis, the researchers designed a template with 10 columns. The first column included the Research Question; in the second column, the General Objective was incorporated; the third column contained the specific objectives; in the fourth column, the researchers included the hypothesis of the investigation; in the fifth column, the units of analysis; the sixth one contained the variables of the study; in the seventh, the definition of the variables was included; in the eighth one, the indicators; in the

ninth one, the researchers incorporated the tools; and in the tenth column, the estimated time that the tools needed to be administered.

4.4.3. Data Collection Instruments

To collect the necessary data that would serve to confirm or refute the hypothesis of the study "A Proposal of an English Class Model Using all the Components of a Macro and Micro Lesson Plans to Enhance Eighth Grade Students' Speaking and Writing Production of Complejo Educativo Colonia Río Zarco during the Year 2020", the researchers designed six types of instruments: a macro lesson for the English teachers of the institution (Appendix C); such macro lesson was designed to be taught during a period of a month (20 hours), and it was based on unit 3 (Home) of the English Syllabus provided by Ministerio de Educación (MINED). So, it was structured in the following way: the generalities, the objectives the researchers wanted to achieve at the end of the month with the lessons, a warm up activity to start the class, the presentation of the content, the grammar section (simple present, adjectives and the verb be, the adjectives for describing appearance and personality), and the practices (control practice, semi-control practice and free practice). So, each of the practices contains activities to boost the writing and speaking abilities. For example, students would discuss some questions to practice their speaking skill such as: How many brothers and sisters do you have? Do you look like your mom or your dad? Which characteristics do you have in common with your mom or dad? Also, for increasing their writing ability, the researchers included some activities such as: describing relatives (physical appearances) by writing a short paragraph. Furthermore, another section that the macro lesson has is the wrap-up activity and the homework assignment section. Also, it is important to mention that at the end, the macro lesson includes materials to be used by the students. As second instrument for the independent variable, four micro lesson plans (Appendix D, E, F and G) were designed based on the macro lesson plan. They were designed for 4 class hours (40 minutes each class), and the researchers would implement them as an English class model for overcoming the students' deficiencies in writing and speaking production.

Then, the researchers would administer a quiz (Appendix H) for students to see their progress in the writing skill to measure the dependent variable. This short written exam was structured in the following way: it contains the generalities (name of the institution, students' name, date, objectives) and it is divided into four parts. The first one has a vocabulary section

in which students have a house drawing and would write the parts of the house; the second one contains 6 sentences in which the students would fill in the blanks with the corresponding verb in present. In the third part, students have a drawing so that they would write a negative, an interrogative and an affirmative sentence based on the action the drawing is performing. In the last part, students would write a 5-line paragraph to describe their favorite person. In addition, the researchers designed an oral evaluation addressed to students to measure if the implementation of the macro and micro lesson plans as an English class model helps students overcome their deficiencies in speaking production (Appendix J). It was a mini presentation about describing themselves or a family member using the adjectives for describing personality and appearance. Students would have 3 or 4 minutes to give their speech, and they would be evaluated according to their level under nine criteria such as pronunciation, grammar, communication capability, usage of structures studied in class, coherence and cohesion, oral comprehension, vocabulary, confidence, and creativity.

Also, the researchers would administer another tool to collect data from the students' perspectives about the project implemented (Appendix K). The questionnaire contains yes/ no questions in English and Spanish in order to avoid misunderstanding with the meaning of the questions as for examples: Do you think that the activities that your teacher has used recently have been useful in your learning process? What activities did you like and dislike? Why? After these four classes, do you see any progress in your speaking and writing skills? Also, a sixth instrument would be administered by the research team to the teacher in charge of the English subject in junior high school, an interview (Appendix L). It was designed with the purpose of collecting data from the teacher's perspective about the implementation of the macro and micro lesson plans in the classes. It contains some yes/ no questions and open questions such as: Do you think that the activities within the micro lesson plans were appropriated for the students' level? What kind of activities do you think made the students learn without any problem? So, these tools are essential since researchers would gather all the necessary information to support the research project.

4.4.4. Validation of Data Collection Instruments

After designing the instruments of data collection based on the indicators, they were validated to assure the recollection of reliable and valid data. The purpose of the validation

process was to check whether the items and questions were understandable and appropriate to the problematic situation studied in order to predict any problem or inconsistency. After improving the instruments, they would be administered to the population under study. Once the researchers administer the instruments to the target population, they would process, analyze and interpret the data to be obtained during the investigation.

4.4.5. Validity and Reliability

The researchers elaborated the tools based on the main validity criteria and assured that every point was based on the operationalization to have authentic tools. First, they assured “face validity”. It means that the researchers guaranteed that every indicator included in the operationalization established all the aspects of the variables. Also, the researchers were sure that they included all the essential indicators that were suitable to estimate each of the variables. Secondly, the researchers assured “content validity” in which they inspected if they included the correct number of questions in the research instruments, the correct order of questions, proper order of options, clear instructions, correct grammar, proper aesthetics and to assure that there was not any ambiguity or confusing terms in each tool.

Regarding reliability, the researchers assured that the instruments produced the same scores when applied in the same circumstances having similar results. Moreover, the research team guaranteed that all of them agreed on the measurements and the process of collecting data. They assured Internal Consistency (all the items to be used are consistent) and Interrater Reliability (consistency and homogeneity in the results). To do that later, the researchers would use the same tools at every moment without making any change, except if there was a prior consensus.

4.4.6. Ethical Aspects

In order to preserve students’ and teachers’ integrity, the investigator adopted the following ethical principles of the research project as core pillars from the beginning until the end of the investigation.

Reliability: the researchers assured that the developments and the results are trusty so that students and teachers feel comfortable with the results of the study.

Objectivity: the investigators made sure to separate any personal or financial interest that could affect the research process. Moreover, the researchers did not modify any information provided by the target population at the time of analyzing and interpreting.

Confidentiality: The researchers kept participants' identity and personal information anonymous.

Non-discrimination principle: The research team did not discriminate students' and teacher's information based on their sex, race, ethnicity, or other factors not related to scientific competence and integrity.

Honesty: The researchers were compromised to report honestly all data and results of the research.

Intellectual property: Since all the information gotten from different sources can be found in the reference page, it is cited in order to avoid plagiarism.

4.5. Execution Phase

This phase comprises three parts: first, the data collection procedure in which the researchers describe how the tools were administered after validating them, second, data processing that is how were processed the data obtained, and finally, the data interpretation and analysis which is how were analyzed and interpreted the data by the investigators.

4.5.1. Data Collection Procedure

To support this phenomenon, in the **preliminary phase**, the investigators carried out a general observation to the target population; thus, the research team addressed a letter to the principal of the institution asking for the teacher's consent. For carrying out the observation, the investigators chose some specific days at the beginning of February 2020 in which they were sitting dispersed in the classroom so that they could observe every relevant detail from different angles needed for their investigation. An important aspect to mention is that every member of the research team was filling out an observation guide so that each member measured consistent information. During the actual research study; that is, during the **execution phase**, once having elaborated and validated the data collection instruments taking into consideration the experts' opinions in the matter, the research tools would be administered to Eighth Grade Students of Complejo Educativo Colonia Río Zarco in Santa Ana. Since the data collection tools were based

on the different indicators mentioned in the Theoretical Framework and included in the operationalization of the variables, they must measure reliable and consistent information according to the phenomenon studied.

As sources to gather information, the researchers would implement a macro lesson plan and four micro lesson plans as instruments to manipulate the independent variable. Similarly, they would apply an oral evaluation (mini presentation) and a written evaluation (quiz) to measure the dependent variable. Furthermore, the researchers would address two types of structured tools: teacher's interview and students' questionnaire so that participants' perspectives regarding the implementation of macro and micro lesson plans to enhance students' English speaking and writing skills would be displayed. These tools would be administered at a time when neither the students and teachers nor the researchers would have any inconvenience with their schedules. At the time of administering the research instruments, clear directions would be given, and the researchers would monitor in order to solve any doubt.

4.5.2. Data Processing

Since this research project was an experimental causal-comparative study carried out under the quantitative paradigm, the data collected would be tabulated and organized in tables and graphs. To enhance this, the investigators would have made use of Microsoft Word and Excel programs. It is relevant to mention that each instrument that was to be administered to the target population would be analyzed and checked for avoiding inconsistencies. Thus, the information in general would be organized according to the indicators, variables and the specific objectives of this research study. As all the research instruments would be filled out, the research team would check them before classifying in order to avoid misunderstandings with unclear answers or incomplete filled instruments. In this sense, all the data gathered would be consistent and reliable.

4.5.3 Data Analysis and Interpretation

Having all the data organized in graphs and tables, the researchers would have analyzed and interpreted all the data based on the objectives and the indicators in order to reassure the validity of the variables they chose to conduct this research project. All the results would be tied up with the Theoretical Framework to compare the information with the data gathered through the different research instruments, and in that way, the researchers would assure a

correct interpretation that would later be useful for drawing suitable conclusions and recommendations. At the end, the researchers would have stated if the objectives were reached in order to confirm or reject the hypothesis.

4.6. Timeline												
2020												
ACTIVITY	RESPONSIBLE	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV
Choosing the topic	Researchers											
Preliminary phase												
Approaching the field of the study	Researchers											
Definition of the problem	Researchers											
Planning phase												
Literature review	Researchers											
Operationalization of variables	Researchers											
Data collection instruments	Researchers											
Validation of data collection instruments	Researchers											
Validity and reliability	Researchers											
Execution phase												
Data collection	Researchers											
Data processing	Researchers											
Data analysis and interpretation	Researchers											
Writing final report	Researchers											
Oral thesis presentation	Researchers											

4.7. Budget

4.7.1. Supplies

TYPE OF SUPPLIES	NAME	COST PER ITEM	NUMBERS OF ITEMS	TOTAL
Office supplies	Pens/ Pencils	\$0.25	5	\$1.25
	Didactic Material	\$1.00	8	\$8.00
	Printer ink	\$30.00	2	\$20.00
	Printer paper	\$5.00	1	\$5.00
	Stapler	\$1.00	1	\$1.00
	Printer cartridges	\$15.00(black) \$15.00(color)		\$20.00
				Total: \$55.25

4.7.2. Services

SERVICES	COST	TOTAL
Photocopies	\$0.05/pag=1000 copies	\$50.00
Internet	\$20.00 per week	\$180.00
Other expenses(food,transportation,and electricity)	\$50.00 per month	\$550.00
Snacks for the final presentation	\$25	\$25
TOTAL		\$
805.00		

CHAPTER V

EXPECTED RESULTS

When students start learning a new language, they need to know the importance and the purpose of studying it so that the learning process becomes interesting. At first, learning English seems difficult, confusing, boring and illogical, especially when students try to master speaking and writing skills; however, motivation can help students have fun and learn at the same time. In this sense, students need to be exposed to the language in an active classroom atmosphere, so they can have better opportunities to develop their skills. Hence, this study is focused on “A PROPOSAL OF AN ENGLISH CLASS MODEL USING ALL THE COMPONENTS OF A MACRO AND MICRO LESSON PLANS TO ENHANCE EIGHTH GRADE STUDENTS’ SPEAKING AND WRITING PRODUCTION OF COMPLEJO EDUCATIVO COLONIA RÍO ZARCO DURING THE YEAR 2020”.

In this investigation, researchers got to know the deficiencies students face in the production of the speaking and writing skills. For this reason, they see the importance of proposing an English class model based on all the components the macro and the micro lesson plans have in order to help teachers provide the best environment for students and their learning acquisition. Nevertheless, in this study the execution phase could not be carried out as the researchers expected according to what it was planned in the research protocol. This was due to the COVID-19 pandemic since El Salvador was under quarantine and schools were closed and are still closed up to this date. As a result, the researchers will just provide in this chapter information about how the specific and the general objectives were supposed to be reached, and how the hypothesis was pretended to be confirmed or rejected.

In relation with the first specific objective (To verify if by applying the macro lesson plan, Eighth Grade Students of Complejo Educativo Colonia Rio Zarco will enhance their productiveness in their English speaking and writing skills during the year 2020), the researchers pretended to verify if the teachers applied the macro lesson plan, students would have the opportunity to grow and improve in their skills- especially in their speaking and writing skills. As teachers would prepare and organize in advance the topics, strategies and activities which fit the most in the students’ needs, they would easily notice if students are improving or are stuck. Also, with the implementation of the macro lesson plan, students were supposed to

enhance their productiveness in their English speaking and writing skills since they would be exposed to the language and engaged in every step taken in the class so that students have more opportunities to improve in their learning.

In regard to the second specific objective (To assess whether the usage of the micro lesson plan will help Eighth Grade Students of Complejo Educativo Colonia Rio Zarco improve their English speaking and writing production during the year 2020), the researchers pretended to help students improve in their skills mainly in the speaking and writing production with the usage of the micro lesson plans. By implementing this, students were supposed to experience an active learning process since they are the center of each class in every activity. Moreover, students were supposed to be active in the classes as the teacher provides the needed information and let students take charge of their own learning. On the other hand, researchers expected teachers to take advantage of the micro lesson plans as it would allow students to digest better the amount of information and give them time to internalize the language engaging in the activities, the discussions, and in the environment.

Through the specific objectives, the investigators expected to achieve the general objective (To determine whether the implementation of the macro and micro lesson plans help Eighth Grade Students of Complejo Educativo Colonia Rio Zarco overcome their deficiencies in their English speaking and writing production during the year 2020). Reaching this objective, the researchers guarantee that the implementation of the macro and micro lesson plans help not only teachers provide a better classroom atmosphere but also students overcome their deficiencies in their English speaking and writing production. This is because students are immersed in a variety of types of exercises addressed to have students practice thoroughly both skills in a very active and motivating manner.

Finally, the researchers came up with the following hypothesis: If teachers implement the macro and micro lesson plan with the most effective activities and techniques, Eighth Grade Students of Complejo Educativo Colonia Rio Zarco will improve their productiveness in speaking and writing during the year 2020. The main purpose of this study was to prove the veracity of this hypothesis by creating an English class model using all the components the macro and micro lesson plans have. The researchers included techniques and activities (focused on real life situations) that are effective and essential for students' speaking and writing

production. Furthermore, the investigators pretended to have four interventions (four classes) based on the macro lesson plan to see students' development, and if they fulfill students' needs. Finally, the researchers consider that such hypothesis would be verified, at least, in an 80% because it has already been proven that by implementing the aforementioned lesson plans, teenagers are able to develop their language skills in a motivating classroom environment with sufficient encouraging activities addressed to pursue that objective.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

After carrying out the investigation "A PROPOSAL OF AN ENGLISH CLASS MODEL USING ALL THE COMPONENTS OF A MACRO AND MICRO LESSON PLANS TO ENHANCE EIGHTH GRADE STUDENTS' SPEAKING AND WRITING PRODUCTION OF COMPLEJO EDUCATIVO COLONIA RÍO ZARCO DURING THE YEAR 2020" as far as it was possible since the global pandemic related to Covid-19 hindered the advancement of the experimental project, the researchers come up with the following conclusions and recommendations:

6.1. Conclusions

a. The implementation of the macro lesson plan, as a teaching strategy when planning the classes, is to provide great in-class scenarios since it allows teachers to incorporate in advance the most appropriate activities that permit the enhancement of Eighth Grade Students' speaking and writing production. This way, students are exposed to active classroom environments with real life situations in which they get easily engaged facilitating the interaction with the language. Consequently, students feel confident to use the language while performing different classroom activities so that they express their ideas, thoughts and feelings.

b. The implementation of the micro lesson plans for each class is expected to be a useful strategy for improving Eighth Grade Students' speaking and writing production, for this daily planning consists of the careful selection of classroom activities for a specific topic based on students' needs. Therefore, this permits the teachers to focus on the specific students' abilities to be covered in a class time, in this case speaking and writing, taking into account students' background knowledge and the assimilation of the new content. By implementing this strategy, teachers have the opportunity to engage students in active and meaningful activities having a students' centered class in which they interact with the language facilitating its production.

c. The implementation of an English class model using all the components of a macro and micro lesson plans is supposed to provide an excellent classroom atmosphere where the acquisition of the new language is easier since all the activities run together with the same purpose, the enhancement of Eighth Grade Students speaking and writing production. As a matter of fact, the class model is enriched with all the necessary aspects such as teaching

strategies, techniques and procedures, interactive activities, meaningful tasks and real life situations in order to improve students' performance, especially speaking and writing.

6.2. Recommendations

After going through all the chapters of this thesis, the investigators stated the following recommendations in order to help teachers and future researchers.

6.2.1. For teachers:

1. Teachers should include different activities in their classes to encourage and motivate students to learn English in a meaningful way. For this reason, they must implement in their teaching methodology the macro and micro lesson plans that were designed by the researchers in order to help students improve their speaking and writing production.

2. As it is well known, students are always being assessed with the same academic evaluations such as: dictation, written exam and memorization of songs, verbs, adjectives and dialogues; therefore, teachers are recommended to evaluate students with different tests and activities so that students can develop all the expected competences. So teachers can use the quiz and the oral evaluation designed by the researchers as a model to test the knowledge acquired by the students associated with real life situations such as talking about themselves, describing a family member, or talking about what they like or dislike.

3. Another recommendation that teachers can take into account is to create a positive and pleasant classroom environment so that students can learn without any inconvenience. In addition, according to the activities to be developed in the classes, the desks can be arranged differently so that teachers interact with the students allowing them to have a positive rapport in a suitable classroom atmosphere.

4. Another essential recommendation is regarding giving importance to teamwork. It is indispensable that students learn to interact outside of their circle of friends. Thereby, teachers can promote motivation and interaction by having students work in pairs, trios and small groups, being these forms of interaction one of those used in the macro and the micro lesson plans designed in this study. In this way, students would be given the opportunity to actively practice English among them and to learn from one another while fostering friendship.

6.2.2. For future researchers:

1. For future researchers in the field of teaching, specifically helping students overcome some deficiencies in writing and speaking skills, it is recommended to take into account the data collected during the preliminary phase. It will be helpful for future studies since the researchers could not execute the experimental project with the population chosen due to the pandemic Covid-19.

2. It is suggested to carry out the proposal, the implementation of a class model using the macro and micro lesson plans as a strategy to overcome Eighth Grade Students' deficiencies in the writing and speaking abilities. This would be beneficial for researchers and teachers since it will provide valuable data to help students in public schools who are usually being taught in the traditional way, basing all the classes on the textbooks.

3. It is recommendable for future researchers to investigate for more situational activities and include them in the macro and micro lesson plans to enrich the project so that it will be useful didactic material for the teacher and the institution in order to make students get interested in the English learning.

4. For the future investigators, interested in developing this study, it is advisable for them to administer the oral and the written evaluation (a mini presentation and a quiz) to the target population during the execution phase to measure the dependent variable and also to see the results of the proposal study.

5. The researchers recommend observing if the class model proposed using all the components of a macro and micro lesson plans works in the development and the reinforcement of the students' speaking and writing skills since a method, a strategy or a technique could have a margin of error and be subject to possible changes.

6. It is advisable for future researchers to administer the questionnaire for students and the interview for teachers to gather their opinions about the project implemented and know their experience with this teaching strategy.

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APPENDIXES



APPENDIX A

(OBSERVATION GUIDE)

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
ENGLISH LANGUAGE DEPARTMENT
THESIS-2020**

**Observation Guide addressed to Eighth Grade students of Complejo Educativo Colonia
Rio Zarco during the year 2020**

OBJECTIVE: To gather data to support the phenomenon under study at Complejo Educativo
Colonia Rio Zarco during the year 2020

- 1. What is the students' behavior pre, during and post the class?**
- 2. Is the teacher prepared for the class (self-confidence, material and activities)?**
- 3. Do students participate actively in class?**
- 4. Is the rapport between the students and the teacher visible?**
- 5. According to the level students are, do they produce the language (grammar, vocabulary, fluency and so on)?**
- 6. Do students have deficiencies in the four macro skills (listening, speaking, reading and writing)?**

APPENDIX B
(TEACHER'S INTERVIEW)
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
ENGLISH LANGUAGE DEPARTMENT
THESIS-2020



Interview addressed to the teacher of Complejo Educativo Colonia Rio Zarco during the year 2020

Objective: To collect data about the deficiencies Eighth Grade students of Complejo Educativo Colonia Rio Zarco present in their speaking and writing production during the year 2020

NOTE: THE INFORMATION IS CONFIDENTIAL AND ANONYMOUS. FEEL FREE TO ANSWER HONESTLY

- 1. What do you expect from your students when you enter the classroom?**

- 2. What are you doing in order to create a good classroom environment?**

- 3. Which strategies, techniques, activities or tools do you use to fulfill students' needs?**

- 4. Do you believe students struggle in speaking and writing production?**

- 5. What are the main problems you have noticed in writing and speaking skills?**

- 6. What are the main problems you face when you develop the class?**

- 7. Do you make use of a macro or micro lesson plan to develop your classes?**

- 8. Which elements do you consider an English class model must have?**

APPENDIX C

(MACRO LESSON PLAN)

(INCLUDED IN THE BOOKLET TO BE DONATED TO THE INSTITUTION)

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
ENGLISH LANGUAGE DEPARTMENT
SCHOOL YEAR 2020



MACRO LESSON PLAN ADDRESSED TO EIGHTH GRADE STUDENTS OF
COMPLEJO EDUCATIVO COLONIA RIO ZARCO DURING THE YEAR 2020

UNIT 3:MY HOME	
TARGET STRUCTURE	TARGET CONTENT
⇒ BE + ADJECTIVES-SIMPLE PRESENTS–PREPOSITION OF PLACE	⇒ SEQUENCING ROUTINES, TALKING ABOUT THEIR HABITS, EXPRESSING THEIR OPINIOS, DESCRIBING PEOPLE’S PERSONALITY AND APPEARANCE, MANAGING THE USE OF PREPOSITIONS, GUESSING THE MEANING OF UNKNOWN WORDS/PHRASES AND IDIOMS

➤ **OBJECTIVES:** At the end of this lesson, SWBAT:

GENERAL OBJECTIVE:	SPECIFIC OBJECTIVES:
--------------------	----------------------

⇒ Effectively recognize and use simple present to talk about habits, facts, generalities, and describe people's personality and appearance

⇒ Use appropriate tenses to talk their habits and opinions

⇒ Sequence their daily routines accordingly

⇒ Utilize vocabulary and idioms related to the simple presents

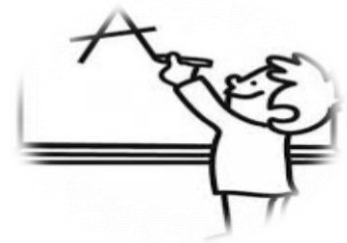
⇒ Use the proper preposition of place in the right manner

➤ **MATERIALS:** Students' notebook, charts, teacher's lesson plan, board, markers, worksheets, computer, paper, videos, eraser, color paper, scissors, glue, students' appendix, etc.

➤ **TIME 20 HOURS**



BOARD RACE



Directions:

1. Ask students to form 2 groups. It may be Boys vs. Girls.
2. Give each team a color maker, and draw a line in the middle of the board.
3. Write at the top “adjectives” or “verbs” as a topic at the top of the board.
4. When you say start, students will have one minute to write as many adjectives or verbs as they require to win the race.
5. The student at the front has to pass the marker to the following classmate and so on.
6. Each team wins one point for each correct word. Any unreadable or misspelled word is not counted.



WRITING, READING AND SPEAKING

➤ **Pre-Writing:**

- Tell students to make a draw of their house in their notebooks.
- Ask them to describe the house (they can write it down or memorize it).
- Help them with vocabulary about furniture, adverbs of place and adjectives.
- Make sure students understand directions.

Appendix A

Example:

DESCRIBING MY HOUSE

I live in a big house. There are three floors in my house. On the ground floor there is a staircase and a play room. The play room is empty at the moment because I am re-decorating it. On the first floor there is a sitting room and a kitchen. In the sitting room there is a big sofa and a small chest of drawers. There is a big double bed in the bedroom and a bedside table with a lamp on it. In the kitchen there is a big fridge, and oven and a microwave. On the top floor there is a bedroom, a bathroom and a washing room. In the bathroom there is a bath and shower, a basin and a toilet. In the washing room there is a washing machine and a tumble drier.



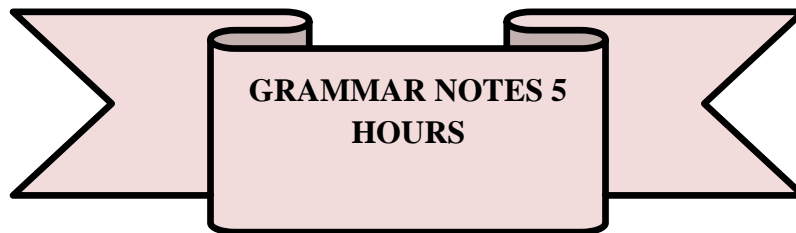
➤ **During-Writing:**

- First, you will play a game to choose students to say or read the paragraph.

- You will say a word, and the student you will point out is going to say another word that begins with the last letter of the previous word. Example: people, egg, get, tomato, etc.
- The student that hesitates or makes a mistake is going to read the paragraph.
- Choose some students to participate, and make sure they understand the directions.
- At the end of the activity, give feedback of students' mistakes.

➤ **Post-Writing:**

- Finally, ask students to choose a classmate in his or her mind.
- Ask them to make a brief description of him or her using 10 adjectives at least.
- Then, ask for some volunteers to pass to the front, and say the description they create to class.
- The rest of them have to guess the person they are describing.



Appendix B

✧ **ADJECTIVES FOR DESCRIBING APPEARANCE AND PERSONALITY**

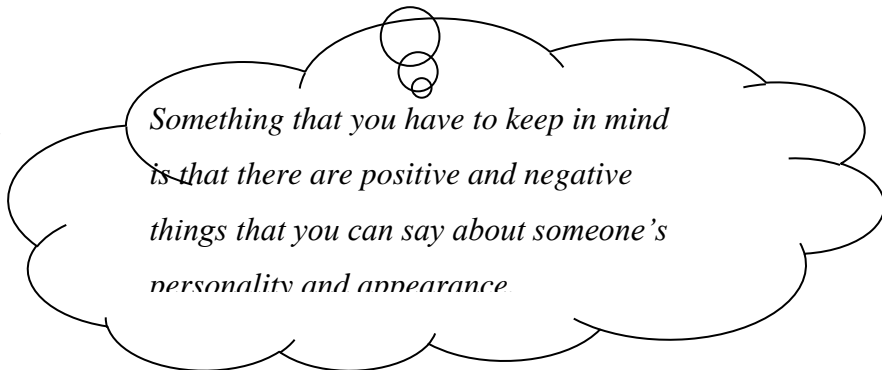
There are two ways to describe people in English. You can describe people's appearance and personality.

You can describe a person's personality by saying things like:

- She is really nice.
- They are really cool friends.
- We are very friendly people.

You can describe a person's physical appearance by saying things like:

- She is really tall.
- She has brown eyes.
- She has black curly hair.



DESCRIBE PHYSICAL APPEARANCE

Blonde	You are blond.
Brown hair	She has brown hair.
Red hair	I have red hair.
Black hair	She has black hair.
Grey hair	He is grey hair.
Long hair	Does she have long hair?
Short hair	Does he have short hair?
Wavy hair	She has wavy hair.
Curly hair	I have curly hair.
Straight hair	We have straight hair.

Skinny	She is skinny.
Thin	I am thin.
Fat	I am not fat.
Overweight	He is overweight.
Slim	You are slim.
Tall	She is very tall.
Short	He is short.

PERSONALITY IN ENGLISH

- *Positive Adjectives to Describe Personality*

These are some examples of positive adjectives to describe personality:

Friendly	Kind	Charming
Adventurous	Honest	Hardworking
Polite	Likeable	Considerate
Understanding	Honest	Sincere
Straight Forward	Helpful	Patient
Bright	Reliable	Enthusiastic
Hilarious	Laid-back	Easy-going

- *Negative Adjectives to Describe Personality in English*

These are some examples of negative adjectives to describe personality in English.

Aggressive	Bossy	Grumpy
Impulsive	Picky	Tactless
Arrogant	Considerate	Mean
Nasty	Sneaky	Dogmatic
Intolerant	Jealous	Possessive
Lazy	Careless	Irresponsible
Gullible	Moody	Pessimistic

✧ TO BE + ADJECTIVE

Appendix c

An adjective is a word that gives us a description about something or someone.

- John is **old**.

Old is an adjective. **Old** is a description of John.

With an adjective, we frequently use TO BE. The order is: ***To be* + adjective**

- John *is* **old**.

TO BE + ADJECTIVE

- I am **tired**.
- You are **nervous**.
- He is **tall**.
- She is **happy**.
- It is **round**.
- We are **cold**.

- You are **hot**.
- They are **angry**.

TO BE + NOT + ADJECTIVE

- John is **old**.

What is the opposite of old?

Young.

To make a **negative** sentence we use TO BE + **NOT** + ADJECTIVE

- John is **not** young.
- I am **not** tired.
- You are **not** nervous.

Remember you can make a contraction of **are not** ... which becomes **aren't** and **is not** which becomes **isn't**

- You **are not** nervous. OR
- you **aren't** nervous.

The rest of the examples:

- He is **not** tall.
- She is **not** happy.
- It is **not** round.
- We are **not** cold
- You are **not** hot.
- They are **not** angry.

So, the negative sentence is: TO BE + **NOT** + ADJECTIVE. Let's look at negative sentences using opposites.

- I am not **sad**. I am **happy**.
- Flowers aren't **ugly**. They are **beautiful**.

- Ice cream isn't **hot**. It is **cold**.
- Lemons aren't **sweet**. They are **sour**.
- This exercise isn't **difficult**. It is **easy**.
- A piano isn't **light**. It is **heavy**.
- Elephants aren't **small**. They are **big**.
- My shoes aren't **clean**. They are **dirty**.

QUESTIONS – TO BE + ADJECTIVE

We can also make questions with **To Be** and an **adjective**.

- **He is** happy. (This is an affirmative sentence)

To make a question we change the order of To Be...

Instead of **he is...** it becomes **Is he....?**

- **Is he** happy?

And then you can give a short answer:

Yes, he is. OR No, he isn't.

Another example:

- **She is** nervous.

To make this a question, it becomes...

- **Is she** nervous?

And then you can give a short answer:

Yes, she is. OR No, she isn't.

Another example:

- **They are** confused.

To make this a question, it becomes...

- **Are they** confused?

✂ SIMPLE PRESENT TENSE

Appendix D

The simple present (also called present simple or present indefinite) is a verb tense which is used to show repetition, habit or generalization. Less commonly, the simple present can be used to talk about scheduled actions in the near future and, in some cases, actions happening now. Read on for detailed descriptions, examples, and simple present exercises.

SIMPLE PRESENT FORMS

The simple present is just the base form of the verb. Questions are made with *do* and negative forms are made with *do not*.

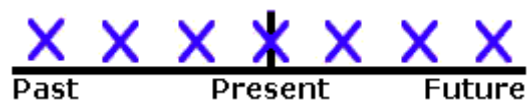
- Statement: You **speak** English.
- Question: **Do** you **speak** English?
- Negative: You **do not speak** English.

In the third person singular, *-s* or *-es* is added. Questions are made with *does* and negative forms are made with *does not*.

- Statement: He **speaks** English.
- Question: **Does** he **speak** English?
- Negative: He **does not speak** English.

SIMPLE PRESENT USES

USE 1: Repeated Actions



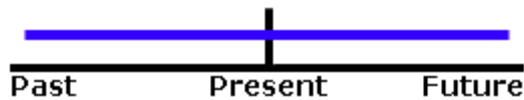
Use the simple present to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens. It can also be something a person often forgets or usually does not do.

Examples:

- I **play** tennis.

- She **does not play** tennis.
- **Does he play** tennis?
- The train **leaves** every morning at 8 AM.
- The train **does not leave** at 9 AM.
- When **does** the train usually **leave**?
- She always **forgets** her purse.
- He never **forgets** his wallet.
- Every twelve months, the Earth **circles** the Sun.
- **Does** the Sun **circle** the Earth?

USE 2: Facts or Generalizations

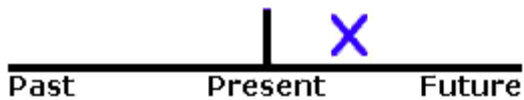


The simple present can also indicate the speaker believes that a fact was true before, is true now, and will be true in the future. It is not important if the speaker is correct about the fact. It is also used to make generalizations about people or things.

Examples:

- Cats **like** milk.
- Birds **do not like** milk.
- **Do** pigs **like** milk?
- California **is** in America.
- California **is not** in the United Kingdom.
- Windows **are** made of glass.
- Windows **are not** made of wood.

USE 3: Scheduled Events in the Near Future

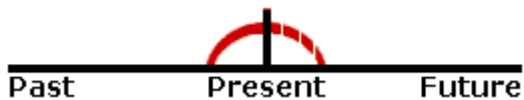


Speakers occasionally use simple present to talk about scheduled events in the near future. This is most commonly done when talking about public transportation, but it can be used with other scheduled events as well.

Examples:

- The train **leaves** tonight at 6 PM.
- The bus **does not arrive** at 11 AM, it **arrives** at 11 PM.
- When **do** we **board** the plane?
- The party **starts** at 8 o'clock.
- When **does** class **begin** tomorrow?

USE 4: Now (Non-Continuous Verbs)



Speakers sometimes use the simple present to express the idea that an action is happening or is not happening now. Examples:

- I **am** here now.
- She **is not** here now.
- He **needs** help right now.
- He **does not need** help now.
- He **has** his passport in his hand.
- **Do** you **have** your passport with you?

*** HOW TO MAKE THE SIMPLE PRESENT NEGATIVE**

The formula for making a simple present verb negative is **do/does + not + [root form of verb]**. You can also use the contraction **don't** or **doesn't** instead of **do not** or **does not**.

Pauline does not want to share the pie. She doesn't think there is enough to go around. Her friends do not agree. I don't want pie anyway.

To make the verb **to be** negative, the formula is **[to be] + not**.

I am not a pie lover, but Pauline sure is. You aren't ready for such delicious pie.

*** HOW TO MAKE QUESTIONS**

The formula for asking a question in the simple present is **do/does + [subject] + [root form of verb]**.

Do you know how to bake a pie? How much does Pauline love pie?

*** WH-QUESTIONS IN THE PRESENT SIMPLE**

Appendix E

Wh- questions are questions that require more information in their answers. Typical wh- words are what, where, when, why, who, how, how many, how much.

To create a wh-question, start with the wh-word, then add do or does, then the subject (a person or thing that does the action), followed by the base form of the verb and only then add the rest of the sentence.

Wh- Word	Auxiliary Verb	Subject	Verb in Base Form	Rest of Sentence
What	Do	I / you / we / they	Want	
Why	Does	he / she / it	Shout	at you

1. When do you want to meet me?
2. Why does Beth always complain so much?

3. How much does the ticket cost?
4. Why don't you ever go on vacation?

✂ PREPOSITION OF PLACE

Appendix F

Prepositions of Place are used to show the position or location of one thing with another. It answers the question "Where? Below we have some examples of Prepositions of Place:

⇒ **In front of**

- A band plays their music **in front of** an audience.
- The teacher stands **in front of** the students.
- The man standing in the line **in front of** me smells bad.
- Teenagers normally squeeze their zits **in front of** a mirror.

⇒ **Behind**

Behind is the opposite of *In front of*. It means at the back (part) of something.

- When the teacher writes on the whiteboard, the students are **behind** him (or her).
- Who is that person **behind** the mask?
- I slowly down because there was a police car **behind** me.

⇒ **Between**

Between normally refers to something in the middle of two objects or things (or places).

- There are mountains **between** Chile and Argentina.
- The number 5 is **between** the number 4 and 6.
- There is a sea (The English Channel) **between** England and France.

⇒ **Across From / Opposite**

Across from and *Opposite* mean the same thing. It usually refers to something being in front of something else BUT there is normally something between them like a street or table. It is similar to saying that someone (or a place) is on the other side of something.

- I live **across from** a supermarket (= it is on the other side of the road)
- The chess players sat **opposite** each other before they began their game.
(= They are in front of each other and there is a table between them)

⇒ **Next to / Beside**

Next to and *Beside* mean the same thing. It usually refers to a thing (or person) that is at the side of another thing.

- At a wedding, the bride stands **next to** the groom.
- Guards stand **next to** the entrance of the bank.
- He walked **beside** me as we went down the street.
- In this part of town there isn't a footpath **beside** the road so you have to be careful.

⇒ **Near / Close to**

Near and *Close to* mean the same thing. It is similar to *next to / beside* but there is more of a distance between the two things.

- The receptionist is **near** the front door.
- This building is **near** a subway station.
- We couldn't park the car **close to** the store.
- Our house is **close to** a supermarket.

⇒ **On**

On means that something is in a position that is physically touching, covering or attached to something.

- The clock **on** the wall is slow.
- He put the food **on** the table.
- I can see a spider **on** the ceiling.
- We were told not to walk **on** the grass.

⇒ **Above / Over**

Above and *Over* have a similar meaning. The both mean "at a higher position than X" but *above* normally refers to being directly (vertically) above you.

- Planes normally fly **above** the clouds.
- There is a ceiling **above** you.
- There is a halo **over** my head. ;)
- We put a sun umbrella **over** the table so we wouldn't get so hot.
- Our neighbors in the apartment **above** us are rally noisy.

Over can also mean: physically covering the surface of something and is often used with the word *All* as in *All over*.

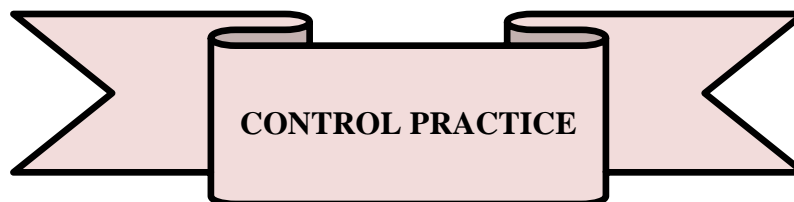
- There is water **all over** the floor.
- I accidentally spilled red wine **all over** the new carpet.

Over is often used as a Preposition of Movement too.

⇒ **Under / Below**

Under and *Below* have a similar meaning. They mean at a lower level. (Something is above it).

- Your legs are **under** the table.
- Monsters live **under** your bed.
- A river flows **under** a bridge.
- How long can you stay **under** the water?
- Miners work **below** the surface of the Earth.



1. Writing Activity (20 MIN)

CROSSWORD PUZZLE

- ❖ In pairs, solve the following crossword puzzle about the simple present.
- ❖ First, students will fill the blanks in the sentences with the correct conjugation in simple present.
- ❖ Second, students will solve the crossword with the correspondent verbs.
- ❖ Then, students will share their answer.
- ❖ Finally, students will repeat with the teacher the sentences.
- ❖ Randomly, the teacher will make students pronounce them individually.

Appendix G

● ANSWERS

1	W	A	T	C	H	E	S	2								3	K																					
	A								A							4	I	S																				
	L							5	L	I	S	T	E	N	S																							
	K								A							6	U																					
								7	B	U	Y							8	C	L	E	A	N															
									G								S							10	D	O												
								9	T	H	I	N	K							11	S	12	S	L	E	E	P											
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																																23	R	E	T	U	R	N
																																24	D	R	I	N	K	S

ACROSS

1. She usually ___ TV at 7 o'clock.
4. My brother ___ always hungry!
5. My friend ___ to music when he drives to work in the morning.
7. Sometimes I ___ lunch at college.
8. We ___ our house every Saturday.
9. I like to ___ about my childhood.
10. What do you usually ___ after class?
12. Do you ever ___ in class?
13. I don't like to ___ on the phone.
14. My sister likes to ___ the plants in our garden.
16. My mother ___ to work by car.
18. Does he ever ___ songs in the shower?
21. Cats make me ___! Atchoo!
22. We ___ never late for class.
23. When do you ___ home from school?
24. He always ___ coffee in the morning.

DOWN

1. Does he ever ___ to work?
2. My father always ___ a big breakfast.
3. My little brother always ___ our mother good-bye before he goes to school.
5. I always ___ when I watch that TV show. It's very funny!
6. He always brings his key so he can ___ the door when he comes home.
9. We usually ___ our grandmother on the weekend.
11. Our class ___ at 8 o'clock.
14. He often ___ his car to keep it clean.
15. I usually agree with my friend, and he usually ___ with me.
17. She always ___ to do her homework. She never forgets.
19. Sometimes I ___ my sister do her homework.
20. I'm very forgetful, so my wife often has to ___ me to buy milk.

<https://www.allthingsgrammar.com/uploads/2/3/2/9/23290220/atg-crossword-presentsimple.pdf>

2. Speaking and Writing Activity: Describing Personality (40 MIN)

Pre-Speaking Activity:

- Ask students to form small groups (3 or 5)
- After the groups are formed, ask them to write 5 adjectives of personality they already know.
- Then, the teacher will choose one of each group to say the adjectives to the class.

During-Speaking activity:

- Tell Ss to write a brief description of one of the members of the group using adjectives of personality.
- Then, the teacher will choose by hazard one member of each group to tell the description without saying the name of the person.
- Students have to guess about whomever is talking about.

Post Activity:

- Give students feedback as a group and individually

3. Speaking Activity: Class Discussion (20 MIN)

- Ask students to work in pairs to discuss the following questions.
- Then, choose some students to share their answer with the whole class.
- Give feedback to the students at the end of all the participations in general.
 1. How many brothers and sisters do you have?
 2. Do you look like your mom or your dad?
 3. Which characteristics do you have in common with your mom or dad?
 4. Do you have a favorite place in your house to spend with your family?

5. Where do you like to spend time with your family?
6. What do you have in your room?
7. What activities do you prefer to do in your bedroom?

4. Speaking and writing Activity: Idiomatic Expressions (40 min)

Pre-Speaking and Writing Activity:


- Ask students to form 5 groups.
- Provide each group with the definition of an idiomatic expression.
- Show the idiomatic expression and tell them to infer about the meaning.
- Instruct them that just the group who thinks that has the definition should stand up and read the definition they have.

Appendix H

There's no place like home
Your home is a special place



Smoke like a chimney
Smoke a lot



Make yourself at home
Make yourself comfortable



As safe as houses
Be very safe



Hit the roof
Become very angry



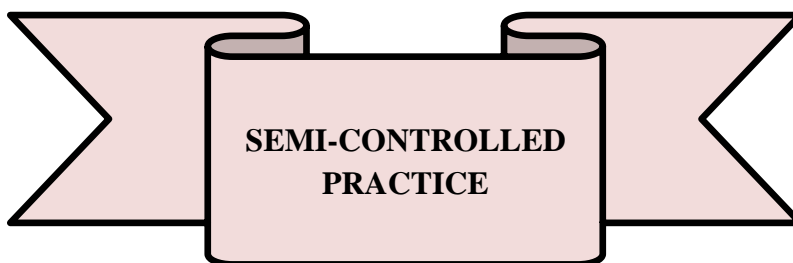
During- Activity:

- Then, the teacher will give the definition and write the examples of each idiomatic expression on the board.
- Be sure the students have understood the meaning.
- Ask the groups to write one sentence per each idiomatic expression using the simple present tense.

Post- Activity:

- Ask them to share their examples.
- Provide feedback to the students.

Taken from: <https://7esl.com/idioms-about-the-house/>



1. Speaking and writing activity (ELT Spelling Bee: Home vocabulary) (40 min.)

Pre-Speaking and writing activity

⇒ Ask students to answer the following questions:

- Do you like to spend time at home?
- What do you like to do at home?
- Do you like to do the chores at home? Why? Why not?



During-Speaking and writing activity

⇒ First, there is the conventional spelling bee in which students stand up and form groups to spell words.

- Ask students to form groups of five.
- Give students a word to spell from the box below.

- Each group has to spell a word given by the teacher.
- Any group who spells the word wrong has to sit down, and then, the next group tries.
- Then, the next one continues until there is only one group standing who is applauded as the winner.

Appendix I

Home Vocabulary		
Bedroom	Apartment	Wardrobe
Living room	Cottage	Door handle
Utility room	Television	Armchair
Porch	Dining table	House
Terrace	Mirror	Study
Balcony	Bookshelf	Kitchen



Speaking and writing activity

⇒ Ask students to form sentences using the vocabulary provided, one per each word.

- Have some students read the sentences at loud to the whole class.
- Correct the sentences if there are mistakes.
- If there is no time to check all of them, ask students to give them on a separate sheet of paper.

2. Speaking Activity (Mini impromptu speech) (40 Min.)

Pre-Speaking Activity



⇒ Form groups of 4 people (No more than four so that everyone can participate and check everybody participates), and ask students the following questions.

- Which is your favorite part of the house?
- Do you know different types of homes?

During-Speaking Activity

⇒ Students will be given a separate sheet of paper with the pictures representing different types of home.

- Assign each group a different type of home (some groups may have the same if there is not enough).
- Ask students to discuss in their groups what are the characteristics they like or dislike of the type of home assigned.
- Have students prepare a short presentation explaining why they like or dislike the type of home assigned (each student must speak in the presentation).

Appendix J



Cottage



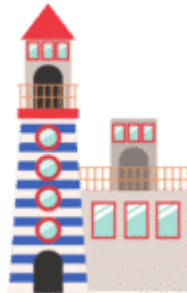
House



Apartment building



Hotel



Lighthouse



castle



Cabin



Farmhouse



Barn

Images taken from: <https://7esl.com/types-of-houses/>

Post-Speaking Activity

- ⇒ Have students pick a number so that they choose the order to pass to the front.
- Each group must participate, so take advantage of time available.
- Be careful to correct students' mistakes.

3. Writing activity: Describing relatives (physical appearances) (40 Min.)

Pre-Writing Activity

- ⇒ Ask students to think of their relatives taking about their characteristics in general
- Have students mention some of the characteristics their relatives have as for example their hair color, skin, face appearance, etc.

During writing activity

- ⇒ Provide students with the vocabulary below useful for describing people (write them on the board).
- Ask students to choose one of their relatives they prefer the most, and describe him/her in a short paragraph using the vocabulary provided (if it is necessary write some examples on the board or in a chart previously prepared).
- Be sure every student is working.
- Monitor students' work so that you help them and solve doubts.



Appendix K

VOCABULARY FOR DESCRIBING PEOPLE	
- CURLY HAIR	- BRUNETTE
- STRAIGHT HAIR	- BLOND
- BROWN HAIR	- MUSTACHE
- WAVY HAIR	- BIRTHMARK
- BALD HAIR	- FRECKLES
- GLASSES	
- CONTACT LENSES	
- SKINNY	
- SHABBY	

Post writing activity

- ⇒ Ask students to share what they have written with the person next to them.
- Ask for some volunteers to share their work with the whole class.
 - Give feedback to students.
 - Then, tell them to tear off the page and give it to the teacher so that he or she can check every students' work at home.



Speaking Activity: Debate (40 minutes)

Pre-speaking activity

- ✓ Ask students what a healthy lifestyle means
- ✓ Ask students who agree or disagree with having a healthy lifestyle
- ✓ Have students write sentences expressing agreement or disagreement.



Appendix L



During-speaking activity

Ask students to stand up and share their ideas with other classmates.

Post-speaking activity

- ✓ Have students work in pairs with a person who has different ideas from them (the pairs will be made up of a student who is in agreement and the other who is in disagreement).
- ✓ Later, they will pass to the front of the class and share what they have discussed.

Writing Activity (40 minutes)

Pre-writing activity

- Ask students to think about their own houses.
- Have students write in their notebooks the parts of the house they remember.

During-writing activity

- The teacher will write on the board the places of the house.

PARTS OF THE HOUSE				
Attic	Bedroom	Living Room	Laundry	Bathroom
Kitchen	Dining Room	Backyard	Basement	Garage

- Tell students to go to **Appendix A “Parts of the house”**.
- Have students write each part of the house in its respective drawing.

Appendix M

PARTS OF THE HOUSE



Taken from: <https://www.tes.com/lessons/IEUFkdEhTdpO9g/part-of-the-house>

Post-writing activity

- Then, have students write a short paragraph explaining the daily routine of two family members.
- Tell students to use the parts of the house and adjectives of appearance.
- Later, the teacher will ask for volunteers to pass in front of the class.

By using the “Popcorn Game”

- All students will pass to the front to read their paragraph.
- The first student will say popcorn and the name of another classmate and the next will do the same until everyone has passed.



Speaking and Writing activity (40 minutes)

SHARKS ARE COMING!

Pre-speaking activity

- ❖ Tell students to stand up and walk around the classroom
- ❖ When they are walking around, the teacher will say a number and they have to form groups depending on the number the teacher says
- ❖ The teacher will say the number 5 and the students will quickly form groups of five, then, they will say the numbers 7, 4, and 3 and the action will be repeated



Students who do not have a group will be asked the following questions:

1. When is your mother's birthday?
2. How old is your father?
3. How many siblings do you have?

4. What is your aunt and uncle's occupation?

❖ The last number the teacher will say is 2, and he/she will ask students to work in pairs

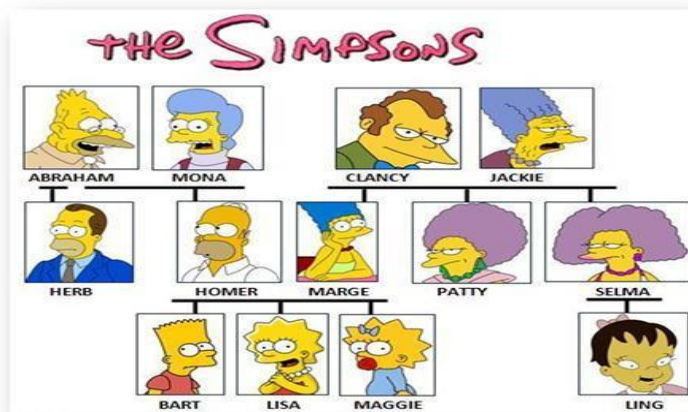
During- writing activity

❖ Ask students to go to **Appendix B “The Simpsons Family Tree”**

❖ Have students to work in pairs and fill in the blanks with the corresponding family member

❖ Then, the teacher will choose some students to read each exercise.

Appendix N



How much do you know about the Simpsons Family? Read the sentences and fill in.

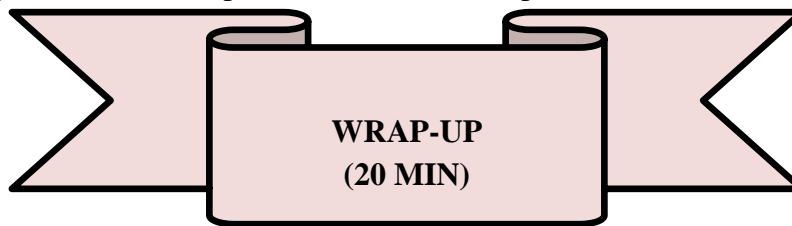
- | | |
|----------------------------|------------------------------------|
| ○ Bart is Lisa's | ○ Patty is Selma's |
| ○ Marge is Homer's | ○ Abraham is Marge's |
| ○ Abraham is Mona's | ○ Herb is Maggie's |
| ○ Maggie is Ling's | ○ Homer and Marge are Lisa's |
| ○ Lisa is Patty's | ○ Abraham is Lisa's |
| ○ Homer is Abraham's | ○ Lisa is Marge's |
| ○ Bart is Herb's | ○ Maggie is Jackie's |
| ○ Maggie is Marge's | ○ Jackie is Bart's |

Grandmother mother wife niece daughter
 Aunt Cousin Uncle father Grandfather Sister
 Brother husband son nephew parents

Taken from: <https://en.islcollective.com/english-esworksheets/vocabulary/family/simpsons-family/48779>

Post speaking and writing activity

- Have students to use all the family members appeared in **Appendix B** and create their own Family Tree
- Then, have students to make sentences as in the example of the Appendix
- Finally, ask students to pass to the front and explain their creations



- Ask the students to go to **Appendix C** to order the sentences below.
 1. works / factory / He / in / a
 2. You / cinema / to / go / the
 3. Portuguese / doesn't / She / speak
 4. don't / computers / We / use
 5. Saturday? / Tim / Does / work / on
 6. beach / go / in / the / to / We / August
 7. likes / ice-cream / Your / much / sister / very
 8. brother / your / Do / and / you / play / together?
 9. My sister / television / watch / not / does
 10. not / listen / do / music / I / to

Taken from: <http://ingleslibia.blogspot.com/2016/02/unscramble-sentences-simple-present.html?m=1>

HOMEWORK (5 MINUTES)

- Ask students to write a scary, happy or funny story using the simple present tense, the adjectives of appearance and Personality, members of the family and parts of the house.
- Ask students to pass in front of the class to tell their story.

APPENDIXES FOR EIGHT GRADERS OF COMPLEJO EDUCATIVO COLONIA RÍO ZARCO

APPENDIX A

DESCRIBING MY HOUSE

I live in a big house. There are three floors in my house. On the ground floor there is a staircase and a play room. The play room is empty at the moment because I am re-decorating it. On the first floor there is a sitting room and a kitchen. In the sitting room there is a big sofa and a small chest of drawers. There is a big double bed in the bedroom and a bedside table with a lamp on it. In the kitchen there is a big fridge, and oven and a microwave. On the top floor there is a bedroom, a bathroom and a washing room. In the bathroom there is a bath and shower, a basin and a toilet. In the washing room there is a washing machine and a tumble drier.



APPENDIX B

GRAMMAR NOTES

✦ ADJECTIVES FOR DESCRIBING APPEARANCE AND PERSONALITY

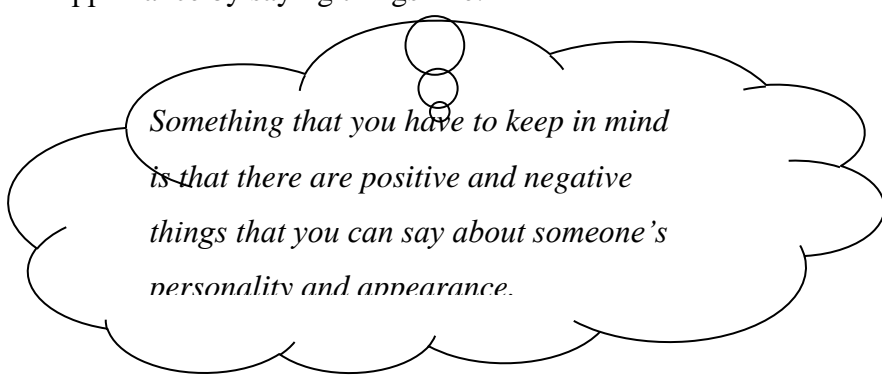
There are two ways to describe people in English. You can describe people's appearance and personality.

You can describe a person's personality by saying things like:

- She is really nice.
- They are really cool friends.
- We are very friendly people.

You can describe a person's physical appearance by saying things like:

- She is really tall.
- She has brown eyes.
- She has black curly hair.



Something that you have to keep in mind is that there are positive and negative things that you can say about someone's personality and appearance.

DESCRIBE PHYSICAL APPEARANCE

Blonde	You are blond.
Brown hair	She has brown hair.
Red hair	I have red hair.
Black hair	She has black hair.
Grey hair	He is grey hair.

Long hair	Does she have long hair?
Short hair	Does he have short hair?
Wavy hair	She has wavy hair.
Curly hair	I have curly hair.
Straight hair	We have straight hair.

Skinny	She is skinny.
Thin	I am thin.
Fat	I am not fat.
Overweight	He is overweight.
Slim	You are slim.
Tall	She is very tall.
Short	He is short.

PERSONALITY IN ENGLISH

- *Positive Adjectives to Describe Personality*

These are some examples of positive adjectives to describe personality:

Friendly	Kind	Charming
Adventurous	Honest	Hardworking

Polite	Likeable	Considerate
Understanding	Honest	Sincere
Straight Forward	Helpful	Patient
Bright	Reliable	Enthusiastic
Hilarious	Laid-back	Easy-going

- *Negative Adjectives to Describe Personality in English*

These are some examples of negative adjectives to describe personality in English

Aggressive	Bossy	Grumpy
Impulsive	Picky	Tactless
Arrogant	Considerate	Mean
Nasty	Sneaky	Dogmatic
Intolerant	Jealous	Possessive
Lazy	Careless	Irresponsible
Gullible	Moody	Pessimistic

✧ TO BE + ADJECTIVE

Appendix c

An adjective is a word that gives us a description about something or someone.

- John is **old**.

Old is an adjective. **Old** is a description of John.

With an adjective, we frequently use TO BE. The order is: *To be* + **adjective**

- John *is* **old**.

TO BE + ADJECTIVE

- I am **tired**.
- You are **nervous**.
- He is **tall**.
- She is **happy**.
- It is **round**.
- We are **cold**.
- You are **hot**.
- They are **angry**.

TO BE + NOT + ADJECTIVE

- John is **old**.

What is the opposite of old?

Young.

To make a **negative** sentence we use TO BE + **NOT** + ADJECTIVE

- John is **not** young.
- I am **not** tired.
- You are **not** nervous.

Remember you can make a contraction of **are not** ... which becomes **aren't** and **is not** which becomes **isn't**

- You **are not** nervous. OR
- you **aren't** nervous.

The rest of the examples:

- He is **not** tall.

- She is **not** happy.
- It is **not** round.
- We are **not** cold
- You are **not** hot.
- They are **not** angry.

So, the negative sentence is: **TO BE + NOT + ADJECTIVE**. Let's look at negative sentences using opposites.

- I am not **sad**. I am **happy**.
- Flowers aren't **ugly**. They are **beautiful**.
- Ice cream isn't **hot**. It is **cold**.
- Lemons aren't **sweet**. They are **sour**.
- This exercise isn't **difficult**. It is **easy**.
- A piano isn't **light**. It is **heavy**.
- Elephants aren't **small**. They are **big**.
- My shoes aren't **clean**. They are **dirty**.

QUESTIONS – TO BE + ADJECTIVE

We can also make questions with **To Be** and an **adjective**.

- **He is** happy. (This is an affirmative sentence)

To make a question we change the order of To Be...

Instead of **he is...** it becomes **Is he....?**

- **Is he** happy?

And then you can give a short answer:

Yes, he is. OR No, he isn't.

Another example:

- **She is** nervous.

To make this a question, it becomes...

- **Is she** nervous?

And then you can give a short answer:

Yes, she is. OR No, she isn't.

Another example:

- **They are** confused.

To make this a question, it becomes...

- **Are they** confused?

✂ SIMPLE PRESENT TENSE

Appendix D

The simple present (also called present simple or present indefinite) is a verb tense which is used to show repetition, habit or generalization. Less commonly, the simple present can be used to talk about scheduled actions in the near future and, in some cases, actions happening now. Read on for detailed descriptions, examples, and simple present exercises.

SIMPLE PRESENT FORMS

The simple present is just the base form of the verb. Questions are made with *do* and negative forms are made with *do not*.

- Statement: You **speak** English.
- Question: **Do** you **speak** English?
- Negative: You **do not speak** English.

In the third person singular, *-s* or *-es* is added. Questions are made with *does* and negative forms are made with *does not*.

- Statement: He **speaks** English.
- Question: **Does** he **speak** English?
- Negative: He **does not speak** English.

SIMPLE PRESENT USES

USE 1: Repeated Actions

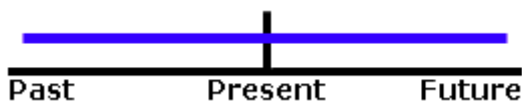


Use the simple present to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens. It can also be something a person often forgets or usually does not do.

Examples:

- I **play** tennis.
- She **does not play** tennis.
- **Does** he **play** tennis?
- The train **leaves** every morning at 8 AM.
- The train **does not leave** at 9 AM.
- When **does** the train usually **leave**?
- She always **forgets** her purse.
- He never **forgets** his wallet.
- Every twelve months, the Earth **circles** the Sun.
- **Does** the Sun **circle** the Earth?

USE 2: Facts or Generalizations



The simple present can also indicate the speaker believes that a fact was true before, is true now, and will be true in the future. It is not important if the speaker is correct about the fact. It is also used to make generalizations about people or things.

Examples:

- Cats **like** milk.
- Birds **do not like** milk.
- **Do** pigs **like** milk?
- California **is** in America.
- California **is not** in the United Kingdom.
- Windows **are** made of glass.
- Windows **are not** made of wood.

USE 3: Scheduled Events in the Near Future

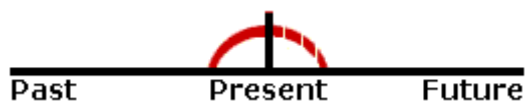


Speakers occasionally use simple present to talk about scheduled events in the near future. This is most commonly done when talking about public transportation, but it can be used with other scheduled events as well.

Examples:

- The train **leaves** tonight at 6 PM.
- The bus **does not arrive** at 11 AM, it **arrives** at 11 PM.
- When **do** we **board** the plane?
- The party **starts** at 8 o'clock.
- When **does** class **begin** tomorrow?

USE 4: Now (Non-Continuous Verbs)



Speakers sometimes use the simple present to express the idea that an action is happening or is not happening now. Examples:

- I **am** here now.
- She **is not** here now.
- He **needs** help right now.
- He **does not need** help now.
- He **has** his passport in his hand.
- **Do** you **have** your passport with you?

* **HOW TO MAKE THE SIMPLE PRESENT NEGATIVE**

The formula for making a simple present verb negative is **do/does + not + [root form of verb]**. You can also use the contraction **don't** or **doesn't** instead of **do not** or **does not**.

Pauline does not want to share the pie. She doesn't think there is enough to go around. Her friends do not agree. I don't want pie anyway.

To make the verb **to be** negative, the formula is **[to be] + not**.

I am not a pie lover, but Pauline sure is. You aren't ready for such delicious pie.

* **HOW TO MAKE QUESTIONS**

The formula for asking a question in the simple present is **do/does + [subject] + [root form of verb]**.

Do you know how to bake a pie? How much does Pauline love pie?

* **WH-QUESTIONS IN THE PRESENT SIMPLE**

Appendix E

Wh- questions are questions that require more information in their answers. Typical wh- words are what, where, when, why, who, how, how many, how much.

To create a wh-question, start with the wh-word, then add do or does, then the subject (a person or thing that does the action), followed by the base form of the verb and only then add the rest of the sentence.

Wh- Word	Auxiliary Verb	Subject	Verb in Base Form	Rest of Sentence
What	Do	I / you / we / they	Want	
Why	Does	he / she / it	Shout	at you

1. When do you want to meet me?
2. Why does Beth always complain so much?
3. How much does the ticket cost?
4. Why don't you ever go on vacation?

✧ PREPOSITION OF PLACE

Appendix F

Prepositions of Place are used to show the position or location of one thing with another. It answers the question "Where? Below we have some examples of Prepositions of Place:

⇒ **In front of**

- A band plays their music **in front of** an audience.
- The teacher stands **in front of** the students.
- The man standing in the line **in front of** me smells bad.
- Teenagers normally squeeze their zits **in front of** a mirror.

⇒ **Behind**

Behind is the opposite of *In front of*. It means at the back (part) of something.

- When the teacher writes on the whiteboard, the students are **behind** him (or her).
- Who is that person **behind** the mask?
- I slowly down because there was a police car **behind** me.

⇒ **Between**

Between normally refers to something in the middle of two objects or things (or places).

- There are mountains **between** Chile and Argentina.
- The number 5 is **between** the number 4 and 6.
- There is a sea (The English Channel) **between** England and France.

⇒ **Across From / Opposite**

Across from and *Opposite* mean the same thing. It usually refers to something being in front of something else BUT there is normally something between them like a street or table. It is similar to saying that someone (or a place) is on the other side of something.

- I live **across from** a supermarket (= it is on the other side of the road)
- The chess players sat **opposite** each other before they began their game.
(= They are in front of each other and there is a table between them)

⇒ **Next to / Beside**

Next to and *Beside* mean the same thing. It usually refers to a thing (or person) that is at the side of another thing.

- At a wedding, the bride stands **next to** the groom.
- Guards stand **next to** the entrance of the bank.
- He walked **beside** me as we went down the street.
- In this part of town there isn't a footpath **beside** the road so you have to be careful.

⇒ **Near / Close to**

Near and *Close to* mean the same thing. It is similar to *next to / beside* but there is more of a distance between the two things.

- The receptionist is **near** the front door.
- This building is **near** a subway station.
- We couldn't park the car **close to** the store.
- Our house is **close to** a supermarket.

⇒ **On**

On means that something is in a position that is physically touching, covering or attached to something.

- The clock **on** the wall is slow.
- He put the food **on** the table.
- I can see a spider **on** the ceiling.
- We were told not to walk **on** the grass.

⇒ **Above / Over**

Above and *Over* have a similar meaning. The both mean "at a higher position than X" but *above* normally refers to being directly (vertically) above you.

- Planes normally fly **above** the clouds.
- There is a ceiling **above** you.
- There is a halo **over** my head. ;)
- We put a sun umbrella **over** the table so we wouldn't get so hot.
- Our neighbors in the apartment **above** us are really noisy.

Over can also mean: physically covering the surface of something and is often used with the word *All* as in *All over*.

- There is water **all over** the floor.
- I accidentally spilled red wine **all over** the new carpet.

Over is often used as a Preposition of Movement too.

⇒ **Under / Below**

Under and *Below* have a similar meaning. They mean at a lower level. (Something is above it).

- Your legs are **under** the table.
- Monsters live **under** your bed.

- A river flows **under** a bridge.
- How long can you stay **under** the water?
- Miners work **below** the surface of the Earth.

APPENDIX G

CROSSWORD PUZZLE

NAME: _____ DATE: _____

GRAMMAR CROSSWORD

PRESENT SIMPLE



● Read the clues and fill in the missing words.

1	W	A	T	C	H	E	S	2							3			

ACROSS

1. She usually ___ TV at 7 o'clock.
4. My brother ___ always hungry!
5. My friend ___ to music when he drives to work in the morning.
7. Sometimes I ___ lunch at college.
8. We ___ our house every Saturday.
9. I like to ___ about my childhood.
10. What do you usually ___ after class?
12. Do you ever ___ in class?
13. I don't like to ___ on the phone.
14. My sister likes to ___ the plants in our garden.
16. My mother ___ to work by car.
18. Does he ever ___ songs in the shower?
21. Cats make me ___! Atchoo!
22. We ___ never late for class.
23. When do you ___ home from school?
24. He always ___ coffee in the morning.

DOWN

1. Does he ever ___ to work?
2. My father always ___ a big breakfast.
3. My little brother always ___ our mother good-bye before he goes to school.
5. I always ___ when I watch that TV show. It's very funny!
6. He always brings his key so he can ___ the door when he comes home.
9. We usually ___ our grandmother on the weekend.
11. Our class ___ at 8 o'clock.
14. He often ___ his car to keep it clean.
15. I usually agree with my friend, and he usually ___ with me.
17. She always ___ to do her homework. She never forgets.
19. Sometimes I ___ my sister do her homework.
20. I'm very forgetful, so my wife often has to ___ me to buy milk.

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APPENDIX H

There's no place like home
Your home is a special place




Make yourself at home
Make yourself comfortable



As safe as houses
Be very safe



Smoke like a chimney
Smoke a lot



Hit the roof
Become very angry



APPENDIX I

Home Vocabulary		
Bedroom	Apartment	Wardrobe
Living room	Cottage	Door handle
Utility room	Television	Armchair
Porch	Dining table	House
Terrace	Mirror	Study
Balcony	Bookshelf	Kitchen

APPENDIX J



Cottage



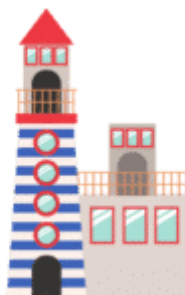
House



Apartment building



Hotel



Lighthouse



castle



Hotel



Lighthouse



castle

APPENDIX K

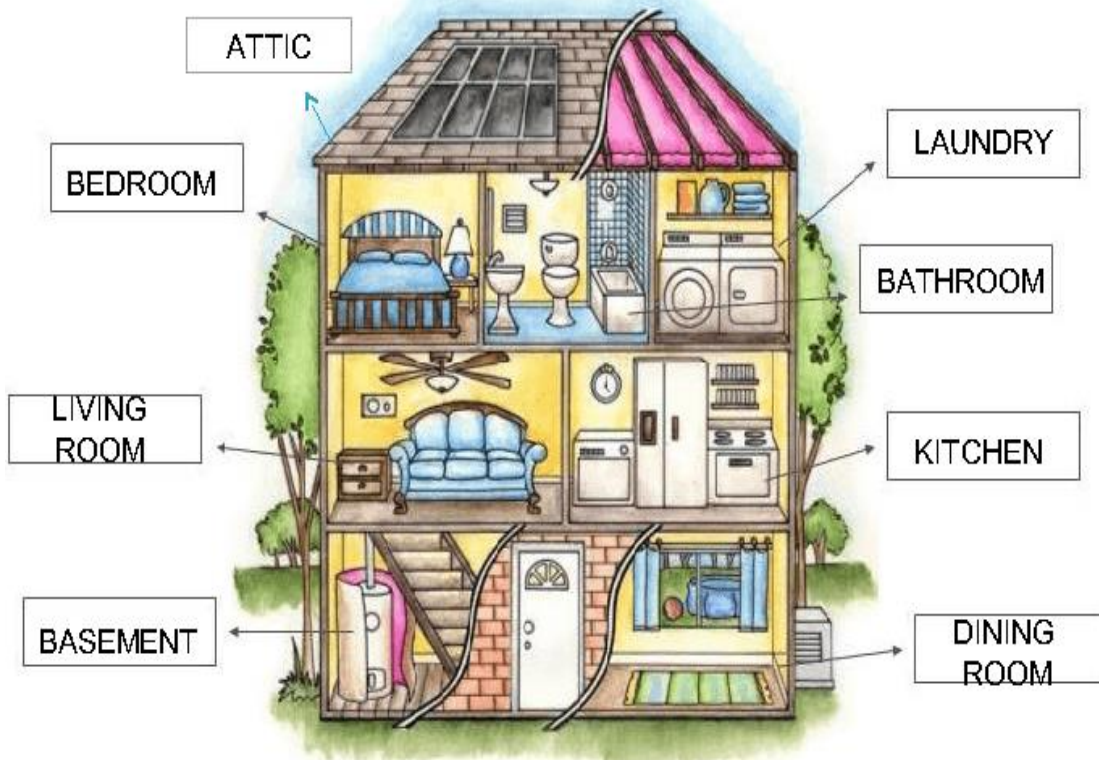
VOCABULARY FOR DESCRIBING PEOPLE	
- CURLY HAIR	- BRUNETTE
- STRAIGHT HAIR	- BLOND
- BROWN HAIR	- MUSTACHE
- WAVY HAIR	- BIRTHMARK
- BALD HAIR	- FRECKLES
- GLASSES	
- CONTACT LENSES	
- SKINNY	
- SHABBY	

APPENDIX L



APPENDIX M

PARTS OF THE HOUSE



PARTS OF THE HOUSE				
Attic	Bedroom	Living Room	Laundry	Bathroom
Kitchen	Dining Room	Backyard	Basement	Garage

APPENDIX

THE SIMPSONS

How much do you know about the Simpsons Family? Read the sentences and fill in.

<ul style="list-style-type: none"> <input type="radio"/> Bart is Lisa's <input type="radio"/> Marge is Homer's <input type="radio"/> Abraham is Mona's <input type="radio"/> Maggie is Ling's <input type="radio"/> Lisa is Patty's <input type="radio"/> Homer is Abraham's <input type="radio"/> Bart is Herb's <input type="radio"/> Maggie is Marge's 	<ul style="list-style-type: none"> <input type="radio"/> Patty is Selma's <input type="radio"/> Abraham is Marge's <input type="radio"/> Herb is Maggie's <input type="radio"/> Homer and Marge are Lisa's <input type="radio"/> Abraham is Lisa's <input type="radio"/> Lisa is Marge's <input type="radio"/> Maggie is Jackie's <input type="radio"/> Jackie is Bart's
---	--

Grandmother mother wife niece daughter

Aunt Cousin Uncle father Grandfather Sister

Brother husband son nephew parents

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APPENDIX D

(MICRO LESSON PLAN 1)

(INCLUDED IN THE BOOKLET TO BE DONATED TO THE INSTITUTION)

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



**LESSON PLAN ADDRESSED TO EIGHTH GRADE STUDENTS OF COMPLEJO
EDUCATIVO COLONIA RIO ZARCO DURING THE YEAR 2020**

SUBJECT: English GROUP: 8° "A"

TEACHER'S NAME: ROBERTO SOLIS

DATE: TIME: 9:20 am-10:00am

Lesson Unit: 3

Topic: My Home

Target Content: To be + adjective and Adjectives for describing appearance and personality

Target Structure: Be+ adjectives

Objectives:

By engaging in different communicative tasks, swbat:

Describe furniture using adjectives

Describe people using adjective of appearance

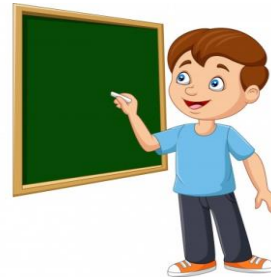
Materials: Board, eraser, and markers.

10
Minutes

WARM UP ACTIVITY

BOARD RACE

Directions: Ask students to form 2 groups it could be Boys or Girls, give each group a color marker and draw a line in the middle of the board then write at the top “adjectives” or “verbs” as the topic. When you say start, every student will have one minute to write as many adjectives or verbs as they require to win the race and the student at the front has to pass the marker to the followed classmate and so on at the end of the game each team wins one point for each correct word any unreadable or misspelled word is not counted. Finally make sure that every student understands the directions.



20
minutes

WRITING ACTIVITY

Pre-Writing Activity

Directions: Tell students to make a drawing of their house in their notebooks then ask them to describe the house (they can write it down or memorize it). Help them with vocabulary about furniture, adverbs of place and adjectives. Finally make sure students understand directions.

DESCRIBING MY HOUSE

I live in a big house. There are three floors in my house. On the ground floor there is a staircase and a play room. The play room is empty at the moment because I am re-decorating it. On the first floor there is a sitting room and a kitchen. In the sitting room there is a big sofa and a small chest of drawers. There is a big double bed in the bedroom and a bedside table with a lamp on it. In the kitchen there is a big fridge, and oven and a microwave. On the top floor there is a bedroom, a bathroom and a washing room. In the bathroom there is a bath and shower, a basin and a toilet. In the washing room there is a washing machine and a tumble drier.



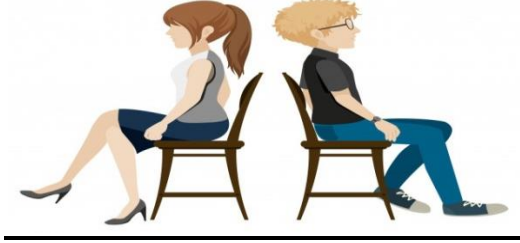
During-Writing Activity

Directions: First, you will play a game to choose students to say or read the paragraph.

You will say a word, and the student you will point out is going to say another word that begins with the last letter of the previous word. Example: people, egg, get, tomato, etc., then the student that hesitates or makes a mistake is going to read the paragraph. After that choose some students to participate, and make sure they understand the directions. At the end of the activity, give feedback of students' mistakes.

Post-Writing Activity

Directions: Finally, ask students to choose a classmate in his or her mind. Ask them to make a brief description of him or her using 10 adjectives at least, then, ask for some volunteers to pass to the front, and say the description they create to class. The rest of them have guess who is the person they are describing.

<p>5 minutes</p>	<p style="text-align: center;"><u>Warm up Activity</u> <u>Hot seat</u></p> <p><u>Directions:</u>In this game, the group is split up into two teams. One member from each team sits facing the group. The leader holds up an adjective to describe an object or one student (or writes it on the board) for all of the team members to see except for the two players in the hot seats. The teams must try to get the person in the hot seat to guess the person or object telling them information about the it. The first person to guess correctly gets to stand up and a new member from their team takes the hot seat. The person on the other team has to remain in the hot seat until she/he gets an answer first. You can keep score or just play for fun.</p> <div style="text-align: center;">  </div>
<p>5 Minutes</p>	<p style="text-align: center;">Homework</p> <p><u>MINI- PRESENTATION</u></p> <ol style="list-style-type: none"> 1. Tell Ss to prepare a mini presentation about their favorite room of their house. They will have to talk about 3 minutes. 2. Tell them to include all the adjectives they learn in the class special things about it or why they prefer the room.



APPENDIX E

(MICRO LESSON PLAN 2)

(INCLUDED IN THE BOOKLET TO BE DONATED TO THE INSTITUTION)

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES

**LESSON PLAN ADDRESSED TO EIGHTH GRADE STUDENTS OF COMPLEJO
EDUCATIVO COLONIA RIO ZARCO DURING THE YEAR 2020**

SUBJECT: English GROUP: 8° "A"

TEACHER'S NAME: ROBERTO SOLIS

DATE: TIME: 9:20 am-10:00am

Lesson Unit: 3

Topic: To be + adjective and Adjectives for describing appearance and personality

Target Content: talking about people's appearance and personality and describing people

Target Structure: Verb to be and Simple Present Tense

Objectives:

By engaging in different communicative tasks, swbat:

- **To describe people using adjectives of appearance and personality**
- **To know the difference between the adjectives of appearance and personality**

Materials: whiteboard, lesson plan, markers, eraser, etc

WARM UP

"Pantomime"

(5 min.)

- ✓ The teacher is going to ask the students to stand up and to form two groups (girls vs boys).
 - ✓ The teacher will explain students that each group must choose a representative.
 - ✓ The teacher will show the students a box that will contain a series of adjectives.
 - ✓ Each representative will choose a piece of paper that contains an adjective.
 - ✓ The representative will perform the action of the adjective he/she took and if the group guesses the adjective, they will get a point.
 - ✓ At the end, the group that has more points is the winner.
- ➡ The adjectives the teacher will use are: happy, hungry, sad, big, intelligent, bad, fat, angry, nervous and cute

Adjectives

An adjective is a word that gives us a description about something or someone.

Example: John is **old**.

In the example, **old** is the adjective and it is a description of John.

To be + Adjective

With an adjective, we frequently use to be.

Examples: -They are **angry**.

-He is **tall**.

-She is **nervous**.

To be + not + Adjective

To make a negative sentence, we use to be + not + adjective.

Examples: -They *are not* **angry**.

-He *is not* **tall**.

-She *is not* **nervous**.

Important: We can contract the negative form of *are not* and *is not*.

Examples: They *aren't* angry.

He *isn't* tall.

She *isn't* nervous.

Questions: To be + Adjective

To create questions we use to be + adjective

Examples: Are my students **hungry**?

Is she **nervous**?

GRAMMAR
NOTES
(9 min.)

<p>WRITING ACTIVITY (8 min)</p>	<p>Are they <u>confused</u>?</p> <p>* Pre-writing The teacher will ask students to think about three of their family members.</p> <p>* During The teacher will ask students to write 3 sentences (an affirmative, a negative and an interrogative) using the adjectives the teacher used in the warm-up activity.</p> <p>* Post The teacher will ask for volunteers to pass to the front and share their sentences with the rest of the class.</p>														
<p>GRAMMAR NOTES (8min.)</p>	<p>Adjectives for describing appearance and personality</p> <p>There are two ways to describe people in English. You can describe people's appearance and personality.</p> <p>✓ <i>Physical Appearance</i></p> <p>You can describe a person's physical appearance by saying things like:</p> <p>Examples: She is really <u>tall</u>. She has <u>brown</u> eyes.</p> <table border="1" data-bbox="764 1270 1144 1759"> <tr> <td>Skinny</td> <td>She is skinny.</td> </tr> <tr> <td>Thin</td> <td>I am thin.</td> </tr> <tr> <td>Fat</td> <td>I am not fat.</td> </tr> <tr> <td>Overweight</td> <td>He is overweight.</td> </tr> <tr> <td>Slim</td> <td>You are slim.</td> </tr> <tr> <td>Tall</td> <td>She is very tall.</td> </tr> <tr> <td>Short</td> <td>He is short.</td> </tr> </table> <p>✓ <i>Personality</i></p>	Skinny	She is skinny.	Thin	I am thin.	Fat	I am not fat.	Overweight	He is overweight.	Slim	You are slim.	Tall	She is very tall.	Short	He is short.
Skinny	She is skinny.														
Thin	I am thin.														
Fat	I am not fat.														
Overweight	He is overweight.														
Slim	You are slim.														
Tall	She is very tall.														
Short	He is short.														

You can describe a person's personality by saying things like:

- Examples: -We are **friendly** people.
 -He is really **nice**.
 -They are really **cool** friends.

These are some examples of positive and negative adjectives to describe personality:

Positive Adjectives

Friendly	Kind	Charming
Adventurous	Honest	Hardworking
Polite	Likeable	Considerate
Understanding	Honest	Sincere
Straight Forward	Helpful	Patient
Bright	Reliable	Enthusiastic
Hilarious	Laid-back	Easy-going

Negative Adjectives

Aggressive	Bossy	Grumpy
Impulsive	Picky	Tactless
Arrogant	Considerate	Mean
Nasty	Sneaky	Dogmatic
Intolerant	Jealous	Possessive
Lazy	Careless	Irresponsible
Gullible	Moody	Pessimistic

**WRAP-UP
(10 min.)**

The teacher will ask students to write a 5 line paragraph describing a classmate. They must use the adjectives for describing appearance and personality. Then, the students have to come to the front and say what they wrote and the whole class has to guess who is.

HOMEWORK

As homework assignment, students will create a crazy story using the following verbs: pretty, handsome, tall, bald, short, crazy, confused, overweight, enthusiastic, hardworking, mean and irresponsible



APPENDIX F

(MICRO LESSON PLAN 3)

(INCLUDED IN THE BOOKLET TO BE DONATED TO THE INSTITUTION)

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

**LESSON PLAN ADDRESSED TO EIGHTH GRADE STUDENTS OF COMPLEJO
EDUCATIVO COLONIA RIO ZARCO DURING THE YEAR 2020**

SUBJECT: English GROUP: 8° "A"

TEACHER'S NAME: ROBERTO SOLIS

DATE: TIME: 9:20 am-10:00am

Lesson Unit: 3

Topic: My Home

Target Content: Simple Present (Affirmative and Negative Sentences)

Target Structure: Simple Present

Objectives:

By engaging in different communicative tasks, swbat:

- ✓ Formulate statements using the structure "simple present" correctly.
- ✓ Talk about repeated actions, habits and generalization using the structures studied.
- ✓ Share their habits with their classmates.

Materials: whiteboard, marker, pencil, notebook, paper, charts, eraser, teacher's lesson plan, etc.

Time	Greeting students
7	Introducing the lesson: Things in Common
Min.	

1. Tell the students to take a page from their notebook and write the following questions (present the questions in a chart).
2. After students are done, ask them to stand up and ask these question to their classmates.
3. Students ask Present Simple questions to find things that are true for both/ all the people in their group such as:
 - What's your favourite fruit?
 - Do you watch TV every day?
 - How often do you take the bus?
 - Do you like to eat toast for the breakfast?
 - Do you like our current president?
 - How many cups of coffee does your dad drink every day?
 - How many books do you have?
 - What colour bicycle does your brother have?
 - Do you live near here?
 - *Do you like to cook?*
 - *Do you like English?*
 - *What is your favorite color?*
 - *Does your father like cheese?*
 - Do you like your school?
 - Do you like cake?
4. Tell the students to count the things in common that they found.
5. The students who has the most (maybe nine or ten) things in common will win.
6. Then, the winner will report back to the whole class with sentences like “We (both) eat toast for breakfast”,
7. Tell the other students to object to grammar mistakes, things that aren't actually true, two statements which are basically the same, or the group not reaching the number of statements that they claimed.
8. Provide feedback if it is necessary.
9. If another student successfully objects, this continues until he or she manages to get through their list of things in common without other successfully objecting, in which case they win the game.

Possible problem(s) and solution(s):

Time
23
Min.

The Lesson Structure:

Explain the simple present uses.

SIMPLE PRESENT TENSE

The simple present (also called present simple or present indefinite) is a verb tense which is used to show repetition, habit or generalization. Less commonly, the simple present can be used to talk about scheduled actions in the near future and, in some cases, actions happening now. Read on for detailed descriptions, examples, and simple present exercises.

Presents the structure in a chart.

SIMPLE PRESENT FORMS

The simple present is just the base form of the verb. Questions are made with *do* or *does* and negative forms are made with *do not* or *does not*.

Statement: You **speak** English.

Question: **Do** you **speak** English?

Negative: You **do not speak** English.

In the third person singular, *-s* or *-es* is added. Questions are made with *does* and negative forms are made with *does not*.

Statement: He **speaks** English.

Question: **Does** he **speak** English?

Negative: He **does not speak** English.

SIMPLE PRESENT USES

USE 1: Repeated Actions



Use the simple present to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens. It can also be something a person often forgets or usually does not do.

Examples:

I **play** tennis.

She **does not play** tennis.

Does he **play** tennis?

The train **leaves** every morning at 8 AM.

The train **does not leave** at 9 AM.

When **does** the train usually **leave**?

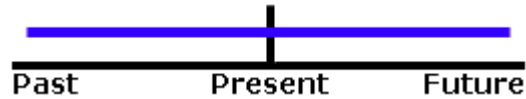
She always **forgets** her purse.

He never **forgets** his wallet.

Every twelve months, the Earth **circles** the Sun.

Does the Sun **circle** the Earth?

USE 2: Facts or Generalizations



The simple present can also indicate the speaker believes that a fact was true before, is true now, and will be true in the future. It is not important if the speaker is correct about the fact. It is also used to make generalizations about people or things.

Examples:

Cats **like** milk.

Birds **do not like** milk.

Do pigs **like** milk?

California **is** in America.

California **is not** in the United Kingdom.

Windows **are** made of glass.

Windows **are not** made of wood.

USE 3: Scheduled Events in the Near Future



Speakers occasionally use simple present to talk about scheduled events in the near future. This is most commonly done when talking about public transportation, but it can be used with other scheduled events as well.

Examples:

The train **leaves** tonight at 6 PM.

The bus **does not arrive** at 11 AM, it **arrives** at 11 PM.

When **do** we **board** the plane?

The party **starts** at 8 o'clock.

When **does** class **begin** tomorrow?

USE 4: Now (Non-Continuous Verbs)



Speakers sometimes use the simple present to express the idea that an action is happening or is not happening now. Examples:

I **am** here now.

She **is not** here now.

He **needs** help right now.

He **does not need** help now.

He **has** his passport in his hand.

Do you **have** your passport with you?

HOW TO MAKE THE SIMPLE PRESENT NEGATIVE

The formula for making a simple present verb negative is:

	<p>Do + not Does + not + [root form of verb]</p> <p>You can also use the contraction don't or doesn't instead of do not or does not. e.g. Pauline does not want to share the pie. / She doesn't think there is enough to go around.</p> <p>Her friends do not agree. / I don't want pie anyway.</p> <p>To make the verb to be negative, the formula is [to be] + not. I am not a pie lover, but Pauline sure is. You aren't ready for such delicious pie.</p> <p><i>Ask students to write 5 affirmative sentences and 5 negative.</i> <i>Ask for some volunteers to read them aloud.</i></p> <p><i>Possible problem(s) and solution(s):</i></p>
<p>Time 9 Min.</p>	<p>Closing/Assessment</p> <p>3. Writing Activity</p> <p>Ask students to go to appendix G in order to solve CROSSWORD PUZZLE so that they practice the simple presents tense.</p> <ul style="list-style-type: none"> • In pairs, solve the following crossword puzzle about the simple present. • First, students will fill the blanks in the sentences with the correct conjugation in simple present. • Second, students will solve the crossword with the correspondent verbs. • Then, students will share their answer. • Finally, students will repeat with the teacher the sentences. • Randomly, the teacher will make students pronounce them individually. <p><i>Possible problem(s) and solution(s):</i></p>
<p>Time 1 Min.</p>	<p>Homework:</p> <p>If students are no able to finish the puzzle in the class, tell them to take it as homework assignment for the next class.</p>



APPENDIX G

(MICRO LESSON PLAN 4)

(INCLUDED IN THE BOOKLET TO BE DONATED TO THE INSTITUTION)

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES

**LESSON PLAN ADDRESSED TO EIGHTH GRADE STUDENTS OF COMPLEJO
EDUCATIVO COLONIA RIO ZARCO DURING THE YEAR 2020**

SUBJECT: English GROUP: 8° "A"

TEACHER'S NAME: ROBERTO SOLIS

DATE: TIME: 9:20 am-10:00am

Lesson Unit: My Home
Topic: Present Simple: Interrogative- Wh-questions
Target Content: Interrogative- Wh-questions
Target Structure: PRESENT SIMPLE
Objectives: By engaging in different communicative tasks, swbat: <ul style="list-style-type: none">- Use the Simple Present to communicate with others- Create wh-questions correctly
Materials: board, markers, notebook, pencils, eraser, etc.

	WARM-UP ACTIVITY
	<u>Bang Bang</u>
5	To start this activity, the teacher will make students work in pairs, and students have to say who is going to be "A" or "B".
MIN	Then, the teacher will explain that students will be cowboys, and they will be in a duel. Students will draw a pistol with their hands back to back pretending they shoot his or her opponent.

	<p>The teacher will say Bang Bang, and the students will turn as fast as possible; the student that turns first will win. The loser will answer a question to his or her pair. The student who is listening to has to pay careful attention if the student is answering correctly.</p> <p>Ask students if the directions are clear if not explain it again.</p> <p>Questions:</p> <p>What do you do on weekends?</p> <p>What do you dislike to eat?</p> <p>What do you have in your bedroom?</p>
<p>25 MIN</p>	<p>GRAMMAR NOTES</p> <p><u>Present Simple: Interrogative- Wh-questions</u></p> <p>Before starting the grammar section, the teacher will make students play a game. The teacher is going to throw a ball to one student saying his or her name. This person has to catches the ball, and he or he has to throw it again saying the name of another classmate. But if this student doesn't say the name quickly or if the ball falls this person has to try to order a question on the board. The teacher has to give feedback at the end of the activity. <i>Ask if students understand directions.</i></p> <p>Questions:</p> <p>videos games/ you / Do / have/ ?</p> <p>you/ best friend/ Do / have / a / ?</p> <p>Does / car/ your father/ have / a /?</p> <p>cats / you / Do/ like / ?</p> <p>Then, the teacher with the help of the board will explain how to create yes/ no questions using the simple present tense and the teacher will give some examples.</p> <p>HOW TO ASK A QUESTION</p> <p>The formula for asking a question in the simple present is do/does + [subject] + [root form of verb].</p> <p>Do you know how to bake a pie?</p> <p>Do you like to get up early?</p> <p>Does your sister speak English?</p> <p>Does Monica have a car?</p> <p>The teacher will explain the wh-questions and after that she is going to give some examples.</p> <p>WH-QUESTIONS IN THE PRESENT SIMPLE</p> <p>Wh- questions are questions that require more information in their answers. Typical wh- words are what, where, when, why, who, how, how many, how much.</p>

	<p>To create a wh-question, start with the wh-word, then add do or does, then the subject (a person or thing that does the action), followed by the base form of the verb and only then add the rest of the sentence.</p> <table border="1" data-bbox="334 321 1425 510"> <thead> <tr> <th><i>Wh-Word</i></th> <th><i>Auxiliary Verb</i></th> <th><i>Subject</i></th> <th><i>Verb in Base Form</i></th> <th><i>Rest of Sentence</i></th> </tr> </thead> <tbody> <tr> <td><i>What</i></td> <td><i>Do</i></td> <td><i>I / you / we / they</i></td> <td><i>Want</i></td> <td></td> </tr> <tr> <td><i>Why</i></td> <td><i>Does</i></td> <td><i>he / she / it</i></td> <td><i>Shout</i></td> <td><i>at you</i></td> </tr> </tbody> </table> <p>When do you want to meet me? Why does Beth always complain so much? How much does the ticket cost? Why don't you ever go on vacation?</p> <p>After explaining, the teacher will give some practice to see if students understand how to create questions.</p> <p>Yes/no question practice: The teachers will give some incomplete yes/no questions, so students have to choose if the auxiliaries match in the sentence. The teacher must give feedback.</p> <p><u>Does</u> she drink coffee every day? <u>Do</u> you like ice creams? <u>Does</u> the teacher have the book? <u>Do</u> we travel every weekend?</p> <p>The teacher will give some scramble wh- questions; students will have to order them on their notebook and choose the correct auxiliary. The teacher must give feedback.</p> <p>Where / go to / you/ school/ ? Where / live/ she/ ? What / machine / do/ ? How many/ she / have/ ?</p>	<i>Wh-Word</i>	<i>Auxiliary Verb</i>	<i>Subject</i>	<i>Verb in Base Form</i>	<i>Rest of Sentence</i>	<i>What</i>	<i>Do</i>	<i>I / you / we / they</i>	<i>Want</i>		<i>Why</i>	<i>Does</i>	<i>he / she / it</i>	<i>Shout</i>	<i>at you</i>
<i>Wh-Word</i>	<i>Auxiliary Verb</i>	<i>Subject</i>	<i>Verb in Base Form</i>	<i>Rest of Sentence</i>												
<i>What</i>	<i>Do</i>	<i>I / you / we / they</i>	<i>Want</i>													
<i>Why</i>	<i>Does</i>	<i>he / she / it</i>	<i>Shout</i>	<i>at you</i>												
8 MIN	<p>WRAP-UP</p> <p>The teacher will divide the class and the board into two groups: group “a” and b”. Then, the teacher will give 5 verbs, and the students have to create five different questions using those verbs. They must have yes/no questions or wh-questions. Finally, the teacher will check if the sentences are correct and will give feedback if it is needed.</p>															
2 MIN	<p>HOMEWORK</p> <p><i>CREATE 5 YES/NO QUESTIONS AND 5 WH-QUESTIONS USING ALL THE VOCABULRY SEEN IN THE CLASSES.</i></p>															

APPENDIX H

(QUIZ)

UNIVERSITY OF EL SALVADOR /
WESTERN MULTIDISCIPLINARY CAMPUS
ENGLISH LANGUAGE DEPARTMENT
THESIS-2020



Quiz addressed to Eighth Grade students of Complejo Educativo Colonia Rio Zarco during the year 2020

EIGHT GRADE STUDENTS - SECTION _____
WRITTEN EXAM – QUIZ / DATE: _____

GRADE:

STUDENT'S NAME: _____ N° _____

OBJECTIVE: TO EVALUATE IF STUDENTS HAVE IMPROVED THEIR WRITING PRODUCTION AFTER THE INVESTIGATORS' INTERVENTIONS

DIRECTIONS: Read carefully all the instructions, and write clearly in black or blue pen.

I. Look at the house, and place the words below in the correspondent place they belong.

Kitchen	Bathroom	Living room	Garage
Home office	Bedroom	Dining room	Attic



II. Using the Present Simple, choose the correct form of the verb to fill in the following sentences:

1. Do you _____ chocolate milk?
a) likes b) like c) be like
2. He _____ not want to go to the movies.
a) do b) does c) is
3. He _____ tennis now.
a) play b) plays c) do play
4. Robert _____ not go to my school.
a) does b) do c) are
5. Does your mother _____ in this hospital?
a) works b) work c) workes
6. They _____ in New York.
a) lives b) live c) do live

III. Look at the picture, and make an affirmative, a negative and an interrogative sentence based on the action.



- 1) _____
- 2) _____
- 3) _____

IV. Write a five lines paragraph about “Your Favorite Person” using the structures, vocabulary and everything seen in the class.

‘What you think, you become. What you feel, you attract. What you imagine, you create.’ –Buddha



**APPENDIX I
(MINI-PRESENTATION)**

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
ENGLISH LANGUAGE DEPARTMENT
THESIS-2020**

GRADE:

Mini Presentation addressed to Eighth Grade students of Complejo Educativo Colonia Rio Zarco during the year 2020

Eighth Grade Students

Section _____

Oral exam – Mini Presentation

Date: _____

Objective: to evaluate students’ oral performance after the investigators’ interventions

Student’s name: _____

DIRECTIONS: STUDENTS WILL HAVE 3 OR 4 MINUTOS TO PREPARE A MINI PRESENTATION IN WHICH THEY WILL BE ASKED TO TALK ABOUT THEIRSELVES OR THEIR FAMILY MEMBERS.

DESCRIBING PEOPLE’S APPEARANCE AND PERSONALITY

	INDICATOR	1	2	3	4	5	6	7	8	9	10
1.	Pronunciation (Student’s articulation of words is clear and easy to understand.)										
2.	Grammar (Student is able to express his/her ideas and answers in proper sentence structures and tenses.)										
3.	Communication Capability (Student is able to send a clear and concise message. Student’s speech is effortless and smooth.)										
4.	Use of structures studied in class (Student incorporates the content studied in class to his/her speech.)										
5.	Coherence and Cohesion (Student’s use of proper language, order of ideas, and connection of sentences)										
6.	Oral Comprehension (Student’s voice projection and enunciation of words)										
7.	Vocabulary (Very good range of vocabulary words learned in and beyond the class)										
8.	Confidence (Almost complete independence on notes, contact with the audience, and knowledgeable about the topic)										
9.	Creativity (Student catches classmates’ attention and uses material to present the topic.)										

“You can achieve everything in life.”

APPENDIX J
(TEACHER'S INTERVIEW)
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
ENGLISH LANGUAGE DEPARTMENT
THESIS-2020



Interview addressed to the teacher of Complejo Educativo Colonia Rio Zarco during the year
2020

OBJECTIVE: To collect data to support the phenomenon under study at Complejo Educativo
Colonia Rio Zarco during the year 2020

1. Do you consider that the macro and micro lesson plans were useful tools in your classes?

2. Do you think that the activities within the micro lesson plans were appropriate for the students' level?

3. What kind of activities do you think made the students learning without any problem?

4. Do you think that students learn easily with the implementation of the micro lesson in your classes?

5. After implementing these tools, do you see any progress in your students' speaking and writing skills?

6. If you had the opportunity to change something in the macro or micro lesson plans, what would it be?

APPENDIX K
(STUDENTS' QUESTIONNAIRE)
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
ENGLISH LANGUAGE DEPARTMENT
THESIS-2020



Questionnaire addressed to Eighth Grade students of Complejo Educativo Colonia Rio Zarco during the year 2020

OBJECTIVE: To collect data to support the phenomenon under study at Complejo Educativo Colonia Rio Zarco

1. Do you think that the activities that your teacher has used recently have been useful in your learning process?

¿Crees que las actividades que tu profesor ha usado recientemente han sido útiles en tu proceso de aprendizaje?

2. Which activities did you like and dislike? Why?

¿Qué actividades te gustaron y no te gustaron? ¿Por qué?

3. After these four classes, do you see any progress in your speaking and writing skills?

Después de estas cuatro clases ¿Miras algún progreso en tus habilidades para hablar y escribir?

4. Do you think that the way how the teacher developed each class was appropriated to your level of English?

¿Crees que la forma como el profesor desarrolló cada clase fue apropiada a tu nivel de inglés?

5. Do you think the quiz and the oral presentation are appropriate assessments for what you have learned?

¿Crees que el examen y la presentación oral son evaluaciones apropiadas a lo que has aprendido?

6. Are you able to use the simple present to describe the family, talk about the parts of the house and use the prepositions of place in speaking and written form without any problem?

¿Eres capaz de usar el presente simple para describir a la familia, hablar de las partes de la casa y usar las preposiciones de lugar de forma hablada y escrita sin ningún problema?

APPENDIX L
(VALIDATION SHEET)

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT



OBJECTIVE: To obtain the validation of an expert to improve the research tools

INSTRUCTIONS: Grade from one to five and please provide suggestions near the items so that they can be improved.

Item	1 Bad	2 Need to be improved	3 Regular	4 Good	5 Excellent	Comments:
Ambiguity a word or expression that can be understood in two or more way						
Complex options a whole made up of complicated or interrelated options						
Confusing Items being disordered or mixed items						
Items in logical order capable or reasoning in an orderly way						
Leading Items providing direction or guidance						
Aspect of grammar Well-structured sentences						
Esthetic format good appearance						