



ABSTRACT

This present investigative work entitled, Techniques to Improve the Reading Skill Based on the Natural Approach Method, is based on the fact that the students of the tenth year of basic education present difficulties in the reading English class; for this reason knowledge of effective reading techniques is indispensable in the classroom; thus, the students can have interesting classes.

The main objective of this project is to improve students' performance in the reading skill through the application of reading strategies. Therefore, we propose to elaborate didactic material in order to awake the interest, motivation, and incentive of the students to improve their reading, through different techniques developed according to the recommendations of the Natural Approach Method. The application of these mentioned techniques can produce changes in the behavior of the students in our English classes.

KEYWORDS

Reading , Natural Approach, Technique, Contents, Reading Strategies, Lesson Plan, Method



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TOPIC:

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APPROACH METHOD”**

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MIRIAN.



I dedicate this work to my lovely God because he has given me light and blessed my life to go ahead on this long way.

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INTRODUCTION

We have seen that reading is one of the important skills of a foreign language that is aimed at students in EFL courses because it is a significant instrument that can help to increase knowledge. However, there are many students that have difficulty in practicing this skill because there is a lack of an appropriate method that encourage them to read well.

This investigation work has been done because students of the tenth year of basic education have a low performance in reading. Students' use of reading is mainly in looking for information, so when teaching them we must guide them. They must learn how to look for main ideas, and details, they should know how to skim and scan from a text, how to use a dictionary, etc. and they should achieve comprehension.

It is important to have information on and correct application of techniques to improve reading based on the Natural Approach Method, whose promoters are Stephen Krashen and Tracy Terrell. This method can help us to solve many learning problems in the teaching-learning process, since a great percentage of knowledge comes in a written way through books, magazines, internet, etc.

This work will demonstrate that the use of techniques based on the Natural Approach Method can build confidence and interest in reading on the part of the students and they can improve their level of reading comprehension.



Furthermore, we have made an analysis of Unit Four of the book Our World Through English 3 and we have elaborated each lesson plan with a short reading to practice the techniques based on the Natural Approach Method. Our contributions were applied in the Tenth Level of Basic Education having as an objective to improve the students'. For this reason, we hope that our project will be significant contribution to basic education.



CHAPTER I

1.- THE NATURAL APPROACH METHOD

1.1. DEFINITION

Tracy Terrell, a teacher of Spanish at the University of California with Stephen Krashen, an applied linguist at University of Southern California, published The Natural Approach in 1983. In this book, they combined a comprehensive second language acquisition theory with a curriculum for language classrooms. Krashen and Terrell have identified the Natural Approach with that they call “traditional” approaches to language teaching. Traditional approaches are defined as “based on the use of language in communicative situations without recourse to the native language”, and without making reference to grammar structures. So this new philosophy of language teaching can be used in current situations to improve the different English language skills, since it incorporates the naturalistic principles and practices found successful in the studies of second language acquisition.

Therefore, according to the focus of Krashen and Terrell, by using this new method to teach a second language, we can define the Natural Approach Method as “the method that emphasizes natural communication rather than formal grammar study and is tolerant of learners’ errors. The core of the Natural Approach is language acquisition, which is considered a subconscious process, dependent on two factors: the amount of comprehensible input the students get, and the amount the students “allow in”.

Hence, if we want to improve the reading skill by using the Natural Approach, we have to remember that during the reading process some readers don’t require



teacher's instructions, while others require this intervention. The reader who develops reading skills without explicit instruction is called a "natural reader". So, all that this kind of reader needs for learning to read is appropriate texts and some goals to set after the reading.

1.2. PRINCIPLES OF THE NATURAL APPROACH

According to Krashen and Terrell there are five principles that we have to consider in the Natural Approach Method. And these are:

1. The aim of the Natural Approach is cultivate the communicative competence, not grammatical perfection.
2. In this method there is an emphasis on input to understand the material. This input is always one level above the students' communicative competence. Competence in a language can not be learned, so it has to be acquired. This way, the students develop the ability to speak or read in a second language when the teacher does not use the students' first language at all.
3. The production of speech is developed on the basis of the following stages as a response to listening:
 - a nonverbal answer
 - a one word answer
 - a two word answer

 - a short sentence answer
 - a compound structured answer



At the beginning of the teaching-learning process, the students don't pay attention to grammar points, but then slowly, they develop their ability to communicate verbally because of additionally reception and production.

1. The main part of the class is the development of activities that students perform during the process of acquiring the language (input). The amount of activities depends on the age, receptiveness, or interest of the students.
2. The affective filter during the learning process must be kept as small as possible, in order to achieve the best results; that is, there is less pressure on the student when the affective filter is smaller. This is achieved by focusing on topics that are interesting to the students; topics they are able to relate to and are disposed to share their opinions on. Another way of keeping the affective filter small is not forcing the students to speak in the second language. This way, we create a relaxed atmosphere in the classroom in order to acquire a second language.

1.3 THEORETICAL BASIS OF THE NATURAL APPROACH.

The authors of the Natural Approach propose two theoretical bases, which we are going to explain briefly; they are the following:

1.3.1 The Theory of Language.

Krashen and Terrell consider communication as the main function of language, and since their approach focuses on teaching communicative abilities, they identify the Natural Approach with the Communicative Approach. The Natural Approach is "similar to other communicative approaches being developed today" (Krashen and Terrell 1983: 17). Besides, in the nature of language they emphasize



the importance of meaning, so they stress the importance of vocabulary and view language as a vehicle for communicating meanings and messages in the second language. According to Krashen, acquisition can take place only when people comprehend messages in the second language. Moreover, in this theory the lexicon of a language is essentially considered, it is not grammar that determines how the lexicon is used to produce messages. Terrell quotes Dwight Bolinger to support this view:

“The quantity of information in the lexicon far outweighs that in any other part of the language, and if there is anything to the notion of redundancy it should be easier to reconstruct a message containing just words than one containing just the syntactic relations. The significant fact is the subordinate role of grammar. The most important thing is to get the words in.” (Bolinger, in Terrell 1977:333)

The lexicon for both perception and production is considered critical in the construction and interpretation of messages. Lexical items in messages are necessarily grammatically structured, and more complex messages involve more complex grammatical structure. However, Krashen and Terrell say that grammatical structure does not require deep analysis or attention in the classroom during the teaching-learning process.

Still, in language teaching, there is so much instability in the writer's eyes due to the fact that many teachers do not know the history of changes in teaching approaches and methods. There arose, out of need, the Reading Approach, in view of improving the learners' reading skills to foundationally enable students towards language learning.



1.3.2 The Theory of Language Learning.

The Natural Approach is supported by five hypotheses:

1.- The Acquisition - Learning Hypothesis

In this theory, there is a distinction between “acquisition” and “learning”. Acquisition is an unconscious process using language in order to have real communication. Learning, on the contrary, is a conscious process in which rules about a language are developed.

According to this, acquisition is responsible for producing sentences fluently and learning makes correction of these sentences during their production. So, comes after acquisition.

2.- The Natural Order Hypothesis

The acquisition of grammatical structures takes place in a predictable order. Certain grammatical structures are acquired before others in first language acquisition, and there is a similar natural order in second language acquisition.

3.-The Input Hypothesis

It claims to explain the relationship between what the learner is exposed to in a language (the input) and language acquisition. It involves four issues. First, the hypothesis relates to acquisition, and not to learning. Second, people acquire language best by understanding input that is slightly beyond their present level of competence. To make comprehension possible, use clues based on the situation and context, extra linguistic information, and knowledge of the world. Third,



comprehensible input should be provided. The input should be relevant and not grammatically sequenced. Fourth, the input should be in sufficient quantity.

Children acquire the language through samples of caretaker speech, roughly tuned to their present level of understanding.

4.- The Monitor Hypothesis

In this hypothesis conscious learning functions only as a monitor or editor of what has been acquired. It edits and makes alterations or corrections as they are consciously perceived. There are three conditions suggested for its use:

- 1.- There must be enough time
- 2.- The focus must be on form and not on meaning
- 3.- The learner must know the rule.

5.- The Affective filter Hypothesis

The learner's emotional state can act as a filter that freely passes, impedes, or blocks input necessary to acquisition. Input must be realized in low – anxiety contexts since acquirers with a low affective filter receive more input and interact with confidence. In this hypothesis, there are three kinds of affective variables related to second language acquisition:

- 1.- **Motivation.**- Learners with high motivation generally do better than other less-motivated student.
2. - **Self-confidence.**- Learners tend to be more successful when they have self confidence.



3.- **Anxiety.**- Low personal and classroom anxiety are more conducive to second language acquisition.

1.4 APPLICATION OF THE FIVE HYPOTHESIS TO SECOND LANGUAGE CLASSES.

1.4.1.- The Acquisition-Learning Distinction

Teachers should balance class time between acquisition and learning exercises and the relative time of acquisition classes should be well over that of learning classes. Teachers do expect students to show their comprehension. For this reason, it is necessary to separate input classes from grammar classes. In input classes students receive as much comprehensible input as possible. In grammar classes, grammar rules are presented according to the age of the students. The core of the NA is acquisition activities which have a purpose that are not conscious grammar exercises; audiolingual drills and cognitive learning exercises are good acquisition activities.

1.4.2 The Natural Order Hypothesis

Teachers should be tolerant of errors. He/She uses a semantic syllabus for acquisition activities and a grammatical syllabus for grammar lessons. So, teachers should not organize acquisition activities according to a grammatical syllabus; errors of “meaning” should be corrected in a positive manner .

1.4.3 The Input Hypothesis

Teachers should provide input with meaningful messages and must create opportunities for students to understand and express meaning. For example, the



teacher can put emphasis on listening and reading comprehension activities, especially extensive readings; because they give a great amount of input.

1.4.4 The Monitor Hypothesis

The goal is to achieve optimal monitors. Students may monitor during written tasks such as homework assignments and preplanned speech. Learned knowledge enables students to read and listen more so that they acquire more.

1.4.5 The Affective Filter Hypothesis

The aim in the class is not only to provide comprehensible input but also to create an atmosphere that fosters a low affective filter. The teacher should create a comfortable atmosphere in the classroom by lowering the affective filter. This reduces the anxiety of students.

1.5.- THE SYLLABUS AND THE DIFFERENT ROLES

1.5.1 The Syllabus.- It is topical and situational. It is a semantic or notional syllabus. Each classroom activity is organized by topic. Written and oral communication goals may be expressed in terms of situations, functions and topics.

1.5.2 Teacher Roles

- The teacher is the primary source of input that is understandable to the learner. The teacher is required to generate a constant flow of comprehensible input.
- The teacher creates a friendly classroom where there is a low affective filter for learning.
- The teacher chooses the most effective materials and employs a rich mix of classroom activities.



1.5.3. Learner Roles

The learner is regarded as a processor of comprehensible input and is expected to be able to assign meaning to this input through dynamic use of context and extra linguistic information. Learners' roles change according to their stage of linguistic development. Some of their roles are to make their decisions on when to speak, what to speak about, and what linguistic expressions to use while speaking.

1.5.4. The Role of Instructional Materials

The primary role is to make classroom activities as meaningful as possible by supplying significant activities, by relating classroom activities to the real world, and by fostering real communication among learners. Materials come from the world of realia rather than from books. Pictures and other visual aids supply the content for communication and facilitate the acquisition of a large amount of vocabulary within the classroom. Other recommended materials are schedules, brochures, advertisements, maps, and books at levels appropriate to the students, if a reading component is included in the course. Thus, practical ways of implementing these materials to improve Reading skills in the Natural Approach Method can serve as an important source of comprehensible input, whereby learners read certain articles or readings in a silent or out loud way.

2.- HOW TO IMPROVE READING USING THE NATURAL APPROACH.

Learning to read is a sign of literacy and a gateway to education. It involves mastering of a rich variety of skills and it is not accomplished quickly or easily. As a consequence, reading instruction is a big part of the educational curriculum during the early school years and is a basic worry of teachers. Reading is one of the



priorities in teaching a second language and only the grammar necessary for reading comprehension and fluency is taught. The vocabulary of the reading passages and texts is strictly controlled for difficulty. Vocabulary is expanded as quickly as possible, since the acquisition of vocabulary is considered more important than grammatical skill, our specific focus is on the role of students' knowledge about reading as they learn basic strategies for comprehending texts.

Greater appreciation of the cognitive skills involved in reading accompanies the acquisition of reading strategies and fluent reading. (Brown, Annbruster, & Baker, in press).

2.1 TIPS TO IMPROVE READING.

Therefore, it's very important to consider the following tips:

- **Appropriate Texts:** If we want to improve and increase the reading skill we have to choose texts according to two criteria. The reading material must be based on students' interests and on their proper level in order to be understood.
- **Vocabulary:** The reader does not need to know every word to be successful in extracting meaning from a text.
- **Syntax:** Students can understand passages that contain syntactic structure that are "over their heads"; and also, they use semantic strategy to understand the text rather than a syntactic one based on the words used in the context. (Schlesinger). This way, the students can make fairly successful guesses about what they read without always paying attention to syntax. They should have texts on somewhat familiar topics that have



new information so that interest is maintained. So interest in content may be the most important factor in improving the reading skill.

- Goals and reading skills: There are many different kinds of reading, each requiring different approaches, techniques and levels of concentration. As a result, there are different goals which depend on the information and the message in the text that student or reader is looking for. Our purpose is focus on the goals of reading with students of the tenth year of basic education; we refer to four tools for reading.

a) Scanning.- It involves looking very quickly through a text or part of a text, in order to find a particular piece of information.

b) Skimming.- It involves selecting reading of the most important parts on a text, in order to find out how the text is organized and get a general idea of what it is about. It helps to read rapidly for the main points, it helps to decide if the text is interesting and whether you should read it in more detail. And it helps to obtain the gist of a piece of text.

c) Extensive reading.- It is a longer text, often for pleasure with emphasis on overall meaning. We can mention ten tips for extensive reading: Read, read and read so more, read easy books, read interesting books, read books that you have found particularly interesting; read for general understanding; ignore unknown or difficult words- skip them and continue reading; avoid using dictionaries; expand your reading comfort zone; set reading goals and keep reading logs, and enjoy, enjoy, enjoy.

d) Intensive reading.- It is reading a shorter text for detailed information with an emphasis on precise understanding.



2.2. STRATEGIES AND TECHNIQUES TO IMPROVE READING

Readers learn to use several strategies to build up knowledge of unknown words and to make sense of written texts. Readers develop and use these techniques in varied ways and at different times. Students generally start out using a few strategies, such as looking at pictures and using memory, and thus they become more fluent and can add more information. So teachers should help students to learn and integrate all reading strategies in order to make sure that more than one strategy is used.

The strategies below are effective in creating an environment of active reading. Teachers use several of these strategies which are effective in helping students learn to read and to understand what they read.

- MEMORY: Students successfully use their memory of story and specific language patterns to help them in “approximate” or “role playing” reading. This is an important first step. That is why patterned stories and repeated reading of engaging texts are successful tools for engaging students.
- PICTURE CLUES: Most students are attracted by illustrations, so they should be encouraged to use that source of information as they try to make sense of print. First, students use pictures and memory to construct stories. Then they use the pictures to predict and confirm individual words in the text. Finally, they begin to use other strategies and depend less on the pictures. Nevertheless, we must encourage students to create mental images, to visualize, as they read texts with figure illustrations.
- CONTEXT CLUES: Through this strategy students use close ideas and words of a sentence to understand the text. For example: “Do you know----



time it is?” is easily read by using the close words to predict the missing one.

- VISUAL CLUES: Students learn to use the configuration of words (length, shape, specific visual details) to recognize whole words. Besides, they notice patterns or letters within words to figure out new words (ear in hear, -ing in thing).
- PHONETIC CLUES: Students use knowledge of letter sound associations, especially initial and ending consonants, to help them figure out words. This is sometimes called “sounding out” and works best when it is combined with the use of context or picture clues. That is students relate similar or different sounds of words in a piece of Reading.
- STRUCTURAL ANALYSIS (Word Parts): Students can use the increased awareness of the structure of words (word parts) to help figure out new words. They can be helped to notice roots and endings; eg. play, played, playing. And suffixes and prefixes; eg. un/ help/ful. Also, they can learn about “compound words”; eg. some/thing, every/body.
- KWHL CHART: It especially helps during the “pre-reading” part of reading a passage. This strategy stands for:
 - What We ***Know***
 - What We ***Want*** to now
 - ***How*** We Will Find Out
 - What We ***Learned***

A variation is to expand the “Learned” part into a separate section with “who, what, where, why and how” sections. This creates a guide for what to look for during the reading process.



- **SOCIAL TECHNIQUES:** Social interaction is an important part of reading comprehension. By making students take ownership of their learning, they are more likely to make connections in the text rather than by simply reading or listening. They interact with the text, taking an active rather than a passive role in their learning.
- **CREATION OF IN-CLASS BOOK CLUBS:** Group book clubs avoid an imbalance between the work students do inside the club; each student should take a different role. For example, Student 1 can read the text aloud; Student 2 can report on what he learned; Student 3 can be the time keeper; and Student 4 can be the one who presents the conclusions to the class. The roles change every time, to give each student an opportunity to shine.



CHAPTER II

2. IDENTIFICATION AND DESIGN OF METHODOLOGICAL STRATEGIES.

Since our work will be applied in educational institutions, we based it on the curriculum reform given by the Ministry of Education because, in the age of globalization, pragmatic objectives of language learning place an increased value on integrated and dynamic multi-skill instructional models with a focus on meaningful communication and the development of learners' communicative competence. Therefore, the study of English as a foreign language will expose learners to new educational experiences. They will then realize that English learning is a simple, interesting, and creative process. Also, it is appropriate to increase both self-confidence and personal development by using strategies not only for communicative purposes, but also to enhance the students' self esteem. This involves cognitive, socio-affective and psychomotor skills to make the teaching-learning process more effective. Moreover, if we focus the reading skill on the tenth year of basic education, it will greatly contribute to the renewal of English teaching in the future; not only will it increase motivation to develop competency in the English language, but it will also enhance the learners' achievement of better target language proficiency in the upper levels. Besides, the rapid evolution of communication technologies has changed language pedagogy and language use, allowing for new forms of discourse, new ways to create and participate in our society.

Finally, according to the educational purpose, learning a language widens people's horizons, and gives them the possibility to choose in life, in such a way, that they are able to serve society within parameters of excellence and integrity.

To reach our goal of improving the reading skill through the Natural Approach Method, we center our practice on the linguistic descriptors, conceptual nucleus and



elements in the curriculum of the tenth year of basic education, in lexical, grammatical, semantic, phonological, and orthographic areas involved in the reading skill. These descriptors will be developed according to competences, standards and performances to be improved in the students of the tenth year of basic education.

To develop the identification and design of methodological strategies we are going to analyze the didactic unit plan and the different lesson plans of the book, Our World Through English 3, which is used in the tenth level of basic education of the “Nacional Chordeleg” high school.

This book is divided into 12 core units and a grammar practice section. The core units consist of five lessons each, divided into a number of tasks. Each task has a number of teaching steps in the teaching notes. Each unit provides for some variation and flexibility in the course structure. Also, the book contains a grammar exercise section that can be done as a homework. The grammar exercises are intended to help learners prepare for exams, as well as to give them self-study activities that they can do outside of class in order to practice the structures covered in each unit.



**OUR WORLD THROUGH
ENGLISH**

UNIT 1: ALL ABOUT YOU.

UNIT 2: ALL ABOUT LEARNING.

UNIT 3: PERSONALITY AND APPEARANCE.

UNIT 4: RELATIONSHIPS

UNIT 5: THE ENVIRONMENT.

UNIT 6: ECUADOR AND OTHER AMERICAN
COUNTRIES

UNIT 7: HEALTH AND SAFETY.

UNIT 8: LEISURE ACTIVITIES.

UNIT 9: NATURAL DISASTERS.

UNIT 10: CRIME.

UNIT 11: THE SUPERNATURAL.

UNIT 12: TRAVELLING AROUND ECUADOR.

After we have analyzed the book with its units and lesson plans, we identified some strengths and weaknesses based on the theme of our research, which are described in the following table:



2.1 IDENTIFICATION OF STRENGTHS AND WEAKNESSES

Diagnostic of educational work:	
STRENGTHS	WEAKNESSES
SKILLS	
<ul style="list-style-type: none"> - This book contains the four general skills of a language: - Listening. - Reading. - Writing. - Speaking. 	<ul style="list-style-type: none"> - Each lesson of the book does not contain the four skills. - The reading skill is not treated in deep.
CONTENTS	
<ul style="list-style-type: none"> - The book has twelve units that include exercises to develop the different skills. - It includes exercises to practice grammar and vocabulary. - The topics of the book are about different subjects. - At the end of each unit there is an auto evaluation section to check the students' progress. 	<ul style="list-style-type: none"> - Most of the readings of the book are not in accord with teenager interests.
METHODOLOGICAL STRATEGIES	
<p>In this book we find the following strategies to help the student learn:</p> <ul style="list-style-type: none"> -Activities to stimulate general knowledge. - Individual activities. - Pair work activities. - Group work activities. 	<ul style="list-style-type: none"> - There is a lack of methodological strategies to improve the students' reading and to incentivate them to read.
DIDACTIC RESOURCES	
<ul style="list-style-type: none"> - The teacher's book. -The student's book. - C D. 	<ul style="list-style-type: none"> - There is no work book to reinforce the students' learning. - The pictures of the readings do not help students to predict easily what the reading is about.
EVALUATION	
<ul style="list-style-type: none"> - To conclude each unit the student book contains a self evaluation section called "Checking my progress." 	



- The teacher's book has a section of Tests and Term tests to apply to the students.	
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The specific unit we are going to analyze is Unit Four.

UNIT FOUR **RELATIONSHIPS**

LESSON ONE
RELATIVES

LESSON TWO
FRIENDS

LESSON
THREE
CHARACTER

LESSON FOUR
DATING

LESSON FIVE
FRIENDSHIP

The unit plan and lesson plans provided are found in detail in Annex One.

In this text we find out a great strength that is that it contains the four general skills of a language which are: speaking, listening, reading and writing. Besides, it has grammar exercises and vocabulary related to each unit. However, we can see that there is a weakness which is the lack of deep development of the reading skill, even knowing that it is a very important tool to increase our vocabulary and our knowledge in general about a language. Also, the readings are not in accord with the teenage interests. Therefore, we propose to include more interesting reading activities related to their age in each lesson plan of Unit Four; moreover, we will include some activities applying an appropriate methodological strategy to improve and increase this skill which will help students to enjoy the reading activities because it is a very important part of the language learning experience. And in this way, we try to create the student's interest in reading, since in our society we don't have it.



2.2. PROPOSAL TO IMPROVE THE READING SKILL IN UNIT FOUR

According to this analysis, we realize that the reading skill is treated in a superficial way and there are no methodological strategies to improve it. So we present the following suggestions in the development of the unit plan and lesson plans that include activities using appropriate methodology to increase the reading skill.



DIDACTIC UNIT PLAN

1. INFORMATIVE DATA:

UNIT: Four.

TOPIC: Relationships

AREA: Foreign Language

HOURS: 5 per week

BOOK: Our World Through English 3

2. OBJECTIVES:

- To describe and exchange information about families.
- To exchange information about future plans to describe people and give compliments.
- To discuss future possibilities.

4. GENERAL COMPETENCE: To develop the communicative competence through linguistic competence by means of reading, listening, speaking and writing with satisfactory performance according to the students' age, to demonstrate the use of values.

SKILLS	CONTENTS	METODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
Listening , reading, speaking, writing grammar and vocabulary.	COGNITIVE : RELATIONSHIPS Lesson 1: Relatives.	<u>Warm up.</u> <u>Presentation:</u> Teacher shows the students some flash cards or photos about relatives. <u>Practice:</u> Students use the pictures to predict and confirm individual words in a reading. Students look at a picture and talk about it with a partner. <u>Understanding.</u> Teacher asks questions and students answer them. <u>Applying:</u> Students exchange family information.	-The OWTE teacher's book. -The OWTE student's book. -The CD player.	- The teacher will evaluate the students' learning through:
Listening, reading, speaking, writing grammar and vocabulary.	Lesson 2: Friends.	<u>Warm up.</u> <u>Presentation:</u> Use realia to show adjectives to describe physical appearance and	- CD number 3.	- Individual student participation.



<p>Listening, reading, speaking, writing, grammar, and vocabulary.</p>	<p>Lesson 3: Character.</p>	<p>personality of friends. <u>Practice:</u> Teacher reads aloud a poem and students follow it silently. <u>Production:</u> students read aloud the poem about friends and then make a list of adjectives. <u>Understanding:</u> students select an appropriate answer to some questions.</p> <p><u>Warm up.</u> <u>Presentation:</u> teacher uses flipchart and realia to present the topic. <u>Practice:</u> Teacher reads a text and students follow it silently. Students answer some questions about the reading. <u>Production:</u> Students work in pairs giving opinions about characters. <u>Understanding:</u> students make their own sentences about each member of their family using the different adjectives to describe characters. <u>Applying:</u> students work in groups describing the characters of each member of the group.</p>	<p>- Worksheets.</p> <p>- Photos.</p> <p>- Pictures.</p> <p>-Extra material.</p>	<p>- Pair work activities.</p> <p>- Group work activities.</p> <p>- Ask and answer questions to check students' understanding.</p> <p>- Homework.</p>
<p>Listening, reading, speaking, writing grammar and vocabulary.</p>	<p>Lesson 4: Dating.</p> <p>PROCEDIMENTAL: Process</p>	<p>Warm up. <u>Presentation:</u> teacher presents the topic with a listening activity. <u>Practice:</u> students read a text and write true or false.. <u>Understanding:</u> Students answer</p>		



	<p>knowledge to exchange information.</p> <p>Observation .</p> <p>Analysis.</p> <p>ATTITUDIN AL:</p> <p>Appreciation of the members of the family and friends.</p>	<p>questions about the reading.</p> <p><u>Applying:</u> students work in pairs to talk about some plans for a coming date.</p>		
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LESSON PLAN ONE

1. INFORMATIVE DATA:

AREA: Foreign Language

BOOK: Our World Through English

TOPIC: Relationships: Relatives.

TIME:45 minutes

CLASS: 10th year.

2. OBJECTIVES:

- The students will be able to answer some questions about a paragraph they have read .

- The students will be able to talk about their family members.

3. SKILLS: Listening, reading and speaking.

CONTENTS	METODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
<p>COGNITIVE:</p> <p>Review of vocabulary related to relatives: Grandfather,</p>	<p>-Warm up: Teacher shows a photo of her family or a picture of a famous family to talk about.</p> <p>-Teacher asks students to re-order the letters, write the names of the family members and level the</p>	<p>- Photograph.</p> <p>-Picture.</p>	<p>- The teacher will evaluate her students' learning through:</p>



<p>grandmother, father, mother, sister, brother, aunt, uncle, cousin, grandparents, parents, etc.</p> <p>Grammar: The use of 's to express possession.</p> <p>PROCEDIMENTAL:</p> <p>Observation.</p> <p>Analysis.</p> <p>Process knowledge to exchange information.</p> <p>ATTITUDINAL:</p> <p>Appreciation of the members of the family.</p>	<p>pictures.</p> <p>-Teacher checks the exercise by asking one student to read aloud the answers. And then he writes them on the board.</p> <p>- Teacher provides students with a short reading about family illustrated with pictures. " A Son for Mr. and Mrs. Aversa?"</p> <p>- Teacher reads aloud the text and asks students to follow the reading.</p> <p>- Teacher asks students questions about the reading.</p> <p>- Teacher asks students to listen to Clara talking about her family in order to complete the sentences in task four in the book.</p> <p>- Teacher asks students to work in pairs and exchange family information by asking and answering personal questions.</p> <p>-Teacher asks students to bring a photograph of their family to the next class.</p>	<p>-Worksheet</p> <p>-The OWTE teacher's book.</p> <p>-The OWTE student book.</p> <p>- Extra material.</p>	<p>- Individual student participation.</p> <p>- Pair work activities.</p> <p>- Ask and answer questions to check student understanding.</p> <p>- Homework.</p>
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LESSON PLAN TWO

1. INFORMATIVE DATA:

AREA: Foreign Language

BOOK: Our World Through English 3

TOPIC: Friends

TIME: 45 minutes

CLASS: Tenth year of basic education

2. OBJECTIVES:

- The students will be able to read in a correct way.
- The students will be able to use the different adjectives to talk and write about their friends.

3. SKILLS: - Listening, reading, speaking and writing.

CONTENTS	METODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
<p>COGNITIVE:</p> <p>Adjectives to describe physical appearance and personality.</p> <p>Grammar:</p> <p>First conditional sentence If...</p>	<p>- Warm up: Activating general knowledge by playing the game "Simon Says."</p> <p>-Teacher asks students to talk about the photographs of their families.</p> <p>- Teacher reads aloud the reading about Friends and the students listen and follow.</p> <p>- Teacher asks students to develop individually task 3 from the book.</p>	<p>- Photographs.</p> <p>- The OWTE teacher's book.</p>	<p>- The teacher will evaluate her students' learning through:</p> <p>- Class individual participation.</p>
<p>PROCEDIMENTAL:</p> <p>Observation.</p> <p>Analysis.</p> <p>Process knowledge to exchange information.</p>	<p>- Teacher asks students to read the list of adjectives found in the reading.</p> <p>- Teacher asks students to develop task four of the book.</p> <p>- Teacher focuses on the use of If... by reading and completing task 5 of the book.</p> <p>- Teacher asks students to choose the right answer in task 7 to reinforce the class.</p> <p>- Teacher writes on the board the</p>	<p>-The OWTE student book.</p> <p>-Extra material.</p>	<p>- Group work.</p> <p>- Homework.</p>



<p>ACTTITUDINA L:</p> <p>Appreciation of their friends.</p>	<p>most useful adjectives to describe appearance and personalities.</p> <p>- Teacher asks students to repeat after her the adjectives in order to practice pronunciation.</p> <p>- Teacher asks students to get in groups to talk about their best friends in order to share their opinions about them.</p>		
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LESSON PLAN THREE

1. INFORMATIVE DATA:

AREA: Foreign Language

BOOK: Our World Through English 3

CLASS: Tenth year of basic education

TIME: 45 minutes

TOPIC: Character

2. OBJECTIVES:

- The students will be able to describe people and give compliments.
- The students will be able to use the present simple tense to talk and write about people.

3. SKILLS: - Listening, reading, speaking and writing.

CONTENTS	METODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
<p>COGNITIVE:</p> <p>Review of vocabulary related to adjectives to describe character: responsible, sociable, timid, lovable, independent, serious, rebellious, calm, individualistic, sensitive, popular.</p> <p>Grammar:</p>	<p>- Warm up: Never say “yes”, never say “no”.</p> <p>-Teacher tells students that there are differences in the character of the first, middle, and last child.</p> <p>- Teacher writes on the board the most useful character adjectives to describe appearance and personalities.</p> <p>- Teacher asks students to repeat after her the adjectives in order to practice pronunciation.</p> <p>- Teacher asks students to think about their own family and find out the differences between the first</p>	<p>- The OWTE teacher’s book.</p> <p>-The OWTE student book.</p>	<p>- The teacher will evaluate her students’ learning through:</p> <p>- Class individual participation.</p>



<p>Review of the present simple tense using character adjectives to describe people.</p> <p>PROCEDIMENTAL: Observation.</p> <p>Analysis.</p> <p>Process knowledge to exchange information.</p> <p>ATTITUDINAL:</p> <p>Respect the different personalities.</p>	<p>child, the middle child, and the last child.</p> <p>- Teacher ask students to review the given character adjectives and try to do task one from the book.</p> <p>- Teacher reads aloud the reading about “First child, middle child, and last child” and the students listen to her and follow it.</p> <p>- Teacher asks students to read the list of character adjectives found in the reading.</p> <p>- Teacher asks students to read the text again, check their answers from task 1 and develop task three from the book.</p> <p>- Teacher asks students to work in pairs and say whether they agree or disagree with the ideas given in the reading.</p>	<p>-Extra material.</p>	<p>- Pair work.</p> <p>- Homework.</p>
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LESSON PLAN FOUR

1. INFORMATIVE DATA:

AREA: Foreign Language

BOOK: Our World Through English 3

CLASS: Tenth year of basic education

TIME: 45 minutes

TOPIC: Dating.

2. OBJECTIVES:

- The students will be able to use “going to” correctly to make future plans.
- The students will be able to practice reading.

3. SKILLS: - Listening, reading, speaking and writing.

CONTENTS	METODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
<p>COGNITIVE:</p> <p>Useful verbs for dating and to talk about future</p>	<p>- Warm up: Tricky questions.</p> <p>-Teacher tells students about her future plans for vacation.</p> <p>- Teacher asks questions of students about their plans for</p>	<p>- The OWTE teacher’s book.</p>	<p>- The teacher will evaluate her students’ learning through:</p>



plans.	vacation.		
Grammar:	- Teacher reads aloud about a dating conversation and students listen to it.	-The OWTE student book.	- Class individual participation.
Future : going to for plans	- Teacher asks students questions about what she read.		
	- Teacher focuses on the use of “going to” for future plans by reading again and asking students to complete task two of the book.		- Pair work.
PROCEDIMENTAL:	- Teacher asks students to read the text of task two and develop task three.	- Flash cards	
Observation.	- Teacher asks students to develop task four from the book.		- Homework.
Analysis.	Teacher provides students with a short reading about future plans.	- Extra reading.	
Process knowledge to exchange information.	- Teacher reads aloud the text and asks students to follow the reading.		
	- Teacher asks students to read the text again and answer questions about the reading.		
ATTITUDINAL:			
Appreciation of their friends.	- Teacher ask students to work in pairs and talk about some plans for tomorrow or next weekend.		
	- Teacher presents students with some activities to do during vacation and asks them to choose five things they are going to do and then write them.		

CHAPTER III

3. ELABORATION OF METHODOLOGICAL STRATEGIES TO IMPROVE THE READING SKILL.

In this part, we are going to develop each lesson plan step by step in order to help the teacher to use the plans provided in a correct way. And also, we will review the methodological strategy to improve the reading skill using the Natural Approach method.



LESSON PLAN ONE

1. INFORMATIVE DATA:

AREA: Foreign Language

CLASS: Tenth year of basic education

TIME: 45 minutes

BOOK: Our World Through English 3

TOPIC: Relationships: Relatives.

2. OBJECTIVES:

- The students will be able to answer some questions about a reading.
- The students will be able to read aloud in a correct way.
- The students will be able to talk about their relatives.

3. **SKILLS:** Listening, reading, writing, and speaking.

4. PROCEDURE AND METHODOLOGICAL STRATEGIES.

WARM UP: At the beginning of the class the teacher will try to break the silence or calm the fears of her students by showing them photo of her family. Also, the teacher uses this warm up activity to introduce the members of the family in a simple way.



-The teacher says, “This is my family. My father is Miguel. My mother is Rosario. Franklin is my brother. I have five sisters Diana, Esperanza, Fanny, Marilu, and Liliana. Also, I have two nieces: Cristina and Carolina. And I have two nephews, too. And they are: Alexis and Paül. Cèsar and Fanny are Cristina and Carolinas’ parents. Esperanza and Jaime are Alexis and Paül’s parents. This is Graciela, my brother’s wife. And these are my cousins……. Finally, I am here.”

-The teacher asks the students to open their books to page 30 and read aloud the instructions from task one. Then the teacher asks the students to re-order the letters, write the names of the family members, and level the pictures.

- The teacher checks the exercise by asking one student to read the answers aloud. Then she writes the answers on the board.

- The teacher provides the students with sheets with a short reading about a family and follows the reading steps. The reading is the following:

“A Son for Mr. and Mrs. Aversa?”



1. PRE-READING.



- The teacher says: "Look at the picture. What do you see?"
- The students say the words. (father, mother, girls, babies.)
- The teacher writes the words on the board.
- The teacher asks the students to copy the words onto the picture.

2. READING .



Mr. and Mrs. Aversa have two daughters.
They love their daughters very much
"Maybe

think

.



But they want a son, too. Mrs.
Aversa is expecting a baby.

It's a boy." Mr. and Mrs. Aversa



Mrs. Aversa goes to the hospital.

The doctor says, " There are four babies!"



The first baby is born.
"It's a girl!" the doctor says.



The second baby is born.
"It's a girl!" the doctor says.



The third baby is born.
"It's a girl!" the doctor says.



The fourth baby is born.
"Another girl!" the doctor says.



All four babies are girls.



Now Mr. and Mrs. Aversa
have six daughters.



Do they want more babies—
“We

“No,” Mr. and Mrs. Aversa say.

Maybe a son?

are happy with six daughters.”

- The teacher reads the reading aloud, and the students follow the reading and look at the pictures.
- The teacher reads again, and she asks the students to look at the words.
- The teacher asks the students to read the story.

3. PRONUNCIATION.

- The teacher writes some words on the board, and asks students to listen to the words and repeat them after her :

love	daughter	daughters
doctor	baby	babies
hospital	girl	girls
want	son	
born	boy	

4. COMPREHENSION.

- The teacher checks the students’ understanding by asking the students to develop the following exercise:

Complete the sentences. Write the letter of your answer.

- Mrs. Aversa is expecting _____ c _____ a. girls.
- Mr. and Mrs. Aversa want _____ b. “There are four babies!”
- The doctor says, _____ c. a baby.
- All four babies are _____ d. six daughters.
- Now Mr. and Mrs. Aversa have _____ e. a son.



5. DISCUSSION.

- The teacher asks the students to complete the following exercise by asking the following questions.

How many children are there in your family? How many boys? How many girls? Complete the sentences.

In my family, there are _____ children.

There are _____ boys.

There are _____ girls.

- The teacher asks the students to read the sentences to the class.

RETURNING TO THE OWTE BOOK.

- Then the teacher asks the students to open their books to page number 31, and asks a volunteer to read the instructions to develop task number 4. Through this activity the teacher introduces the use of **'s** for possession.

TASK 4. Listen and complete the sentences.

*Clara is showing a **photograph**.*

The family reunion is at Clara's _____ house.

Renan's mother is Sandra's _____.

Sandra's father in-law is Renan's _____.

Sandra's sister is Clara's _____.

Renan's brother is Clara's _____.

Clara has many _____.

Clara's cousins are her parents' _____ and nieces.

The man listening to Elvis Presley is Clara's _____.

- The teacher reads the reading aloud twice of "My Family" provided in the teacher's book, in order to complete the sentences for task four. It is better if the teacher has a



CD player to make the students listen to the reading, or if she doesn't have it in class she must check the pronunciation before the class.

AUDIO SCRIPT 11.

MY FAMILY

- Listen to Clara talking about her family.

Look at this photograph of my family. They are having a great time at a picnic at my country house.

These are my parents, Renàn and Sandra. This is my father's mother, her name is Alicia. She is my mother's mother in-law. This is my mother's father in-law, Genaro. He is my father's father, of course!

My mother's sister is my aunt Lina. Isn't she pretty? This is my father's brother, my uncle Fabian. He is nice.

And these are my cousins. I have many cousins. They are my parents' nephews and nieces.

See this the man listening to Elvis Presley is my great-grandfather. Isn't it amazing?

- The teacher asks the students to read the sentences to check the answers.
- The teacher asks the students to work in pairs and exchange family information by asking and answering personal questions like task 5 from the book. The students can use the questions provided in this task to talk about their family.

- The teacher asks the students to bring a photograph of their family to the next class.

EVALUATION.

- The teacher will evaluate the students' learning during the class development through:
 - Individual students' participation.
 - Pair work activities.
 - Ask and answer questions to check students' understanding.
- The teacher asks the students to speak about their family members.



- Homework: Finally, the teacher asks the students to write a short paragraph of at least five lines about their family using **'s or '** for possession for the next class. And the teacher asks the students to bring a photograph of their family to the next class.

RESOURCES.

- Photograph.
- Picture.
- Worksheet
- The OWTE teacher's book.
- The OWTE student book.
- The CD player.
- The CD number 3.

LESSON PLAN TWO

1. INFORMATIVE DATA:

AREA: Foreign Language

CLASS: Tenth year of basic education

TIME: 45 minutes

BOOK: Our World Through English 3

TOPIC: Relationships- Friends

2. OBJECTIVES:

- The students will be able to read in a correct way.
- The students will be able to use the different adjectives to talk and write about their friends.

3. SKILLS:

- Listening, reading, speaking and writing.

4. PROCEDURE AND METHODOLOGIC STRATEGIES.

WARM UP: At the beginning of the class the teacher will try to break the silence of her students by telling the students that they are going to play a game called "Simon Says."



- The teacher tells the students that when they hear the expression “Simon Says” they have to perform the action that she says, but if they don’t hear the expression “Simon Says” they don’t have to move or they lose the game.

- The teacher asks the students to move according to the “Simon Says” directions.
- Then the teacher asks one student to take her role and say the directions.
- After the game, the teacher asks the students to take out their family photo and talk about it. Then the teacher asks three students to read their homework aloud to share it with their classmates, Through these activities the teacher makes the students review the names of family members and the use of ‘s or ’ learned in the last class.

- The teacher introduces the topic **Friends** by asking her students to develop task one from the book on page 32.

- The teacher focuses the students’ attention on the picture. She reads the instructions and checks understanding.

TASK 1. Tick () the ideas you agree with. Discuss them with a partner.

1. Friends are an important part of life.
2. It’s not so important to have friends.
3. Friends can make you happy.



C



- The teacher monitors the exercise and helps the students if necessary. (The answers can vary).
- The teacher reads the instructions for task 2.
- The teacher asks the students to read the poem silently.
- The teacher reads aloud the reading about **Friends** while the students listen to her and follow along silently.
- The teacher makes the students repeat some words that she considers are difficult for the students.
- The teacher asks the students to read the poem simultaneously to check intonation, punctuation, and pronunciation.

POEM FRIENDS

*Friends are an important part of life.
cheer you up.*

If you are sad, a friend will

*They come in different sizes, colors and shapes.
share with*

If you are happy, a friend will

*Some are short, some are tall,
you*

you. If you are ill, a friend will care for

*some are slim, some are chubby,
along.*

If you are lonely, a friend will come

*some are cheerful, some are bores,
but so, I like them all.*

Friends, friends, friends

Now and then the joy of life.

*(From **Memories from Behind**)*



- The teacher asks the students to underline the adjectives used to describe people's appearances.
- The teacher asks the students to develop task 3 individually from the book.
- The teacher asks the students to read the list of adjectives found in the reading.
- The teacher asks the students to develop task four in the book.
- The teacher focuses on the use of **If...** by reading and completing task 5 in the book.
- The teacher asks the students to choose the right answer in task 7 to reinforce the class.
- The teacher writes on the board the most useful adjectives to describe appearance and personalities.
- The teacher asks the students to repeat the adjectives after her in order to practice pronunciation.
- The teacher asks students to get in groups to talk about their best friends in order to share their opinions about them.

5. EVALUATION.

- The teacher will evaluate her students' learning during the class process through:
 - Class individual participation.
 - Pair work activities.
 - Group work activities.
 - Homework:
- The teacher asks the students to prepare a short appearance description of their best friends to present in an oral way the next class.



6. RESOURCES.

- Students' photographs.
- The OWTE teacher's book.
- The OWTE student's book.
- Extra material.

LESSON PLAN THREE

1. INFORMATIVE DATA:

AREA: Foreign Language

CLASS: Tenth year of basic education

TIME: 45 minutes

BOOK: Our World Through English 3

TOPIC: Relationships- Character

2. OBJECTIVES:

- The students will be able to describe people and give compliments.
- The students will be able to use the present simple tense to talk and write about people.

3. SKILLS:

- Listening, reading, speaking and writing.

4. PROCEDURE AND METHODOLOGIC STRATEGIES.

WARM UP: At the beginning of the class the teacher will have a warm up activity called, "Never say YES, never say NO."

- The teacher divides the class into groups of four people. She gives each group a list of ten fun and real questions. Each group names a student who asks the questions of every student. Each integrant must not say YES or NO. If they do, the student loses the game.

- After the game, she introduces the topic "character" by telling the students that there are differences in the characters of the first, middle and last children in a family. She writes on the board the most useful character adjectives to describe appearance and personalities and asks students to repeat the adjectives after her in order to practice pronunciation.



- The teacher reads the task one instructions and checks understanding. She asks students to review the given character adjectives and do task one from the book.

Task one: Think of your own family or a family you know and try to match the adjectives.

The teacher copies the table from task one on the board and gives an example. She says: *“I think that the first child is responsible.”* And she writes “responsible” in the corresponding column on the board.

- Then, the teacher reads the reading aloud about “First child, middle child, and last child” and the students listen to her and follow it silently.

First Child, Middle Child, Last Child



Some authors say that the first child is the most successful. Of the first 23 astronauts to go on United States space missions, 21 were the first child or an only child. In addition, research shows that the first child does best at school. However, the first child is also the most sensitive and can be easily hurt. He or she is also rather timid. The middle child is independent and sometimes rebellious. He or she is careless about work, which is why he or she is often criticized by his or her parents and becomes preoccupied and a little nervous.



The last child is very playful, sociable and lovable. He or she is often praised and admired by his or her parents. The third child is the most popular and has a lot of friends.

- The teacher asks the students to underline the character adjectives found in the reading.
- The teacher asks the students to do task two in the book.

Task two: Read the text and check your answers from task one.

The teacher tells students to look for coincidences between the text and the way students have classified the adjectives.

- After that, the teacher asks the students to do task three in order to check understanding. Also she reminds the students of the present simple tense in the third person singular.

Task three: Read the text again and write F for the first child, M for the middle child or L for the last child.

1. *He is more likely to become famous.* __F__

2. *He gets the best grades.* _____
3. *His parents give him lots of love.* _____
4. *He likes friends.*
5. *He doesn't listen to his parents.* _____
6. *He gets worried.*

- Finally, Teacher asks students to work in pairs and talk if they agree or disagree with the ideas given in the reading.

5. EVALUATION.

- The teacher will evaluate the students' learning during the class process through:
 - Individual class participation.
 - Pair work activities.
 - Homework: Teacher asks students to prepare a short description of the first, middle and last children in their families to present in oral way the next class.



6. RESOURCES.

- Photography.
- The OWTE teacher's book.
- The OWTE student's book.
- Extra material.

LESSON PLAN FOUR

1. INFORMATIVE DATA:

AREA: Foreign Language

CLASS: Tenth year of basic education

TIME: 45 minutes

BOOK: Our World Through English 3

TOPIC: Relationships- Dating

2. OBJECTIVES:

- The students will be able to use "going to" correctly.
- The students will be able to exchange information about future plans.

3. SKILLS:

- Listening, reading, speaking and writing.

4. PROCEDURE AND METHODOLOGIC STRATEGIES.

WARM UP: The activity is called "Tricky questions." The students work in groups of four people. The teacher gives to each group a piece of paper with five silly questions. The students have to read the silly questions, and they have to think about the correct answers. The first group to obtain the correct answer wins.

- Then the teacher tells the students about her future plans, and asks questions of students about their future plans.
- The teacher asks the students to listen to a telephone conversation in the CD and answer the question in task one from the book.

Task one: Listen to the conversation. What are the names of the people they are talking about?

- The teacher plays the CD again and asks students to do task two.



Task two: Fill in the blanks in task two from the book. Then, she checks the answers orally or on the board.

- After that, the teacher asks the students to read the completed telephone conversation and do task three in order to check understanding.

Task three: Read and write true (T) or false (F)

A Telephone Conversation



- Carol. *Is that you?*
- Hi Tom. *Are you OK?*
- *Superb! I just wanted to ask: What are you going to do tomorrow?*
- *Nothing much. What are you going to do?*
- *I'm going to the Juanes' concert. Would you like to come along?*
- *Wow? Are you asking me out?*
- *Yes. I am. If that's OK with you I already made some plans: After the concert We're going to eat something at Peters. Then we are going to Vicky's house. She's having a welcome party for Tim, the foreign exchange student who.....*

1. *Carol is inviting Tom.* (F)
2. *Tom is asking Carol out.* ()
3. *Tom already made plans.* ()
4. *The plans are for today.* ()



- After that, the teacher introduces the grammar point for the use of “going to” by providing the students with a short reading about it.



Today I'm **going to fly** to Manchester to visit my family. I'm **going to be** there for two weeks. Oh! Hello friends, I'm **the Going to Boy**, because I always have a lot of new plans and intentions,



for example: my friend **Mister Will** and I **are going to open** a fantastic Language School **next March** in Mijas - (Malaga-Spain). We **are going to have** a lot of students and I' **m going to get married** to my girlfriend Carmela soon, she is a beautiful Spanish girl. She **isn't going to come** with me to Manchester this time, but she's **going to come next summer** to meet my mum and dad. And that's all for now because it's 2:30 and I'm **going to miss** the bus to the airport.

- The teacher focuses on the use of “going to” for future plans by reading the text. Then she asks the students to read the text silently.

- The teacher asks the students to after read the text and do the following comprehension exercises.

1. *The Going to boy is going to Manchester by*

Train ()

Plane ()

Don't know ()



2. *His girlfriend Carmela is not going to Manchester this time.*

True ()

False ()

Don't know ()

3. *He is going to open a language school in Mijas with his friend Mr. Will.*

True ()

False ()

Don't know()

4. *He is not going to get married.*

True ()
know ()

False ()

Don't

5. *They are going to go to the Caribe on their honeymoon.*

True ()

False ()

Don't know ()

- Finally, the teacher asks the students to work in pairs and talk about some plans for tomorrow or next week.

5. EVALUATION.

- The teacher will evaluate her students' learning during the class process through:
- Class individual participation.
- Pair work activity.
- Homework: Teacher presents students some activities to do during vacation and ask them to choose five things they are going to do and then write them on their notebooks.

6. RESOURCES.

- The OWTE teacher's book.
- The OWTE student's book.
- Extra material.



3.1 APPLICATION OF THE ELABORATED MATERIAL TO LESSON PLAN ONE.

The application of the lesson plan one was developed in the “Río Cenepa” High School, which is located in Gualaquiza, in Morona Santiago province. The development of this class was during the feedback classes. So it was applied on Thursday, June 17th, 2010. In this class there was the participation of twelve students, who were of the tenth year of basic education of three different parallels “A”, “B”, and “C” of the diurnal section, but they were together in just one classroom during the period of feedback classes.

At the beginning of the class, I explained to the students that it would be a different way to work, because in this school we don't use the OWTE book, and I asked them for their collaboration. Next, I showed them the photograph of my family and described it in order to break the ice and introduce the topic, “My Family”. The students were surprised because they had the opportunity to know my family. After that, I provided the students with the copies of page 30 from the OWTE book to develop task one. When the students finished the task, I checked it on the board. This activity was developed in fifteen minutes.

Next, I gave the students the copies with the material to develop the reading skill. At first, the students' attention was concentrated on the pictures that the reading had. Then I followed step by step the instructions given in the lesson plan to apply our proposal method. The students were fascinated with the reading. They found it a lot of fun. Therefore, all of them wanted to volunteer to read and develop the exercises. The students did the exercises without any problem. However, as every student wanted to participate in the reading and in each exercise, this activity took us almost thirty minutes.



After that, I provided the students copies of page 31 from the OWTE book to develop task number 4. I followed the steps provided in the lesson plan to develop this activity, which was completed in fifteen minutes. Therefore, there is one thing that we have to pay attention to, which is the time, because the class was planned to be carried out in forty - five minutes, but as the students had good participation it took me sixty minutes. Fortunately, I had ninety minutes that day to develop the class.

Finally, to evaluate the class and the methodology, I asked the students some questions about it. The students told me that it seemed interesting and easy. One of them said, "I liked it a lot."



CONCLUSIONS

After I had applied one lesson plan, I can conclude by telling you that it was a nice experience to work in a different way, providing the students with new and interesting material. As a conclusion, there are three important things we can consider during an English class to get satisfactory results.

The first thing is, if we break the routine classes the students tend to be curious about the new thing they are going to do or to learn, because although the book used in each school could be interesting, it becomes boring to the students since each book follows the same style activities all during the school year.

The second thing is that, the extra material that used during the class was really interesting because it was illustrated with a lot of colorful pictures; therefore, this material caught the students' attention.

Finally, I could realize that if we use the Natural Approach Method to improve the reading skill, we can get good results from the students learning, since they feel motivated to read.

To sum up, to be an English teacher is a nice experience, especially if we follow the techniques of the Natural Approach Method and use our imagination and creativity to make of this work an interesting and successful activity and encourage in the students love of English and love of reading.



RECOMMENDATIONS

Once we have finished this research in order to improve the reading skill by using the Natural Approach Method during the teaching learning process, we can give some advice that you can consider when you are teaching a second language:

- Use the different techniques of the Natural Approach Method to get good results when you are teaching a second language.
- Try to break down the routine classes by using your creativity and imagination.
- To focus the students' attention on the activity, use interesting and new material about real situations.
- When you introduce readings in your classes, make sure that the vocabulary is easy for students to understand; in this way, the students will adopt good habits for reading.
- Don't forget to use the three steps to improve the reading skill (Pre-reading, Reading and Post- reading).
- It's a good strategy to use readings illustrated with colorful pictures; it helps the students relate to the pictures with the printed letters and it helps the students to develop the reading skills in an easier way.
- The teacher must be a guide to lead the learning so he or she always has to motivate his or her students in order to increase in them the desire to learn something new in the English language every day.
- Finally, English teachers have to advise their students to read a great deal in English on subjects that have to do with their likes and preferences. They can read



books, tales, stories, etc. about sports, technology, science, love, music, etc., In this way, they can improve their reading skill and increase the amount of material that they read.



APPENDIX ONE

COLEGIO NACIONAL CHORDELEG

PLAN DE UNIDAD CUATRO

UNIDAD No 4
Extranjera

ÁREA: Lengua

TÍTULO: “Amar es reflexionar y pedir perdón.”
ASIGNATURA: ENGLISH

OBJETIVO DE LA UNIDAD: Fomentar el perdón a través de la práctica **AÑO**
DE E.B. TENTH YEAR

principios y valores para alcanzar un cambio de actitud
4 weeks **DESDE:** jueves 25 de marzo
HASTA: viernes 23 de abril

DURACIÓN:

No de periodos:20
reflexión

EJE TRANSVERSAL: la

SUBTÍTULO: RELATIONSHIPS
Mónica Vintimilla

PROFESOR: Lcda.

AÑO LECTIVO: 2009-2010

OBJETIVO: Desarrollar y revisar nuevo vocabulario mediante la aplicación de las cuatro destrezas para comprender y procesar mensajes orales y escritos.

GENERAL COMPETENCE: To develop the communicative competence through linguistic competence by means of: reading, listening, speaking and writing with satisfactory performance according to the students' age and demonstrating the use of values.

LISTENING: To process and understand spoken messages of which the complexity increases gradually. **SPEAKING:** To produce oral messages less complex than the receptive written and aural texts.

READING: To process and understand written messages of which the complexity increases gradually. **WRITING:** To produce written messages less complex than the receptive written and aural texts.

UNIT TOPICS	CONCEPTS/GRAMMARS	PROCEDURES	ATTITUDES	STANDARDS OF PERFORMANCE	EVALUATION
RELATION-	*Review of possessi	Warm- up activity Song:	* Sharing	The students will	LISTENING: Listening for general idea,



SHIPS	ves:	Game: Follow the leader	information with others.	be able to:	listening a conversation and say what are the names of the people they are talking.
Lesson 1	Sara's mother in law	* listening: for general idea, for specific information and matching exercises	* Expressing needs, feelings, and ideas respecting each other.	-Predict a story from pictures.	READING: Reading for specific information, read a text and write F for the first child, M for the middle child and L for the last child.
Relative s	Like and love + infiniti8v e and gerund	* Reading: for general idea, for specific information and , matching, completing	* listening to others.	-Rank information	SPEAKING: Talk about the future plans
Lesson 2	*Fist conditio nal: positives statement s to talk about future possibiliti es.	Speaking: Exchanging personal information giving instructions for making a medal, describing futu res plan.	*Correcting each other with kindness.	-Express ideas and opinions	WRITING: Write a short telephone conversation, and a short composition about ss' futre plans.
Lesson 3	*Review of adjective s: short, tall, slim, chubby, etc.	Writing: Write about materials for clothes, writing a description of personality. Descriptions, make notes, a short telephone conversation	*Don't make any kind of discriminatio n	-Agree and disagree	Heteroevaluat ion: Homework, tasks, quiz, tests, oral and written lessons
Lesson 4	* Review of question s words	Application		-Make a pie chart	Coevaluation: Group work, pair work.
Dating	How, what, how many	*Performance of dialogs and			Autoevaluatio n: Individual
	*Review of imperati ve: giving instructio				



	ns to make a medal with: trace, write, decotate, tick, attach. *Future; going to describe future plans .	role plays. * Writing of short compositions. * Individual., pair and group work. *Oral and written participation			questionnaire about values worked in class. *Checking my progress
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Lic. Mónica Vintimilla.

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Lic. Mónica Vintimilla

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Sr. Marcelo Galarza

**PROFESORA
VICERRECTOR (E)**

JEFE DE AREA

LESSON PLAN ONE

1.INFORMATIVE DATA:

1.1.INSTITUTION: "NACIONAL CHORDELEG " High School

1.2.AREA: Foreign Language

1.3.CLASS: Tenth year of basic education

1.4.TEACHER: Lcda. Mònica Vintimilla

1.5.DATE: March 25th, 2010

1.6. BOOK: Our World Through English

1.7. TOPIC: Relationships

1.8.TIME:



2. OBJECTIVES:

- To build on students' existing knowledge of vocabulary related to the family.
- To review the use of 's to express possession.
- To develop extensive and intensive listening skills.
- To develop speaking skill.

SKILLS	CONTENT S	METODOLOGICA L STRATEGIES	RESOURCE S	EVALUATIO N
<p>COGNITIVE. Capacity to recognize the family members.</p> <p>PROCIDIMENTA L. The students write and talk about the family members according to the picture.</p> <p>ACTITUDINAL. The students talk with their classmates about their own family members and the relation with them.</p>	<p>Names of the family members.</p> <p>The use of <u>'s</u> to express possession.</p>	<p>-Activating previous knowledge by looking at a picture with a family.</p> <p>-Activating general knowledge by ask and answering questions about the picture.</p> <p>-Listening and labeling the picture by paying attention in the use of <u>'s</u>.</p> <p>-listening and completing the sentences.</p> <p>.Speaking about the students' family members.</p>	<p>-The OWTE teacher's book.</p> <p>-The OWTE student's book.</p> <p>-The CD player.</p> <p>-The CD number 3.</p>	<p>-Ask students to complete a picture by identifying the members of a family.</p> <p>-Ask students to talk with a partner about their family members.</p>

LESSON PLAN TWO

1.INFORMATIVE DATA:

- 1.1.INSTITUTION: "NACIONAL CHORDELEG " High School
- 1.2.AREA: Foreign Language
- 1.3.CLASS: Tenth year of basic education
- 1.4.TEACHER: Lcda. Mónica Vintimilla
- 1.5.DATE: March 31st , 2010



1.6. BOOK: Our World Through English

1.7. TOPIC: Friends

1.8.TIME:

2. OBJECTIVES:

- To develop extensive and intensive reading skills.
- To review vocabulary related to physical description.
- To present and practice the first conditional.

SKILLS	CONTENT S	METODOLOGICA L STRATEGIES	RESOURCE S	EVALUATIO N
<p>COGNITIVE.</p> <p>The students write short paragraphs about physical descriptions.</p> <p>PROCIDIMENTA L.</p> <p>The students through different activities talk and identify the characteristics of some friends.</p> <p>ACTITUDINAL.</p> <p>The students talk and write about the importance of having a friend.</p>	<p>Adjectives to describe people's appearance</p> <p>.</p> <p>Conditional if</p>	<p>-Activating general knowledge by focusing students' attention on a picture.</p> <p>-Reading and giving an opinion.</p> <p>-Reading and finding adjectives.</p> <p>-Matching definitions with the words.</p> <p>-Reading and completing a table with the writer's idea.</p> <p>-Adding ideas in relation to the topic.</p> <p>-Choosing the right answer to the questions provided by the text.</p>	<p>-The OWTE teacher's book.</p> <p>-The OWTE student's book.</p> <p>-Extra material.</p>	<p>-To ask students to read a short paragraph and underline the adjectives that show physical description.</p> <p>-To ask students to read a paragraph in order to complete the missing information.</p> <p>-To ask students to read a paragraph and answer some questions.</p>



LESSON PLAN THREE

1. INFORMATIVE DATA:

1.1. INSTITUTION: "NACIONAL CHORDELEG " High School

1.2. AREA: Foreign Language

1.3. CLASS: Tenth year of basic education

1.4. TEACHER: Lcda. Mónica Vintimilla

1.5. DATE: April 7th , 2010

1.6. BOOK: Our World Through English

1.7. TOPIC: Character

1.8. TIME:

2. OBJECTIVES:

- To develop intensive reading skills.
- To review and practice vocabulary related to personality.
- To develop speaking skill.

SKILLS	CONTENTS	METODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
<p>COGNITIVE.</p> <p>The students speak about people's personality.</p> <p>PROCIDIMENTAL.</p> <p>The students through different exercises practice how to describe people's personality.</p> <p>ATTITUDINAL.</p> <p>The students value to people by respecting</p>	<p>Adjectives to describe personality.</p>	<p>-Activating general knowledge by completing a chart with some characteristics of three children provided in the book.</p> <p>-Read a short paragraph in order to check the before exercise.</p> <p>-Read the paragraph again and discriminate by writing true or false in the</p>	<p>-The OWTE teacher's book.</p> <p>-The OWTE student's book.</p>	<p>-To ask students to read a short paragraph and identify the adjectives that describe people's personality.</p> <p>-To ask students to read the same reading in order to complete some</p>



their personality.		statements. -Develop a speaking activity in pairs in order to share their opinions about the people's personality given on the pictures.	-Extra material.	information. -To ask students to discuss with their partner about different people's personality.
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LESSON PLAN FOUR

1. INFORMATIVE DATA:

1.1. INSTITUTION: "NACIONAL CHORDELEG " High School

1.2. AREA: Foreign Language

1.3. CLASS: Tenth year of basic education

1.4. TEACHER: Lcda. Mónica Vintimilla

1.5. DATE: April 12th , 2010

1.6. BOOK: Our World Through English

1.7. TOPIC: Dating

1.8. TIME:

2. OBJECTIVES:

- To develop intensive and extensive listening skills.
- To develop speaking skills.
- To practice and develop vocabulary relating to making plans.
- To review and practice **going to** for the future.

SKILLS	CONTENTS	METODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
COGNITIVE. The students speak using the different form verbs and the <i>going to</i> to express future actions. PROCIDIMENTAL. T	Regular and irregular verbs in present and past tense.	-Listen to a telephone conversation to get a general idea.	-The OWTE teacher's book. -The OWTE student's	-To ask students to listen to carefully to a dialogue in order to identify what is the text



<p>he students through several exercises of listening, they practice the use of different verb forms.</p> <p>ATTITUDINAL. The students note and recognize that they can use the verbs in different ways depending on the tense that they are referring to.</p>	<p>The form going to express future tense.</p> <p>Preposition of time in future.</p>	<p>-Listen to the same conversation to get specific information in order to fill in the blanks.</p> <p>-Read some sentences related to the telephone conversation to select if they are true or false.</p> <p>-Talk in pairs about their future plans.</p>	<p>book.</p> <p>-The CD player.</p> <p>-The CD number 3.</p> <p>-Extra material.</p>	<p>about. And to answer some question about it.</p> <p>-To ask students to talk about their future plans.</p>
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APPENDIX TWO

PHOTOS ABOUT THE APPLICATION OF LESSON PLAN ONE



The teacher is showing the students the photograph about her family.



The teacher provides the students with the material to work.



The teacher asks for a volunteer to read and develop the exercises, and most of them are volunteers to participate in the reading and the exercises.



Different students are participating in the reading activity.



The teacher is explaining how to develop the exercises about the reading.



The students are developing the exercises in an individual way.



The students are developing the exercise on the board in order to check it.



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