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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA DE LENGUA Y LITERATURA INGLESA

THE USE OF OXFORD`S COMPENSATION STRATEGIES TO DEVELOP

SPEAKING SKILLS IN A1 LEARNERS (CEF)

Tesis previa a la obtención del Título de
Licenciada en Ciencias de la Educación en la
Especialización de Lengua y Literatura
Inglesa

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Cuenca - Ecuador

2015



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RESUMEN

La habilidad del habla es una destreza difícil de desarrollar cuando los estudiantes empiezan a aprender inglés. Una razón para que esto suceda puede ser porque los estudiantes no tienen estrategias específicas que les ayuden a desarrollar su habilidad del habla. Sin embargo, si los profesores promueven el uso de ciertas estrategias, los estudiantes podrían mejorar su destreza del habla. Por lo tanto, hay ocho estrategias de compensación creadas por Rebecca Oxford para ayudar a los estudiantes a superar limitaciones en el habla aprendiendo inglés. Este proyecto se basa en la necesidad de utilizar las estrategias de compensación para mejorar la destreza del habla de los estudiantes.

Este estudio buscó descubrir la preferencia que los estudiantes del primer nivel del departamento de idiomas de la Universidad de Cuenca tienen hacia las estrategias de compensación de Oxford para desarrollar su destreza del habla, aplicando una encuesta a doscientos estudiantes. El análisis de la información recolectada reveló un uso medio de dichas estrategias, demostrando que los estudiantes no conocen acerca de estas estrategias para usarlas para mejorar su destreza del habla. Basándose en la información recolectada y su análisis, doce planes de clase fueron desarrollados, usando las estrategias de compensación de mayor preferencia. Se espera que los profesores usen los planes de clase para ayudar a los estudiantes a desarrollar su habilidad del habla en inglés.

Palabras clave: habilidad del habla, estrategias de aprendizaje, características, estrategias de compensación, planes de clase.



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ABSTRACT

The speaking skill is a difficult skill to develop when students are starting to learn English. One of the reasons, why this happen, could be because they do not have specific strategies which can help them develop their speaking skills. However, if teachers promote the use of certain strategies, learners could improve their speaking skills. Therefore, there are the Rebecca Oxford's compensation strategies which are created to help students overcome limitations learning English. This project is based on the necessity to use the compensation strategies to improve students' speaking skills.

The research sought to find out the preference that A1 learners of the Language Department at Universidad de Cuenca have regarding Oxford's compensation strategies to develop speaking skills by applying a survey among two hundred students. The analysis of the collected data revealed a medium usage of the compensation strategies, showing that students do not know about these strategies to use them to improve their speaking skills. Based on the collected data and its analysis, twelve lesson plans were developed, using the compensation strategies of greatest preference. It is hoped that teachers will use the lesson plans to help students develop their English language speaking skills.

Key words: speaking skill, learning strategies, features, compensation strategies, lesson plans.



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ACKNOWLEDGEMENT

First, I thank God for lightening me and guiding me during all these years of study. Also, I would like to thank Lcdo. Juan José Santillán, the tutor of this thesis research, for all his help and guidance along this project. Finally, this project could not have been done without the support of my family.



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DEDICATION

I dedicate this thesis to my grandmother, who has been my angel, and who used to tell me if you want you can do it. Also, to my mom, for her unconditional love and huge support every day of my life.



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INTRODUCTION

When students receive information, their challenge is to discover and build new knowledge, and at the same time, to develop new skills which will help them interact in a real context. This means that students should incorporate new strategies in the learning process, to help them learn a second language. Teachers do their best to teach students who want to learn English not just to pass a subject but also to use what they have learned in their daily lives.

One way of doing this is by training students in the use of strategies, learning strategies in the case of EFL environments, which can help learners to improve their speaking skills. There are eight compensation strategies created by Rebecca Oxford to develop students' speaking skills. These strategies are designed to help students overcome some problems they have developing their speaking skills. Teachers can take into account those strategies when they want to develop learners' speaking skills, especially for A1 learners. By developing speaking strategies, students can improve many functions of the language; for example, they can express their ideas and thoughts fluently. That is one of the most important language characteristics which students want to develop by using speaking strategies.

The aim of this study is to provide the Language Department of Universidad de Cuenca with data regarding the A1 learners' preference of Oxford's compensation strategies to develop speaking skills. Furthermore, the collected data has been used to develop twelve lesson plans based on the previously mentioned



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compensation strategies, with the aim of contributing to the corpus of the Language Department's teaching resources and materials.

This project has six chapters. The first chapter deals with a description of the problem, its justification, and the objectives of this study. The second chapter refers to the literature review which contains three sections. The first section contains the definition of learning strategies in general, their importance, and the definition of compensation strategies. The second section reviews the results of previous studies about compensation strategies. Finally, the third section explains the classification of Oxford's compensation strategies to overcome limitations in speaking. Chapter three explains the methodology used to collect data for this research; the main data collection technique was the application of a survey among two hundred A1 learners of the Language Department at Universidad de Cuenca. The fourth chapter refers to the analysis and interpretation of the survey results. In the fifth chapter, the survey's collected data is used to develop twelve lesson plans that feature the application of the most commonly used Oxford's compensation strategies. Finally, in chapter six, conclusions and recommendations are presented.



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CHAPTER I

THE PROBLEM

1.1 Topic

This project attempts to identify which of Oxford's compensation strategies to develop speaking skills are mostly used by the A1 learners (English level according to the Common European Framework of Reference - CEFR) of the Language Department at Universidad de Cuenca, and to provide teachers with lesson plans based on the students' preference of compensation strategies.

1.2 Description of the problem

For many years, teachers have tried to help different-level students learning a foreign language such as English to improve their speaking skills. However, there has been a lack of information about the use of strategies to develop speaking skills and their incorporation into teachers' lesson plans. Therefore, teachers do not include in their lesson plans compensation strategies which can help students overcome their limitations when they are speaking.

When students are starting to learn a foreign language, they do not have the right tools to develop their speaking skills. Many learners are reluctant to learn a foreign language, and in some cases, they want to drop out of class. A1 learners, who are not the exception having problems learning a foreign language, do not use appropriate strategies which can help them improve their speaking skills.



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1.3 Justification

Speaking is an essential and, probably, the most difficult skill to learn in a foreign language because of the learner's characteristics and the environment in which a second language occurs (Lightbown and Spada 29), which can influence students when learning English as a foreign language. Furthermore, speaking is difficult because students only practice or use English in the classroom, but on the outside they speak Spanish. Speaking English as a foreign language requires a lot of practice in order to use the language accurately and fluently. Also, students have to learn to communicate using everyday expressions to satisfy immediate needs.

According to the CEFR, there are some learner characteristics regarding their proficiency level that students have to acquire in an A1 level, especially having to do with spoken interaction. Students can interact in a simple way by asking and answering simple questions about themselves, where they live, people they know and initiate and respond to simple statements "in areas of immediate need or on very familiar topics" (Ministry of Education of Saskatchewan 14, 17). Thus, to acquire those characteristics, students have to practice a lot to improve their speaking skills.

According to Rebecca L. Oxford, learning a second language involves "social and communicative functions within the community where it is learned" (6). Therefore, strategies to develop speaking skills have been developed to help students in their learning process. The aforementioned author points out that



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“learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (8). In other words, learning strategies are designed to help learners acquire new knowledge.

Another author, Chien Kuo Lee, also claims that when learners use strategies they “have the ability to respond to the particular learning situation and to manage their learning in an appropriate way” (134). This means “learners use learning strategies in order to learn something more successfully” (135). Therefore, using strategies assists students in the learning process and also helps “students become better learners” (Oxford 2). In addition, language learning strategies “facilitate the acquisition of language skills,” including the speaking skill (Oxford 5). Furthermore, speaking strategies are also called communication strategies because they promote communication in general (Oxford 7). These characteristics indeed are essential for developing communicative competence. Among other strategies, they include compensation strategies such as getting help, using mime or gesture, selecting the topic, etc., which help students overcome their knowledge limitations (Oxford 90-91). Thus, students can use different compensation strategies to improve their speaking skills.

Based on this background, this study aims to provide the Language Department at Universidad de Cuenca with objective data on the preference of Oxford’s compensation strategies to develop speaking skills in A1 learners. The data is



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collected through a survey whose purpose is to find out which compensation strategies are mostly used by the A1 learners of the Language Department.

In addition, lesson plans for teachers will be provided. The lesson plans will be developed based on the survey's results, which means, applying the mostly used compensation strategies by the A1 learners of the Language Department at Universidad de Cuenca.

1.4 Research Question

What are the most common Oxford's compensation strategies to develop speaking skills used by the A1 learners of the Language Department?

1.5 Objectives

1.5.1 General Objective

- To provide the Language Department at Universidad de Cuenca with objective data regarding the students' preference on compensation strategies, along with lesson plans based on these data.

1.5.2 Specific Objectives

- To carry out bibliographical research to support the use of compensation strategies in EFL environments.
- To carry out a survey among two hundred A1 learners of the Language Department at Universidad de Cuenca to identify which compensation strategies are mostly used.
- To include the most commonly used compensation strategies in the development of 12 lesson plans.



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CHAPTER II

LITERATURE REVIEW

The literature review has two parts. The first part describes some important aspects of strategies, and the second part will deal with the classification of compensation strategies.

2.1 Description of some aspects of strategies

2.1.1 Definition of a learning strategy

The term *strategy* comes from the Greek word *strategia*, and it means generalship or *the art of war*. Rebecca Oxford points out that “the expression implies characteristics of planning, competition, conscious manipulation, and movement towards a goal,” and “in education, this concept has taken on a new meaning and it has been transformed into learning strategies” (qtd. in Wahyuni 35-36). Therefore, learning strategies are specifically designed to be used by students learning a foreign language.

There are many definitions of learning strategies. For example, Griffiths defined learning strategies as “activities consciously chosen by learners for the purpose of regulating their own language learning.” (qtd. in Wahyuni 18). Also, according to Rubin, learning strategies are “techniques or devices that a learner may use to acquire knowledge” (qtd. in Wahyuni 36). O’Malley and Chamot define learning strategies as “special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information” (qtd. in Razmjoo and Ardekani 116). In 2000, Brown defined learning strategies as “the moment-by-moment techniques



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that we employ to solve ‘problems’ posed by second language input and output” (qtd. in Wahyuni 37).

Rebecca Oxford defined learning strategies as “operations employed by the learner to aid the acquisition, storage, retrieval, and use of information” (qtd. in Wahyuni 36). However, Oxford expanded her definition, claiming that “learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (qtd. in Wahyuni 36). A recent definition given by Oxford claims that learning strategies are “the learner’s goal-directed actions for improving language proficiency or achievement, completing a task, or making learning more efficient, more effective, and easier” (qtd. in Wahyuni 38). Those are some of the many definitions of learning strategies. These definitions have in common some characteristics, such as techniques, actions, or behaviors, which help acquire new information learning a second language.

To summarize, learning strategies are tools developed to help students become better language learners. Students acquire new knowledge through the use of learning strategies in the learning process. Also, they apply learning strategies according to their needs and according to the task they are involved in.

2.1.1.1 Features of language learning strategies by Rebecca Oxford

a. Communicative competence as a main goal

Language learning strategies can help students participate in authentic communication through interaction and the employment of meaningful language



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(Oxford 8). One component of communicative competence is strategic competence which deals with the ability to use different learning strategies to overcome knowledge limitations.

b. Greater self-direction for learners

Self-direction is important in the language learning process because the teacher is not always going to be around to guide learners. Also, students can gain responsibility, self-assurance, involvement, and expertise (Oxford 10). Through self-direction, students can learn on their own without the need for others to tell them what to do.

c. New roles for teachers

The teacher needs to be a “facilitator, helper, guide, consultant, adviser, coordinator, idea person, and co-communicator” (Oxford 10). Besides, teachers need to identify students’ learning strategies and teach them to use those strategies, thus helping learners to become independent (Oxford 10). As a result, students will learn more, and teachers and students will feel successful (Oxford 11). Nowadays, the student is the center of the teaching-learning process, and the teacher is a guide during that process. In that way, teachers have to provide information about learning strategies and encourage students to use them. To achieve this, teachers have to include learning strategies in their EFL classes.

d. Problem orientation

Learning strategies are tools. They are used because learners have problems using the foreign language during their learning process, and learning strategies



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help students solve those problems (Oxford 11). Students can use learning strategies according to the task they are doing.

e. Action basis

Language learning strategies are specific actions taken by learners to improve their learning. Those actions are influenced by students' characteristics, such as learning style, motivation, and aptitude (Oxford 11). Said characteristics or factors allow students to choose the best strategy which fits them.

f. Involvement beyond just cognition

Learning strategies include cognitive functions, such as manipulation of the new language, and metacognitive functions, such as planning, evaluating, arranging one's own learning, emotional and social functions (Oxford 11). Thus, cognitive and metacognitive functions are employed when students are using learning strategies.

g. Direct and indirect support of learning

Learning strategies contribute directly or indirectly to learning, and they are equally important (Oxford 12).

h. Degree of observability

Learning strategies are not always observable. For example, cooperating strategies can be seen, but some memory strategies cannot be seen. Also, some strategies are used outside of the classroom, and the teacher cannot observe them (Oxford 12).



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i. Level of consciousness

Language learning strategies are used consciously, but sometimes, they can become automatic (Oxford 12). At the beginning of the learning process, the use of learning strategies involves a conscious decision, but when the student uses them frequently, he/she starts to use them unconsciously. That means that practice helps students become strategy users. It is important to say that students could be applying strategies in their language learning, but they might be unaware that they are using them.

j. Teachability

Learning strategies can be taught through strategy training. In that way, students become more conscious of strategy use and more proficient at using the right strategies. However, students need to learn why, when, and how to use strategies (Oxford 12). For this to happen, teachers need to include learning strategies in their class materials.

k. Flexibility

Learning strategies are flexible, meaning that students can choose, combine, and sequence strategies (Oxford 13). Students can use learning strategies according to the activity they are involved in.

l. Factors influencing strategy choice

Learners choose strategies according to their degree of awareness, teacher expectations, learning stage, age, sex, learning style, nationality, personality,



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motivation, and purpose for learning the language (Oxford 13). There are specific learning strategies for each student.

Therefore, considering the aforementioned features of language learning strategies, it is important to restate the most applicable definition given by Rebecca Oxford: “learning strategies refer to those steps or operations used by learners to facilitate their acquisition, storage, retrieval, and use of information” (qtd. in Szu-Hsin, Ting-Hui, and Tzu-Ying 2). Students use “specific actions, behaviors, steps, or techniques to improve their progress in apprehending, internalizing, and using the second language” (qtd. in Szu-Hsin, Ting-Hui, and Tzu-Ying 2). In that way, learners “make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situation” (qtd. in Szu-Hsin, Ting-Hui, and Tzu-Ying 2). Therefore, there is a variety of characteristics of learning strategies which can allow learners to become good language learners.

2.1.2 Importance of language learning strategies

Rebecca Oxford points out that, learning strategies are tools made to help learners improve communicative competence which allows them to use meaningful language (1). Then, students participate actively in communication, and they acquire new knowledge learning English. Learning strategies are employed in different ways, and they can influence individual learners’ abilities, confidence, and anxiety level (Razak and Babikkoi 424).

Additionally, in a study by Mattarima and Hamdan, they point out that learning strategies can help students to acquire autonomy in their learning, and this can



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help them be successful learners (238, 240). According to Nation and Macalister, autonomy is one of the most important characteristics of language learning (qtd. in Mattarima and Hamdan 240). However, before becoming autonomous learners, students need to be guided by the teacher. In another study by Oxford and Green, it was found that proficient learners tend to use more strategies than unsuccessful learners (qtd. in Zare 167). Finally, according to Griffiths, there is “a strong positive correlation between learning strategy use and language proficiency” (qtd. in Zare 167). Learning strategies help learners acquire autonomy and become better proficient language learners.

2.1.3 Classification of strategies

According to Rebecca Oxford, there are two main groups of strategies: direct and indirect strategies (14). Direct strategies are directly involved with the target language, whereas indirect strategies provide support for language learning (14-15). However, students can combine any of these strategies. Direct strategies are subdivided into three groups: memory, cognitive, and compensation strategies. Indirect strategies are also subdivided into three groups: metacognitive, affective, and social strategies. Finally, there are two sets of compensation strategies: guessing intelligently in listening and reading, and overcoming limitations in speaking and writing.

There are eight compensation strategies used for overcoming limitations in speaking (Oxford 49-51). This study is based on the eight strategies which are specifically created to develop speaking skills since they “contribute to learning by



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allowing learners to stay in conversations long enough to get sustained practice” (Oxford 94). Students can use compensation strategies to improve and practice their speaking skills through the acquisition of meaningful knowledge.

2.1.3.1 Compensation strategies

According to Oxford, compensation strategies are direct strategies which “help learners to overcome knowledge limitations” (90). Hence, “they enable learners to use the new language for either comprehension or production despite limitations in knowledge” (47), and they also “help learners to keep on using the language, thus obtaining more practice” (49). Furthermore, “compensation strategies allow learners to produce spoken expression in the new language without complete knowledge” (48). Also, compensation strategies help learners “to come up with the solutions” when they are facing complications in grammar or vocabulary during the learning process (Szu-Hsin, Ting-Hui, and Tzu-Ying 4). In short, students can choose the best compensation strategy to solve different problems during their learning process. Finally, Oxford points out that “for beginning and intermediate language learners, these strategies may be among the most important” (90).

Additionally, according to Oxford “as learners become mature, they tend to use compensation strategies help them overcome limitations in existing knowledge, such as using gestures in speaking” (qtd. in Chen 148). Compensation strategies can be taught by teachers, and students can select and apply them according to their needs.



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In conclusion, by using speaking strategies, students become independent and produce spoken language despite limitations. Although there are many options to help develop learners' speaking skills, teachers can help them by using compensation strategies in the EFL classroom.

2.2 Previous studies about compensation strategies

A study carried out in Taiwan found that compensation strategies are the most frequently used in comparison with other strategies. Also, one of the most used compensation strategies was: "If I cannot think of an English word, I use a word or phrase that means the same thing." This strategy was used by advanced oral achievers more than half of the time (Huang 78), pointing out that higher proficient students tend to use compensation strategies more than lower proficient students.

In another study conducted by Chia-Ti Tseng, it was found that the most frequently used strategies were compensation strategies, ranking in the high use categories with 3.72 over 5 (8). Besides, it was pointed out that one of the most frequently used strategy among all strategies created by Rebecca Oxford was: "If I cannot think of an English word, I use a word or phrase that means the same thing," with an average of 4.39 which means high use (9). The participants of this study were twenty-eight advanced EFL learners enrolled in M.A. and Ph.D. programs in Tamkang University's English department in Taiwan (5). Additionally, this study showed that not only beginners tend to use compensation strategies but advanced learners as well.



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Finally, a study carried out by Mei-Ling Chen among four different age groups showed that “junior, senior high school, and university students reported using compensation strategies more frequently than elementary school students” (148). This finding is related to Oxford’s claim that “as learners become mature, they tend to use compensation strategies to help them overcome limitations in existing knowledge” (qtd. in Chen 148). That means that compensation strategies are used more often when learners are in higher English levels.

In short, students can choose the best compensation strategy to solve different problems during their learning process. Compensation strategies are especially relevant in helping students of different levels when there is a certain lack of knowledge during the learning process.

2.3 Classification of compensation strategies to overcome limitations in speaking a foreign language

Learners can make use of eight compensation strategies to improve their speaking skills.

2.3.1 Switching to the mother tongue

This strategy is also called *code switching* (Oxford 94). Akindele and Adegbite define code switching “as a means of communication which involves a speaker alternating between one language and another in communicative events” (qtd. in Modupeola 92). This strategy is used to say an expression in the mother tongue without translating it (Oxford 94). According to Atkinson, this strategy is the most preferred learning strategy by learners around the world, especially by beginner



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and intermediate students (qtd. in Wharton 11). In the classroom, most of the students tend to speak Spanish because when they are starting to learn English, it is too difficult for them to speak in English.

According to Jane Willis, “banning mother-tongue use altogether may not be advisable” (49). In a study undertaken in Turkish classes, it was revealed that when learners were not allowed to use their mother tongue, their interaction was shorter and unnatural, and many less proficient students gave up. For that reason, this author establishes that “[if] learners realize they are using the target language to communicate, they will use their mother tongue on occasions, but they will use it in a way which is systematic, supportive and relevant to the task goals,” and also “by allowing such use of mother tongue, [teachers] are in fact allowing students to generate more opportunities for use of the target language, not fewer” (49). Also, code-switching can help students to learn effectively and successfully in order to become proficient English speakers (Modupeola 93).

Furthermore, Jane Willis suggests certain rules to guide the use of learners’ mother tongue. These are as follows:

- If a student has a question to ask the teacher that they cannot explain in English
- If the teacher asks the class how they would say a word or phrase in their language, to check that it has been understood correctly
- If the teacher needs to explain something quickly
- If students are comparing target language with mother-tongue use



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- If students are doing tasks involving translation or summary of a target language text (49)

One example of using the mother tongue in the EFL classroom is when a student says: “I want to write a *carta*,” or “She has a *floreado* dress.”

Switching to the mother tongue is a strategy, but it does not mean that this strategy should be overused; it should only be used by students when they really do not know another strategy to express what they want to say in English.

2.3.2 Getting help

This strategy has to do with asking for help when the learner does not know a word or phrase in the target language. There is no need for too much explanation or clarification of that word or phrase (Oxford 95). Students just need to be provided with the word or phrase they do not know. For example, a student can say, “You want ...,” and another learner can help him/her finish the sentence by saying, “You want to leave” or by providing another word that fits the context of the situation. Another example could be when a student says, “How do say *marcapasos* in English?” Sometimes, this strategy is combined with the strategy *using mime or gesture*.

2.3.3 Using mime or gesture

Learners demonstrate the meaning of a word or phrase using hands or facial expressions (Oxford 95). For example, if a student does not know how to say “sad,” the learner expresses this emotion by making gestures with his/her face. If a



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student does not know how to say “hug,” the student mimes this action by crossing his/her arms.

2.3.4 Avoiding communication partially or totally

This strategy is used to evade a conversation when vocabulary, topic, or grammar is unknown to the student (Kozmonová 31). There is a total avoidance in certain situations. Rebecca Oxford claims that “this strategy goes against the aim of speaking as much and as often as possible, but it does have an advantage of keeping the learner emotionally protected and possibly more able to speak about other things later in the conversation” (96). For example, if a student is speaking, and he/she does not know a word, the learner can say “I want to...,” and then, he/she does not complete the sentence. Also, if a student does not know about a certain topic, e.g. “global warming,” he/she does not say anything about it.

2.3.5 Selecting the topic

The learner chooses a topic. This strategy is related to the previous strategy because when the student has limitations in vocabulary, topic, or grammar, he/she avoids communication. This strategy, however, allows for the learner to choose a topic with which he/she is familiar and thus not break communication. As such, this strategy appeals to students’ interests and knowledge (Kozmonová 31). For example, if a student likes to play some musical instruments and is familiar with this topic, he/she can talk about that.



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2.3.6 Adjusting or approximating the message

This strategy is used to make ideas simpler by omitting some details while at the same time conveying the meaning of a word or phrase (Oxford 96). According to Zoltán Dörnyei and Sarah Thurrell, this deals with adapting the message to our competence, which means saying what we can say instead of what we want to say, “either through making a slight alteration or reduction of the message” (42). For example, a student knows how to say “I am sick,” but he/she does not explain what exactly he/she has.

2.3.7 Coining words

Making up or creating new words is a strategy that helps to communicate a word or phrase when the student does not know the right expression (Oxford 97). Marcela Kozmonová indicates that this strategy “is based on a word-formation process called coinage,” (31) which is considered by Yule as “[...] the invention of totally new terms” (31). Besides, Ellis and Sinclair describe the coining word strategy as “inventing a new word based on knowledge of either L1 or L2” (qtd. in Kozmonová 31). For example, if a student does not know how to say “cardiologist,” he/she says “heart doctor.”

2.3.8 Using circumlocution or synonym

This strategy involves using “several words to describe or explain a single concept or a synonym to convey the intended meaning” (Oxford 97). For example, a student could say “a machine to wash dishes” instead of *dishwasher*. If a student does not know how to say “media” in English, he/she could say television, radio, or



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newspaper. A learner could also use a generic term, such as “animal” instead of “hyena” if he/she is not familiar with the specific word.

To conclude, learning strategies are meant to improve students’ skills; specifically, compensation strategies are designed to help students develop their speaking skills. As described previously, there are eight compensation strategies to help beginner level students to overcome their lack of knowledge. Students can apply one or more of these strategies to improve their speaking skills and continue developing their language skills and acquire a meaningful knowledge.



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CHAPTER III

METHODOLOGY

In order to carry out this research, the following methods and procedures were applied.

3.1 Action research

First of all, it is necessary to mention a definition of action research. According to Mills and Stringer, action research is a process of investigation which takes place in the classroom itself to study its situation, and to “provide practitioners with new knowledge and understanding about how to improve educational practices or resolve significant problems in classrooms and schools” (qtd. in Hine 2). Hence, the investigation for this project was based on action research because it was carried out in a classroom. Additionally, the purpose of the project was to acquire understanding of a classroom phenomenon, specifically, the use of compensation strategies by the A1 learners of the Language Department at Universidad de Cuenca, and “to use that knowledge to increase teaching efficacy [and] student learning” (Chamot, Barnhardt, and Dirstine 1).

This research attempts to assist the methodology in the EFL classrooms of the Language Department at Universidad de Cuenca by finding out what were the most common Oxford’s compensation strategies to improve speaking skills used by the A1 learners. This information was collected by means of a survey applied to two hundred A1 students of the Language Department. Therefore, this project can be seen as an instrument to get a better understanding of how students of the



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Language Department at Universidad de Cuenca learn English as a foreign language, specifically what strategies they use to improve their speaking skills during the learning process. By determining which compensation strategies were mostly used, this project had two purposes; first, to assist teachers of the Language Department by providing them with material, specifically, 12 lesson plans, which will be developed by using the most common compensation strategies among their students; second, these lesson plans will potentially help students improve their speaking skills if teachers of the Language Department decide to apply them in their classes.

3.1.1 Features of a trustworthy research

A next step is to determine how this project fulfills the features of trustworthiness of a research process. According to Lincoln and Guba, these features are credibility, transferability, dependability, and confirmability (qtd. in Stringer 57-59).

Credibility: it means that the action research should be based on plausibility and integrity. This research needs to be well developed in order to accomplish its established objectives. A study's credibility can be increased through the use of triangulation, meaning that it should be based on more than one source of information, which can help the researcher make comparisons with other kinds of evidence to find similar or different characteristics in the study (qtd. in Stringer 57-58). Thus, the information used in this project derived from a survey and bibliographical research for its support. In relation to the survey, two hundred A1



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students of the Language Department at Universidad de Cuenca participated in the data collection procedures. In relation to bibliographical research, the outcomes of previous studies were analyzed. These two sources provide substantial information to analyze and compare the findings in order to find similarities and differences about the use of compensation strategies by A1 learners.

Transferability: in action research some features of the research procedures and the outcomes can be applied and transferred to other environments (qtd. in Stringer 59). In this particular case, some procedures of this study can be applied in similar contexts, taking into account this study's location, participants, and techniques. If other researchers decide to apply or transfer the processes of this study to another study, it could be expected that similar results will be found.

Dependability: this feature is related to applying the methods and techniques required of a good research. In other words, the research must follow a well-established systematic process (qtd. in Stringer 59). In relation to this project, proper research processes to collect the data have been verified by this project's tutor, and by the director of the Language Department at Universidad de Cuenca. Also, this project is a requirement for the researcher's obtaining a third-level educational degree in a prestigious university, such as Universidad de Cuenca.

Confirmability: researchers need to provide evidence to prove the veracity of the research process (qtd. in Stringer 59). In relation to this study, there is physical evidence, specifically the original surveys, to support the correct development of



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this study. These can be reviewed to confirm the results of the project by following the proper request procedures.

3.1.2 Quantitative Research

The study's action research is based on the quantitative method. In relation to this project, the data collection is analyzed quantitatively since, after applying the surveys, percentages and averages were used to identify the use of Oxford's compensation strategies to develop speaking skills in the A1 learners of Language Department at Universidad de Cuenca. The results of the surveys were tabulated and presented through figures to facilitate the reader's understanding.

3.2 Human subjects: description of survey participants

In order to conduct the survey according to the project's proposal needs, it was necessary to find a large group of A1 English students; the A1 level of the Language Department at Universidad de Cuenca was the one that matched this requirement.

At the time of the application process of the survey, the universe of students was almost six hundred. For the purposes of this study, a sample of two hundred students was selected. It is considered that the size of the sample was enough to provide reliable information. Participants were selected at random, which adds objectivity to the process. A simple random sampling was used which is "generally believed to be the best way to obtain a sample that is representative of the population," and "each and every member of a population has an equal and independent chance of being selected for the research" (Mackey and Gass 120).



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The participants were Spanish native speakers, and they were from seven groups of A1 level. These students were from both genders, and their age ranged between 18 and 43 years old. Also, they were enrolled in different fields of study, such as engineering, architecture, mathematics and physics, psychology, law, accounting, marketing, journalism, and others.

Due to the low English level of the students, the survey was applied in Spanish. The surveys included an informed consent form, describing to the participants the purpose of the survey as well as requesting their names and signature, as this research study was entirely voluntary, and it was necessary to have written proof that the subjects agreed to be part of this research study.

3.3 Data gathering techniques

3.3.1 Description of the survey

The material used to collect data in this research project consisted of a survey (see Appendix 1 for a complete sample), which had three parts. The first one contained questions about personal information relevant to this study. Figure 1 shows the information asked to students.



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Part I

Gender: Male Female

Level: _____ Group: _____

Career: _____

Age: _____

Fig. 1. First Part **Source:** Author

The second part of the survey consisted of eight statements having to do with the use of compensation strategies. For this part, two methods of acquiring results were considered.

The first method considered how many students chose each item from one to five in the Likert-scale. According to Saul McLeod, the Likert-scale helps to measure attitudes “by asking people to respond to a series of statements about a topic” (“Likert Scale”). In the survey, the Likert-scale options were ranged from one to five as follows: *never or almost never true of me* (1), *usually not true of me* (2), *somewhat true of me* (3), *usually true of me* (4), and *always or almost always true of me* (5). Each of the eight statements about learning speaking strategies had these five options. Some of the statements were adapted by Sri Wahyuni from the Strategy Inventory for Language Learning (SILL) Version 7.0 (ESL/EFL) designed by Oxford. Students had to choose just one option to indicate their preference on each compensation strategy. Figure 2 gives a sample of this type of question.



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Part II: Please circle only ONE number for each statement.

	Strategy	Never or almost never true of me	Usually not true of me	Somewhat true of me	Usually true of me	Always or almost always true of me
1	When I cannot think of a word during a conversation in English, I use a Spanish expression.	1	2	3	4	5

Fig. 2. Second Part **Source:** Sri Wahyuni

The second method to obtain results was by considering the items of the Likert-scale and the reference for the interpretations of learners' preference which is based on Oxford's System. To get the mean score of each strategy two steps were taken into account: first, the sum of all the responses of each strategy, and second, a division by the number of students that participated in the study (200). This provides a mean of usage for each strategy.

Then, to get the overall average of strategy usage, the eight individual averages were added, and then divided by the number of strategies, which was eight. The preference of learners were considered high if the mean score was 3.5 to 5, medium level if the mean score was 2.5 to 3.4, and low if the mean score was 1.5 and below (see Figure 3). For instance, if the mean score of the use of strategies



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was 3.14, this suggested that the average of the students' responses corresponds to *somewhat true of me*, which lies in the middle of the five-point Likert-scale used in the questionnaire. Thus, the students' overall strategy use in this study would be medium.

	Frequency	Average
High	Always or almost always used.	4.5 to 5.0
	Usually used.	3.5 to 4.4
Medium	Sometimes used.	2.5 to 3.4
Low	Generally not used.	1.5 to 2.4
	Never or almost never used.	1.0 to 1.4

Fig. 3. Strategy Usage

Source: Rebecca Oxford

Finally, the last part of the survey contained an open-ended question in which students could write their own strategies to develop their speaking skills. Figure 4 shows the third part of the survey.

Part III

Besides the aforementioned strategies, do you use any other strategy to communicate verbally?

YES ____ NO ____

Specify _____

Fig. 4. Third Part

Source: Author



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3.3.2 Description of the survey's process of application

The first step was to gain permission from the director of the Language Department at the Universidad de Cuenca to carry out the research among the students in the A1 level. To do this, a personal meeting was scheduled with Mst. María Dolores Burbano, director of the Language Department on October 6, 2014. Mst. Burbano granted permission to carry out the research, giving written authorization and assigning the groups to be part of the survey.

Once permission was obtained, the author contacted each group's teacher to gain their individual permission as well. After, the author requested the students' cooperation to carry out the survey, explaining the purpose of the research. The students were willing to participate, and the survey was applied in each group on October 9, 2014, in the morning. The survey took approximately five minutes to fill out.

3.3.3 Description of the lesson plans

The data collected from the surveys was used to develop twelve lesson plans, which focused on the most commonly used Oxford's compensation strategies. The lesson plans were created based on the topics of the book which is used by the first level students of the Language Department at Universidad de Cuenca. The book is called *Open Mind* by Mickey Rogers, Joanne Taylore-Knowles, and Steve Taylore-Knowles. The lesson plans are presented in chapter five. The lesson plans could potentially help students to improve their speaking skills if teachers decide to use them in their classes. Also, the lesson plans were based on the



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Communicative Approach method which aims to reach communicative competence through the use of the target language based on a real context (Larsen-Freeman and Anderson 115).

Additionally, the design of the lesson plans consists of the following elements. First, topic: this is the situation to treat in the class. Second, aim: this is the objective that the teacher wants to accomplish by the end of the lesson. The third element, warm up: this is an exercise used by the teacher which is meant to ease students into the lesson. The twelve lesson plans are based on the Brain Gym movements, activities which can help students develop their learning by improving the brain's function. According to Brian Richards, Brain Gym exercises "are generally fun movements that are designed to engage the brain" ("Brain Gym Exercises for the Classroom"). The fourth element, introduction: the teacher explains to students what they are going to do during the class. Fifth, presenting new vocabulary: the teacher presents to students new words using different techniques. The sixth element, presentation: based on the lesson's situation, the teacher introduces the new structure through examples. The teacher presents this part of the lesson using pictures, conversations, or through skill development. Then, students are asked to give more examples, and the teacher constructs the structure table with those examples. The seventh element, practice, has to do with the use of the new structure or form. It has two sections. The first one, mechanical practice, "is simply to give students practice in forming or 'manipulating' the structure" and "would be done quickly" (Doff 71). The second one, meaningful



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practice, is meant “to give students practice in which they have to think, in which they understand what they are saying, and in which they express meaning” (Doff 73). The eighth element, skill development, focuses on the four skills: speaking, listening, writing, and reading. Each lesson plan is based on one of the four skills. In some cases, this part is included in the presentation or before production. Ninth, production: it deals with communicative activities meant to get students to communicate and exchange information (Doff 208). Finally, the last element has to do with the materials the teacher and students use to work in class. An audio CD is included as part of the teaching material, containing conversations and songs used in the lesson plans.

Once the methodology of this project has been described, in the next chapter, the results of the surveys are presented with their pertinent interpretation. Those results are presented through statistical tables and charts to facilitate the readers' understanding.



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CHPATER IV

ANALYSIS AND INTERPRETATION OF THE RESULTS

As described earlier, the survey consisted of nine questions. The first part was modeled according to the Likert-scale and consisted of eight statements related to the use of compensation strategies. The last part of the survey consisted of one question which asked students to include an extra strategy they use to develop their speaking skills. The results of the survey are presented through tables and charts to facilitate understanding.

4.1 Analysis of the survey results obtained from the students from the Language Department

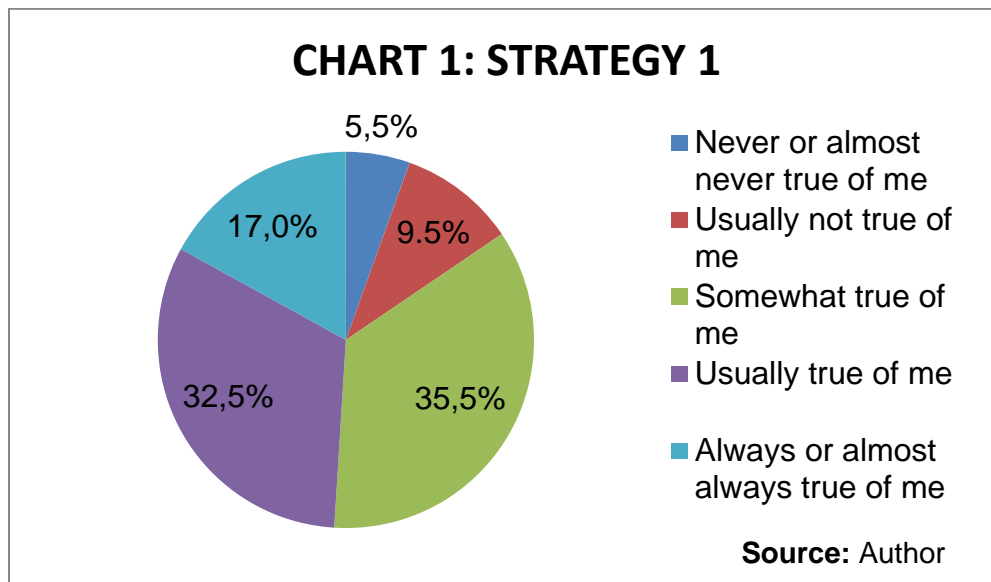
4.1.1 Results based on the Likert-scale

Question 1: When I cannot think of a word during a conversation in English, I use a Spanish expression.

RESULTS		
Option	Responses	Percentage
1. Never or almost never true of me	11	5,5%
2. Usually not true of me	19	9.5%
3. Somewhat true of me	71	35,5%
4. Usually true of me	65	32,5%
5. Always or almost always true of me	34	17,0%
TOTAL	200	100%



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As can be seen in the chart, 35.5 % of the students preferred the option *somewhat true of me*, indicating that they sometimes use their mother tongue, in this case Spanish, when they cannot say a word or phrase in English. Similarly, 32.5 % of students selected the option *usually true of me* which means that they frequently use this strategy. Also, 17% of students chose the option *always or almost always true of me* which means that they always or almost always use their mother tongue in the classroom. These results show that students have a medium use of this strategy. In that way, these results coincide with Atkinson's claim that the switching-to-the-mother-tongue strategy is the most preferred learning strategy by learners around the world, especially by beginner students (qtd. in Wharton 11). A reason for this could be because when students are starting to learn English as a foreign language, it is difficult for them to speak in English all the time due to their lack of language knowledge. Furthermore, these results give support Akindele and



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Adegbite's assertion that code switching is a "means of communication which involves a speaker alternating between one language and another in communicative events" (qtd. in Modupeola 92). Besides, according to Modupeola, one of the reasons to use the code-switching strategy "may be the inability of a speaker to express himself/herself in one language so switches to the other to compensate for the deficiency" (93). This can happen because even if students cannot use their mother tongue in the classroom, they use it because there are some things they cannot say in English.

On the other hand, few students said that they never or almost never or rarely use Spanish in the classroom. In a study carried out by Mariza Méndez, beginner students did not consider this strategy useful because they used this strategy sometimes, "as they may consider that it is important at this stage of their learning process not to resort to Spanish" (10). Another influential factor could be that teachers do not allow students to use their mother tongue in the classroom.

Question 2: When I cannot think of a word during a conversation in English, I ask for help from the person I am addressing.

RESULTS		
Option	Responses	Percentage
1. Never or almost never true of me	3	1,5%
2. Usually not true of me	11	5,5%
3. Somewhat true of me	52	26,0%
4. Usually true of me	88	44,0%
5. Always or almost always true of me	46	23,0%
TOTAL	200	100%



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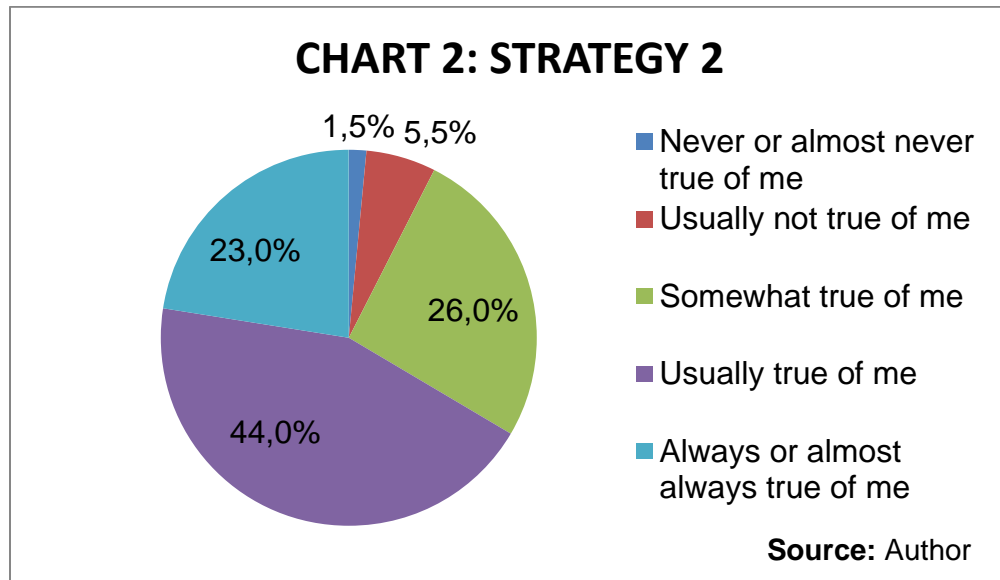


Chart 2 reveals that 26% of students selected the option *somewhat true of me*, while 44% of students selected the option *usually true of me*, and 23% selected the option *always or almost always true of me*. That means that most of the students frequently use the getting-help strategy. The results show that during the learning process, cooperative learning is very important. Additionally, this strategy can be combined with social strategies where students interact with others to learn English as a foreign language. The study by Mariza Méndez also stated that beginner students tend to use more this strategy because they are starting to acquire the new language. She stated that “[students’] level of proficiency could influence their use of this strategy, since they are not as confident in the use of the language as those students at other levels of proficiency” (9). Therefore, students need to ask for help to be able to communicate.

On the other hand, just few students never or rarely use this strategy. This could have to do with the fact that there are students with different personalities



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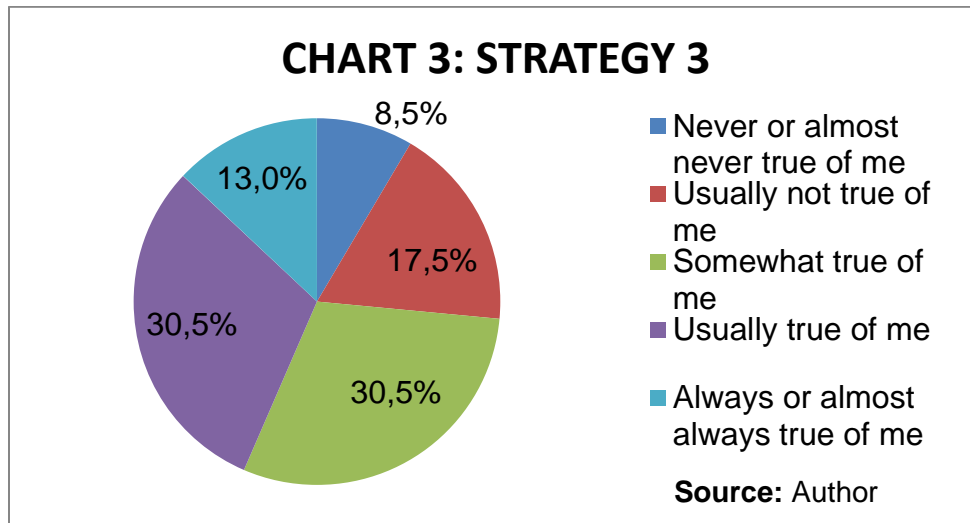
which can influence each students' learning process. Even if students do not know how to say a word or expression in English, they might refrain from asking for help because of their personality. This could be linked to the assertion that personality has "an important influence on success in language learning" (Lightbown and Spada 68). Also, it has been established that "extroverted learners who interact without inhibition in the second language and seek opportunities to practise language skills will be the most successful learners" (Lightbown and Spada 53). Thus, a student's extroversion or introversion can influence the use of this strategy in which it is necessary to interact with others to get help.

Question 3: When I cannot think of a word during a conversation in English, I use gestures.

RESULTS		
Option	Responses	Percentage
1. Never or almost never true of me	17	8,5%
2. Usually not true of me	35	17,5%
3. Somewhat true of me	61	30,5%
4. Usually true of me	61	30,5%
5. Always or almost always true of me	26	13,0%
TOTAL	200	100%



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According to Chart 3, 30.5 % of students chose the option *somewhat true of me*, and also, 30.5 % chose the option *usually true of me*, these results are interpreted as *sometimes* and *frequently* respectively. Furthermore, just 13 % of students *always or almost always* use this strategy. Hence, most of the students have a medium use of the using-mime-or-gesture strategy. Méndez's study points out that beginner students use this strategy quite frequently, "which indicates that students consider this strategy a useful one" (10). Thus, if students cannot say a word or phrase in English, they tend to use their body to communicate.

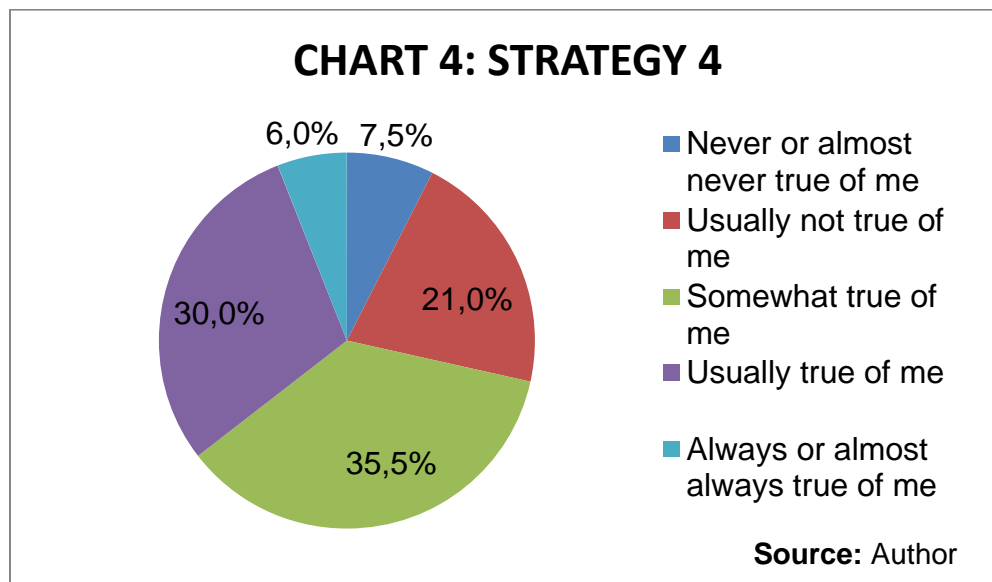
On the contrary, 8.5 % of students expressed they *never or almost never* used this strategy. Also, 17.5 % said that they rarely used the using-mime-or-gesture strategy. This could happen because they do not know how to express a word or a phrase by using mime or gestures; therefore, they prefer to use other strategies to be able to communicate in English.



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Question 4: I avoid certain situations or topics during a conversation in English because they are too difficult.

RESULTS		
Option	Responses	Percentage
Never or almost never true of me	15	7,5%
Usually not true of me	42	21,0%
Somewhat true of me	71	35,5%
Usually true of me	60	30,0%
Always or almost always true of me	12	6,0%
TOTAL	200	100%



It can be seen that 35.5 % of students selected the option *somewhat true of me* which means that they sometimes use this strategy. This strategy had a medium use by most of the students. Furthermore, 30 % of students chose the option *usually true of me* which means that they frequently avoid certain situations or topics during a conversation in English. These results could be linked to the fact



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that as students are starting to learn English, they do not know how to say something, and most of the time, they break communication. Besides, 6 % of students said that they *always or almost always* avoid communication. This could happen because they definitely are not able to find other ways not to avoid the conversation.

According to Oxford, “this strategy goes against the aim of speaking [, but] it keeps learners emotionally protected” (qtd. in Kozmonová 31). The results could be seen to support Kozmonová’s claim that a student can “evade a conversation when vocabulary, topic, or grammar are unknown” (31), but according to Rebecca Oxford this student could be able to talk about other things which are familiar (96). Thus, if a student does not know how to say something, he/she is going to use known words to talk about other things and avoid the unknown topic.

In contrast, 7.5 % of students said that they *never or almost never* avoid certain situations or topics during a conversation in English. Also, 21 % of students selected the option *usually not true of me* which means that they rarely use this strategy. These results reveal that students try to find other ways, usually relying on other strategies, to keep the conversation going in English.



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Question 5: I select topics of conversation in English.

RESULTS		
Option	Responses	Percentage
1. Never or almost never true of me	23	11,5%
2. Usually not true of me	47	23,5%
3. Somewhat true of me	69	34,5%
4. Usually true of me	51	25,5%
5. Always or almost always true of me	10	5,0%
TOTAL	200	100%

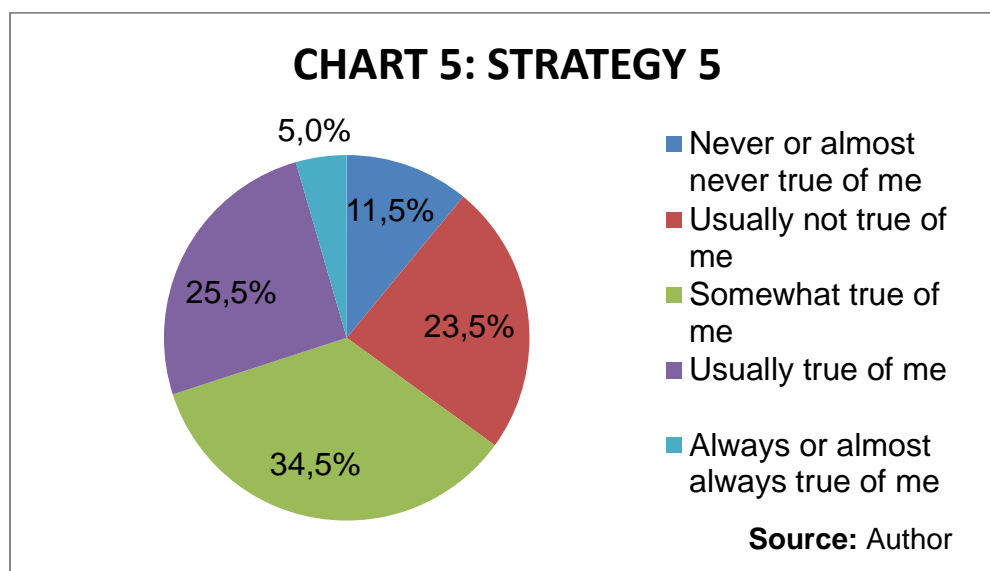


Chart 5 reveals that 34.5 % of students selected the option *somewhat true of me*. Also, 25.5 % of students selected the option *usually true of me*. Furthermore, 5% of students said that they *always or almost always* choose the topic of conversation. This indicates that students frequently use this strategy. As such, these results can be related to Kozmonová's claim that this strategy appeals to students' interests and knowledge (31) by allowing students to choose their topics to talk in English. This can be done, for example, when they have an oral



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presentation. The form or grammar is given by the teacher, but the function is chosen by the student. Thus, students can choose a familiar topic because they have sufficient knowledge, allowing them to feel motivated to talk about it.

On the other hand, 11.5 % of students said that they *never or almost never* choose the topic of conversation in English. Furthermore, 23.5 % of students chose the option *usually not true of me*, indicating that a little more than 30% of students rarely use this strategy. These results could be attributed to the learners already having a designed topic to talk about given by the teacher, and they cannot choose their own topic. Also, this could occur because they have to follow a book in which the topics they have to talk about are included. These could be some reasons why they have few opportunities to select the topic of conversation in English.

Question 6: If I cannot think of English words to say a message, I make the idea simpler.

RESULTS		
Option	Responses	Percentage
1. Never or almost never true of me	4	2,0%
2. Usually not true of me	9	4,5%
3. Somewhat true of me	44	22,0%
4. Usually true of me	98	49,0%
5. Always or almost always true of me	45	22,5%
TOTAL	200	100%



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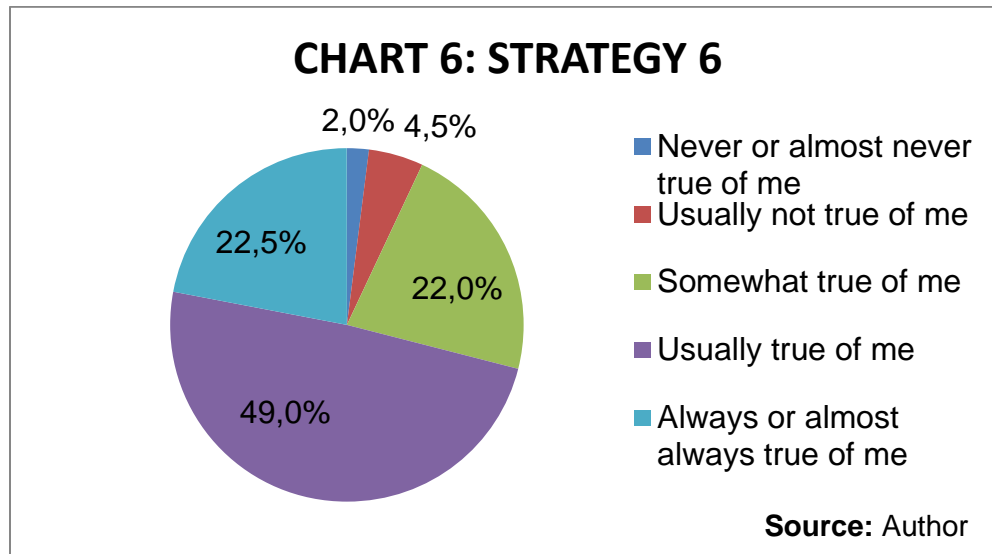


Chart 6 shows that 22 % of students selected the option *somewhat true of me*, while 49 % of students chose the option *usually true of me*, which means that most of the students in the study frequently adjust or approximate the message when they want to speak in English. Thus, these students express what they *can* say instead of what they *want* to say. Furthermore, 22.5 % of the students expressed that they *always or almost always* use this strategy by making the ideas simpler and omitting some details to convey the meaning of a word or phrase.

Students need to find a way to speak in English, even if their vocabulary is not very broad. They need to use the vocabulary they known to be able to communicate. Mariza Méndez stated in her study that beginner students use this strategy quite frequently, and “this strategy is considered as a tool for not interrupting communication when interacting in English,” but “it is not a resource used to its full potential by students” (11). Therefore, it is important to provide students with strategy training in order to help them keep their English



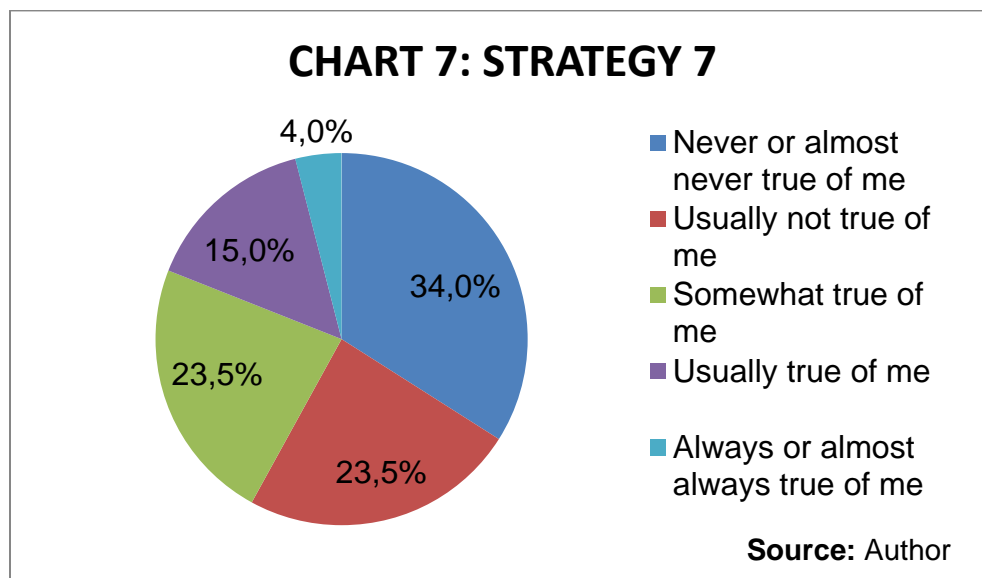
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conversation going (11). Hence, if students know how to make ideas simpler, they would freely express what they want to say without interrupting a conversation.

In contrast, 2 % of students said that they *never or almost never* use this strategy, with an additional 4.5 % of students who rarely adjust or approximate the message to speak in English. This could be the result of not knowing how to use this strategy.

Question 7: I make up new words if I do not know the right ones in English.

RESULTS		
Option	Responses	Percentage
1. Never or almost never true of me	68	34,0%
2. Usually not true of me	47	23,5%
3. Somewhat true of me	47	23,5%
4. Usually true of me	30	15,0%
5. Always or almost always true of me	8	4,0%
TOTAL	200	100%





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Thirty four percent of this study's participants *never or almost never* create words to communicate a word or phrase when they do not know the right expression. Also, 23.5 % of students indicated they rarely used this strategy. These results could be related to the fact that learners cannot make up new words because they are conscious that knowledge of the first language cannot be transferred to the foreign language, except for cognates. Also, because they lack formal knowledge of the new language, they cannot resort to this to coin new words.

On the contrary, 23.5 % of participants selected the option *somewhat true of me*, 15 % of students chose the option *usually true of me*, and only 4 % of students expressed that they *always or almost always* create new words to communicate a word or expression in English. Thus, as Ellis and Sinclair stated, these students invent "a new word based on knowledge of either L1 or L2" (qtd. in Kozmonová 31). Therefore, some students can create a new word by transferring their L1 knowledge to the new language, but this is not the general rule for all students as it depends on the students' educational background.



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Question 8: If I cannot think of an English word, I use a word or phrase that means the same thing.

RESULTS		
Option	Responses	Percentage
1. Never or almost never true of me	7	3,5%
2. Usually not true of me	23	11,5%
3. Somewhat true of me	61	30,5%
4. Usually true of me	88	44,0%
5. Always or almost always true of me	21	10,5%
TOTAL	200	100%

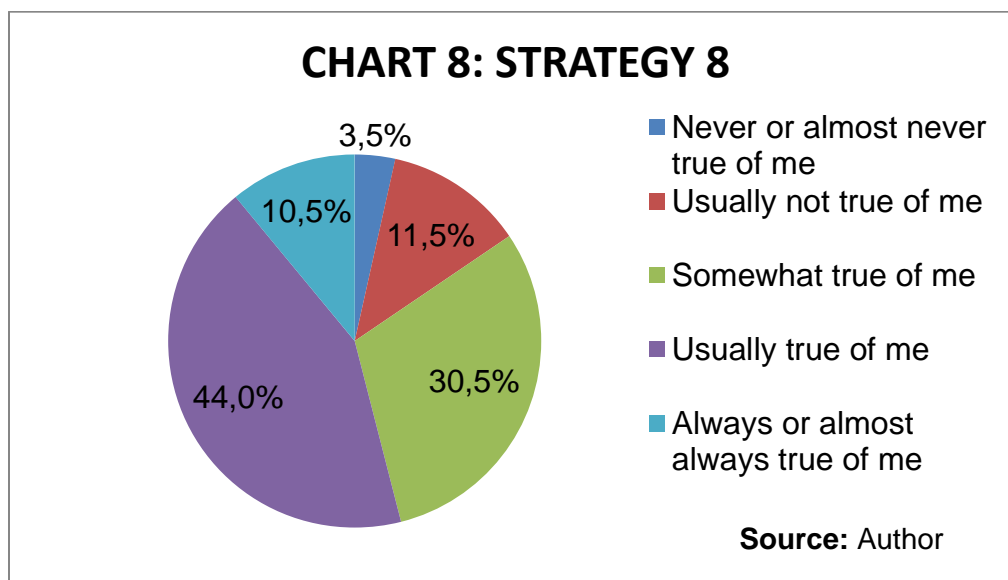


Chart 8 shows that 30.5 % of students sometimes use this strategy, while 44 % of the participants of this study frequently use other words or a synonym with the same meaning, which would help them to communicate their message in English. In addition, just 10.5 % of students said that they *always or almost always* use several words or synonyms to describe or explain a single concept in English.

Although the learners in this study are in level A1, they need to be able to use other words to express the intended meaning. Mariza Méndez' s study found that



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beginner students tend to use this strategy quite frequently as it “represents a tool which students can employ in order to maintain the flow of communication and to compensate for lack of knowledge” (10). Therefore, students can use this strategy to keep a conversation from stopping. This strategy is linked to the adjusting-or-approximating-the-message strategy because both allow students to maintain the flow of the conversation.

On the other hand, 11.5 % of students expressed that they rarely use circumlocution or synonyms to convey the intended meaning, and 3.5 % of participants said to use this strategy *never or almost never*. These outcomes show a low rate of students who do not use several words or synonyms to speak in English.

4.1.2 Results based on Rebecca Oxford’s System

This part of the analysis of the survey results is based on the items of the Likert-scale; however, Rebecca Oxford interprets those items by using a different method, and this method has been used in this project. She created a system for the interpretation of learners’ preference where these were considered high if the mean score was 3.5 to 5, medium use if the mean score was 2.5 to 3.4, and low if the mean score was 1.5 and below. This is represented in the following table:



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	Frequency	Average
High	Always or almost always used.	4.5 to 5.0
	Usually used.	3.5 to 4.4
Medium	Sometimes used.	2.5 to 3.4
Low	Generally not used.	1.5 to 2.4
	Never or almost never used.	1.0 to 1.4

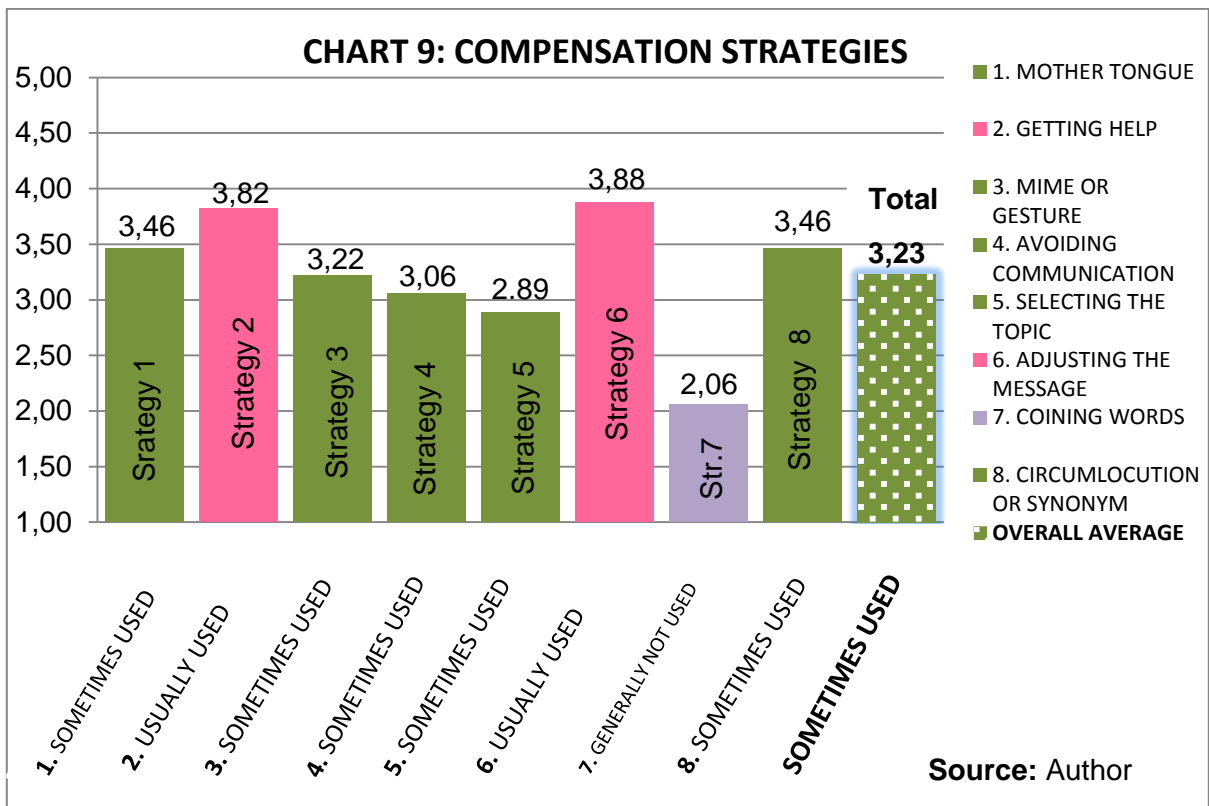
Fig.3. Strategy Usage

Source: Rebecca Oxford

Chart 9 and Figure 5 contain each compensation strategy and its respective mean score. Also, each strategy is highlighted according to its use, represented as follows: **Pink**: High use, **Olive green**: Medium use, and **Purple**: Low use (Wahyuni, 123).



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RESULTS

Item	Strategies	Mean
1	Switching to the mother tongue	3.46
2	Getting help	3.82
3	Using mime or gesture	3.22
4	Avoiding communication partially or totally	3.06
5	Selecting the topic	2.89
6	Adjusting or approximating the message	3.88
7	Coining words	2.06
8	Using a circumlocution or synonym	3.46
TOTAL	8	3.23

Fig. 5. Compensation Strategies

Source: Author



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As can be seen in the table, the eight compensation strategies have different usage rates. There are two high use strategies, five medium use, and one with low use. These results could be due to different situations or reasons. Furthermore, the overall usage of the compensation strategies is considered medium; this particular data will be explained at the end of this section.

First of all, there are two strategies which were mostly preferred by the A1 learners of the Language Department at Universidad de Cuenca. The first strategy, *Getting help*, had a mean score of 3.82. This could be tied to the fact that students learn by interacting with others during the learning process. If a student does not know a word or phrase in English, he/she can ask for help to his/her classmate or teacher. In the same way, the strategy *Adjusting or approximating the message* showed a mean score of 3.83. This could be based on the students' need to find simple or known words to express what they want to say. This could happen because students tend to omit some details to convey the meaning of a word or phrase and keep the conversation going.

Second, there are five strategies with medium use. The strategy *Switching to the mother tongue* had a mean score of 3.46. This could be attributed to the need students have when starting to learn English to use their mother tongue, in this case Spanish, because there are some words or phrases that they cannot say in English. In a study by Wahyuni, a student said she used this strategy when she was “stuck for a word” (150). Another student in the same study declared to use the mother tongue strategy “when she did not know a word when talking about a



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topic that she disliked” (153). Also, another student said she used this strategy because “[it] is a little better than having a long pause without speech” (165). Thus, students use this strategy to maintain the flow of the conversation. The third strategy, *Using mime or gesture*, had a mean score of 3.22. The reason for that could be that, as students cannot come up with a phrase or expression in English, they tend to use their body to communicate by using mime or gestures. The fourth strategy, *Avoiding communication totally or partially*, had a mean score of 3.06. If students are not familiar with a topic, they prefer to evade the conversation or change the topic, since they might be able to talk about other things. The fifth strategy, *Selecting the topic*, showed a mean score of 2.89. This result could be related to students preferring to choose their own topic of conversation because they are familiar with certain topics. In general, students feel comfortable and motivated when talking about what they know. Sri Wahyuni added that one of the reasons to use this strategy was that, as students know familiar vocabulary about the selected topic, they can “have a long-lasting, smoothly-flowing conversation in English” (150).

The last strategy, *Using a circumlocution or synonym*, had a medium use with a mean score of 3.46. According to Wahyuni’s research, there are several reasons that could be tied to the medium use of this strategy; for instance, as students lack a “high level of proficiency in L2 morphological and syntactical structures, and a high level of vocabulary” (187), they tend to use this strategy when they do not know “how to say things in the midst of their English conversations” (165), by



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substituting the word that they do not know “with another word having similar meaning” (164). They can also “describe the word, namely by explaining the meaning of the word using other words” (164). A student admitted that the use of this strategy was complicated, but her main goal was to speak exclusively in English (150). In that way, students use similar words instead of those they do not know to keep the flow of the conversation.

Third, the strategy, *Coining words*, had 2.06 mean score, representing a low use, which indicates that this strategy is not generally used by the A1 students of the Language Department. This result points out that students cannot create words even if some words are similar in spelling in Spanish and in English (false cognates) because they do not have the same meaning. Students’ lack of morphological knowledge of the language could also be tied to these results, as this knowledge is not part of their studies. In short, this strategy was the least preferred by the A1 learners of the Language Department at Universidad de Cuenca.

Finally, the overall usage of the compensation strategies in this study was 3.23, suggesting that the student’s average responses correspond to *somewhat true of me*, which lies in the middle of the five-point Likert-scale used in the questionnaire. Thus, the students’ overall strategy use in this study was medium. A study by Ahmad and Ismail also showed the overall use of compensation strategies as medium, pointing out that “the respondents are not active users” of these strategies (85). Nevertheless, Wahyuni claimed that the reasons why learners did use some



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of the speaking strategies were “the usefulness of the strategies [and] the pleasure in using them” (170). A1 learners use compensation strategies “to deal with their insufficient speaking competence so that they still could perform some speaking tasks” (191), and the preference for compensation strategies among them “may be caused by these students’ awareness of their L2 limitations” (188). Thus, compensation strategies are sometimes used by beginner students to compensate their lack of knowledge.

4.1.3 Results of the last question of the survey

Question 9: Besides the aforementioned strategies, do you use any other strategy to communicate verbally?

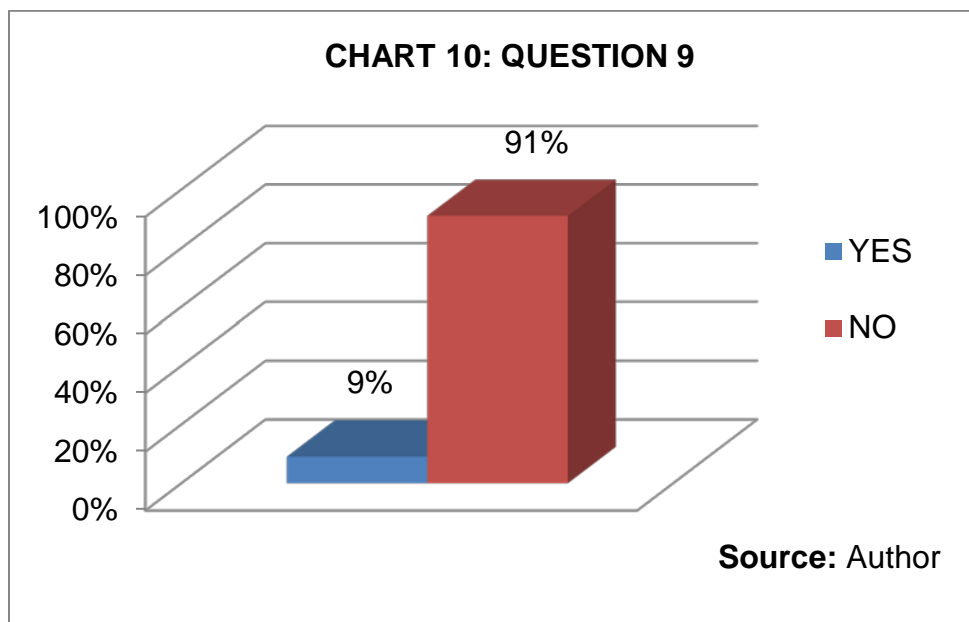
YES ____ NO ____

Specify _____

RESULTS		
Option	Responses	Percentage
YES	18	9%
NO	182	91%
TOTAL	200	100%



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As can be seen on Chart 10, 91 % of students said that they do not use any other strategy besides the eight compensation strategies. Some of them said that they did know other strategies. This could be the result of not having sufficient strategy training by teachers. On the other hand, 9 % of students said that they use other strategies, one of these being the use of the dictionary. The study by Wahyuni claimed that the students in his research tended to use a dictionary, at the same time asserting that this strategy should be added to the taxonomy of compensation strategies (181). Some of the participants of the present study expressed the use of drawings to explain the word or phrase they could not say it in English. One student said to use an electronic translator, and another student used the internet to check pronunciation of words. These are some additional strategies students use to communicate verbally.



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The medium usage of Oxford's compensation strategies shows that students do not know about these strategies, and that is why they do not use them. Hence, the creation of specific lesson plans gain significant and beneficial value because they are based on these compensation strategies, and teachers can use them to help students learn English as a foreign language.

Once the outcomes have been analyzed and interpreted, and the most commonly used compensation strategies in the Language Department by the A1 learners have been identified, twelve lesson plans have been developed based on this data.



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CHAPTER V

LESSON PLANS

LESSON PLAN 1

1. Level: A1
2. Time: 1.30 min.
3. Skills: Reading, writing, and speaking.
4. Situation: Introducing yourself
5. Strategy: Getting help

1) **TOPIC:** Introducing yourself

Structure: The verb “to be” (be statements and be-information questions)

2) **AIM:**

By the end of the lesson, students will be able to give and ask for personal information.

3) **WARM UP** (5-7min.)

The Owl: This exercise improves focus, attention, and memory.

1. Students stand or sit comfortably.
2. Students bring one hand up to the opposite shoulder and grab and hold a sturdy pinch around the trapezius muscle between the neck and shoulder. Their thumb should be on one side of the muscle and the other fingers clasp around the other side. They make sure they have a sturdy grip but do not hurt themselves.



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3. They turn their head to the same side as their hand is gripping and take a deep breath.
4. They slowly exhale for a count of eight seconds as they bring the head gently down and around to the other side. They can imagine the chin drawing a smiley face as it slowly makes its way around their clavicle and back up over their shoulder. This should feel like a nice release of tension.
5. Students bring their head back to the starting position with their face towards the gripping hand. They take a breath in and repeat the head turn as they slowly breathe out. They repeat this movement one more time.
6. Students face directly in front of them. They take a deep breath and exhale slowly as they bring their chin down straight in front of them as far as it is comfortable. They repeat two more times.
7. They repeat steps 2 through 6 with the other hand on the opposite shoulder.

Source: Healthy Thyroid Center, “Brain Gym: 26 Movements”

4) INTRODUCTION: (2 min.)

- ❖ The teacher introduces the topic; he/she can use this model:

“Today we are going to talk about our personal lives. We are going to read about a famous person. Then, you are going to do some activities about the reading and yourselves.”

5) PRESENTING NEW VOCABULARY: (3 min.)

- ❖ The teacher presents the vocabulary using gestures to show the meaning of the word. Students have to guess the word. Also, the teacher can present the



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vocabulary using questions. The teacher has to tell students not to use Spanish words when they are guessing, but if students use Spanish words, the teacher translates those words. Then, the teacher sticks the pictures on the whiteboard.

Pictures: singer-songwriter, dancer, highest-seller, South American.



Image 1. Singer-songwriter.



Image 2. Dancer.



Image 3. Highest-seller.



Image 4. South American.

Guiding questions: (5 min.)

❖ The teacher asks students some questions, and they answer them. The teacher can use the following questions or others of his/her choice:

- Do you like to meet other people?
- Why would you like to meet other people?
- Do you already know each other?
- How many of you have friends in this class?



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- Would you like to make friends in this class?
- Would you like to know more about your classmates?

6) PRESENTATION

6.1 SKILL DEVELOPMENT (16 min.)

Reading

- ❖ The teacher introduces this stage, and he/she can use this model:

“We are going to read a passage about a famous artist. The text tells us personal information about Shakira.”

6.1.1 Pre-reading

- ❖ The teacher shows a picture.



Image 5. Shakira.

- ❖ The teacher asks students to predict what the text will be about, what they expect to know about Shakira.

6.1.2 Reading

- ❖ The teacher presents a passage about a famous person.
- ❖ Students have 5-7 minutes to read the passage silently.



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Image 5. Shakira.



Early Life

Shakira Isabel Mebarak Ripoll was born on February 2, 1977, in Barranquilla, Colombia. She is a Colombian singer-songwriter and dancer. When Shakira was 8, she wrote her first song; and when she was 13, she signed her first record deal. She is a Latin pop star and is well known internationally because she is one of the highest-selling Colombian artists. Furthermore, in 2012, Shakira reached success in the USA because she sold 10 million albums, and sold more than 70 million albums worldwide, and she won numerous awards.

Source: Bio, “Shakira Biography”

6.1.3 Post-reading

- ❖ Students have to answer some questions about the passage.

WORKSHEET A: Questions

Questions	Answers
1. Who is the famous person?	
2. What is her last name?	
3. Where is she from?	
4. When is her birthday?	



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5. What is she?	
6. Why is she well known?	

- ❖ Students compare their answers with a partner.
- ❖ The teacher asks students for the correct answers, and also they have to write the answers on the whiteboard.

7) STRUCTURE TABLE DEVELOPMENT (16 min.)

7.1 The teacher asks and answers a question about the passage which was presented before (modeling); for example:

- Who is the famous person?
- She is Shakira.

7.2 Then, the teacher writes the answers on the whiteboard. Additionally, the teacher highlights the verb *to-be*.

- She **is** Shakira.

7.3 Next, he/she asks students another question. (He/she writes all the questions and answers on the whiteboard.) Also, the teacher constructs a structure table with them.

- What is her last name?
Her last name is Mebarak.
- Where is she from?
She is from Barranquilla, Colombia.
- When is her birthday?



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Her birthday is on February 2, 1977.

- What is she?

She is a Colombian singer-songwriter and dancer.

- Why is she very popular?

She is the highest-selling Colombian artist of all time.

Structure Table					
Who	<u>is</u>	the famous person?	She	is	Shakira.
What	<u>is</u>	her last name?	Her last name	is	Mebarak.
Where	<u>is</u>	she from?	She	is	from Barranquilla, Colombia.
When	<u>is</u>	her birthday?	Her birthday	is	on February 2, 1977.
What	<u>is</u>	she?	She	is	a Colombian singer-songwriter and dancer.
Why	<u>is</u>	she very popular?	She	is	the highest-selling Colombian artist of all time.

7.4 Students are asked to give more examples about their personal lives, and the teacher writes those examples on the whiteboard, following the order of the structure table. In some cases, if the teacher considers that it is necessary to write the structural forms on the whiteboard, he/she can do it. However, it is very important to say that the teacher does not have to write the structural forms on the whiteboard. Also, the teacher can show students the structural forms on the projector before practicing giving examples. The following table is



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an example which helps to follow the correct order to write the statements and questions. The correct order helps students not to be confused about how they have to write the statements or questions.

Structure table

Statements					
Affirmative			Negative		
<i>Subject</i>	<i>Verb</i>	<i>Complement</i>	<i>Subject</i>	<i>Verb</i>	<i>Complement</i>
I	am	from Cuenca.	I	'm/ am not	from Quito.
You	are	21 years old.	You	are not/aren't	23 years old.
He/she/it	is	from Ecuador.	He/she/it	is not/isn't	from France.
We	are	from Ecuador.	We	are not/aren't	from Germany.
They	are	university students.	They	are not/aren't	school students.

Be-information questions			
<i>Question Word</i>	<i>Verb (to be)</i>	<i>Subject</i>	<i>Use</i>
What	is	her last name?	Things
How old	are	you?	Age
Who	are	you?	Person
Why	is	she very popular?	Reason
Where	is	Shakira from?	Places
When	is	her birthday?	Dates

7.5 Guided by the teacher, students read the examples out loud.



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8) PRACTICE

- ❖ The teacher explains to students that they are going to work with some vocabulary. He/she can use this model: “we are going to work with some vocabulary giving sentences based on a picture.”

8.1 MECHANICAL PRACTICE: (7-10 min.)

8.1.1 Activity A: Single word prompts

- 8.1.1.1 The teacher shows a picture and repeats the word (dancer, singer-songwriter, highest-seller, South American) three times at the beginning of the practice.
- 8.1.1.2 After that, the teacher says a sentence twice using the word being represented in the picture (dancer, singer-songwriter, highest-seller, South American). Ex: - She is a singer-songwriter.
- 8.1.1.3 Then, all students of the class repeat the sentence.
- 8.1.1.4 The teacher chooses a student, and he/she has to repeat the sentence.
- 8.1.1.5 **Feedback:** The teacher repeats the same sentence.
- 8.1.1.6 Next, the teacher gives students another cue word, and they have to say a sentence using the cue word. (Continue with the process)

8.1.2 Activity B: Exercises

- ❖ The teacher gives students worksheet B. In this worksheet, students have to fill in the blanks using the verb “to be.”
- ❖ Then, students can compare the answers with a partner.



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WORKSHEET B: Exercises

A. Complete the sentences with the verb “to be”

1. James Smith ____ from Chicago, but Pablo and John ____ from Sidney.
2. Adriana ____ at school today.
3. Lourdes and Mayra ____ her friends.
4. They ____ in the same class.
5. Mr. and Mrs. Smith ____ on a trip to Germany to visit their uncle Mark.
6. She ____ a nice girl.
7. I ____ at home with my grandfather.
8. They ____ my best friends.
9. He ____ single.
10. Your name ____ Diana.
11. Samantha ____ the secretary.
12. Kevin and Lucy ____ at school.
13. I ____ a basketball fan.
14. Romina ____ a housewife.
15. She ____ a student.
16. Camila and I ____ friends.
17. My name ____ Paul.
18. She ____ thirty years old.
19. I ____ Bryan.
20. They ____ my granddaughters.



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8.2 MEANINGFUL PRACTICE (15-17 min.)

8.2.1 Activity A: Questions

- ❖ After that, the teacher gives students worksheet C. In this worksheet, students are asked to answer some questions about themselves.

GETTING HELP STRATEGY: In this part of the lesson, the teacher encourages students to ask each other for help, and he/she gives them some questions they can ask if they do not understand something. **For example:** Excuse me. Can you help me, please? What does mean? What do I put here? Can you please tell me what ...means? How do you spell ...? How do you pronounce ...? How do you say ... in English? Can I borrow your dictionary?

Also, the teacher encourages students to be polite and to use phrases like *thank you* and *please*.

WORKSHEET C: Questions

A. Answer these questions about yourself. If you answer “no,” give the correct information.

1. Are you married or single? _____
2. Are you from Ecuador? _____
3. Are you and your best friend the same age? _____
4. Is your career interesting? Why? _____



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B. Choose the correct alternative (What - When - Where - Why - Who – How) and write the answers.

1) are you from? _____

2) is your last name? _____

3) old are you? _____

4) is your birthday? _____

5) is your favorite number? _____

6) is your favorite color? _____

7) is your favorite food? _____

8) is your favorite sport? _____

9) is your best friend? _____

10) is your e-mail? _____

11) is your favorite singer? _____

12) is your favorite movie? _____

13) is your favorite actor? _____

14) is your address? _____

15) is your nationality? _____

9) **PRODUCTION** (15 min.)

- ❖ The teacher tells students that they are going to do a group activity.
- ❖ Students are going to get in groups of five, and they are going to introduce themselves using the previous information used in the meaningful practice. They will ask and answer questions about their personal information.



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- ❖ Also, students have to take notes about their classmates.
- ❖ At the end, the teacher asks each group to give feedback to the class by saying two things about a classmate.

10) MATERIALS: Whiteboard, markers, eraser, pictures, worksheets.



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LESSON PLAN 2

1. Level: A1
2. Time: 1.30 min.
3. Skills: Reading, writing, and speaking.
4. Situation: Talking about jobs and family members.
5. Strategy: Adjusting or approximating the message.

1) **TOPIC:** Talking about jobs and family members.

Structure: articles *an* and *a*.

2) **AIM:** By the end of the lesson, students will be able to talk about their family members and their occupations.

3) **WARM UP** (5 min.)

Arm Activation: This exercise enhances a relaxed attitude, the ability to express ideas, and improves concentration and breathing.

1. Students have to stand or sit in a chair where their arms can hang all the way down their sides.
2. They bring the right arm straight up along the side of their head.
3. Students bring the left arm up and wrap the fingers around the straight arm.
4. They lift the right arm and shoulder just to give a little stretch and gently, yet firmly, press the arm against the four fingers to the right for a count of eight. They relax.



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5. They repeat step 4 two more times for the right arm. They bring their arms down to their side and notice if one shoulder and arm feel different from the other.
6. Students repeat step 4 three more times with the left arm extended. They bring their arms down and notice how the shoulders and arms feel.

Source: Healthy Thyroid Center, "Brain Gym: 26 Movements"

4) INTRODUCTION: (2 min.)

- ❖ The teacher introduces the topic, and he/she can use this model:

"Today we are going to talk about different occupations. We are going to read about a well-known artist. Then, you are going to do some activities about the reading and about yourselves."

5) PRESENTING NEW VOCABULARY: (3 min.)

- ❖ The teacher presents the vocabulary using mime and gestures or questions, and students guess the words. If students give the words in Spanish, the teacher has to translate those words. Then, he/she sticks the pictures on the whiteboard.

Pictures: singer, percussionist, vocalist, father, mother, footballer.



Image 6. Singer.



Image 7. Percussionist.



Image 8. Vocalist.



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Image 9. Father.



Image 10. Mother.



Image 11. Footballer.

Guiding questions: (3 min.)

- ❖ The teacher asks students some questions, and they answer them. The teacher can use the following questions or others of his/her choice:

- How many of you work?
- What is your occupation?
- What are you studying?

6) PRESENTATION

6.1 SKILL DEVELOPMENT (17 min.)

Reading

- ❖ The teacher introduces this stage, and he/she can use this model:

“We are going to read a passage about two famous people. The passages are about Bruno Mars and Lionel Messi.”

6.1.1 Pre-reading

- ❖ The teacher shows two pictures.



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Image 12. Bruno Mars.



Image 13. Lionel Messi.

- ❖ The teacher asks students to imagine what the text will tell them about these famous people.

6.1.2 Reading

- ❖ The teacher presents a passage about two famous people.
- ❖ Students have 7-10 minutes to read the passage silently.



Image 12. Bruno Mars.

Peter Gene Hernandez, who is better known as Bruno Mars, is a multitalented singer, songwriter, and musician. He was born in Honolulu, Hawaii in a musical family. His father is a Latin percussionist from Brooklyn, and his mother is a talented singer. By 2000, Mars began to find success by writing songs for many popular artists, such as: Flo Rida and Travie

Autora: Mónica Priscila Guarquila Morquecho



Image 13. Lionel Messi.

Lionel Andrés Messi is an Argentinian footballer. He plays for FC Barcelona and the Argentinian national team. Lionel Messi is one of the best football players of his generation, and he is frequently considered the world's best contemporary player. He won FIFA world player of the year four times. Also, Lionel is described as Diego



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McCoy. In 2010, he released his first hit *Nothin' on you*; in 2012 he won many Grammy Awards.

Source: Bio, "Bruno Mars Biography"

Maradona's successor because of his goal scoring record.

Source: Bio, "Lionel Messi Biography"

6.1.3 Post-reading

- ❖ Students have to answer some questions about the passage.

WORKSHEET A: Questions

Questions	Answers
<ol style="list-style-type: none">1. Where is Bruno Mars from?2. What does Bruno Mars do?3. What does his father do?4. What does his mother do?5. What awards did Bruno Mars win?	
<ol style="list-style-type: none">6. Where is Lionel Messi from?7. What does Lionel Messi do?8. What teams does he play for?9. How is considered Lionel Messi?	

- ❖ Students compare their answers with a partner.
- ❖ The teacher asks students for the correct answers, and also they have to write the answers on the whiteboard.



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7) STRUCTURE TABLE DEVELOPMENT (17 min.)

7.1 The teacher asks and answers a question about the reading which was presented before (modeling); for example:

- What does Bruno Mars do?

He is a singer.

7.2 Then, the teacher writes the answers on the whiteboard, and he/she underlines the articles *a* and *an*.

He is a singer.

7.3 Next, the teacher asks students another question. (He/she writes all the questions and answers on the whiteboard.) Also, he/she will construct a structure table with them.

- What does Bruno Mars do?

He is a musician.

- What does his father do?

His father is a percussionist.

- What does his mother do?

His mother is a singer.

- What awards did Bruno Mars win?

He won many Grammy Awards.

- Where is Bruno Mars from?

He is from Hawaii.

- Where is Lionel Messi from?



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He is from Argentina.

- What does Lionel Messi do?

He is a footballer.

- What teams does he play for?

He plays for FC Barcelona and the Argentinian national team.

- How is considered Lionel Messi?

He is considered the world's best contemporary player.

Structure Table					
1. Where is Bruno Mars from?	He	is			from Hawaii.
2. What does Bruno Mars do?	He	is	<u>a</u>	singer.	
	He	is	<u>a</u>	musician.	
3. What does his father do?	His father	is	<u>a</u>	percussionist.	
4. What does his mother do?	His mother	is	<u>a</u>	singer.	
5. What award did Bruno Mars win?	He	won			many Grammy Awards.
6. Where is Lionel Messi from?	He	is			from Argentina.
7. What does Lionel Messi do?	He	is	<u>a</u>	footballer.	
8. What teams does he play for?	He	plays			for FC Barcelona and



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					the Argentinian national team.
9. How is considered Lionel Messi?	He	is			considered as the world's best contemporary player.

7.4 Students give more examples about what they do and what their family members do, and the teacher writes their examples on the whiteboard, following the order of the structure chart. In some cases, the teacher can write the structural forms on the whiteboard, but only if it is necessary. Besides, the teacher can present the structural forms on the projector before practicing giving examples. The following table is an example which helps to follow the correct order to write the statements.

Structure table

Subject	Verb	Article an/a	Sing.	Plu.
I	am	<u>a</u>	teacher.	
You	are	<u>a</u>	student.	
Your mother	is	<u>an</u>	actress.	
Your parents	are			doctors.
His father	is	<u>a</u>	taxi driver.	
Her sister	is	<u>an</u>	engineer.	
Her aunt	is	<u>a</u>	hairdresser.	
Your uncle	is	<u>a</u>	lawyer.	



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Your brothers	are			architects.
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7.5 Guided by the teacher, students read the examples out loud.

7) PRACTICE

- ❖ The teacher explains to students that they are going to work with some vocabulary. She/he can use this model: “we are going to practice some vocabulary giving sentences based on a picture.”

8.1 MECHANICAL PRACTICE (15-18 min.)

8.1.1 Activity A: Single word prompts

8.1.1.1 The teacher shows a picture and repeats the word (singer, percussionist, vocalist, father, mother, and footballer) three times at the beginning of the practice.

8.1.1.2 After that, the teacher says a sentence twice using the word being represented by the picture (singer, percussionist, vocalist, father, mother, and footballer). Ex: - She is a singer.

8.1.1.3 Then, all students of the class repeat the sentence.

8.1.1.4 The teacher points to a student, and he/she has to repeat the sentence.

8.1.1.5 **Feedback:** The teacher repeats the same sentence.

Then, the teacher gives students another cue word, and they have to say a sentence using the cue word. (Continue with the process)



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8.1.2 Activity B: Exercises

- ❖ The teacher gives students worksheet B. In section A, students have to fill in the blanks using the verb “to be” and the articles “a” or “an.”
- ❖ In section B, students have to write the letter of the picture next to the correct description. There is no description for the last person’s family, and the students have to write a description.
- ❖ Next, students can compare the answers with a partner.

WORKSHEET B: Exercises

A. Complete the sentences using the verb “to be” and the articles “a” or “an.”

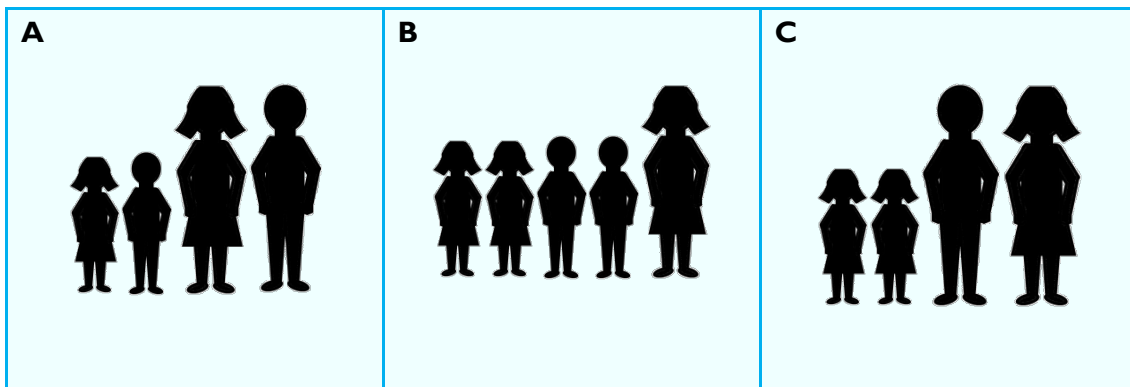
- 1- He _____ biochemist.
- 2- She _____ secretary.
- 3- George _____ engineer.
- 4- They _____ singers.
- 5- Pablo _____ pilot.
- 6- He _____ economist.
- 7- You _____ actress.
- 8- Susan _____ writer.
- 9- She _____ photographer.
- 10- John and Saul _____ actors.
- 11- Luis and Carlos _____ architects.
- 12- You _____ soldier.
- 13- I _____ accountant.
- 14- He _____ violinist.
- 15- I _____ psychologist.



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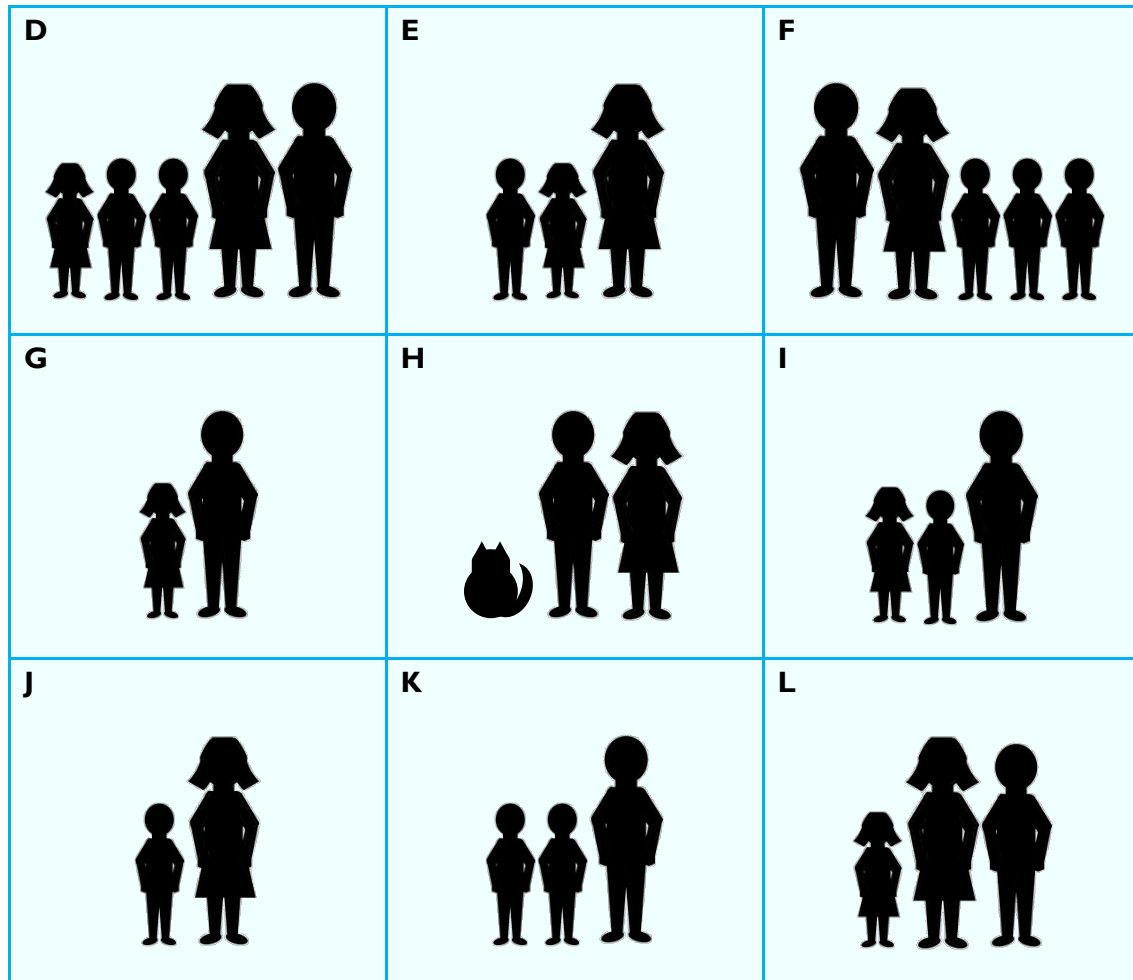
B. Whose family is it? Write the letter of the picture next to the correct description. There is no description of Leo's family. You have to write a description.

My name's Andrew. I live with my father, my mother, my brother and my sister.	A
My name's Millie. I live with my mother, my stepfather, my sister and my two brothers.	
My name's Maia. I've got two brothers and I live with my father.	
My name's Jack. My parents are divorced. My sister and I live with our father.	
My name's Caitlin. I live with my parents and my two little sisters.	
My name's Dwayne. I live with my parents and my three brothers.	
My name's Lucy. I'm an only child and I live with my parents.	
My name's Tom and I live with my mother. I've got two brothers and two sisters.	
My name's Alice. I've got one sister. I live with my father, my stepmother and my sister.	
My name's John. I live with my mother and my brother.	
My name's Sarah. I've got a brother and a sister and we live with our mother.	
My name's Leo...	





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Answer key: A, D, K, G, C, F, H, B, L, J, and E.

Source: Teach it world, "Whose family is it?"

8.2 MEANINGFUL PRACTICE (10-14 min.)

8.2.1 Activity A: Drawing

- ❖ After the last activity, students are asked to draw their family tree on a sheet of paper including their relatives' names, but they do not have to write their relationship.



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- ❖ Then, they have to get in groups of three to ask and answer questions about them (If they are students they have to use a job they will have in the future according to their careers.), each other's relatives, and their occupations.

9) PRODUCTION (10 min.)

ADJUSTING OR APROXIMATING THE MESSAGE STRATEGY: In this part of the lesson, the teacher encourages students to describe each profession by making the ideas simpler, and saying what they can say instead of saying what they have to say.

- ❖ The teacher tells students that they are going to do an activity, and they are going to work in pairs.
- ❖ Each student receives some cards with a profession. One of the students is going to give a brief description of each profession, and the other student has to guess the profession.

Cards:



Image 14. Police Officer.



Image 15. Doctor.



Image 16. Singer.



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Image 17. Actress.



Image 18. Firefighter.



Image 19. Nurse.



Image 20. Architect.



Image 21. Chef.

10) MATERIALS: Whiteboard, markers, eraser, pictures, worksheets, flash cards.



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LESSON PLAN 3

1. Level: A1
2. Time: 1.30 min.
3. Skills: Reading, writing, and speaking.
4. Situation: Talking about free time activities.
5. Strategy: Adjusting or approximating the message

1) **TOPIC:** Talking about free time activities

Structure: Simple present –affirmative and negative statements.

2) **AIM:**

By the end of the lesson, students will be able to talk about the things they like to do in their free time, and what they do not like to do.

3) **WARM UP** (5 min.)

Hook-Ups: This exercise helps mind and body relaxation.

1. Students stand, sit, or lay down.
2. They cross one ankle over the other.
3. They cross the same arm over as the leg that is over the other. They open their hands and clap the palms together. They join the fingers together and bring the hands under and up to the chest.
4. Students place the tongue on the roof of the mouth.



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5. They wait to feel a "shift" in emotions or thinking. They relax through release of tension. They breathe deeply. They may also feel more tension come up and move through and out of their nervous system as they do this.
6. Students un-hook the arms and legs. They place legs distance apart, bring hands to belly level, and put fingers together that correlate. Students keep the tongue on the roof of the mouth and stand for about 8 seconds to ground, or integrate, the body-mind shift.

Source: Healthy Thyroid Center, "Brain Gym: 26 Movements"

4) INTRODUCTION: (2 min.)

- ❖ The teacher introduces the topic, and he/she explains to students what a free time activity is. Then, he/she can use this model:

"Today we are going to talk about our free time activities. We are going to read about the things we like and dislike to do in our free time. Then, you are going to do some activities about the reading and yourselves."

5) PRESENTING NEW VOCABULARY: (3 min.)

- ❖ The teacher presents the vocabulary using mime and actions, and students have to guess the word. The teacher has to tell students not to use Spanish. If students use Spanish to give their answers guessing the word, the teacher has to translate their answers. Then, he/she shows students the pictures and sticks them on the whiteboard.

Pictures: listen, watch, draw, sew, knit, sculpt, and engrave.



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Image 22. Listen.



Image 23. Watch.



Image 24. Draw



Image 25. Sew.



Image 26. Knit.



Image 27. Sculpt.



Image 28. Engrave.

Guiding questions: (3 min.)

❖ The teacher asks students some questions, and they answer them. The teacher can use the following questions or others of his/her choice:

- What do you do in your free time?
- What do you enjoy doing?
- What things don't you like to do?



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6) PRESENTATION

6.1 SKILL DEVELOPMENT (15-20 min.)

Reading

- ❖ The teacher introduces this stage, and he/she can use this model:

“We are going to read a text about some free time activities. The text describes four free time activities that we can do.”

6.1.1 Pre-reading

- ❖ The teacher shows a picture.



Image 29. Free time activities.

- ❖ The teacher asks students to predict what free time activities the text will be about, and what free time activities they would like to talk about.

6.1.2 Reading

- ❖ The teacher presents a reading about free time activities.
- ❖ Students have 7-10 minutes to read the passage silently.

Free Time Activities

Free time = The time when you are not working, when you can choose what you do.



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What do you do in your free time?



Go out with friends - You can also do many things with your friends, like go out to a bar, go dancing at a club, have dinner at a restaurant, play a sport, sit down and talk, go out for coffee, have a barbecue, or any other activity that you all enjoy.

Image 29. Free Time Activities.

Surf the internet - On the internet, you can research a topic you are interested in using a search engine, visit your favorite websites, watch music videos, create your own video, write your thoughts in a blog, learn what is happening in the world by reading news websites, etc.

Art and crafts - There are many arts and crafts that you can learn and practice. You can paint, draw, sew, knit, sculpt, engrave, make jewelry, or you can even create your own new art form.

Read - Many people love to read both fiction and non-fiction books and magazines. If you like fiction, you can read novels, short stories, crime fiction, drama, etc. If you like non-fiction, you can read biographies, autobiographies, or books on history, science, philosophy, religion, poems, or any other topic you are interested in.

Listen to music – You can turn up the volume and listen to your favorite type of music, such as pop, rock, hip hop, salsa, blues, jazz, classical, soul, heavy metal.

Source: Woodward English, “Free Time Activities”



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6.1.3 Post-reading

- ❖ Students have to complete this table. They have to write the main activity, some other activities related to each main activity in the reading (three activities they do the most), and draw their favorite free activity.

WORKSHEET A: Table completion

Main Activity	Categories	My Activity-Drawing
1.	<hr/> <hr/> <hr/>	
2.	<hr/> <hr/> <hr/>	
3.	<hr/> <hr/> <hr/>	
4.	<hr/> <hr/> <hr/>	
5.	<hr/> <hr/> <hr/>	



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❖ Students compare their answers with a partner.

7) STRUCTURE TABLE DEVELOPMENT (17 min.)

7.1 The teacher asks and answers some questions about the reading which was presented before (modeling); for example:

- What activities do you do in your free time?

I spend time with my family.

7.2 Then, the teacher writes the answers on the whiteboard, and he/she has to highlight the verbs.

- I **spend** time with my family.

7.3 Next, she/he asks students another question and writes all the questions and answers on the whiteboard. Also, he/she will construct a structure table with them.

- What activities do you like/do the most?

Jorge plays soccer.

John surfs his favorite websites.

Alejandra watches music videos.

Henry listens to rock music.

Diana reads news websites.

Gabriela paints pictures.

- What activities don't you do?



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Camila does not play a sport.

Sofia does not sew her clothes.

Carlos does not read magazines.

Structure Table			
I		spend	time with my family.
Jorge		plays	a sport.
John		surfs	his favorite websites.
Alejandra		watches	music videos.
Henry		listens	to rock music.
Diana		reads	news websites.
Camila	doesn't	play	a sport.
Sofia	doesn't	sew	her clothes.
Carlos	doesn't	read	magazines.

7.4 Students are asked to give more examples about their likes and dislikes, and the teacher writes their examples on the whiteboard, following the correct order of the structure chart. Also, the teacher does not have to write the structural forms on the whiteboard, but if he/she considers it is necessary, he/she can do it. Besides, the teacher can show students the structural forms on the projector before practicing giving examples. The following chart is an example which helps students to follow the correct order to write the affirmative and negative statements.



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Structure Table

Statements						
Affirmative			Negative			
<i>Subject</i>	<i>Verb</i>	<i>Complement</i>	<i>Subject</i>		<i>Verb</i>	<i>Complement</i>
I	read	magazines.	I	don't	go	to dance.
You	play	the guitar.	You	don't	cook.	
He/she	surfs	on the internet.	He/she	doesn't	jog.	
It	sounds	perfect.	It	doesn't	sound	perfect.
We	visit	friends.	We	don't	clean	the house.
They	go	to the movies.	They	don't	wash	the dishes.

7.5 Guided by the teacher, students read the examples out loud.

8) PRACTICE

- ❖ The teacher explains to students that they are going to practice the new structure form by doing some exercises. They are going to unscramble sentences and underline the correct answer in some sentences.

8.1 MECHANICAL PRACTICE: (10-15 min.)

8.1.1 Activity A: Exercises

- ❖ The teacher gives students worksheet B. In this worksheet, students have to unscramble sentences in section (a) and underline the correct answer in section (b).
- ❖ Then, students can compare the answers with a partner.



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WORKSHEET B: Exercises

a) Unscramble the sentences

1. my / go / shopping / with / I / brother. _____
2. rap / likes / he / music. _____
3. watches TV / in the evening / she. _____
4. my / art / teaches / mother. _____
5. all / our meals / sister / cooks / my. _____
6. to / goes / Susan / cinema / the. _____
7. gets up / eight o'clock / at / Brian. _____
8. parents / the / read / my / newspaper. _____
9. Gonzalo / homework / his / helps / their / with / friends. _____
10. likes / people / to / meet / new / Kevin. _____

b) Underline the correct answer: don't or doesn't

1. He (**don't / doesn't**) eat junk food.
2. She (**don't / doesn't**) cook.
3. I (**don't / doesn't**) play golf once a week.
4. David (**don't / doesn't**) listen to the radio.
5. We (**don't / doesn't**) speak French.
6. You (**don't / doesn't**) drink coffee in the morning.
7. She (**don't / doesn't**) sleep early.
8. Your brother (**don't / doesn't**) work out.
9. Sara (**don't / doesn't**) eat meat.



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10.1 (don't /doesn't) like to weak up early.

8.2 MEANINGFUL PRACTICE (10-15min.)

8.2.1 Activity A: Questions

- ❖ After that, the teacher gives students worksheet C. In this worksheet, students are asked to answer some questions about themselves.
- ❖ Then, they have to work in pairs asking and answering questions about what they do in their free time, and what they do not like to do.

WORKSHEET C: Questions

A. Answer these questions about yourself.

What do you do in your free time? Why do you like to do it?

What don't you do in your free time? Why don't you like it?

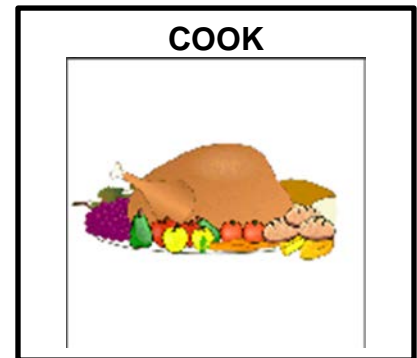
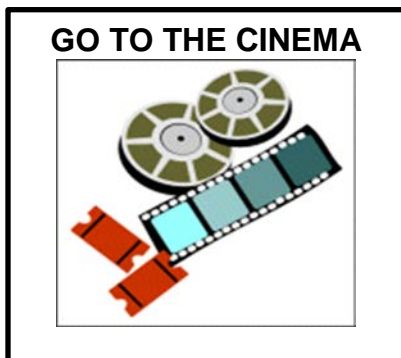


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9) PRODUCTION (13 min.)

ADJUSTING OR APROXIMATING THE MESSAGE STRATEGY: In this part of the lesson, the teacher encourages students to describe the different free time activities by making the ideas simpler, and saying what they can say instead of saying what they have to say.

- ❖ The teacher tells students that they are going to work in pairs.
- ❖ Each student receives four cards with different activities, and they do not have to show each other their cards. One of the students is going to give a brief description of each activity, and the other student has to guess the activity. After that, they change the roles.





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Source: Esolcourses, "Hobbies and Interests-What do you enjoy doing?"

10) MATERIALS: Whiteboard, markers, eraser, pictures, worksheets, flashcards.



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LESSON PLAN 4

1. Level: A1
2. Time: 1.30 min.
3. Skills: Writing, speaking, and listening.
4. Situation: Daily routine
5. Strategy: Getting help

1) **TOPIC:** Daily routine

Structure: Adverbs of frequency.

2) **AIM:**

By the end of the lesson, students will be able to describe the frequency in which they perform certain activities during the week or the weekend.

3) **WARM UP** (5 min.)

Double Doodle: This exercise improves understanding of writing symbols and spelling accurateness.

1. Students have a large piece of paper in front of them.
2. Students draw a line right down the middle of the paper. The middle of the paper should also correlate to the middle of their body, left and right.
3. Students have a pen/pencil in each of their hands and put each arm to the left and right of the line, at the same distance from it. They keep their eyes looking straight ahead.



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4. Students begin drawing with both pens at the same time, and they draw the same shapes simultaneously on opposite sides of the paper. They should not cross the center line with either pen. They can make squares, hearts, flowers, infinity symbols, or anything else.

Source: Healthy Thyroid Center, "Brain Gym: 26 Movements"

4) INTRODUCTION: (2 min.)

- ❖ The teacher introduces the topic, and he/she can use this model:

"Today we are going to talk about our daily routine. Then, you are going to do different activities."

5) PRESENTING NEW VOCABULARY: (3 min.)

- ❖ The teacher presents the vocabulary using mime and gestures to make students guess the word. If students use Spanish words, the teacher translates those words. After that, the teacher presents the pictures and sticks them on the whiteboard.

Pictures: drive, cook, brush, wash



Image 30. Drive.



Image 31. Cook.



Image 32. Brush.



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Image 33. Wash.

Guiding questions: (3 min.)

- ❖ The teacher asks students some questions, but he/she has to use a model or give an example of the questions and a probable answer. When students know what the question *what do you do* means, they can answer the questions. The teacher can use the following questions or others of his/her choice:

- What activities do you do on weekdays?
- What activities do you do on weekends?
- How often do you do them?

6) PRESENTATION (15 min.)

6.1 Pre-teaching: Review of the use of frequency adverbs.

6.1.1 Creating a situation: The teacher shows pictures of some activities.



Image 32. Brush



Image 34. Have breakfast.



Image 31. Cook lunch



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6.1.2 The teacher talks about his/her personal routine in which he/she describes some activities he/she does on weekdays. Then, he/she writes one example on the board.

- I always brush my teeth.

6.1.3 The teacher will present two more written examples on the board, and then he/she will build the structure chart with them. Also, the teacher highlights the adverbs.

- I **always** have breakfast with my family.

- I **sometimes** cook lunch.

Structure Table

<i>Subject</i>	<i>To be-Verb</i>	<i>Frequency Adverbs</i>	<i>Complement</i>
David	is	often	late for work.
Mayra	is	never	late for classes.
They	are	usually	punctual for classes.
My students	are	rarely	late for classes.

<i>Subject</i>	<i>Frequency Adverb</i>	<i>Verb</i>	<i>Complement</i>
I	always	brush	my teeth.
I	always	have	breakfast with my family.
I	sometimes	cook	lunch.
You	always	have	breakfast.
You	often	go	to the "Mall del Rio."
My dad	sometimes	reads	the newspaper.
Diego	rarely	goes	to the library.



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She	usually	cooks	dinner.
Cecilia	always	drives	to work.
Carla	always	cooks	lunch.
We	always	have	classes.
They	often	study	a difficult subject.
They	usually	have	breakfast.

6.1.4 The teacher will present other examples on the board using more pictures, and students will also be asked to do so.



Image 30. Drive to work Image 35. Be late for classes.



Image 36. Read the newspaper.

6.1.5 For each picture, the teacher writes one sentence on the board, and he/she fills the structure chart with those examples.

- Cecilia always drives to work.
- My students are rarely late for classes.



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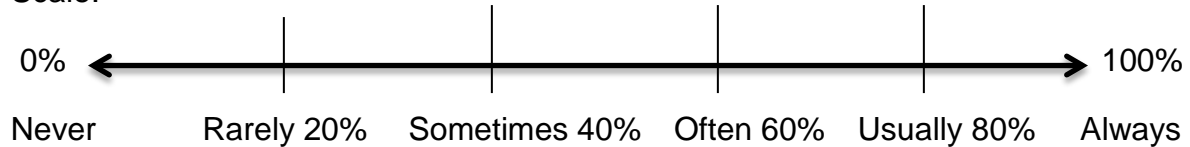
- My dad sometimes reads the newspaper.

6.1.6 Students are asked to give more examples about their routines, and the teacher writes those examples on the whiteboard, following the order of the structure table. The teacher does not have to write the structural forms on the whiteboard, only if it is necessary. Also, the teacher can show students the structural forms on the projector before practicing giving examples. The previous chart is an example which helps students to write the adverb in the correct position in each statement.

6.1.7 In this case, the teacher also has to draw a scale on the whiteboard for better understanding by students.

FREQUENCY ADVERBS

Scale:



6.1.8 Guided by the teacher, students read the examples out loud.

7) PRACTICE

❖ The teacher explains to students that they are going to practice some vocabulary. He/she can use this model: “we are going to practice using some verbs in sentences based on pictures.”



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7.1 MECHANICAL PRACTICE: (13-15 min.)

7.1.1 Activity A: Single word prompts

7.1.1.1 The teacher shows a picture and repeats the word (drive, cook, brush, wash) three times at the beginning of the practice.

7.1.1.2 Then, he/she points to an adverb on the scale, and students have to use that adverb on the sentence.

7.1.1.3 After that, the teacher says the sentence twice using the verb being represented in the picture and the adverb (drive, cook, brush, wash). Ex:
- She always drives on weekdays.

7.1.1.4 Then, all students of the class repeat the sentence.

7.1.1.5 The teacher points to a student, and he/she has to repeat the sentence.

7.1.1.6 **Feedback:** The teacher repeats the same sentence.

7.1.1.7 Next, the teacher gives students another verb and points to another adverb, and they have to say a sentence using the cue words.
(Continue with the process)

7.1.2 Activity B: Exercises

- ❖ The teacher gives students worksheet A. In this worksheet, students have to answer some questions related to the frequency adverbs in section (a), and then they have to correct the six mistakes of the passage in section (b).
- ❖ Then, students can compare the answers with a partner.



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WORKSHEET A: Exercises

A. Understanding adverbs of frequency. Read each situation and then answer the question.

1. Jorge usually does his homework. Raul always does his homework. Diego never does his homework. Who is the best student? _____
Who is the worst student? _____
2. The weather in Florida is rarely cold. It is sometimes cold in Mississippi. It is usually cold in Alaska. If you do not like cold weather, which state might be a good place for you to live? _____
3. I usually put sugar in my coffee. Ricardo sometimes puts sugar in his tea. Gabriela always puts sugar on her cereal. Who uses sugar the most frequently?

4. My grandmother sometimes takes a walk after dinner. My brother always runs five miles every morning. I hardly ever exercise. Who gets the most exercise?
_____ Who gets the least exercise? _____
5. Rene rarely watches American television. Ivan often listens to public radio in English. Nidia sometimes watches English movies. Mariana usually prefers to talk to her friends in her native language. Who probably hears the most English in a day? _____

Answer key: 1. Raul, Diego 2. Florida 3. Gabriela 4. Brother, he/she 5. Ivan

Source: Keith S. False, Unit 5: Adverbs of Frequency



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B. Read this short passage. There are six mistakes. Circle the mistakes (verb tenses and frequency adverbs), and write the correction above the mistake.

Bill is late for work often on Monday. He is late for work because he always read the Monday morning paper before he go to the office. He enjoys reading the paper, so he takes his time. Unfortunately, he often takes too much time. Bill drinks always coffee in the morning, but he hardly ever takes it black. He drinks coffee without sugar rarely. Sometimes he is late because he goes to work by bus. He doesn't never drives to work.

Answer key: 1. is often 2. reads 3. goes 4. always drinks 5. rarely drinks 6. he never drives

Source: Keith S. False, Unit 5: Adverbs of Frequency

7.2 MEANINGFUL PRACTICE (10-15 min.)

7.2.1 Activity A: Grid

- ❖ After that, the teacher gives students worksheet B. In this worksheet, students are asked to complete a grid about their daily routines.



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GETTING HELP STRATEGY: In this part of the lesson, the teacher encourages students to ask each other for help, and he/she gives them some questions they can ask if they do not understand something. **For example:** Excuse me. Can you help me, please? What does mean? What do I put here? Can you please tell me what ...means? How do you spell ...? How do you pronounce ...? How do you say ... in English? Can I borrow your dictionary?

Also, the teacher encourages students to be polite and to use phrases like *thank you* and *please*.

WORKSHEET B: Grid

1. Complete the grid with the things you do during the week according to the frequency that you do them.

THINGS OR ACTIVITIES YOU DO						
Frequency	Never	Rarely	Sometimes	Often	Usually	Always
Days						
Monday						
Tuesday						
Wednesday						



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Thursday						
Friday						
Saturday						
Sunday						

2. In pairs, students discuss the kind of things they do.
3. Students write a composition about the most important things they do during the week using the adverbs of frequency. (This could be suggested homework.)

8) SKILL DEVELOPMENT: (15 min.)

8.1 Listening

8.1.1 Pre-listening

- ❖ The teacher gives each student a grid (Worksheet C).
- ❖ He/she reads aloud with students what kind of information they have to listen for to complete the grid.
- ❖ The teacher reads aloud the title of the song and the author.
- ❖ Then, he/she asks students some questions to know how much they know about the artist; everything they know is useful.



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- ❖ Next, the teacher explains the purpose of listening to the song (to find days and frequency adverbs).

8.1.2 Listening

- ❖ The teacher plays the song (CD Track 1).
- ❖ The teacher asks students to complete the grid.

8.1.3 Post-listening

- ❖ Then, the teacher asks students to work in pairs in order to compare their answers.
- ❖ After that, he/she asks students for the correct answers.
- ❖ The teacher gives each student the lyrics of the song (Worksheet D).
- ❖ They check the correct answers.
- ❖ The whole class starts reading verse by verse from the song with the correct answers.
- ❖ At the end, the teacher asks students about something special they heard in the song, and which part they liked the most.

LISTENING ACTIVITY

WORKSHEET C: GRID

- A. Listen to the song and write in the grid the days of the week and the frequency adverbs that you hear.

"Friday I'm in love" by The Cure	
Days of the week	



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Frequency Adverbs	
--------------------------	--

Answer Key: Days of the week (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday) **Frequency Adverbs** (always, never)

WORKSHEET D: Song

“Friday I'm in love” by The Cure

I don't care if Monday's blue,
Tuesday's grey and Wednesday too.
Thursday, I don't care about you.
It's Friday, I'm in love.
Monday, you can fall apart.
Tuesday, Wednesday, break my
heart.
Thursday doesn't even start.
It's Friday, I'm in love.

Saturday, wait,
And Sunday always comes too late,
But Friday never hesitate...

I don't care if Monday's black,
Tuesday, Wednesday, heart attack.
Thursday, never looking back.
It's Friday, I'm in love.

Monday, you can hold your head.

Tuesday, Wednesday, stay in bed.
Or Thursday, watch the walls instead.
It's Friday, I'm in love.

Saturday, wait,
And Sunday always comes too late,
But Friday, never hesitate...

Dressed up to the eyes,
It's a wonderful surprise
To see your shoes and your spirits
rise,
Throwing out your frown,
And just smiling at the sound,
And as sleek as a shriek,
Spinning round and round.
Always take a big bite,
It's such a gorgeous sight
To see you eat in the middle of the
night.



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You can never get enough,
Enough of this stuff.

It's Friday,
I'm in love.

Source: Musica.com, "Friday I'm in love" by The Cure

9) PRODUCTION (17 min.)

- ❖ The teacher tells students that they are going to do another activity about their daily routine.
- ❖ The teacher gives each student Worksheet E.
- ❖ Students are going to work completing a grid.
- ❖ They will ask and answer questions about their daily routines. They have to ask three students. Students have to take notes about their classmates. At the end, the teacher asks some of the students to share their results with the class by saying two things about a classmate.

WORKSHEET E: Questions

1. Work in groups of three. Ask your partners questions about their daily routines.

Daily Routine	
1. How often are you late for class?	a. _____ b. _____ c. _____
2. How often do you use social media sites?	a. _____ b. _____ c. _____
3. How often do you read the newspaper?	a. _____ b. _____ c. _____



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4. How often do you exercise?	a. _____ b. _____ c. _____
5. What do you have for breakfast? How often?	a. _____ b. _____ c. _____
6. How often do you drink coffee?	a. _____ b. _____ c. _____
7. How often do you see your best friend?	a. _____ b. _____ c. _____

10) MATERIALS: Whiteboard, markers, eraser, pictures, worksheets, CD.



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LESSON PLAN 5

1. Level: A1
2. Time: 1.30 min.
3. Skills: Reading, writing, and speaking.
4. Situation: Talking about places and attractions in a city or country.
5. Strategy: Selecting the Topic

1) **TOPIC:** Talking about places and attractions in a city or country.

Structure: There is/there are with some, any, several, a lot, many (Affirmative statements, negative statements, and questions)

2) **AIM:**

By the end of the lesson, students will be able to talk about places and attractions in a city or country.

3) **WARM UP** (7 min.)

Earth Buttons: This exercise improves reading skills.

1. Students stand or sit down comfortably.
2. Students place their right hands, index finger and middle finger gently on their chin.
3. They place the palm of the left hand gently over the navel while the fingers are pointing downward and making contact with the belly as well.
4. Students begin to gently rub both their chin and below their navel with their fingers in a small, circular motion.



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5. While rubbing with their fingers, slowly move their eyes in a straight vertical line, up and down. It can be helpful to find the line of a wall corner or a long pole to follow and let the eyes continue up and down beyond as far as it is comfortable. Students breathe slowly and deeply the whole time. They have to remember to just be moving their eyes, the head stays forward and still.
6. Students switch hands respectively and repeat steps 4 and 5 for five or six more deep breaths.

Source: Healthy Thyroid Center, “Brain Gym: 26 Movements”

4) INTRODUCTION: (2 min.)

- ❖ The teacher introduces the topic, and he/she can use this model:

“Today we are going to talk about some places we can go to. We are going to read about Hong Kong. Then, you are going to do some activities about the reading and about yourselves.”

5) PRESENTING NEW VOCABULARY: (3 min.)

- ❖ The teacher presents the vocabulary using mime, gestures or drawings, and students have to guess the word. If students use Spanish to guess the word, the teacher has to translate it. Then, he/she shows students the pictures and sticks them on the whiteboard.

Pictures: building, peak, Buddha, floating restaurant.



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Image 37. Building.



Image 38. Peak.



Image 39. Buddha.



Image 40. Floating restaurant.

Guiding questions: (3 min.)

- ❖ The teacher asks students some questions, and they answer them. The teacher can use the following questions or others of his/her choice:
 - Do you like to know other places?
 - Why would you like to know other places?
 - Which places do you know?
 - Where would you like to go? Why?



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6) PRESENTATION

6.1 SKILL DEVELOPMENT: Reading (13 min.)

- ❖ The teacher introduces this stage, and he/she can use this model:

“We are going to read a passage about some places we can visit if we go to Hong Kong.”

1.1.1 Pre-reading

- ❖ The teacher shows two pictures.



Image 41. The Giant Buddha.



Image 40. Floating restaurant.

- ❖ The teacher asks students if they know what is in the pictures, if they have ever seen these pictures, if they know these places. Then, students have to guess how the following words or phrases are used in the text.

34 meters high, famous, tallest, floating.

1.1.2 Reading

- ❖ The teacher presents a passage about some places to visit in Hong Kong.
- ❖ Students have 7-8 minutes to read the passage silently.



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Hong Kong



Image 40. Floating restaurant.

Image 41. The Giant Buddha.

The Jumbo Kingdom Restaurant

The Giant Buddha

Hong Kong is a beautiful city. There are several places to visit such as: tourist attractions, buildings, and restaurants. First, there is The Victoria Peak. This is one of the most popular attractions in Hong Kong. There are a lot of visitors each year. Looking down from The Peak you will be amazed by the spectacular view of the world-famous Victoria Harbour. Second, there is the Giant Buddha at Lantau Island beside the Po Lin Monastery; this is 34 meters high, the world's tallest seated bronze Buddha. Besides, there is an exciting and exotic show. This show is called A Symphony of Lights, and this spectacle combines interactive lights of 44 buildings. There are five main themes in this celebration: Awakening, Energy, Heritage, Partnership and Celebration. Also, there are two important buildings: the One International Centre and the Two International Finance Centre. The first one is 210 meters high, and the second one is 429 meters high. In addition, there are several restaurants, but one of the most famous restaurants is Jumbo Kingdom.



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This is a floating restaurant, and it is the biggest one in Hong Kong. The food is very delicious at this restaurant.

Source: Disfruta Hong Kong, “¿Por qué visitar Hong Kong?”

1.1.3 Post-reading

❖ The whole class works answering questions about the passage.

7) STRUCTURE TABLE DEVELOPMENT (18 min.)

7.1 The teacher asks some questions and writes the answers about the passage which was presented before (modeling); for example:

- Which places are there to visit in Hong Kong?
- There are tourist attractions, buildings, and restaurants.

7.2 Students tend to respond using isolated words, but the teacher has to accept those answers and form the sentence using the correct structural forms based on the model. In that way, students are going to follow the model.

7.3 Then, the teacher writes the answers on the whiteboard.

- There are tourist attractions, buildings, and restaurants.

7.4 Next, the teacher asks students another question. (He/she writes all the questions and answers on the whiteboard.) Also, he/she will construct a structure table with them. The teacher has to underline the structural forms that he/she is teaching.

- Which tourist attractions are there in Hong Kong?

There are three tourist attractions.

There is the Victoria Peak.



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There is the Giant Buddha.

There is an exciting and exotic show of lights.

- How many visitors are there in the Peak Tower?

There are a lot of visitors each year.

- How many themes are there in the show of lights?

There are five main themes.

- Which important buildings are there?

There are two important buildings.

- How many restaurants are there in Hong Kong?

There are several restaurants.

- What famous restaurant is there?

There is a floating restaurant.

Questions	Answers		
1. Which places are there to visit in Hong Kong?	<u>There are</u>		tourist attractions, buildings, and restaurants.
2. Which tourist attractions are there in Hong Kong?	<u>There are</u>		three tourist attractions.
	<u>There is</u>		the Victoria Peak.
	<u>There is</u>		the Giant Buddha.
	<u>There is</u>		an exciting and exotic show of lights.
3. How many visitors are there in the Peak Tower?	<u>There are</u>	<u>a lot</u>	of visitors each year.



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4. How many themes are there in the show of lights?	<u>There are</u>		five main themes.
5. Which important buildings are there?	<u>There are</u>		two important buildings.
6. How many restaurants are there in Hong Kong?	<u>There are</u>	<u>several</u>	restaurants.
7. What famous restaurant is there?	<u>There is</u>		a floating restaurant.

7.5 Students are going to give more examples about Cuenca or some other touristic places they know, and the teacher is going to write those examples on the whiteboard, following the correct order of the structure table. The teacher can present the structural form by writing on the whiteboard, but only if it is necessary. Also, the teacher can show students the structural forms on the projector before practicing giving examples. The structural chart is an example which helps students to follow the correct order and not to become confused about how they have to write the statements, questions, and answers.

Structure table

Statements					
<i>Singular</i>			<i>Plural</i>		
<u>There is</u>		the flight of stairs.	<u>There are</u>		four rivers.
<u>There is</u>		El Cajas.	<u>There are</u>	<u>a lot</u>	of beautiful old houses.
<u>There is</u>		a zoo.	<u>There are</u>	<u>several</u>	landscapes.



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<u>There is</u>		a shopping mall.	<u>There are</u>	<u>many</u>	museums.
<u>There is</u>		El parque Calderón.	<u>There are</u>	<u>a lot</u>	of restaurants.
<u>There isn't</u>		a gallery in Cuenca.	<u>There are</u>	<u>some</u>	traditional parades.
<u>There isn't</u>		a wax museum.	<u>There aren't</u>	<u>any</u>	tall buildings.
<u>There isn't</u>	<u>any</u>	tall sculpture.	<u>There aren't</u>		modern buildings.

7.6 The teacher uses the aforementioned examples to ask questions.

Questions and Answers	
Singular	Plural
<u>Is there</u> a zoo? Yes, <u>there is</u> .	<u>Are there</u> any landscapes? Yes, <u>there are</u> .
<u>Is there</u> a shopping mall? Yes, <u>there is</u> .	<u>Are there</u> beautiful old houses? Yes, <u>there are</u> .
<u>Is there</u> any giant Buddha? No, <u>there isn't</u> .	<u>Are there</u> modern buildings? No, <u>there aren't</u> .
<u>Is there</u> any wax museum? No, <u>there isn't</u> .	<u>Are there</u> any tall buildings? No, <u>there aren't</u> .

7.7 Guided by the teacher, students read the examples out loud.

8) PRACTICE

- ❖ The teacher explains to students that they are going to practice by completing some sentences with the correct form of the word.



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8.1 MECHANICAL PRACTICE (10 min.)

8.1.1 Activity A: Filling in the blanks

- ❖ The teacher gives students worksheet A. In this worksheet, students have to fill in the blanks using *there is*, *there are*, and *there are not*.
- ❖ Then, students can compare the answers with a partner.

WORKSHEET A: Exercises

A. Complete the sentences with **there is/there are/there are not**

1. _____ military parades in Russia.
2. _____ nine churches.
3. _____ several monuments.
4. _____ many traditional dishes.
5. _____ a lot of lakes around the city.
6. _____ any beaches in London.
7. _____ a historic building along Palace Embankment.
8. _____ 102 floors in the building.
9. _____ many monkeys in the trees.
10. _____ an elephant in the zoo.
11. _____ many kind of birds in my town.
12. _____ several sharks in the aquarium.
13. _____ a museum next to the park.
14. _____ any shopping centers in this town.
15. _____ a Chocolate Museum.



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16. _____ any music competitions.
17. _____ several animals in the Zoo.
18. _____ any public buses in Los Angeles.
19. _____ high mountains.
20. _____ several museums in Cuenca.
21. _____ many beautiful beaches.
22. _____ several people visiting the animals today.
23. _____ an eel in the aquarium.

8.2 MEANINGFUL PRACTICE (15-18 min.)

8.2.1 Activity A: Drawing

- ❖ The teacher gives students a handout. In this handout (Worksheet B), students have to draw the main places or attractions they know of a city or country.
- ❖ They have to write a paragraph about the drawing, indicating the main places or attractions of the place.
- ❖ Then, in pairs they exchange their drawings and information about the drawing.

SELECTING THE TOPIC STRATEGY: In this part of the lesson, the teacher encourages students to select their own topic, and they can talk about what they know because they are familiar with the topic.



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WORKSHEET B: Drawing

PLACE	
Drawing	Description
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

9) COMMUNICATIVE ACTIVITY (16 min.)

- ❖ The teacher tells students that they are going to do an activity about the touristic places they know.
- ❖ The teacher gives students worksheet C.
- ❖ Students are going to walk around the classroom asking two of their classmates some questions.
- ❖ They will ask and answer questions about the places, attractions, and activities of a city or country they know. Also, students have to take notes about their classmates.
- ❖ At the end, the teacher asks some students to give feedback to the class by sharing their classmates' answers.



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WORKSHEET C: Touristic Place

Touristic Place: _____	
1. Which famous restaurants are there?	
2. Which churches are there?	
3. What kind of sports can you practice there?	
4. Which famous attractions are there?	

Touristic Place: _____	
1. Which famous restaurants are there?	
2. Which churches are there?	
3. What kind of sports can you practice there?	
4. Which famous attractions are there?	

10) MATERIALS: Whiteboard, markers, eraser, pictures, worksheets.



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LESSON PLAN 6

1. Level: A1
2. Time: 1.30 min.
3. Skills: Writing, speaking, and listening.
4. Situation: Talking about your life right now and in general.
5. Strategy: Mime or Gesture

1) **TOPIC:** Talking about your life right now and in general.

Structure: Present Progressive (affirmative and negative statements).

2) **AIM:**

By the end of the lesson, students will be able to talk about their lives right now and in general.

3) **WARM UP** (7 min.)

Balance Buttons: This exercise improves critical and decisional capacities, creates a more receptive attitude, and improves reflexes.

1. Students stand with feet hip distance apart.
2. They place the right hand gently over the belly.
3. Students place the middle and index fingers of the left hand on the bone right behind the ear (their temporal bone).
4. They bend their right knee and lift the foot off of the ground. Students breathe evenly as they balance on their left leg for a count of eight. If it helps, they look at one stationary object while balancing.



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5. Then, students balance on their right leg for a count of eight.
6. While, students are still balancing on the right leg, they switch their hands and balance for a count of eight.
7. Students change their balance to the left leg and hold for a count of eight.

Source: Healthy Thyroid Center, “Brain Gym: 26 Movements”

4) INTRODUCTION: (2 min.)

- ❖ The teacher introduces the topic, and he/she can use this model:

“Today we are going to talk about the activities we are doing right now. Then, you are going to do some activities.”

5) PRESENTING NEW VOCABULARY: (3 min.)

- ❖ The teacher presents the vocabulary using actions, mime, or gestures, and students have to guess the word. The teacher has to help students to avoid the use of Spanish. If students use Spanish words, the teacher has to translate those words. Then, the teacher has to show the pictures and stick them on the whiteboard.

Pictures: climbing, training, working, exercising



Image 42. Climbing.



Image 43. Training.



Image 44. Working.



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Image 45. Exercising.

Guiding questions: (3 min.)

❖ The teacher asks students some questions, and they answer them. The teacher can use the following questions or others of his/her choice.

- What are you doing right now?
- What are you studying?
- What are your personal action plans?

6) PRESENTATION (17 min.)

6.1 Pre-teaching: Review of the use of present progressive.

6.1.1 Creating a situation: The teacher shows pictures of some activities.



Image 44. Working.



Image 45. Exercising.



Image 25. Sewing.

6.1.2 The teacher talks about his/her personal life in which he/she describes some activities he/she is doing. Then, he/she writes those activities on the whiteboard using the structure model.



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- I am working on a project.

6.1.3 The teacher presents two more written examples on the board, and then he/she constructs a structure chart with them. Also, he/she underlines the verbs in the present progressive.

- I am sewing a dress for my daughter.

- I'm not exercising every day.

Structure Table

Statements								
Affirmative				Negative				
<i>Subject</i>	<i>To be</i>	<i>Ing-verb</i>	<i>Complement</i>	<i>Subject</i>	<i>To be</i>		<i>Ing-verb</i>	<i>Complement</i>
I	am	<u>working</u>	on a project.	I	am / 'm	not	<u>exercising</u>	every day.
I	am	<u>sewing</u>	a dress for my daughter.	I	am / 'm	not	<u>studying</u>	Italian.
You	are	<u>studying</u>	Psychology.	You	are	not/ aren't	<u>studying</u>	Law.
He	is	<u>studying</u>	Hotel Management.					
He	is	<u>climbing</u>	mountains.					
He	is	<u>having</u>	fun.					
He/she/	is	<u>working</u>	in a	He/she/	is	not/	<u>looking</u>	for a job.



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It			company.	It		isn't		
We/they	are	<u>training</u>	for a competition.	We/they	are	not/ aren't	<u>quitting</u>	their jobs.

1.1.4 The teacher presents a conversation.

1.1.5 The teacher tells students that they will listen to a conversation between two friends.

1.1.6 The teacher writes on the board the following question:

What is Bob's son studying?

1.1.7 Students have to listen to the conversation below and answer the question:

What is Bob's son studying?

Helen: How is your son doing in Switzerland this summer?

Bob: He called and told me he loves it.

Helen: What is he doing there again?

Bob: He is studying Hotel Management.

Helen: Oh, that's right.

Bob: He said he is climbing mountains on the weekends with his new friends.

Helen: Well, I'm glad he is having fun.

Source: Thrung Mai, "English Conversation 12"

6.1.8 The teacher plays the recording once (CD Track 2) and checks that all students have written the answer. If not, he/she plays the recording again.

6.1.9 The teacher checks the answer with the class.



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6.1.10 The teacher will fill in the structure chart with the answer. Students will also be asked to give more examples about what Bob's son is doing in Switzerland.

6.1.11 The teacher writes the answers in the structure table.

6.1.12 The teacher asks students to give more examples about what they are doing now, and the teacher fills in the structure table with those examples. If the teacher considers that it is necessary to write the structural forms on the whiteboard, he/she can write them, although the teacher does not have to write the forms on the whiteboard. Also, the teacher can present to students the structural forms on the projector before practicing giving examples. The previous table is an example which helps students to follow and not become confused about the correct order to write the statements.

6.1.13 Guided by the teacher, students read the examples out aloud.

7) PRACTICE

❖ The teacher explains to students that they are going to practice by doing some activities.

7.1 MECHANICAL PRACTICE (13 min.)

7.1.1 Activity A: Word Search

❖ The teacher gives students worksheet A. In this worksheet, students have to find 20 verbs in the word search in section 1 and then use those verbs to complete the sentences in the present continuous tense in section 2.

❖ Then, students can compare the answers with a partner.



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WORKSHEET A: Exercises

1. Find 20 verbs in the word search and write the verbs below.

Q	S	I	N	G	H	A	V	E	Y
W	S	W	I	M	R	P	O	A	D
A	D	R	I	V	E	J	H	T	R
L	A	I	D	T	A	K	E	F	I
K	S	D	G	J	D	A	S	K	N
Z	L	E	K	W	A	T	C	H	K
C	O	O	K	C	L	E	A	N	T
X	K	I	C	K	G	W	A	S	H
B	C	V	L	I	S	T	E	N	X
P	L	A	Y	S	M	A	K	E	W
N	K	H	R	E	E	T	E	L	L

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

Answer key: sing, have, walk, swim, eat, drive, ride, read, take, drink, watch, cook, clean, ask, kick, wash, listen, play, make, and tell.

2. Conjugate the verb to be and use the verbs you found in the word search to complete these sentences. The first part of the sentence is negative, and the second part is positive. Write the sentences in the present continuous tense.

1. They _____ to school today, they _____ their bikes.



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2. He _____ a movie, he _____ a book.
3. I _____ dinner, I _____ dinner at a restaurant instead.
4. She _____ to work, she _____ the bus.
5. We _____ tea, we _____ cakes.
6. He _____ the house, he _____ his clothes.
7. They _____ to music, they _____ a song.
8. She _____ the drums, she _____ the door.
9. He _____ in the sea, he _____ a sandcastle.
10. I _____ him to do it, I _____ him.

Answer key: 1. driving, riding 2. watching, reading 3. cooking, having 4. walking, taking 5. drinking, eating 6. cleaning, washing 7. listening, singing 8. playing, kicking 9. swimming, making 10. telling, asking

Source: William Russell, "Positives and negatives"

7.2 MEANINGFUL PRACTICE (18 min.)

7.2.1 Activity A: Situations

- ❖ After that, students are going to do a collective activity, where everybody is going to participate.
- ❖ In this activity, students have to write sentences in the present continuous tense to describe what is happening in a particular situation. Then, the class has to guess where they are.
- ❖ First, the teacher introduces this activity by writing an example. He/she writes the following on the board:



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At the _____

- ❖ Next, he/she writes each clue on the board one by one.
 1. We are sitting around the table.
 2. I am switching off my phone.
 3. Some people are reading books.
 4. We are being very quiet.
- ❖ After the teacher has written each clue, he/she asks students to guess where he/she is (He/she is at the library).
- ❖ Then, he/she gives each student one of the cards (Worksheet B). He/she tells students to keep their cards secret.
- ❖ The teacher tells students that they are going to write sentences (clues) using the present continuous tense to describe what is happening in the situation on their cards.
- ❖ Also, the teacher explains that they should start with the last clue by putting the verb in the present continuous and adding the correct form of the verb *to be*.
- ❖ After that, students do the same with clue number 3. As these are the easiest clues, they will be read last.
- ❖ Students also have to think of two more clues (1 and 2) to describe what is happening.
- ❖ The teacher tells students to try to make their sentences difficult to guess and to try to use words which do not directly relate to the place.



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- ❖ While students are preparing, the teacher walks around and checks if students have formed the present continuous correctly.
- ❖ Finally, students read their sentences (from 4 to 1) to their classmates, who guess where they are.

WORKSHEET B: Where are we?

<p style="text-align: center;">At the park</p> <p>1. We _____</p> <p>2. Some people _____</p> <p>3. I _____ (take) photos.</p> <p>4. We _____ (have) a picnic.</p>	<p style="text-align: center;">At home</p> <p>1. We _____</p> <p>2. My friend _____</p> <p>3. We _____ (sit) on the sofa.</p> <p>4. I _____ (watch) TV.</p>
<p style="text-align: center;">In a classroom</p> <p>1. We _____</p> <p>2. Some of us _____</p> <p>3. My classmate _____ (write) in his book.</p> <p>4. I _____ (listen) to the teacher.</p>	<p style="text-align: center;">At a nightclub</p> <p>1. We _____</p> <p>2. Some people _____</p> <p>3. My friends _____ (dance) to the music.</p> <p>4. I _____ (order) a drink.</p>
<p style="text-align: center;">At a restaurant</p> <p>1. We _____</p> <p>2. Some people _____</p> <p>3. My friend _____ (look) at the menu.</p> <p>4. I _____ (order) food.</p>	<p style="text-align: center;">At work</p> <p>1. We _____</p> <p>2. My boss _____</p> <p>3. My colleague _____ (write) a report.</p> <p>4. I _____ (check) my email.</p>



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<p style="text-align: center;">At the beach</p> <p>1. We _____</p> <p>2. My friends _____</p> <p>3. We _____ (have) fun.</p> <p>4. I _____ (swim) in the sea.</p>	<p style="text-align: center;">At the cinema</p> <p>1. We _____</p> <p>2. Some people _____</p> <p>3. I _____ (eat) popcorn.</p> <p>4. We _____ (watch) a movie.</p>
<p style="text-align: center;">At a concert</p> <p>1. We _____</p> <p>2. I _____</p> <p>3. I _____ (dance).</p> <p>4. The band _____ (sing).</p>	<p style="text-align: center;">On holiday</p> <p>1. We _____</p> <p>2. My friend _____</p> <p>3. We _____ (stay) in a hotel.</p> <p>4. I _____ (go) on a tour.</p>

Source: Paul Adams, "Where are we?"

8) SKILL DEVELOPMENT (14 min.)

8. 1 Listening

8.1.1 Pre-listening

- ❖ The teacher gives each student Worksheet C (Lyrics of a song).
- ❖ He/she reads aloud with students what kind of information they have to listen for to complete the song.
- ❖ The teacher reads aloud the title of the song and the author.
- ❖ Then, he/she asks students some questions to know how much they know about the artist; everything they know is useful.
- ❖ Next, the teacher explains the purpose of listening to the song (to find ing-verbs).



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8.1.2 Listening

- ❖ The teacher plays the song (CD Track 3).
- ❖ The teacher asks students to complete the song with the correct ing-verbs.

8.1.3 Post-listening

- ❖ Then, the teacher asks students to work in pairs in order to compare the answers.
- ❖ After that, he/she asks students for the correct answers.
- ❖ They check the correct answers.
- ❖ The whole class starts reading verse by verse from the song with the correct answers.
- ❖ At the end, the teacher asks students about something special they heard in the song, and which part they liked the most.

LISTENING ACTIVITY

WORKSHEET C: GRID

1. Listen and complete the song with the following ing-verbs.

Verbs: stepping, driving, waiting, turning, hanging, sitting, wasting

“Lemon” by Fools Garden

I'm sitting here in the boring room

I'm waiting for you

It's just another rainy Sunday
afternoon

But nothing ever happens and I
wonder

I'm _____ 1 my time

I got nothing to do

I'm _____ 3 around in my car

I'm _____ 2 around

I'm driving too fast



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I'm driving too far
I'd like to change my point of view
I feel so lonely
I'm _____ 4 for you
But nothing ever happens and I
wonder

I wonder how
I wonder why
Yesterday you told me 'bout the blue
blue sky
And all that I can see is just a yellow
lemon-tree
I'm _____ 5 my head up and down
I'm turning turning turning turning
turning around
And all that I can see is just another
lemon-tree

I'm _____ 6 here
I miss the power
I'd like to go out taking a shower
But there's a heavy cloud inside my
head
I feel so tired
Put myself into bed
While nothing ever happens and I
wonder

Isolation is not good for me
Isolation I don't want to sit on the
lemon-tree

I'm _____ 7 around in the desert of
joy
Baby anyhow I'll get another toy
And everything will happen and you
wonder

I wonder how
I wonder why
Yesterday you told me 'bout the blue
blue sky
And all that I can see is just another
lemon-tree
I'm turning my head up and down
I'm turning turning turning turning
turning around
And all that I can see is just a yellow
lemon-tree
And I wonder, wonder

I wonder how
I wonder why
Yesterday you told me 'bout the blue
blue sky
And all that I can see, and all that I
can see, and all that I can see



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Is just a yellow lemon-tree

Answer key: 1. wasting 2. hanging 3. driving 4. waiting 5. turning 6. sitting 7. stepping

Source: Musica.com, "Lemon" by Fools Garden

9) COMMUNICATIVE ACTIVITY (12 min.)

MIME OR GESTURE STRATEGY: In this part of the lesson, the teacher encourages students to demonstrate the meaning of a word or phrase using body gestures or facial expressions.

- ❖ The teacher tells students that they are going to do a group activity, a contest.
- ❖ The teacher explains to students that each column is going to be a group. One student has to represent each group and stand up in front of the class looking at them and giving his/her back to the board.
- ❖ The teacher writes one sentence (Present progressive/affirmative and negative statement) on the whiteboard, and the rest of students in the group have to demonstrate the sentence (activity) using mimes or gestures, and the selected student has to guess the complete sentence (activity).

Worksheet D: Mime or gestures

1. I am eating a sandwich.	2. He is not playing football.
3. She is not drinking coffee.	4. They are cooking dinner.



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5. We are learning English.	6. I am not sweeping the kitchen.
7. You are not taking a shower.	8. She is washing the dishes.
9. I am taking a picture.	10. He is riding a bicycle.
11. They are not cleaning the house.	12. I am mopping the floor.

10) MATERIALS: Whiteboard, markers, eraser, pictures, worksheets, CD.



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LESSON PLAN 7

1. Level: A1
2. Time: 1.30 min.
3. Skills: Writing, speaking, and reading.
4. Situation: Describing your own skills and asking about other people´s
5. Strategy: Switching to the mother tongue

1) **TOPIC:** Describing your own skills and asking about other people´s

Structure: can/can't-ability

2) **AIM:**

By the end of the lesson, students will be able to describe their own talents and skills and ask about other people´s.

3) **WARM UP** (5 min.)

Footflex: This exercise improves posture, relaxation, and ability to socialize in expression and response.

1. Students sit and bring the right ankle over the left knee.
2. With their right hand fingers find tight muscles and tendons on the back and inside of the calf, right by the knee. Once they find them, they give them a squeeze and hold in as much as it is comfortable.
3. With their left hand fingers find the Achilles tendon close to the ankle and again they squeeze and hold.



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4. With the tendons being squeezed students take a breath in. They slowly exhale for a count of eight as they flex their foot as far as it is comfortable.
5. Students repeat step 4 two more times on the right leg.
6. They switch legs and repeat steps 2 through 4 three more times on the left leg.

Source: Healthy Thyroid Center, “Brain Gym: 26 Movements”

4) INTRODUCTION: (2 min.)

- ❖ The teacher introduces the topic, and he/she can use this model:

“Today we are going to talk about our talents. Then, you are going to do some activities.”

5) PRESENTING NEW VOCABULARY: (3 min.)

- ❖ The teacher presents the vocabulary using mime or gestures, and students have to guess the word. Also, the teacher has to help students to avoid the use of Spanish when they are guessing. If students use Spanish words when they are guessing, the teacher has to translate them. After that, he/she shows students the pictures and sticks them on the whiteboard.

Pictures: play, draw, paint, train



Image 46. Play.



Image 47. Paint.



Image 43. Train.



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Guiding questions: (3 min.)

❖ The teacher asks students some questions, and they answer them. The teacher can use the following questions or others of his/her choice.

- Do you know a talented person?
- What is his/her talent?
- Have you ever heard about a dangerous talent?
- What talents do you have?

6) PRESENTATION (15-18 min.)

6.1 Pre-teaching: Review of the use of can/can't-ability.

6.1.1 Creating a situation: The teacher shows pictures of some personal abilities.



Image 24. Draw caricatures.



Image 48. Cook international food.



Image 49. Train dogs.



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6.1.2 The teacher talks about his/her personal abilities. Then, he/she writes those skills on the whiteboard.

- I can draw caricatures.

6.1.3 The teacher presents two more written examples on the board, and then he/she builds the structure table using those examples. Also, the teacher has to underline the modal verb and the base form of verb.

- I can cook international food.

- I can train dogs.

Structure Table

Statements							
Affirmative				Negative			
<i>Subject</i>	<i>Can</i>	<i>Base form of verb</i>	<i>Complement</i>	<i>Subject</i>	<i>Can't</i>	<i>Base form of verb</i>	<i>Complement</i>
I	<u>can</u>	<u>draw</u>	caricatures.	I	<u>can't</u>	<u>play</u>	the piano.
I	<u>can</u>	<u>cook</u>	international food.	I	<u>can't</u>	<u>speak</u>	Chinese.
I	<u>can</u>	<u>train</u>	dogs.	I	<u>can't</u>	<u>train</u>	horses.
You	<u>can</u>	<u>play</u>	the violin.	You	<u>can't</u>	<u>run</u>	a marathon.
My friend	<u>can</u>	<u>play</u>	the piano.				
Cesar	<u>can</u>	<u>train</u>	dogs.				



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Cristóbal	<u>can</u>	<u>paint</u>	100 paintings in a minute.				
Saulo	<u>can</u>	<u>write</u>	poems.	Saulo	<u>can't</u>	<u>tell</u>	lies.
Marcia	<u>can</u>	<u>drive</u>	a car.	Marcia	<u>can't</u>	<u>ride</u>	a bike.
We	<u>can</u>	<u>play</u>	basketball.	We	<u>can't</u>	<u>fly</u>	an airplane.
John	<u>can</u>	<u>cook</u>	lasagna.	John	<u>can't</u>	<u>paint</u>	pictures.
They	<u>can</u>	<u>sing</u>	opera.	They	<u>can't</u>	<u>dance</u>	salsa.

6.1.4 The teacher uses the aforementioned examples to ask students some questions.

Yes/No questions			
<i>Can</i>	<i>Subject</i>	<i>Base form of verb</i>	
<u>Can</u>	I	<u>speak</u>	Chinese?
<u>Can</u>	you	<u>play</u>	the violin?
<u>Can</u>	he	<u>write</u>	poems?
<u>Can</u>	she	<u>ride</u>	a bike?
<u>Can</u>	we	<u>fly</u>	an airplane?
<u>Can</u>	you	<u>sing?</u>	
<u>Can</u>	they	<u>dance?</u>	



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Short Answers					
Affirmative			Negative		
Yes,	I	Can.	No,	I	Can't.
	You			You	
	He			He	
	She			She	
	We			We	
	You			You	
	They			They	

6.1.5 The teacher presents more examples on the board using other pictures, and students are also asked to do the same.



Image 46. Play the piano. Image 43. Train dogs. Image 47. Paint.

- My friend can play the piano.
- Cesar can train dogs.
- Cristóbal can paint 100 paintings in a minute.

6.1.6 The teacher fills in the structure table with those examples.

6.1.7 Students have to give more examples about their abilities, and the teacher writes those examples on the whiteboard, following the order of the structure table. Then, the teacher uses the examples (statements) to ask the



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questions. The teacher does not have to write the structural forms on the whiteboard unless it is necessary. Furthermore, the teacher can present students the structural forms on the projector before practicing giving examples. The table helps students to follow a correct order so as to not be confused about the position of the modal verb with respect to the other verb.

6.1.8 Guided by the teacher, students read the examples out loud.

7) PRACTICE

- ❖ The teacher explains to students that they are going to practice doing an activity. Students are going to unscramble sentences.

7.1 MECHANICAL PRACTICE (10 min.)

7.1.1 Activity A: Exercises

- ❖ The teacher gives students worksheet A. In this worksheet, students have to unscramble the sentences (statements and questions).
- ❖ Then, students can compare the answers with a partner.

WORKSHEET A: Exercises

1. say / she / backwards / Can / the alphabet?

2. Some / can / people / more than / speak / three languages.

3. draw / Can / a square / you / and a circle / at the same time?



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4. you / the months of the year / in English / say / backwards / Can / without making a mistake?

5. can / He / a tree / climb.

6. sing / a song / Can / in English / you?

7. play / They / tennis / can / quiet well.

8. very well / can / She / cook.

9. you / swim / Can / hundred meters?

10. Some / many / can / people / instruments / play.

7.2 MEANINGFUL PRACTICE (13-16min.)

SWITCHING TO THE MOTHER TONGUE STRATEGY: In this part of the lesson, the teacher encourages students to ask some words they do not know in English using Spanish. For example: How do you say ... in English? Also, students use this strategy if one of them has a question to ask the teacher about something that they cannot explain in English.



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7.2.1 Activity A: Fibber

- ❖ After that, the teacher gives each student worksheet B.
- ❖ The teacher writes the first sentence on the whiteboard and asks students to complete it. When he/she has elicited a few different ideas, he/she write the second sentence to elicit examples of machines.
- ❖ Next, the teacher tells students to complete the sentences with information about themselves. They have to write some sentences which are true and some which are false. The teacher tells them to try to make the sentences difficult to guess.
- ❖ Students should also tick either the true or false box after each sentence, to confirm which are which.
- ❖ The teacher demonstrates the activity by writing three sentences about him/herself on the whiteboard.
- ❖ The teacher asks students to decide which sentences on the board are true and which are false. He/she gives students an extra point if they guess correctly. He/she gives an extra point to him/herself if they guess incorrectly.
- ❖ After that, the teacher divides students into pairs.
- ❖ Then, students do the second part of the activity with their partner.
- ❖ The teacher makes sure students count their points in the score box at the bottom of the worksheet. At the end of the activity, they add them up to find the winner.



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- ❖ Finally, the teacher gets some feedback from different students to find out who made the most correct guesses. Then, he/she tells students to work with a different partner to see if they can get a better score.

WORKSHEET B: Fibber

FIBBER

1. Complete the sentences. Make some sentences true and some false.

Tick (✓) the boxes to show which are true and which are false. TRUE FALSE

1. I can make (something)
2. I can use (a machine / program)
3. I can play (a sport)
4. I can do (something)
5. I can speak (a language)
6. I can run / swim (a distance)
7. I can cook (a dish)
8. I can draw (something)
9. I can play (a musical instrument)
10. I can ride / drive (a vehicle / an animal)
11. I can (*your own idea*)
12. I can (*your own idea*)



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2. Work with a partner. Take turns to read your sentences. Decide if your partner's sentences are true or false.

Score one point if you guess correctly

Score = _____

Your partner scores one point, if you guess incorrectly

Source: Lucy Barke, "Fibber"

8) SKILL DEVELOPMENT (13-15 min.)

8.1 Reading

❖ The teacher introduces this stage, and he/she can use this model:

"We are going to read a text about a person with an extraordinary talent."

8.1.1 Pre-reading

❖ The teacher shows a picture.



Image 50. Elisabeth Sulser.

❖ The teacher asks students to guess who she can be, and what talent she possesses.

8.1.2 Reading

❖ The teacher presents a text about a talented person.

❖ Students have 7- 8 minutes to read the passage silently.



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Image 50. Elisabeth Sulser

There is an incredibly strange condition called *synesthesia*, which is when someone's senses are crossed. For example, when someone eats a red skittle, it may taste like cherry, even if it didn't have a flavor. A person can feel colors with his/her eyes closed. For Elisabeth Sulser, her sight, hearing, and taste have been mixed, allowing her to see colorful sound waves and taste music. She had been living her whole life thinking other people could also taste and see music and sounds. However, when Sulser realized no one else had these abilities, she couldn't share what she was feeling with anyone. She thought synesthesia was not good, and people who can see sounds are frequently distracted in noisy areas.

However, Elisabeth is a musician, so these abilities help her out considerably, letting her form symphonies and melodies out of colors. Despite this mysterious condition, Sulser's synesthesia doesn't appear to have any adverse effects, especially since she only sees music instead of regular sounds.

Source: Max Cooney, "10 of the Most Mysteriously Talented People in the World"

8.1.3 Post-reading

- ❖ The teacher reminds students that they can use the speaking strategy during this activity.



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❖ Students get in pairs and discuss the following questions.

- What do you think about this talented person?
- Do you know any other extraordinary talents?
- Do you know of any dangerous talents?
- Can you do this?

❖ The teacher asks students for some answers.

9) PRODUCTION (18 min.)

❖ The teacher tells students that they are going to do a pair activity.

❖ Before the teacher starts the activity, he/she writes the responses 1 to 6 on the whiteboard.

1. I'm an excellent _____.

2. I _____ well.

3. I _____ pretty well.

4. I'm an average _____.

5. I'm not a good _____.

6. I _____ poorly.

❖ The teacher explains the usage of the noun form (I'm not a good writer) and the verb form (I write pretty well).

❖ Then, the teacher divides students into pairs and hands out worksheets C (student A) and D (student B).

❖ Students have to write their partner's name on the line titled Student 1. (The column for Student 2 comes later.)



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- ❖ In the first part of the activity, students ask *Can you . . .?* questions and reply using *Yes, I can* or *No, I can't*. The teacher explains that *Yes* means that the speaker has the ability to do the task, even if he or she is not good at it. *No* means that the speaker does not have the ability to do the task.
- ❖ One student begins asking a *Can you . . .?* question to his or her partner. The partner's response is written in the appropriate Y/N box on the left of Student 1 column.
- ❖ Students go through the eleven questions and add one final *Can you . . .?* question of their own.
- ❖ If a *Yes* answer is given, students continue on to the second part of the question, *How well can you. . .?* The response is marked under the Student 1 column depending on which of the six phrases the student used. If a *No* answer is given, students do not continue to the second part of the question.
- ❖ When everyone finishes, the teacher separates students, and they form new pairs.
- ❖ After that, students write the name of their new partner on the line titled Student 2. Before students begin, they should try to guess the answers for student 2. Students mark with a different color pen their guesses in Student 1 column before the questions are asked. Students use Student 2 column for actual answers.
- ❖ This time students will be asking about their new partner's first partner using the third person. They have to ask *Can he/she . . .?* questions.



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❖ When students complete the activity, they complete the six sentences at the bottom of the worksheet with the information about both students they interviewed.

WORKSHEET C: How well can you ...?

Student A

How well	Y	Student 1 _____						Y	Student 2 _____					
	N	1	2	3	4	5	6	N	1	2	3	4	5	6
1. Can you drive a car? (driver)														
2. Can you act? (actor/actress)														
3. Can you write a story? (writer)														
4. Can you fish? (fisherman)														
5. Can you play golf? (golfer)														
6. Can you make a website? (webmaster)														
7. Can you play video games? (gamer)														
8. Can you fix a car? (mechanic)														
9. Can you grow vegetables? (gardener)														



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10. Can you sing? (singer)															
11. Can you play tennis? (tennis player)															
12. Can you _____? (_____)															
Student 1 _____ 1. He/She is an excellent _____. 2. He/She _____ well. 3. He/She _____ pretty well. 4. He/She is an average _____. 5. He/She is not a good _____. 6. He/She _____ poorly.								Student 2 _____ 1. He/She is an excellent _____. 2. He/She _____ well. 3. He/She _____ pretty well. 4. He/She is an average _____. 5. He/She is not a good _____. 6. He/She _____ poorly.							

WORKSHEET D: How well can you ...?

Student B

How well	Y	Student 1 _____						Y	Student 2 _____						
	N	1	2	3	4	5	6	N	1	2	3	4	5	6	
1. Can you swim? (swimmer)															
2. Can you cook? (chef)															
3. Can you speak English? (English speaker)															
4. Can you dance? (dancer)															



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5. Can you run? (runner)																				
6. Can you play pool? (pool player)																				
7. Can you ski? (skier)																				
8. Can you paint a picture? (artist)																				
9. Can you type? (typist)																				
10. Can you play the piano? (pianist)																				
11. Can you climb a mountain? (climber)																				
12. Can you _____? (_____)																				
Student 1 _____ 7. He/She is an excellent _____. 8. He/She _____ well. 9. He/She _____ pretty well. 10. He/She is an average _____. 11. He/She is not a good _____. 12. He/She _____ poorly.										Student 2 _____ 7. He/She is an excellent _____. 8. He/She _____ well. 9. He/She _____ pretty well. 10. He/She is an average _____. 11. He/She is not a good _____. 12. He/She _____ poorly.										

Source: James Otis, "How well can you...?"

10) MATERIALS: Whiteboard, markers, eraser, pictures, worksheets.



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LESSON PLAN 8

1. Level: A1
2. Time: 1.30 min.
3. Skills: Writing, speaking, and listening.
4. Situation: Asking and answering questions in a store.
5. Strategy: Getting help.

1) **TOPIC:** Asking and answering questions in a store.

Structure: This/these/that/those

2) **AIM:**

By the end of the lesson, students will be able to ask and answer questions in a store.

3) **WARM UP** (6 min.)

Positive Points: This exercise activates the brain for better, relaxed, and clear thinking.

1. Students stand or sit down.
2. They cross their hands in front of them and hook thumbs together.
3. Students place all fingertips except thumbs horizontally along the forehead, halfway between the eyebrows and hairline. They just rest the fingertips gently. Their eyes can be open or closed as long as they are relaxed.
4. For additional effectiveness, students have to do hook-ups by crossing the ankles and placing the tongue on the roof of the mouth.



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5. Students hold position until emotional stress is released.

Source: Healthy Thyroid Center, “Brain Gym: 26 Movements”

4) INTRODUCTION: (2 min.)

❖ The teacher introduces the topic, and he/she can use this model:

“Today we are going to learn how to ask and answer questions in a store. Then, you are going to do some activities.”

5) PRESENTING NEW VOCABULARY: (3 min.)

❖ The teacher presents the vocabulary using drawings or pointing to objects, and students guess the word. If students use Spanish words, the teacher translates them. Then, he/she presents to students the pictures and sticks them on the whiteboard.

Pictures: scarf, tuxedo, shoes, T-shirt, dresses.



Image 51. Scarf.



Image 52. Tuxedo.



Image 53. Shoes.



Image 54. T-shirt.



Image 55. Dresses.



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Guiding questions: (3 min.)

- ❖ The teacher asks students some questions, and they answer them. The teacher can use the following questions or others of his/her choice.
- Do you like to go shopping?
- How much money do you tend to spend buying in a store?
- How often do you buy new clothes?
- What kind of clothes do you buy?
- Which kind of clothes do you like to wear the most?
- Which item is the most expensive you've ever bought?

6) PRESENTATION (17 min.)

1.1 Pre-teaching: Review of the use of this/these/that/those.

1.1.1 Creating a situation: The teacher shows pictures of some clothes he/she bought. He/she sticks the pictures on different parts of the class. He/she uses gestures or points at the items. If the teacher is close to the picture, he uses *this/that*. If the teacher is far from the picture, he/she uses *these/those*. In that way, students are going to understand the difference among *this/these/that/those*.



Image 56. Necklace. Image 57. Scarf 1. Image 58. Earrings. Image 53. Shoes



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1.1.2 The teacher talks about some items he/she bought in a store, and their prices. He/she has to use his/her fingers to point at the items. In that way, students can identify the use of *this/that/these/those*. Then, he/she writes those examples on the whiteboard. Also, the teacher has to emphasize pronunciation. He/she has to teach the different ways *this/these/that/those* are pronounced.

This^{/tɪs} these:^{ˈiːz} that:^{ˈtæt} those:^{ˈoʊz}

- This necklace costs \$34.

1.1.3 The teacher presents two more written examples on the board, and then he/she constructs a structure chart with them. Also, the teacher has to underline the structure he/she is teaching.

- These shoes cost \$55.

- That scarf costs \$15.



- Those earrings cost \$40.

Structure Table



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THIS/THAT/THESE/THOSE

	 <p>Image 59. This/these.</p>			 <p>Image 60. That/those.</p>	
<u>How much is</u>	<u>this</u> sweater?	It's \$40.	<u>How much is</u>	<u>that</u> scarf?	It's \$15.
	<u>this</u> blouse?	It's \$23.50.		<u>that</u> cap?	It's \$22.
				<u>that</u> hat?	It's \$8.
	<u>this</u> necklace?	It's \$34.		<u>that</u> long sleeve shirt?	It's \$40.99
	<u>this</u> jacket?	It's \$31.		<u>that</u> dress?	It's \$67.
	<u>this</u> one?			<u>that</u> one?	
<u>How much are</u>	<u>these</u> earrings?	It's \$77.	<u>How much are</u>	<u>those</u> earrings?	It's \$40.
	<u>these</u> shoes?	It's \$55.		<u>those</u> pants ?	It's \$33.50
				<u>those</u> shoes?	It's \$126.
	<u>these</u> sunglasses?	It's \$15.		<u>those</u> boots?	It's \$56.
	<u>these</u> ?			<u>those</u> ?	

6.1.4 The teacher presents a conversation.

6.1.5 The teacher tells students that they will listen to a conversation between a clerk and a customer.



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6.1.6 The teacher writes the questions *What does the customer want to buy? How much does the long sleeve shirt cost? How much do the pants cost?* on the whiteboard.

6.1.7 Students have to listen to the conversation below and answer three questions *What does the customer want to buy? How much does the long sleeve shirt cost? How much do the pants cost?*

Clerk: May I help you Sir?

Customer: Yes, I was wondering, do you have any long sleeve shirts?

Clerk: Yes, we do. Right here.

Customer: How much does this cost?

Clerk: It's \$40.99.

Customer: What about this one? It's a smaller size.

Clerk: The bigger ones and the smaller ones are the same price.

Customer: What about these pants? How much are they?

Clerk: They are \$33.50.

Customer: \$ 33.50 What about these darker ones?

Clerk: They are cheaper. They are on sale this week at only \$24.99. We also have suits for sale this week.

Source: Thrung Mai, "English Conversation 12"

6.1.8 The teacher plays the recording once (CD Track 4) and checks that all the students have written the answers. If not, he/she plays the recording again.

6.1.9 The teacher checks the answers with the class.



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6.1.10 The teacher fills the structure table with those answers.

6.1.11 Students are asked to give more examples about the cost of some of the items they are wearing, and the teacher writes those examples on the whiteboard. The teacher does not have to write the structural forms on the whiteboard for these sentences, but if it is necessary he/she can write them. Also, the teacher can show students the structural forms on the projector before practicing giving examples. The previous table is an example which helps students not to become confused about singular and plural demonstrative adjectives.

6.1.12 Guided by the teacher, students read the examples out loud.

7) PRACTICE

❖ The teacher explains to students that they are going to practice some vocabulary. He/she can use this model: “we are going to practice some vocabulary giving sentences based on a picture.”

7.1 MECHANICAL PRACTICE (12 min.)

7.1.1 Activity A: Clothes

- ❖ After that, the teacher gives students worksheet A. In this worksheet, students have to match the letter/word with the right picture.
- ❖ Then, students can compare the answers with a partner.



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WORKSHEET A: CLOTHES

1. Match the letter with the correct picture.

- A. Tie B. Necklace C. Hat D. Shirt E. Earrings F. Dress G. Shorts H. Bow tie I. Jacket
 J. Tuxedo K. Scarf L. Boots M. T-shirt N. Socks O. Skirt P. Sweater Q. Sneakers R. Cap S.
 Pants



Image 61. Cap. Image 57. Scarf. Image. 62. Boots. Image 56. Necklace. Image 63. Tuxedo1.

1.	2.	3.	4.	5.
----	----	----	----	----












Image 64. Pants. Image 65. Shorts. Image 66. Socks. Image 58. Earrings. Image 67. Bow Tie.

6.	7.	8.	9.	10
----	----	----	----	----



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Image 68. Dress. Image 69. Sneakers. Image 70. Jacket. Image 71. Skirt. Image 72. Hat.				
11.	12.	13.	14.	15.
   				
Image 73. Shirt. Image 74. Tie. Image 54. T-shirt Image 75. Sweater.				
16.	17.	18.	19.	

Answer Key: 1.R 2.K 3.L 4.B 5.J 6. S 7.G 8.N 9.E 10.H 11.F 12.Q 13.I 14.O
15.C 16.D 17.A 18.M 19.P

7.1.2 Activity B: Picture prompts

7.1.2.1 The teacher sticks some pictures on the wall. He/she points to a picture and repeats the word the picture represents (scarf, tuxedo, shoes, T-shirt, dresses) three times at the beginning of the practice.



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- 7.1.2.2** Then, he/she points at another picture, and students have to use *this/these/that/those* depending on how far or close the teacher is from the picture.
- 7.1.2.3** After that, the teacher says a sentence twice using the item of the picture (scarf, tuxedo, shoes, T-shirt, dresses).
Ex: - That scarf costs \$20.
- 7.1.2.4** Then, all students repeat the sentence.
- 7.1.2.5** The teacher points to a student, and he/she has to repeat the sentence.
- 7.1.2.6** **Feedback:** The teacher repeats the same sentence.
- 7.1.2.7** Next, the teacher shows students another picture, and they have to say a sentence using the item of the picture. (Continue with the process)

7.2 MEANINGFUL PRACTICE (20 min.)

7.2.1 Activity A: Clothing

- ❖ After that, students are going to do a group activity.
- ❖ The teacher divides the class into groups of four or five. He/she gives each student a copy of worksheet B.
- ❖ Each group selects a student to act as secretary who will write the answers to the questions.
- ❖ The teacher gives students a time limit to do the activity. It does not matter if they complete or not the activity.
- ❖ Next, the teacher reads out each question to the class. He/she gives students time to discuss the answer to the question in their teams, and the secretary



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writes it down as quickly as possible. Then, students move on to the next question.

- ❖ When all the questions have been answered, the teacher tells the secretaries to switch their worksheet with another group for grading.
- ❖ The teacher assigns each group a number or letter and makes a score board. He/she invites groups to read out the answers they have to the class.
- ❖ Teams win one point for each correct answer. For some questions, a set of answers is required. Groups must be able to supply a complete set of answers to win a point.
- ❖ The group with the most points wins.

GETTING HELP STRATEGY: In this part of the lesson, the teacher encourages students to ask each other for help, and he/she gives them some questions they can ask if they do not understand something. **For example:** Excuse me. Can you help me, please? What does mean? What do I put here? Can you please tell me what ...means? How do you spell ...? How do you pronounce ...? How do you say ... in English? Can I borrow your dictionary?

Also, the teacher encourages students to be polite and to use phrases like *thank you* and *please*.



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Worksheet B: Clothing

1. Work in teams. Answer the following questions as quickly as you can. You will compete with other teams to see who knows the most about clothing and fashion.

1. Write down four things you can wear on your legs.

2. Write down two things you can wear to do sports in.

3. Write down four types of clothing material.

4. Write down three things made out of leather.

5. Write down three things which you can wear on your head.

6. Where would you find a collar?

7. Write down something you wear to sleep in at night.

8. Write down five things which you can wear on your feet.

9. Write down something men can wear to a job interview.



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10. Write down three things you can wear to keep you warm in winter.

11. Write down five items of jewelry.

12. Write down the names of three famous fashion designers.

13. Write down a) what men go swimming in and b) what women go swimming in.

14. What do school children and men in the army wear?

15. What do people wear to protect their eyes from the sun?

16. Write down three things you can keep in a pocket.

17. Write down three types of make-up.

18. Men wear shirts and women wear _____?

19. Write down something that is made out of wool.

Possible Answers:

1. trousers, jeans, shorts, tights, dungarees

2. tracksuit, trainers, leotard, shorts



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3. wool, cotton, lycra, denim, leather, silk, acrylic
4. jacket, belt, boots, shoes, trousers
5. cap, hat, bandana, balaclava
6. jacket, shirt
7. pyjamas, nightdress
8. sandals, shoes, boots, flip flops, trainers, socks, slippers
9. shirt, tie, suit,
10. coat, scarf, gloves, boots
11. watch, ring, necklace, bracelet, earrings, brooch, ankle chain
12. Armani, Jean-Paul Gaultier, Dolce and Gabbana, Prada, Valentino, Gucci
13. a) trunks b) bikini, swimming costume
14. a uniform
15. sunglasses
16. money, keys, mobile phone, wallet, chewing gum, tissues
17. lipstick, eyeshadow, blusher, mascara, eyeliner, lip gloss
18. blouses
19. jumper, waistcoat, sweater, pullover, skirt

Source: Glenn Mills, "Clothing Quiz"

8) SKILL DEVELOPMENT (12 min.)

8.1 Listening

8.1.1 Pre-listening

- ❖ The teacher gives each student Worksheet C.



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- ❖ He/she reads aloud to students what kind of information they have to listen for to complete the conversation.
- ❖ The teacher reads aloud the title of the conversation.
- ❖ Next, the teacher explains the purpose of listening to the conversation (to find out what the customer buys, what the prices are, and where the items are from).

8.1.2 Listening

- ❖ The teacher plays the track (CD Track 5).
- ❖ The teacher asks students to complete the conversation.

8.1.3 Post-listening

- ❖ Then, the teacher asks students to work in pairs in order to compare the answers.
- ❖ After that, he/she asks students for the correct answers.
- ❖ They check the correct answers.
- ❖ At the end, students act out the dialogue. One student is the clerk and the other one is the customer.

LISTENING ACTIVITY

WORKSHEET C: Conversation

1. Listen to the conversation and complete it.

At the store

Customer: Hi, those _____ 1 are lovely. Can I see them?

Clerk: Which ones do you like?



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Customer's friend: That black pair looks really cool.

Customer: The black ones.

Clerk: The black ones are quite lovely, imported from _____ 2.

Customer: I've been to Italy. How much are they?

Clerk: These shoes are _____ 3.

Customer: \$80. That's so expensive! Do you have another pair of black shoes?

Clerk: This pair is only \$20.

Customer: Why are these shoes so much cheaper?

Clerk: Because they are made here.

Customer: Made here. What about the quality?

Clerk: The quality is very good. These shoes will last a long time.

Customer: How about _____ 4 for the pair.

Clerk: I'm sorry not enough. \$18

Customer: I'll give you _____ 5.

Clerk: Ok. For you special price \$16.

Clerk: Would you like a bag?

Customer: No, that's ok. Thanks anyway. I'll wear them.

Answer Key: 1. shoes 2. Italy 3. \$ 80 4. \$ 15 5. \$ 16

Source: Thrunng Mai, "English Conversation 04"

9) PRODUCTION: (15 min.)

- ❖ The teacher tells students that they are going to do a pair activity.
- ❖ The teacher writes *Can I help you?* on the board. He/she asks students to suggest who might say this in a shop. Then, he/she asks them to suggest



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different responses to this question, e.g. *Yes, do you have . . .? Yes, could you tell me . . .? etc.*

- ❖ Next, students in pairs create their own shopping conversation and present it to the class.
- ❖ The teacher invites pairs to act out their conversations in front of the class. He/she can give students props, e.g. a shirt, T-shirt, sweater, etc. to make the conversations more authentic.

Worksheet D: At the clothing store

A. Work with a partner. Create your own clothes shop conversation between a shop assistant (SA) and a customer (C).

SA: Can I help you? _____

C: _____

SA: _____

C: _____

SA: _____

C: _____

SA: _____

C: _____

SA: _____

C: _____

B. Present your conversation to the class.

10) MATERIALS: Whiteboard, markers, eraser, pictures, worksheets, CD.



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LESSON PLAN 9

1. Level: A1
2. Time: 1.30 min.
3. Skills: listening, writing, speaking, and reading.
4. Situation: Buying in the supermarket.
5. Strategy: Switching to the mother tongue

1) TOPIC: Buying in the supermarket.

Structure: Count and Non-count nouns /how much/how many; quantity expressions.

2) AIM:

By the end of the lesson, students will be able to talk about the things they buy in the supermarket.

3) WARM UP (5 min.)

Brain Buttons: This exercise activates the brain for the reading skill and memorization.

1. Students stand with legs about hip distance apart, feet flat on the ground.
2. They place one hand flat over their belly button and keep it still.
3. Their other hand makes a long V sign with the thumb in one direction and the index and middle finger going in the other direction. Ring finger and pinky can just fold in towards the palm.



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4. Students with the V shaped fingers find the soft spots underneath their clavicle bone. Students rub the soft spots back and forth. They find the amount of pressure that feels good; there is no need to press so hard that it would cause discomfort, or so soft that nothing feels like it's happening.
5. Students move their eyes horizontally from side to side. They use a soft focus as their eyes just notice what's in front of them. Eyes slowly, steadily flow from one side to the other. Students move the eyes only as far as it is comfortable. Their heads stay forward, unmoving. They have to notice if it is difficult to just move the eyes independent of the head. They keep the head still if necessary.
6. Students move their eyes and hand together for about 30 seconds, switch hands and continue for about another 30 seconds.

Source: Healthy Thyroid Center, "Brain Gym: 26 Movements"

4) INTRODUCTION: (2 min.)

- ❖ The teacher introduces the topic, and he/she can use this model:

"Today we are going to talk about the different things we can buy in the supermarket. Then, you are going to do some activities." Also, the teacher can ask students which supermarket is the most well-known, where they buy most of the time, and what they like to buy.

5) PRESENTING NEW VOCABULARY: (3 min.)

- ❖ The teacher presents the vocabulary using drawings, and students have to guess the word. If students use Spanish words, the teacher translates those



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words. After that, the teacher presents students some pictures and sticks them on the whiteboard.

Pictures: peaches, slice of cheese, oranges, potatoes, a carton of milk, carrots, bag of rice.



Image 76. Peaches.

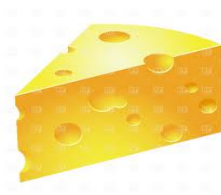


Image 77. Slice of cheese.



Image 78. Oranges.



Image 79. Potatoes.



Image 80. Carton of milk.



Image 81. Carrots.



Image 82. Bag of rice.

Guiding questions: (3 min.)

❖ The teacher asks students some questions, and they answer them. The teacher can use the following questions or others of his/her choice.

- Do you go to the supermarket?
- When do you go to the supermarket?



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- What do you buy in the supermarket?
- What do you like to buy in the supermarket?
- How much money do you spend in the supermarket?
- How are the prices in the supermarket? Too expensive or cheap?

6) PRESENTATION (15-18 min.)

6.1 Pre-teaching: Review of the use of count and non-count nouns.

6.1.1 Creating a situation: The teacher shows pictures of some food he/she likes to buy.



Image 78. Oranges



Image 83. Peaches¹.



Image 84. Apples.

6.1.2 The teacher talks about what he/she buys in the supermarket. Then, he/she writes those examples on the whiteboard.

I buy some fruits.

I buy three oranges.

6.1.3 The teacher writes the answers on the board, and he/she builds the structure chart with them. The teacher highlights the count and non-count nouns and the quantity expressions.

I buy two peaches.

I buy a bag of rice/sugar/flour.



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Structure table

Some and any			
<i>Subject/Verb</i>	<i>Quantity expressions</i>	<i>Count Noun</i>	<i>Non-count noun</i>
+			
I buy	<u>some</u>	<u>fruits.</u>	
I buy	<u>SOME</u>	<u>three oranges.</u>	
I buy		<u>two peaches.</u>	
I buy		<u>three apples.</u>	
Lorena buys		<u>peaches.</u>	
She buys		<u>a carrot.</u>	
She buys		<u>an onion.</u>	
She buys		<u>a lettuce.</u>	
She buys		<u>a tomato.</u>	
She buys		<u>bananas.</u>	
Sebastian buys		<u>apples.</u>	
Jonathan buys			<u>milk.</u>
They buy			<u>cheese.</u>
-			
I don't buy	<u>ANY</u>	<u>figs.</u>	
They don't buy			<u>coffee.</u>
She don't buy		<u>beans.</u>	

Questions with How much		
<i>How much</i>	<i>Non-count noun</i>	
How much	<u>milk</u>	do you buy?



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Answers			
Subject	Negative Form	Positive Form	Other Quantity Expressions
I	don't	buy	<u>a lot of</u>
			<u>two quarts of</u>
			<u>a carton of</u>
			<u>a glass of</u>
			<u>a little</u>
			milk.

Questions with How many		
<i>How many</i>	<i>Plural count noun</i>	
How many	<u>pears</u>	do you buy?

Answers			
Subject	Negative Form	Positive Form	Other Quantity expressions
I	don't	buy	<u>a lot of</u> pears
			<u>one bag of</u> pears
			<u>two pounds of</u> pears
			<u>one or two</u> pears
			<u>a few</u> pears.

6.1.4 The teacher presents a conversation.

6.1.5 The teacher tells students that they will listen to a conversation between a salesman and a customer.

6.1.6 The teacher writes the questions *What does the customer buy?* on the whiteboard.



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6.1.7 Students have to listen to the conversation below and answer the question

What does the customer buy?

Salesman: Hello. Is there anything I can do for you?

Customer: Yes, I need a carrot, an onion, and a tomato.

Salesman: Here you are. Anything else?

Customer: Yes, I also need a cucumber and a head of lettuce.

Salesman: I'll get those.

Source: Thrung Mai, "English Conversation 12"

6.1.8 Then, the teacher plays the recording once (CD Track 6) and checks that all students have written the answers. If not, he/she plays the recording again.

6.1.9 The teacher checks the answers with the class.

6.1.10 He/she fills in the structure table with those answers.

6.1.11 The teacher asks students to give more examples about what they buy at the supermarket, and the teacher writes those examples on the whiteboard, following the order of the previous structure table. The teacher has to explain the use of countable and uncountable nouns. When the teacher considers that it is necessary to write the structural forms on the whiteboard, he/she can do it; otherwise, he/she does not have to. Also, the teacher can show the structural forms on the projector before practicing giving examples. The previous table is an example which helps students to distinguish which nouns are countable and which are uncountable.

6.1.12 If it is necessary, the teacher has to give a brief grammar explanation.

6.1.13 Guided by the teacher, students read the examples out loud.



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7) PRACTICE

- ❖ The teacher explains to students that they are going to work with some vocabulary. She/he can use this model: “we are going to practice using words in sentences based on some pictures.”

7.1 MECHANICAL PRACTICE (14 min.)

7.1.1 Activity A: Single word prompts

7.1.1.1 The teacher shows a picture and repeats the word the picture represents (peaches, cheese, oranges, potatoes, a carton of milk, carrots, one bag of rice) three times at the beginning of the practice.

7.1.1.2 After that, the teacher says a sentence twice using the word shown in the picture (peaches, cheese, oranges, potatoes, a carton of milk, carrots, one bag of rice).

Ex: - We buy some oranges.

7.1.1.3 Then, all students repeat the sentence.

7.1.1.4 The teacher points to a student, and he/she has to repeat the sentence.

7.1.1.5 **Feedback:** The teacher repeats the same sentence.

7.1.1.6 Then, the teacher gives students another cue word, and they have to say a sentence using the cue word. (Continue with the process)

7.1.2 Activity B: What can you buy?

- ❖ After that, the teacher gives students worksheet A. In this worksheet, students have to match the quantifiers (1-12) with the countable/uncountable nouns (a-l)



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in section A and then write the words from the box in the correct spaces below the pictures in section B.

❖ Then, they can compare the answers with a partner.

WORKSHEET A: What can you buy?

A. Match up the following words.

1. a can of	a. soap, chocolate
2. a jar of	b. chocolates
3. a loaf of	c. peas, cat food
4. a packet of	d. milk, orange juice
5. a bar of	e. potatoes, apples
6. a bottle of	f. crisps, cigarettes
7. a liter of	g. jam, marmalade
8. a box of	h. eggs
9. a tin of	i. flowers, bananas
10. half a dozen	j. wine, lemonade
11. a bunch of	k. coke, beer
12. a kilo of	l. bread

Answer Key: 1-c, 2-d, 3-l, 4-f, 5-a, 6-k, 7-j, 8-b, 9-g, 10-h, 11-l, and 12-e.









Source: Gavin Cox, "What can you buy?"



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B. Label the picture with the words from the box.

A) a carton of milk B) some butter C) some carrots D) 3 onions
 E) a lot of grapes F) some beef G) 1 kilo of rice H) a bag of sugar

			
Image 85. Butter.	Image 86. Rice.	Image 87. Milk.	Image 88. Carrots1.
_____	_____	_____	_____
			
Image 89. Grapes.	Image 90. Beef.	Image 91. Sugar.	Image 92. Onions.
_____	_____	_____	_____

Answer Key: B, G, A, C, E, F, H, and D

7.2 MEANINGFUL PRACTICE (18 min.)

7.2.1 Activity A: Drawing

- ❖ After that, the teacher gives students a handout (Worksheet B). In this handout, students have to draw some fruits, vegetables, or other kind of food that they like to buy in the supermarket.



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- ❖ Then, in pairs, they exchange their drawings. They have to identify if the products are countable or uncountable nouns.
- ❖ Also, they have to write some questions according to the drawings, exchange the worksheets, and answer the questions using quantity expressions following the example.
- ❖ Then, they work in pairs to compare the correct answers.

SWITCHING TO THE MOTHER TONGUE STRATEGY: In this part of the lesson, the teacher encourages students to ask some words they do not know in English using Spanish. For example: *How do you say ... in English?*

Also, students use this strategy if one of them has a question to ask the teacher about something they cannot explain in English.

WORKSHEET B: Drawings

DRAWINGS

DRAWINGS	

Countable Nouns	Uncountable Nouns
1.	1.
2.	2.



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3.		3.	
4.		4.	
5.		5.	
Questions	Answers	Questions	Answers
How many... do you buy?	Quantity expressions	How much... do you buy?	Quantity expressions
Ex: How many oranges do you buy?	I buy <u>three pounds of oranges</u> .	Ex: How much milk do you buy?	I buy <u>a lot of milk</u> .

8) SKILL DEVELOPMENT (16 min.)

8.1 Reading

❖ The teacher introduces this stage, and he/she can use this model:

“We are going to read a text about a recipe. The text tells us the ingredients we need to prepare the omelet.”

8.1.1 Pre-reading

❖ The teacher shows a picture of an omelet.



Image 93. Omelet.



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- ❖ The teacher asks students how the recipe would be prepared, what ingredients it would have.

8.1.2 Reading

- ❖ The teacher presents a reading about how to prepare an omelet.
- ❖ Students have five minutes to read the recipe silently.

FRENCH POTATO OMELET SALAD <i>L'Omelette Parmentier</i>	
INGREDIENTS	PREPARATION
<ul style="list-style-type: none">○ 3 eggs	<ul style="list-style-type: none">● First, in a medium fry pan over medium-high heat, melt the butter and sauté the potatoes until lightly browned.● Second, in a medium bowl, beat the eggs. Stir in parsley, salt and pepper.● Third, reduce stove-top heat to medium and pour egg mixture over the potatoes. When the eggs are almost completely set, carefully fold the omelet.● Additionally, you could add a slice of American cheese, before folding.● Next, remove pan from heat and allow to set and finish cooking for one minute.● Finally, transfer to a serving platter and garnish with
<ul style="list-style-type: none">○ 1/2 small potato - peeled and diced (1/4 inch cubes)○ 2 teaspoons butter○ 1 or 2 teaspoons chopped parsley○ 1 pinch salt○ pepper	



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	additional parsley.
--	---------------------

Source: Mr Breakfast, “French Potato Omelet”

8.1.3 Post-reading

- ❖ Students get in pairs.
- ❖ The teacher tells students that they have to discuss with their classmate about what ingredients they use to make an omelet and how they prepare it.
- ❖ After that, students have to write their own favorite recipe. They have to include the ingredients and how to prepare it. (They have to use transitions words.)
- ❖ Also, they can discuss about their own recipes.

9) PRODUCTION (16 min.)

- ❖ The teacher tells students that they are going to do a pair activity asking and answering questions.
- ❖ The teacher divides students into pairs.
- ❖ He/she designates a Student A and a Student B.
- ❖ Then, the teacher tells students that Stefan is cooking dinner for friends, and he has made a shopping list. The teacher lets students know that Student B will receive a complete list, but that Student A's list will have missing information.
- ❖ Next, the teacher tells everyone that Student A will ask Student B questions in order to fill in the gaps on Student A's list.
- ❖ The teacher makes sure each student has the appropriate list (A or B). He/she advises the partners not to show each other their lists.



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- ❖ After that, student A asks Student B about the missing information and fills in the blanks. Student B may offer prompts or hints to help Student A if needed.
- ❖ When Student A has completed the shopping list, Student B shares his/her list and compares. It is important to note that Student A's list does not have to match Student B's list exactly. For example, Student B's list might list "a bag of ice," while Student A might write "one bag of ice."

Example questions:

1. Does Stefan want to buy an apple pie and a cherry pie?
2. How much meat does he need for the pasta sauce?
3. How many bags of ice does Stefan need to buy?
4. Did he get two loaves of bread?
5. How much spinach is he going to buy?
6. Does he need just one tomato?
7. How many apples and strawberries does Stefan need?
8. How many crackers does he want to buy?
9. Did he get one bottle of water?
10. Did he get a lot of cans of soda?
11. Can you tell me about the flowers he got for the table?



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WORKSHEET C: Shopping

Work in pairs. One student is Student A, the other is Student B.

Student A: Student A receives the incomplete list, and Student B receives the complete list. Student A asks Student B questions about Stefan's shopping list, and he/she writes the answers in the blanks.

Example:

Student A: *How much pasta did Stefan buy?*

Student B: *He bought a pound of pasta.*

Stefan's Shopping List for Student A	
Ice cream	A carton of vanilla ice cream
Pasta	A pound of pasta
Pies	_____ apple pie and _____ cherry pie
Meat	A _____ meat for the pasta sauce
Ice	Three _____ of ice
Bread	Two _____ of bread
Vegetables	Six carrots, _____ tomato
Cookies	Two boxes of cookies
Fruit	A _____ apples, _____ lot _____ strawberries
Cheese	Several kinds of cheese, _____ crackers for eight people
Water	A _____ of water
Other drinks	A _____ cans of soda, some juice
Flowers	Two _____ of flowers for the table



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Student B: Look at the shopping list, and answer Student A's questions.

Stefan's Shopping List for Student A	
Ice cream	A carton of vanilla ice cream
Pasta	A pound of pasta
Pies	An apple pie and a cherry pie
Meat	A little meat for the pasta sauce
Ice	Three bags of ice
Bread	Two loaves of bread
Vegetables	Six carrots, some spinach, one tomato
Cookies	Two boxes of cookies
Fruit	A few apples, a lot of strawberries
Cheese	Several kinds of cheese, enough crackers for eight people
Water	A gallon of water
Other drinks	A few cans of soda, some fruit juice
Flowers	Two bunches of flowers for the table

Source: Grammar and Beyond Communicative Activities, "Count and Noncount Nouns"

10) MATERIALS: Whiteboard, markers, eraser, pictures, CD, worksheets.



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LESSON PLAN 10

1. Level: A1
2. Time: 1.30 min.
3. Skills: Speaking and writing.
4. Situation: Talking about accomplished dreams
5. Strategy: Adjusting or approximating the message

1) **TOPIC:** Talking about accomplished dreams.

Structure: Simple past/Affirmative statements/Regular and irregular verbs.

2) **AIM:** By the end of the lesson, students will be able to talk about their accomplished dreams.

3) **WARM UP** (7 min.)

Alphabet 8s: this exercise helps students improve their writing skills.

1. Students sit with a blank piece of paper directly in front of them. They have to place the wider side of the paper parallel to them.
2. Students place the tip of a pen or pencil right on the center of the paper - It should also be right in the centerline of their body.
3. Students draw with the pen or pencil first up and to the left. They circle down and around, coming to the middle again before going up and to the right. Students circle down and around to the middle and repeat/re-trace the drawing beginning up and to the left. They repeat this at least three times, always starting up and to the left. Students follow the pen or pencil tip with their eyes



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the whole time. They end the drawing in the center where they started. They are making a large infinity symbol. After drawing three infinity symbols they are ready to begin drawing the first letter in the alphabet. All letters are written in lower case.

4. They write a lower case 'a' by going up to the left, down and coming to the middle before adding a little tail. Students bring the pen back to the infinity symbols center and draw three more infinity 8s, always starting up and to the left.
5. Students stop the pen in the center of the infinity symbol. They draw a 'b' by drawing a straight line up, coming straight back down and following the infinity symbol up to the right and around back to center. They draw three more infinity symbols before drawing the 'c'.

The letters are drawn like so:

'c' = left, 'd' = left, 'e' = left, 'f' = left, 'g' = left, 'h' = right, 'i' = center, 'j' = center, 'k' = right, 'l' = center, 'm' = left to right, 'n' = right, 'o' = left, 'p' = right, 'q' = left, 'r' = right, 's' = left, 't' = center, 'u' = right, 'v' = right, 'w' = left to right, 'x' = right, 'y' = right, 'z' = right

6. They always have to draw three infinity symbols between each letter.

Source: Healthy Thyroid Center, "Brain Gym: 26 Movements"

4) INTRODUCTION: (2 min.)

- ❖ The teacher introduces the topic; he/she can use this model:



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“Today we are going to talk about our accomplished dreams, and you are going to do some activities.”

5) PRESENTING NEW VOCABULARY: (3 min.)

- ❖ The teacher presents the vocabulary using mime, gestures, or drawings, and students have to guess the word. If students use Spanish words, the teacher has to translate them. Then, he/she sticks the pictures on the whiteboard. Also, he/she can use examples.

Pictures: co-founded, developed, wrote



Image 94. Co-founded.



Image 95. Developed.



Image 96. Wrote.

Guiding questions: (3 min.)

- ❖ The teacher asks students some questions, and they answer them. The teacher can use the following questions or others of his/her choice.
 - Have you ever had something you wanted to do, a special dream?
 - Did you accomplish it?
 - What was your dream?
 - What did you do to accomplish your dream?
 - How did you feel when you accomplished that dream?



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6) PRESENTATION (15 min.)

6.1 Pre-teaching: Review of the use of the simple past (Regular and irregular).

6.1.1 Creating a situation: The teacher shows pictures of some accomplished dreams.



Image 97. Graduated from the university.



Image 98. Became a teacher.



Image 99. Traveled to China.

6.1.2 The teacher talks about his/her personal accomplished dreams. Then, he/she writes those dreams on the whiteboard.

- I graduated from the university.

6.1.3 For each picture, the teacher writes one sentence on the whiteboard, and he/she builds the structure chart with them. Also, the teacher has to underline the regular verbs -ed to show the difference between regular and irregular verbs.

- I became a teacher.



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- I traveleded to China.

Structure Table

<i>Subject</i>	<i>Regular / Irregular Verb</i>	<i>Complement</i>
I	gradu <u>ated</u>	from the university.
I	trave <u>led</u>	to China.
Bill Gates	crea <u>ted</u>	a foundation.
She	gradu <u>ated</u>	from the university.
She	crea <u>ted</u>	a computer program.
It	snowe <u>d</u> .	
We	visi <u>ted</u>	our mother in the U.S.A.
Gladys	studie <u>d</u>	nursing.
I	became	a teacher.
You	bought	a car.
My friend	wrote	two books.
He	met	his father.
You	won	a competition.
They	ran	a marathon.

6.1.4 The teacher presents more examples on the board using other pictures, and the students are also asked to do the same.



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Image 96. Wrote a book.



Image 100. Created a foundation.



Image 19. Studied nursing.

- My friend wrote a book.
- Bill Gates created a foundation.
- Gladys studied nursing.

6.1.5 The teacher fills in the structure table with those examples.

6.1.6 Students have to give more examples about their accomplished dreams, and the teacher writes those examples on the whiteboard. In some cases, if the teacher considers that it is necessary to write the structural forms on the whiteboard, he/she can do it, but the teacher does not have to do it. Also, the teacher can show students the structural forms on the projector before practicing giving examples. The structural table is an example which helps students to follow the correct order to write affirmative statements.

6.1.7 Guided by the teacher, students read the examples out loud.



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7) PRACTICE

- ❖ The teacher explains to students that they are going to practice some vocabulary. He/she can use this model: “we are going to practice putting words back into the correct order.”

7.1 MECHANICAL PRACTICE (8 min.)

7.1.1 Activity A: Scrambled Sentences

- ❖ The teacher gives students worksheet A, and they have to put the words in the sentence in the correct order.

WORKSHEET A: Scrambled Sentences

1. Put the words back into the correct order.

1.	car an bought expensive I	
2.	three wrote He books	
3.	participated a She in activity charitable	
4.	famous a played in He guitar band the	
5.	concert David Guetta a knew she in	
6.	to They swim learned	
7.	English classes in a prestigious You school took	
8.	her Australia She brother visited in	
9.	a painted famous He picture	
10.	She airplane an flew	

- ❖ Then, the teacher checks the correct answers with the students.



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7.2 MEANINGFUL PRACTICE (12 min.)

7.2.1 Activity A: Drawing

- ❖ The teacher gives students a handout (Worksheet B). In this handout students have to draw a picture which represents one of their dreams come true.
- ❖ Students get in pairs.
- ❖ Then, one student has to describe the dream and the other one has to draw the dream.
- ❖ Next, they exchange their drawings. Students have to explain their drawings to their partner.

WORKSHEET B: Picture

Accomplished Dream
Drawing

8) SKILL DEVELOPMENT (23-25 min.)

8.1 Writing

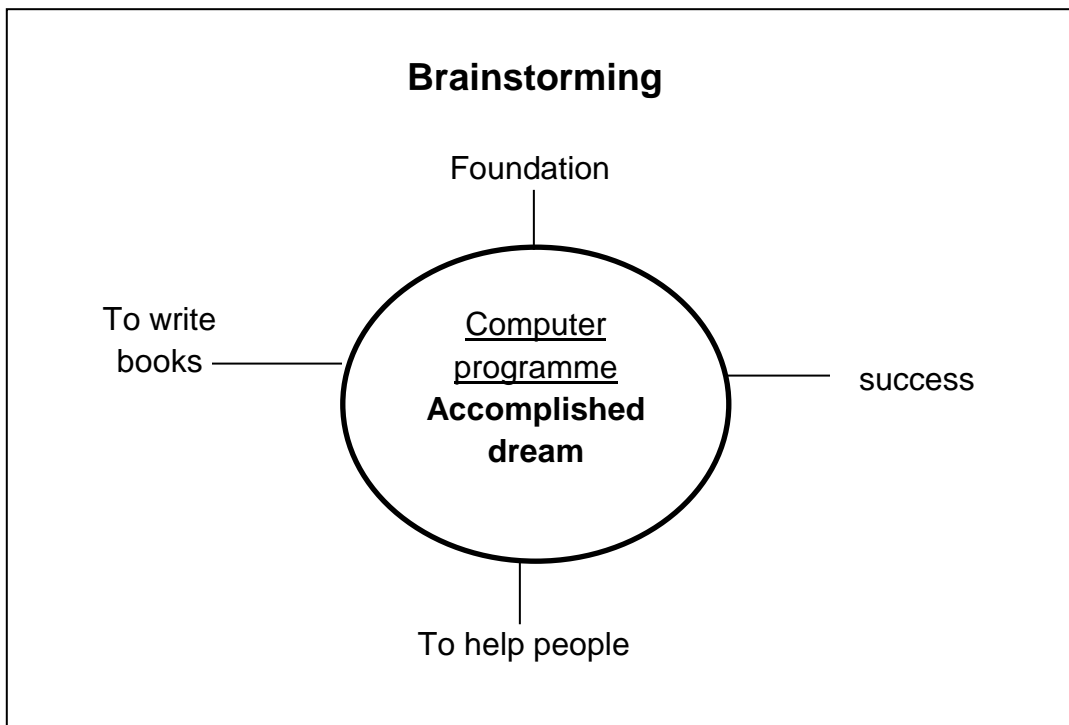
- ❖ The teacher introduces this stage, and he/she can use this model:
“We are going to write a paragraph about our dreams come true.”



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8.1.1 Pre-writing

- ❖ First, the teacher gives a brief explanation of what brainstorming is.
- ❖ Then, he/she writes an example (Bill Gates) on the whiteboard.



- ❖ After that, the teacher gives a brief explanation of how students can organize their ideas in a paragraph (parts of the paragraph: title, main idea or topic sentence, supporting details, and a conclusion) using the ideas generated during brainstorming.
- ❖ Then, he/she provides them with an example. He/she gives them a paragraph about Bill Gates.



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Paragraph

My accomplished dream

William Henry Gates accomplished his dream by developing a famous computer programme which led him to help people. First, Bill Gates created Microsoft. Since Bill Gates was a child, he was fascinated with electronics. He was an active software developer, and he used to think that computers could change everyone's life. Thus, he co-founded the software giant Microsoft and turned it into the world's largest software company. Also, he could accomplish other things besides developing Microsoft. He has written two best-selling books and started his own charitable foundation providing funds for global problems. Nowadays, Bill Gates is one of the world's richest people and perhaps the most successful businessman ever.

Source: Bio, "Bill Gates Biography"

- ❖ Next, students have to read the paragraph and recognize the title, main idea, supporting details, and conclusion.
- ❖ They check the parts of a paragraph.

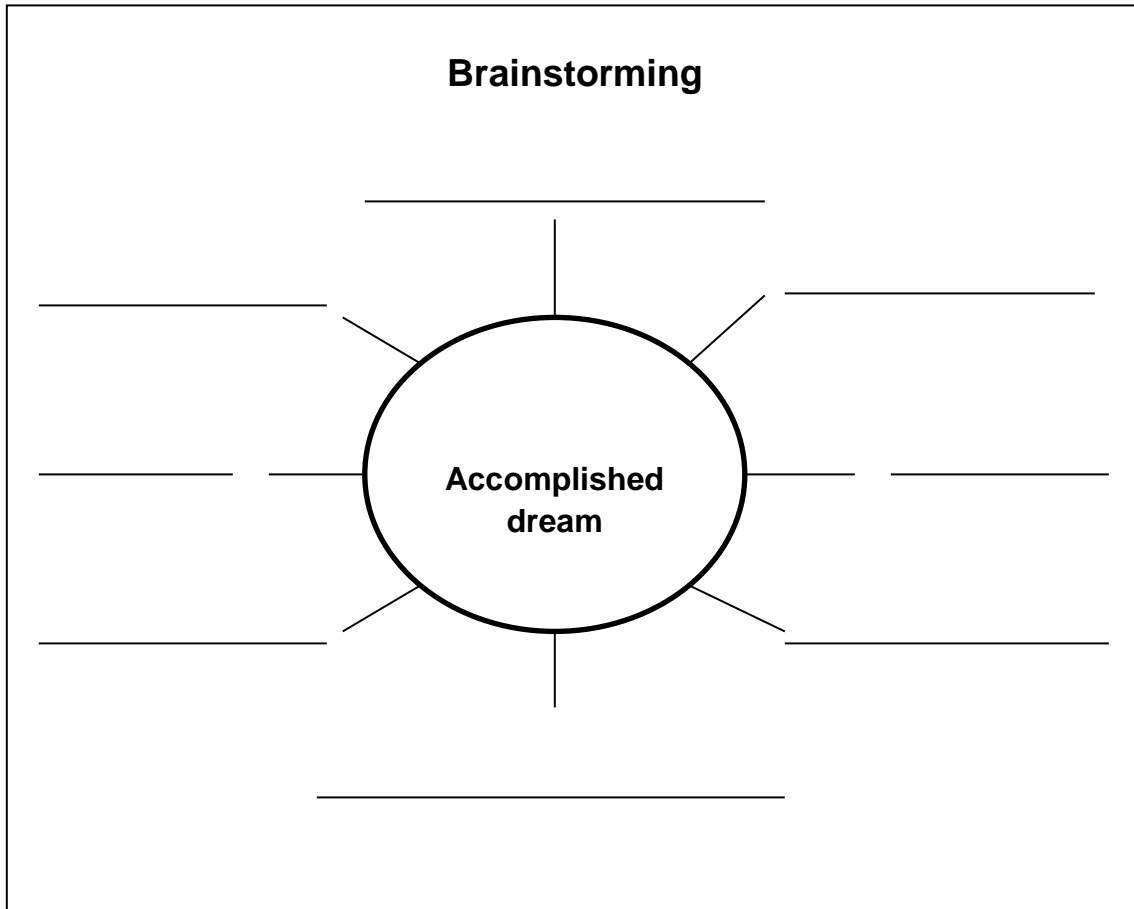
8.1.2 Writing

- ❖ The teacher tells students that they are going to do an individual activity.
- ❖ Then, the teacher gives students a handout (Worksheet C), and he/she asks students to brainstorm the topic "My accomplished dream." Students have to write their dreams in the circle. Then, they have to write as many words, phrases, and sentences as they can about their accomplished dreams.



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WORKSHEET C: Brainstorming



- ❖ After that, the teacher asks students to write a paragraph using the information of the previous brainstorming chart. They have to include the title, main idea, supporting details, and conclusion of the paragraph.

8.1.3 Post-writing

- ❖ The teacher asks students to work in pairs. They have to exchange their paragraphs and read them.
- ❖ After that, students have to underline the title, main idea, supporting details, and conclusion of the paragraph.



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9) PRODUCTION (15 min.)

ADJUSTING OR APROXIMATING THE MESSAGE STRATEGY: In this part of the lesson, the teacher encourages students to describe their accomplished dreams by making the ideas simpler, and saying what they can say instead of saying what they want to say.

- ❖ The teacher tells students that they are going to do a group activity.
- ❖ Students are going to get in groups of three. They have to talk about their accomplished dreams. They can use some questions like these: *Did you accomplish a dream? What was your dream? What happened?, etc.*
- ❖ Then, students go to the front of the class, and they tell a story. (They tell a story of their classmates or their own story about their dream.)
- ❖ After listening to the story, the other students have to guess if the story is true or false.

10) MATERIALS: Whiteboard, markers, eraser, pictures, worksheets.



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LESSON PLAN 11

1. Level: A1
2. Time: 1.30 min.
3. Skills: Reading, writing, and speaking.
4. Situation: Talking about positive and memorable experiences.
5. Strategy: Avoiding communication totally or partially.

1) **TOPIC:** Talking about positive and memorable experiences.

Structure: Simple Past: Yes/No and WH-questions and answers

2) **AIM:** By the end of the lesson, students will be able to talk about their positive and memorable experiences.

3) **WARM UP** (6 min.)

The Elephant: This exercise improves attention, recognition, perception, and memory.

1. Students stand with feet hip distance apart.
2. They will be making the infinity symbol with one arm at a time. They rest their left hand on their hip. They bring the right arm straight up and touch the side of their head.
3. Their straight arm and head stay "attached" at the ear as they bring their arm in front and in the middle, perpendicular to their torso. They look at their middle finger and imagine a line extending straight out from its tip.
4. Students make a large infinity symbol with the extended hand, moving first up and to the left in a wide arc, down around to their center, then up to the



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right and around back to center. They move using their whole torso. With a soft focus notice the object furthest in the distance that their middle finger points to as it moves slowly and steadily through the infinity symbol. They have to do three infinity symbols with one arm before switching arms and repeating the entire exercise three more times.

Source: Healthy Thyroid Center, "Brain Gym: 26 Movements"

4) INTRODUCTION: (2 min.)

- ❖ The teacher introduces the topic, and he/she can use this model:

"Today we are going to talk about our positives or memorable experiences. We are going to read about a famous person. Then, you are going to do some activities about the reading and about yourselves."

5) PRESENTING NEW VOCABULARY: (3 min.)

- ❖ The teacher presents the vocabulary using mime, gestures, or drawings, and students have to guess the word. Students can use Spanish words, but the teacher has to translate them. Then, he/she sticks the pictures on the whiteboard.

Pictures: win, meet, race, go-kart



Image 101. Win.



Image 102. Meet.



Image 103. Race.



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Image 104. Go-kart.

Guiding questions: (3 min.)

- ❖ The teacher asks students some questions, and they answer them. The teacher can use the following questions or others of his/her choice.
- What is the best thing that you have experienced?
- Have you ever traveled to a foreign country?
- Have you ever studied in a foreign country?
- Did you meet a special person?
- Did you do something special?
- Did you learn something new?

6) PRESENTATION

6.1 SKILL DEVELOPMENT (17 min.)

Reading

- ❖ The teacher introduces this stage, and he/she can use this model:
“You are going to read a text about a famous person. The text is about Lewis Hamilton.”

6.1.1 Pre-reading

- ❖ The teacher shows a picture.



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Image 105. Lewis Hamilton.

- ❖ The teacher asks students to predict what the text will be about.

6.1.2 Reading

- ❖ The teacher presents a passage about a famous person.
- ❖ Students have 7 -10 minutes to read the passage silently.



Image 105. Lewis Hamilton.

Memorable Experience

Lewis Carl David Hamilton was born in England in 1985. He won the Formula 1 World Championship in November 2008 and became F1's youngest ever champion, at the age of 23.

Hamilton got into racing at a very young age. When he was six, Lewis's father bought him a radio-controlled car and a go-kart. Lewis loved radio-controlled cars, and his father supported his passion. When Lewis Hamilton was ten, he won his



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first Karting Championship, and he met Ron Dennis, his future boss. Lewis told Ron that he was going to drive one of his F1 cars. In 1998, Lewis impressed Dennis and with his support he won the European and World Karting titles. He began winning many championships and got a taste for bigger and faster things. He fell in love with Formula One. Hamilton won many races in Formula one and three. He was determined to win in 2008, and he did it winning the Australian Grand Prix, and the British Grand Prix. When he was 23, he got the World Championship in Brazil.

Source: Lifetime, "Lewis Hamilton Biography"

6.1.3 Post-reading

- ❖ Students have to do some activities about the text.
- ❖ The teacher gives student worksheet A. In this worksheet, students have to match some phrases in section 1 and synonyms in section 2, and correctly spell some words in section 3.

WORKSHEET A: Exercises

PHRASE MATCH

1. Match the following phrases from the article:

1. Lewis Hamilton was born in	a. radio-controlled car and a go-kart
2. When Lewis Hamilton was ten, he won	b. Formula one and three
3. became	c. England in 1985
4. He won the	d. win in 2008, and he did it
5. When he was 23, he	e. F1's youngest ever champion, at the age of 23



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- | | |
|--------------------------------|--|
| 6. His father supported | <i>f.</i> his first Karting Championship |
| 7. Hamilton won many races in | <i>g.</i> got the World Championship in Brazil |
| 8. he met | <i>h.</i> his passion |
| 9. Lewis's father bought him a | <i>i.</i> Formula 1 World Championship |
| 10. He was determined to | <i>j.</i> Ron Dennis his future boss |

Answer key: 1.c, 2.f, 3.e, 4.i, 5.g, 6.h, 7.b, 8.j, 9.a, 10.d.

SYNONYM MATCH

2. Match the words from the article on the left with their synonyms on the right. Are your answers the same as other students'?

Paragraphs 1 and 2			
1.	Bought	<i>a.</i>	Enjoy
2.	Support	<i>b.</i>	Savor
3.	Loved	<i>c.</i>	Chief
4.	Youngest	<i>d.</i>	Back
5.	Taste	<i>e.</i>	Purchased
6.	Boss	<i>f.</i>	Youthful

Answer key: 1.e, 2.d, 3.a, 4.f, 5.b, 6.c.

SPELLING

3. The underlined, jumbled words are from the text. Spell them correctly.

Paragraph 1	
1.	Lewis loved <u>idaor- rilednocto</u> cars
2.	the software <u>tgani</u> Microsoft
3.	Hamilton got into <u>gcnari</u> at a very young age.



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Paragraph 2	
4.	got a taste for bigger and faster <u>qtishn</u> .
5.	Lewis <u>epmsirsde</u> Dennis
6.	he won his first <u>igntKra</u> Championship.

❖ After that, the teacher is going to ask students some questions about the text.

7) STRUCTURE TABLE DEVELOPMENT (15-17 min.)

7.1 The teacher asks and answers a question about the reading which was presented before (modeling); for example:

- What did Lewis Hamilton win?

He won the Formula 1 World Championship.

7.2 If students answer using isolated words, he/she has to accept those answers and form the correct structural form.

7.3 Then, the teacher writes the questions and answers on the whiteboard, and he/she underlines the Wh-questions and the base form of the verbs.

- What did Lewis Hamilton win?

He won the Formula 1 World Championship.

7.4 Next, the teacher asks students another question. (He/she writes all the questions and answers on the whiteboard.) Also, he/she constructs a structure table with them.

- When did he win the Formula 1 World Championship?

He won in November 2008.

- What did Lewis Hamilton love?



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He loved radio-controlled cars.

- What did he win when he was ten?

He won his first Karting Championship.

- Who did Lewis meet?

He met Ron Dennis, his future boss.

Structure Table					
1. <u>What</u>	did	Lewis	<u>win</u> ?		He won the Formula 1 World Championship.
2. <u>When</u>	did	he	<u>win</u>	the Formula 1 World Championship?	He won in November 2008.
3. <u>What</u>	did	Lewis	<u>love</u> ?		He loved radio-controlled cars.
4. <u>What</u>	did	he	<u>win</u>	when he was ten?	He won his first Karting Championship.
5. <u>Who</u>	did	Lewis	<u>meet</u> ?		He met Ron Dennis his future boss.

7.5 Prompted by the teacher, students give more examples about their positive experiences, and the teacher writes their examples on the board.

Structure table

I traveled to the United States.
You got married.



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Pedro studied in England.
Tamara met the president.
It happened in 2005.
We learned a new language.
Paul met new friends.
They took a fun trip.

7.6 Using the aforementioned examples, the teacher asks questions, and he/she writes the questions and answers on the whiteboard. The teacher can write the structural forms on the whiteboard, but only if it is necessary. Also, the teacher can present the structural forms on the projector before practicing giving examples. The following table is an example which helps to follow the correct order to write the questions and short answers.

Yes/No Questions			
<i>Did</i>	<i>Subject</i>	<i>Base Form of Verb</i>	
<u>Did</u>	I	<u>travel</u>	to the United States?
<u>Did</u>	I	<u>travel</u>	to Australia?
<u>Did</u>	you	<u>get</u>	married?
<u>Did</u>	you	<u>get</u>	divorced?
<u>Did</u>	Pedro	<u>study</u>	in England?
<u>Did</u>	Pedro	<u>study</u>	in New York?
<u>Did</u>	Tamara	<u>meet</u>	the president?



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<u>Did</u>	Tamara	<u>meet</u>	the queen?
<u>Did</u>	It	<u>happen</u>	in 2005?
<u>Did</u>	it	<u>happen</u>	In 2012?
<u>Did</u>	we	<u>learn</u>	a new language?
<u>Did</u>	we	<u>learn</u>	Mathematics?
<u>Did</u>	you	<u>meet</u>	new friends?
<u>Did</u>	you	<u>meet</u>	new enemies?
<u>Did</u>	they	<u>take</u>	a fun trip?
<u>Did</u>	they	<u>take</u>	a walk?

Affirmative Short Answers			Negative Short Answers		
Yes,	I	did.	No,	I	didn't.
	you			you	
	he			he	
	she			she	
	it			it	
	you			you	
	we			we	
	they			they	



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Wh-Questions			
Wh-word	Did	Subject	Base form of Verb
<u>What</u>	did	I	<u>do?</u>
<u>Where</u>		you	<u>travel?</u>
<u>Where</u>		he/she	<u>study?</u>
<u>When</u>		it	<u>happen?</u>
<u>Why</u>		we	<u>learn?</u>
<u>Who(m)</u>		you	<u>meet?</u>
<u>How long</u>		they	<u>stay?</u>

7.7 Guided by the teacher, students read the examples out loud.

8) PRACTICE

- ❖ The teacher explains to students that they are going to do an activity creating questions according to the answers.

8.1 MECHANICAL PRACTICE (7 min.)

8.1.1 Activity A: Questions

- ❖ The teacher gives students worksheet B, and they have to write questions according to the answers.
- ❖ Then, students compare the questions with a classmate.



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WORKSHEET B: Questions

A. Create past simple questions for the answers below.

Example: 1. When / go on holiday?

Q: When did you go on holiday? A: I went on holiday last summer.

3. Where / go?

Q: _____ A: I went to Rio de Janeiro in Brazil.

4. How / go there?

Q: _____ A: I went there by airplane.

5. Who / go with?

Q: _____ A: I went with my best friend.

6. Where / stay?

Q: _____ A: I stayed in a hotel.

6. How long / stay?

Q: _____ A: I stayed for 2 weeks.

7. What / do?

Q: _____ A: I went swimming and surfing.

8. have fun?

Q: _____ A: Yes, I did. It was great.

Source: Dwight Nixon, "My Last Holiday"

8.2 MEANINGFUL PRACTICE (15-17 min.)

8.2.1 Activity A: Do you remember?

❖ The teacher explains to students that they are going to do a pair activity.



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- ❖ The teacher writes a question on the whiteboard. For example: *Did you travel somewhere? When did you last go there?* He/she asks some students for their answers. The teacher asks more questions. *What did you see? Who did you go with?* etc.
- ❖ The teacher corrects any grammar mistakes in the students' answers and checks their understanding of the question structure.
- ❖ The teacher explains that they are going to ask their classmates similar questions.
- ❖ Then, he/she gives worksheet C and demonstrates the first question with a student. The teacher reminds students that they must ask for additional information using what, where, when, why, how, etc.
- ❖ When students finish the activity, the teacher asks students to share any interesting facts or information with the class.

WORKSHEET C: Do you remember?

Do you remember?

1. Ask your classmates the questions below. Don't forget to ask follow-up questions such as **where, who, when, why, how**, etc.

Did you.....?

When did you last.....?

N.	Question	Yes/No	When	Additional Information
2.	... participate in an event or festival			
2.	... visit a beach			



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3.	... have a meal at a posh restaurant			
4.	... kiss/show affection to someone			
5.	... get a present from someone			
6.	... fall in love			
7.	... donate something to people in need			
8.	... face a challenging issue			
9.	... make a difficult decision			
10.	... participate in a charitable activity			

Source: Daniel Bwe Doe Aye, “Do you remember?”

9) PRODUCTION (15-17 min.)

AVOIDING COMMUNICATION PARTIALLY OR TOTALLY STRATEGY: In this part of the lesson, the teacher tells students that if they do not know some words or they cannot explain one of the topics, they can skip that topic and choose another card. In that way, if the student chooses another card, he/she can talk about a known topic.

- ❖ The teacher tells students that they are going to do a group activity.
- ❖ First, the teacher divides the class into groups of four.



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- ❖ He/she gives each group a set of cards. The teacher asks them to shuffle the cards and place them face down on the table.
- ❖ Next, the teacher explains to students that they have to pick up a card in turns from the top of the pile.
- ❖ Then, when a student picks up a card, the student talks about the topic on the card using the simple past tense.
- ❖ The rest of the group asks questions to get the person to speak more.
- ❖ Then, the next student takes a card and so on.

WORKSHEET D: My Memories

1. your first job	2. your last holiday	3. the place where you grew up	4. your first love
5. your earliest memory	6. a wedding you attended	7. a teacher you liked or didn't like at school	8. a party you really enjoyed
9. a holiday you didn't enjoy	10. what you did for fun when you were a teenager	11. your first car	12. one of your best friends at school



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13. the first time you traveled abroad or far away	14. a hobby you used to have	15. your first day at school	16. your grandparents
17. a frightening experience you had	18. an important event in your life	19. your happiest moment	20. a subject you disliked at school

Source: Samantha Wang, "My Memories"

10) MATERIALS: Whiteboard, markers, eraser, pictures, worksheets, cards.



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LESSON PLAN 12

1. Level: A1
2. Time: 1.30 min.
3. Skills: Reading, writing, and speaking.
4. Situation: Talking about future plans.
5. Strategy: Using circumlocution or synonym.

1) TOPIC: Talking about future plans.

Structure: Present progressive as future - *going to*/ Affirmative and negative statements.

2) AIM: By the end of the lesson, students will be able to talk about future plans.

3) WARM UP (7 min.)

Space buttons: This exercise increases the ability to relax and pay more attention.

1. Students stand with the right leg comfortably in front of the left, there's no need to stretch.
2. They place their left middle and index finger gently onto the space between their nose and upper lip.
3. Students place the palm, fingers, or back side of their right hand gently on their tail bone.
4. They move both sets of fingers in small circular motion in their respective areas as they breathe and bend at the torso to look down at their right foot. They look at the foot just long enough to register that it's their foot.



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5. While still moving their fingers and breathing, they bring the torso back up and look out to the farthest object their eyes can see. They look at the object just long enough to register what the object is, e.g. a cloud, a tree, a plate.
6. Students bend the torso back down again to look at the right foot. They have to repeat steps 4 and 5 at least two more times or until it feels complete.
7. They switch legs and hands and repeat steps 4 and 5 three more times or until it feels complete.

Source: Healthy Thyroid Center, “Brain Gym: 26 Movements”

4) INTRODUCTION: (2 min.)

- ❖ The teacher introduces the topic, and he/she can use this model:

“Today we are going to talk about our future plans. We are going to read about an article. Then, you are going to do some activities about the reading and yourselves.”

5) PRESENTING NEW VOCABULARY: (3 min.)

- ❖ The teacher presents the vocabulary using mime, gestures, actions or examples, and students have to guess the word. If students use Spanish words, the teacher has to translate them into English. Then, he/she sticks the pictures of some of words on the whiteboard.

Pictures: surrounded, outside



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Image 106. Surrounded.

Image 107. Outside.

Guiding questions: (3 min.)

❖ The teacher asks students some questions, and they answer them. The teacher can use the following questions or others of his/her choice.

- What do you want to do after finishing your career?
- Where would you like to travel?
- What goal or dream do you want to accomplish in a near future?
- Are you going to learn another language?
- Would you like to improve your English?

6) PRESENTATION

6.1 SKILL DEVELOPMENT (15 min.)

Reading

❖ The teacher introduces this stage, and he/she can use this model:

“You are going to read an article about the advantages of studying English in America or in your own country. These are some advantages you can consider if your future plan is to study or improve your English.”



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6.1.1 Pre-reading

- ❖ The teacher asks students to predict how the previous words are going to be used in the text.
- ❖ Then, the teacher shows a picture.



Image 108. The flag of the United States.

- ❖ The teacher asks students where they think it is better to study English, if it is necessary to travel to another country or not.

6.1.2 Reading

- ❖ The teacher presents the article.
- ❖ Students have 7 -10 minutes to read the passage silently.



Image 108. The flag of the United States.



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Learning English

Nowadays, millions of people want to learn or improve their English, but it is difficult to find the best method. Is it better to study in America or to study in your own country?

The advantages of going to America seem obvious. Firstly, you are going to be able to listen to the language all the time if you are in the country. You are going to be surrounded completely by the language wherever you go. Another advantage is that you have to speak the language if you are with other people. In your own country, it is always possible in the class to speak Spanish if you want to and the learning is slower.

On the other hand, there are also some advantages of staying at home to study. You don't have to make big changes to your life. As well as this, it is also a lot cheaper than going to America, but it is never possible to achieve the results of living in America. If you have a good teacher, you can learn in a more concentrated way than being in America.

In conclusion, if you have enough time and enough money, the best choice is to spend some time in America. This is simply not possible for most people, so staying in your own country is the only viable option. The most important thing to do in this situation is to maximize your opportunities to speak only English in class and to try to use English whenever possible outside the class.

Source: esl-lounge student, "Reading comprehension-Learning English"



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6.1.3 Post-reading

- ❖ Students choose the best answer for each question and compare with a classmate.

WORKSHEET A: Questions

1. What is the article about?
 - a. The number of people who learn English.
 - b. The best way to learn English.
 - c. English schools in America.
2. What is one of the advantages of going to America to learn English?
 - a. There are no Spanish speakers in America.
 - b. You are going to speak English and not your language.
 - c. The language schools are better.
3. What is going to be one of the advantages of staying in your country to learn English?
 - a. The teachers aren't very good in America.
 - b. You have to work too hard in America.
 - c. Your life is going to continue more or less as it was before.
4. People who do not have a lot of time and money should...
 - a. Learn English in America.
 - b. Try and speak English in class more often.
 - c. Go to another country to learn English.



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7) STRUCTURE TABLE DEVELOPMENT (15-17 min.)

7.1 The teacher asks and answers a question about the article which was presented before (modeling); for example:

- What is the article about?

It is about the best way to learn English.

- What is one of the advantages of going to America to learn English?

You are going to speak English and not your language.

7.2 Then, the teacher writes the answers on the whiteboard, and he/she underlines the verb *to be*, *going to*, and the infinitive verb.

You are going to speak English and not your language.

7.3 Next, the teacher asks students another question. (He/she writes all the questions and answers on the whiteboard.) Also, he/she constructs a structure table with them.

- What is going to be one of the advantages of staying in your country to learn English?

Your life is going to continue more or less as it was before.

Subject	To be	Going to	Infinitive Verb	Complement
You	<u>are</u>	<u>going to</u>	<u>speak</u>	English and not your language.
Your life	<u>is</u>	<u>going to</u>	<u>continue</u>	more or less as it was before.



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7.4 Students have to give more examples about their future plans, and the teacher writes their examples on the whiteboard. The teacher can write the structural forms on the whiteboard, but only if it is necessary. Also, the teacher can present the structural forms on the projector before practicing giving examples. The following table is an example which helps to follow the correct order to write the statements. The table helps students not to become confused about how they have to write the statements.

Structure Table

Present progressive as future				
Positive Statements				
<i>Subject</i>	<i>To be</i>	<i>Going to</i>	<i>Infinitive Verb</i>	<i>Complement</i>
I	<u>am</u>	<u>going to</u>	<u>study</u>	in the university.
You	<u>are</u>		<u>take</u>	vacations.
He	<u>is</u>		<u>study</u>	another career.
She	<u>is</u>		<u>work</u>	a lot of hours.
It	<u>is</u>		<u>be</u>	difficult.
We	<u>are</u>		<u>visit</u>	a foreign country.
You	<u>are</u>		<u>graduate</u>	from the university.
They	<u>are</u>		<u>marry.</u>	



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Negative Statements					
Subject	To be		Going to	Infinitive Verb	Complement
I	<u>am</u>	<u>not</u>	<u>going to</u>	<u>study</u>	in an academy.
You	<u>are</u>			<u>take</u>	a walk.
He	<u>is</u>			<u>study</u>	French.
She	<u>is</u>			<u>work</u>	few hours.
It	<u>is</u>			<u>be</u>	easy.
We	<u>are</u>			<u>visit</u>	Loja.
You	<u>are</u>			<u>graduate</u>	from an academy.
They	<u>are</u>			<u>divorce.</u>	

7.5 Guided by the teacher, students read the examples out loud.

8) PRACTICE

- ❖ The teacher explains to students that they are going to do an activity matching some phrases.

8.1 MECHANICAL PRACTICE (6 min.)

8.1.1 Activity A: Questions

- ❖ The teacher gives students worksheet B, and they have to match the phrases.
- ❖ Then, students compare the answers with a classmate.



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WORKSHEET B: Phrase match

1. Match the following sentences.

1. I am going to be	a. until I'm very old.
2. You are going to learn	b. his vacation in Jamaica.
3. He is going to spend	c. a footballer.
4. I am not going to marry	d. a book.
5. She is going to travel	e. famous.
6. You are not going to be	f. an actor.
7. They are not going to write	g. to scuba-dive.
8. He is going to be	h. all over the world.
9. Carla is going to begin	i. all the way to Brazil.
10. We are not going to drive	j. medical school next year.

Answer Key: 1.e, 2.g, 3.b, 4.a, 5.h, 6.c, 7.d, 8.f, 9.j, 10.i

8.2 MEANINGFUL PRACTICE (15-17 min.)

USING CIRCUMLOCUTION OR SYNONYM STRATEGY: In this part of the lesson, the teacher tells students that if they do not know some words, they can use several words or synonyms to describe or explain what they cannot say.

8.2.1 Activity A: To be going to

- ❖ The teacher explains to students that they are going to do an individual activity.



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- ❖ The teacher gives each student worksheet C, and he/she tells them that they have to imagine that it is 2050 and answer some questions.
- ❖ After that, they discuss asking and answering their answers with a partner.

WORKSHEET C: To be going to

It is 2050. Take a few minutes to imagine and answer some questions about the future.

1. How old are you going to be in 2050?

2. What are going to be your qualifications?

3. Where are you going to live?

4. Describe your future job. Where are you going to work? Why did you choose this profession?

5. Describe your future family. If you are a parent, what are you going to be most proud of as a parent, and why?



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6. Is there anything else important that you'd like us to know about your future?

Source: Paul Adams, "To be going to"

9) PRODUCTION (15-17 min.)

- ❖ The teacher tells students that they are going to do an activity. They have to work alone, and then they get in pairs.
- ❖ The teacher gives each student worksheet D.
- ❖ He/she tells students to read each question in the first column and then write a follow-up question using *going to* in the third column.

Example:

1. Are you going to go out for dinner this evening?

Follow-up question - Where are you going to have dinner?

- ❖ When students finish writing their follow-up questions, the teacher divides students into pairs.
- ❖ Students have to ask their partner the questions on their worksheet.
- ❖ If a partner answers *yes* to a question, the student puts a tick next to the question and asks his or her follow-up question.
- ❖ If a partner answers *no* to a question, the student puts an X and moves onto the next question.
- ❖ When they have finished interviewing each other, students tell the rest of the class about their partner's future plans.



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WORKSHEET D: Are you going to ...?

Are you going to...?

1. Read each question in the first column and then write a follow-up question using *going to* in the third column. Then, ask a partner about their future plans and write down their answers.

Are you going to ...	✓	X	Follow-up Question	Answer
1. ... go out for dinner this month?			Where _____?	
2. ... watch a movie this weekend?			What _____?	
3. ... call someone after class?			Who _____?	
4. ... play a new sport?			Where _____?	
5. ... go on holiday soon?			Where _____?	
6. ... get fit?			How _____?	
7. ... buy something expensive?			What _____?	
8. ... improve your English skills?			How _____?	
9. ... get married in the future?			Why _____?	
10.... learn something new?			What _____?	



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11.... travel abroad next year?		Where _____?	
12.... save some money?		Why _____?	

Source: Paul Adams, “Are you going to ...”

10) MATERIALS: Whiteboard, markers, eraser, pictures, worksheets.



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CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study has not been to criticize the way English is taught at the Language Department at Universidad de Cuenca. The material proposed in this project could be considered as extra material for teachers, and it is up to them to use it or not, always taking into account students' needs and thinking about providing them with the right tools to benefit them during the learning process.

According to Rebecca Oxford, compensation strategies are specifically designed to help students develop their speaking skills (48). Furthermore, she points out that compensation strategies are generally preferred by beginner students; however, this study revealed that A1 learners have a medium usage of these strategies. Among the group of compensation strategies, just two strategies, *Getting help* and *Adjusting or approximating the message*, were the most commonly used by A1 learners. Therefore, it can be said as a conclusion that the A1 students of the Language Department at Universidad de Cuenca do not know about these strategies. They are not aware that they can improve their speaking skills by using compensation strategies.

One reason why students do not know or use the compensation strategies could be because they do not have strategy training. According to the results of this study, it is recommended to include strategy training in the syllabus of the first level of the Language Department. That would help students know how to use these strategies. Another reason why learners do not use the compensation strategies could be because teachers do not know about these strategies either.



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Hence, it is recommended that teachers receive strategy training to know more about these learning tools so they are able to integrate compensation strategies in their teaching materials; in that way, they could help students develop their speaking skills. That is why this project has taken into account the development of lesson plans, as a way to assist teachers with teaching material if they decide to incorporate compensation strategies to give students opportunities to improve their speaking skills. Considered as tools, these strategies can help students expand their knowledge during the learning process. As such, it is recommended to use the extra material presented in this study for this purpose. Teachers can facilitate the improvement of learners' speaking skills by using the lesson plans. In this way, teachers are providing students with new tools which are useful during their learning process.



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- Image 42. "Climbing." Photograph. *PURA VIDA.ADVENTURES*. Pura Vida, n.d. Web. 5 Mar. 2015.
- Image 43. "A Guide For Training a Dog." Photograph. *Funzug.com*. Funzug.com, 2015. Web. 5 Mar. 2015.
- Image 44. "Man Working On Computer Back." Photograph. *img.kid*. n.p., n.d. Web. 12 Mar. 2015.
- Image 45. "Woman Exercising Running." Photograph. *Pixgood*. n.p., n.d. Web. 5 Mar. 2015.
- Image 46. "Learn How To Play Piano – Andrew Furmanczyk." Photograph. *Andrewfurmanczyk.wordpress*. n.p., n.d. Web. 5 Mar. 2015.
- Image 47. "Cristóbal Ortega junto a su obra." Photograph. *LA HORA*. LA HORA, 2011. Web. 25 Mar. 2015.
- Image 48. "chef-exigente-pasion-imchef.jpg." Photograph. *imchef*. n.p., n.d. Web. 5 Mar. 2015.
- Image 49. "You 2 Can Work at Home!" Photograph. *you2canworkathome*. n.p., 2 Jun. 2013. Web. 5 Mar. 2015.
- Image 50. Hardstudios. "7Elisabeth Sulser." Photograph. *LISTVERSE*. Listverse, 7 Sept. 2014. Web. 7 Jan. 2015.
- Image 51. "Pepe Jeans Thick jacquard knit scarf Grey." Photograph. *Melijoe*. Melijoe, 2014. Web. 12 Mar. 2015.



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APPENDICES

Appendix 1: Survey Template

DEPARTAMENTO DE IDIOMAS ENCUESTA

“THE USE OF OXFORD’S COMPENSATION STRATEGIES TO DEVELOP SPEAKING SKILLS IN A1 LEARNERS (CEF)”

La siguiente encuesta tiene como objetivo recolectar datos para el desarrollo de la tesis titulada “The Use of Oxford’s Compensation Strategies to Develop Speaking Skills in A1 Learners (CEF)”. Lo datos de esta encuesta serán utilizados solo con fines investigativos.

Para el estudiante,

Yo _____ (Nombre con letras mayúsculas) he leído las preguntas de esta encuesta y voluntariamente acepto contestarlas.

Firma del participante: _____

Parte I

1. Género: Masculino Femenino
2. Nivel: _____ Grupo: _____
3. Carrera: _____
4. Edad: _____



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Parte II: Por favor encierre en un círculo solo un número en cada estrategia.

	ESTRATEGIA	Nunca o casi nunca	Rara vez	En ocasiones	Frecuentemente	Siempre o casi siempre
1	- Cuando no sé una palabra durante una conversación en inglés, uso una palabra o expresión en español.	1	2	3	4	5
2	- Cuando no sé una palabra durante una conversación en inglés, pido ayuda a la persona con la que estoy hablando.	1	2	3	4	5
3	- Cuando no sé una palabra durante una conversación en inglés, uso gestos.	1	2	3	4	5
4	- Evado ciertas situaciones o temas durante una conversación en inglés porque son muy difíciles.	1	2	3	4	5
5	- Selecciono los temas de conversación en inglés.	1	2	3	4	5
6	- Si no sé palabras en inglés, para explicar algo utilizo ideas más simples.	1	2	3	4	5



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7	- Formo o invento nuevas palabras si no sé las palabras correctas en inglés.	1	2	3	4	5
8	- Si no sé cómo decir una palabra en inglés, uso una palabra o frase que significa lo mismo (sinónimo).	1	2	3	4	5

Parte III

Aparte de las estrategias mencionadas anteriormente, ¿utiliza otra estrategia para comunicarse verbalmente en inglés?

SI ____ **NO** ____

Especifique _____

1

¹ Wahyuni, Sri. "L2 Speaking Strategies Employed By Indonesian EFL Tertiary Students Across Proficiency And Gender". 2013. 235, 236. Web. 23 Mar. 2014.



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LANGUAGE DEPARTMENT SURVEY

“THE USE OF OXFORD’S COMPENSATION STRATEGIES TO DEVELOP SPEAKING SKILLS IN A1 LEARNERS (CEF)”

The following survey intends to collect information related to the “The Use of Oxford’s Compensation Strategies to Develop Speaking Skills in A1 Learners (CEF)”. The information collected will be used purely for data analysis purposes.

For the research participant,

I _____ (Name in capital letters) have read the questions of this survey, and I voluntarily agree to answer them.

(Signature of participant): _____

Part I

1. Gender: Male Female
2. Level: _____ Group: _____
3. Career: _____
4. Age: _____



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Part II: Please circle only ONE number for each statement.

	Strategy	Never or almost never true of me	Usually not true of me	Somewhat true of me	Usually true of me	Always or almost always true of me
1	When I cannot think of a word during a conversation in English, I use a Spanish expression.	1	2	3	4	5
2	When I cannot think of a word during a conversation in English, I ask for help from the person I am addressing.	1	2	3	4	5
3	When I cannot think of a word during a conversation in English, I use gestures.	1	2	3	4	5
4	I avoid certain situations or topics during a conversation in English because they are too difficult.	1	2	3	4	5
5	I select topics of conversation in English.	1	2	3	4	5
6	If I cannot think of English words to say a message, I make the idea simpler.	1	2	3	4	5
7	I make up new words if I do not know the right ones in English.	1	2	3	4	5
8	If I cannot think of an English word, I use a word or phrase that means the same thing.	1	2	3	4	5



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Part III

Besides the aforementioned strategies, do you use any other strategy to communicate verbally?

YES ____ NO ____

Specify _____

2

² Wahyuni, Sri. "L2 Speaking Strategies Employed By Indonesian EFL Tertiary Students Across Proficiency And Gender". 2013. 235, 236. Web. 23 Mar. 2014.



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Appendix 2: List of Tracks on Audio CD

Track 1: Song 1: "Friday, I'm in love"	Lesson Plan 4
Track 2: Conversation 1: <i>What is Bob's son studying?</i>	Lesson Plan 6
Track 3: Song 2: "Lemon Tree song"	Lesson Plan 6
Track 4: Conversation 2: Buying in the store	Lesson Plan 8
Track 5: Conversation 3: At the store	Lesson Plan 8
Track 6: Conversation 4: Buying in the supermarket.....	Lesson Plan 9