



UNIVERSIDAD DE CUENCA
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUA Y LITERATURA INGLESA

**“ECLECTIC LESSON PLANS BASED ON THE NATURAL APPROACH AND THE
TOTAL PHYSICAL RESPONSE METHOD FOR THE DEVELOPMENT OF
COMMUNICATIVE COMPETENCE IN NINTH GRADERS”**

Trabajo de Titulación previo a la obtención del
Título de Licenciado en Ciencias de la
Educación en Lengua y Literatura Inglesa

AUTOR:

Rodrigo José Aguilar Romo

C.I. 0941166209

TUTOR:

Lcdo. Juan José Santillán Íñiguez

C.I. 0301916144

CUENCA – ECUADOR

2017



RESUMEN

Debido al significativo número de bachilleres que finalizan sus estudios secundarios sin alcanzar los niveles de competencia comunicativa en el idioma inglés, establecidos en el Currículo Nacional, el Ministerio de Educación ha tomado medidas con el fin de alcanzar tales niveles. Una de las medidas de mayor importancia, es incrementar la cantidad de profesionales docentes, así como de constantemente brindarles oportunidades para que puedan mejorar su práctica.

Como su principal objetivo, este proyecto propone y provee como ayuda a los docentes de inglés, 10 planificaciones eclécticas basadas en el método Total Physical Response (Respuesta Física Total), y en el enfoque Natural Approach (Enfoque Natural), para el desarrollo de competencia comunicativa en estudiantes de noveno año de Educación General Básica Superior, por lo cual, dichas planificaciones están diseñadas según destrezas planteadas en el Currículo Nacional.

Para lograr el mencionado objetivo, se llevó a cabo una significativa investigación sobre los antecedentes de la enseñanza de inglés en el Ecuador, así como del origen, principios y técnicas del método Respuesta Física Total y del Enfoque Natural. Además, se condujo encuestas dirigidas a estudiantes de noveno año de una institución pública, con el fin de conocer sus preferencias en cuanto a actividades durante el aprendizaje del inglés, las mismas que se consideraron para el diseño de las planificaciones.

Destinar mayor énfasis al desarrollo de las habilidades lingüísticas, ayudará a los estudiantes de una lengua extranjera a lograr el objetivo de estudiarla durante varios años, el cual es comunicarse en dicha lengua extranjera.

Palabras clave: TPR, ENFOQUE NATURAL, EFL, ESTUDIANTES DE NOVENA AÑO, CURRÍCULO NACIONAL, IDIOMA, HABILIDADES, PLANIFICACIONES ECLÉCTICAS, PREFERENCIAS DE APRENDIZAJE.



ABSTRACT

Given that the significant number of high school graduates who finish their studies, do not reach the established communicative competence levels in the National Curriculum, the Ministry of Education has implemented courses of action destined to the development and improvement of Ecuadorian students' language skills. An important aspect relies on the need of incrementing the amount of professional educators, as well as on implementing opportunities for them to improve their practice.

Therefore, as its main objective, this project proposes and provides as an aid to teachers, 10 eclectic lesson plans based on the Total Physical Response method and on the Natural Approach, for the development of communicative competence in ninth grade students of Educación General Básica Superior; therefore, the lesson plans are designed under the performance criteria stated in the National Curriculum.

In order to accomplish the mentioned objective, significant research was conducted on the antecedents of English teaching in Ecuador, as well as on the origin, principles and techniques of the Total Physical Response method and the Natural Approach. Furthermore, surveys were addressed to ninth grade students from two groups in a public high school, aiming to acknowledge their preferences of activities during the process of learning English, for the design of the lesson plans.

To emphasize on the development of language skills, will help the students of a foreign language to accomplish the objective of studying it for several years; the objective of communicating in the foreign language.

Key words: TPR, NATURAL APPROACH, EFL, 9TH GRADERS, NATIONAL CURRICULUM, LANGUAGE, SKILLS, ECLECTIC LESSON PLANS, LEARNING PREFERENCES.



TABLE OF CONTENTS

RESUMEN.....	2
ABSTRACT.....	3
TABLE OF CONTENTS.....	6
DEDICATION.....	11
ACKNOWLEDGEMENTS.....	12
INTRODUCTION.....	13
CHAPTER ONE: DESCRIPTION OF THE RESEARCH.....	15
1.1 Topic.....	15
1.2 Delimitation of the Problem.....	15
1.3 Background and Justification.....	16
1.4 Objectives.....	20
1.4.1 General objective.....	20
1.4.2 Specific objectives.....	20
CHAPTER TWO: LITERATURE REVIEW.....	21
2.1 Understanding Approaches and Methods.....	21
2.1.1 Defining approach.....	21
2.1.2 Defining method.....	21
2.2 The Total Physical Response method.....	23
2.2.1 Background.....	23
2.2.2 Principles.....	23
2.2.3 Techniques.....	25
2.3 The Natural Approach.....	26
2.3.1 Background.....	26
2.3.2 Principles.....	26
2.3.3 Techniques.....	27



2.4 Critics on the Natural Approach and the TPR.....	28
2.5 Eclectic Practice.....	29
2.5.1 Description of Eclectic Practice.....	29
2.5.2 The Natural Approach and the Total Physical Response method combined into Eclectic Practice.....	30
2.6 Communicative Competence	32
2.6.1 Defining Communicative Competence.....	32
2.6.2 Developing Communicative Competence.....	32
2.7 Lesson Planning.....	35
2.7.1 What is a Lesson Plan?	35
2.7.2 Purpose of Planning a Lesson.....	35
2.7.3 Elements of a Lesson Plan.....	36
2.8 The EFL National Curriculum for 9 th grade.....	38
CHAPTER THREE: METHODOLOGY.....	41
3.1 Research Methods.....	41
3.2 Participants.....	42
3.2.1 Description of the Survey Participants.....	42
3.3 Data Collection Instrument: Survey.....	43
3.4 Description of the Administration Process of the Data Collection Instrument.....	43
CHAPTER FOUR: RESULTS AND ANALYSIS.....	45
4.1 Analysis of the Survey Results.....	45
4.1.1 Question 1.....	45
4.1.2 Question 2.....	47
4.1.3 Question 3.....	48
4.1.4 Question 4.....	50
4.1.5 Question 5.....	52
4.1.6 Question 6.....	53



4.1.7 Question 7.....56

4.1.8 Question 8.....58

4.1.9 Question 9.....63

4.1.10 Question 10.....66

CHAPTER FIVE: LESSON PLANS.....68

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS.....140

REFERENCES.....142

ANNEXES.....146



Universidad de Cuenca
Cláusula de Propiedad Intelectual

Rodrigo José Aguilar Romo, autor del trabajo de titulación “ECLECTIC LESSON PLANS BASED ON THE NATURAL APPROACH AND THE TOTAL PHYSICAL RESPONSE METHOD FOR THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE IN NINTH GRADERS.”, certifico que todas las ideas, opiniones y contenidos expuestos en la presente investigación son de exclusiva responsabilidad de su autor.

Cuenca, 29 de septiembre de 2017

Rodrigo José Aguilar Romo

C.I: 0941166209



Universidad de Cuenca
Cláusula de Licencia y Autorización para Publicación en el Repositorio Institucional

Rodrigo José Aguilar Romo en calidad de autor y titular de los derechos morales y patrimoniales del trabajo de titulación “ECLECTIC LESSON PLANS BASED ON THE NATURAL APPROACH AND THE TOTAL PHYSICAL RESPONSE METHOD FOR THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE IN NINTH GRADERS.”, de conformidad con el Art. 114 del CÓDIGO ORGÁNICO DE LA ECONOMÍA SOCIAL DE LOS CONOCIMIENTOS, CREATIVIDAD E INNOVACIÓN reconozco a favor de la Universidad de Cuenca una licencia gratuita, intransferible y no exclusiva para el uso no comercial de la obra, con fines estrictamente académicos.

Asimismo, autorizo a la Universidad de Cuenca para que realice la publicación de este trabajo de titulación en el Repositorio Institucional, de conformidad a lo dispuesto en el Art. 144 de la Ley Orgánica de Educación Superior.

Cuenca, 29 de septiembre de 2017

Rodrigo José Aguilar Romo

C.I: 0941166209



DEDICATION

To a mother who has meant infinite love

To a father who has meant proper guidance

To a family that has meant warmth

To a wife who has meant companionship and support

To the true friends



ACKNOWLEDGEMENTS

My parents took me as far as I needed to go in order to accomplish this goal. My parents-in-law gave me the warmth of family. My wife gave me infinite support. My friends encouraged me. I thank all of them for it would have been unimaginably harder to having written these pages today.

I would also like to thank University of Cuenca and all of those who were my teachers, for providing the proper educational environment for my professional initiation. I would specially like to thank Juan José Santillán for having been immensely supportive during this process. I am also grateful to Unidad Educativa La Inmaculada and its students, for they were eager to aid in my research.



INTRODUCTION

The Critical Period Hypothesis states that certain learning must better take place at a specific time through the development of childhood to adolescence to adulthood, otherwise the learning might not be adequate or as valuable as if it had taken place at the proper time.

Furthermore, the Total Physical Response Method, proposed by Dr. James Asher (1979), states that language learning starts with children internalizing knowledge, being able to understand it and then to produce it. If we have as humans the innate capacity to acquire our mother tongue during our first two to three years of age by receiving unlimited input and later on producing output, it means that our brains are designed to accomplish such thing in such a way. Therefore, teachers should not insist on teaching a foreign language to their students in the opposite way, teaching them first to read and write in the target language and then to converse, which means developing listening and speaking skills later. After all, it is common knowledge that our species did not first write words but uttered them.

Therefore, this project seeks as its general objective, to compile a series of techniques and activities from the Natural Approach and the Total Physical Response Method, to establish eclectic lesson plans based on the current National Curriculum Guidelines designed for 9th grade, as an aid for teachers to develop and improve communicative competence in their pupils.

As a conclusion, this monograph is structured to collect all the information that has been mentioned to come up with the aforementioned eclectic lesson plans. Nevertheless, it would not have been possible to design these plans if proper research had not been conducted. Not only did the researcher investigate about the principles and activities of the Natural Approach and the TPR, but also about the preferences that a specific group of participants have throughout the learning process of English, by means of surveys. All the information regarding the quantitative data are comprehended in bar graphs, while the information regarding the



qualitative data, has been analysed in several chapters. As a result, the eclectic lesson plans proposed have been designed in the hope that these might be useful to English teachers in the development of communicative competence in their students.



CHAPTER ONE: DESCRIPTION OF THE RESEARCH

1.1. Topic

The aim of this project was to aid the development of communicative competence in ninth graders by means of the provision of 10 eclectic lesson plans based on the Natural Approach and the Total Physical Response method. The National Curriculum Guidelines for the 9th grade were the pillar to which these eclectic lesson plans were adapted.

1.2. Delimitation of the Problem

The Ecuadorian level of communicative competence in English is rather disappointing. Calle A. et al (2012), argue that an example of the main problem is the significant number of high school graduates who have not developed communicative competence, and hence, cannot communicate in real contexts or situations (p. 2-6). For his part, McLaughlin states that “the most important factor to improve the quality of education in developing countries seems to be increasing the amount of professionals in education” (as cited in Calle, A., 2012, p. 5). The CRADLE¹ project was designed in 1993 as a measure to handle and solve the inefficiency in communicative competence development among the country’s inhabitants; though the initiative had some success, it was not to the expected extent. If one considers that, as Calle A. et al (2012) mentioned, the decision of the CRADLE project to follow the Natural Approach and its principles improved the Ecuadorian proficiency level of English in public high schools (p. 2-6), then it may be inferred that the use of traditional methodologies is one of the main factors for the persistent low level Ecuadorian students have reached.

¹ Curriculum Reform Aimed at the Development of the Learning of English



During their teaching practice, language educators meet excellent students, among whom they differentiate two groups. The first, relates to the ones who truly comprehend English and are able to actually use it in real-life situations; the second group of students encompasses those who study English as any other school subject, which they may forget after graduation. Both groups might get good grades, but not all develop communicative competence in the target language. The problem with the second group's performance is that they might be motivated to reach academic excellence yet not to acquire English as a foreign language.

For the previously mentioned reasons, and because according to Criollo and Pulla, in Cuenca English teachers do not use the target language sufficiently in public schools (as cited in Calle, A., 2012, p. 5), this monographic work aimed to follow communicative teaching principles, designing 10 eclectic lesson plans based on the Natural Approach and the Total Physical Response method. The purpose of this monograph is to aid educators teach English in a naturalistic manner, as similar as possible to the fashion children acquire their mother tongue.

1.3. Background and Justification

The CRADLE project (1993) was born as an initiative of the Ecuadorian Ministry of Education in order to increase the proficiency of English in the country's inhabitants. However, as mentioned above, studies show that even though the CRADLE project, following Krashen and Terrell's Natural Approach, which focuses on communicative teaching, has increased the original proficiency from two decades ago, a low level still persists (Calle A. et al, 2012, p. 2-6). This statement sets forth this monograph's belief that language teachers should continue working with naturalistic approaches and methods.

Teaching English as the language is -not as any other school subject- has crossed the mind of researchers over the years; one of them is James Asher, whose "...research gave rise



to the hypothesis that language learning starts first with understanding and ends with production” (Larsen-Freeman & Anderson, 2011, p. 103). This project attempted to aid the attainment of the mentioned purpose, by analyzing the Natural Approach and the Total Physical Response method to design 10 eclectic lesson plans, which have as their main objective to support the development of communicative competence in English as a foreign language by trying to emulate the same natural means by which children acquire their mother tongue. One has to consider as well that “after the learner internalizes an extensive map of how the target language works, speaking will appear spontaneously” (Larsen-Freeman & Anderson, 2011, p. 103); it is on this spontaneity that language teachers should focus.

Moreover, if English is taught by educators as one acquired one’s mother language in early childhood -without too much conscious effort- the kind of activities that motivate students take place. Following from this, a study carried out by Xu Liu (2010), from the University of Beijing, introduced the hypothesis that “[innovative activities like that of] role-play arouses motivation in English students and that a second language should be taught using new and creative techniques, therefore, the same old methods should be improved or abandoned” (p. 136). The author of this monograph, however, does not intend to conduct a study on motivation, but only to emphasize on the importance of activities like that of role-play in learning a foreign language naturally. Added to that, all the activities of the lesson plans of this project are suitable to 9th graders.

In addition, the feasibility of this project may become evident in that, according to Lightbown and Spada (2006), by the age of two most children:

Reliably produce at least fifty different words and some produce many more [in the mother tongue], and as children progress through the discovery of [their native]



language in their first three years, there are predictable patterns in the emergence and development of many features of the language they are learning (p. 4)

Hence, this monograph intends to take advantage of the natural learning process that occurs in students' minds.

Furthermore, James Asher, when developing his TPR² method, argued that children, in learning their first language, appear to do a lot of listening before they speak, and that their listening is accompanied by physical responses -reaching, grabbing, moving, looking and so forth (as cited in Brown., 2000, p. 30). Therefore, TPR enhances the improvement of listening skills, applying techniques based on the imperative mood, where students act out the commands and do a large amount of listening. On the other hand, according to Brown (2000), "TPR seemed to be especially effective in the beginning levels of language proficiency, but it lost its distinctiveness as learners advanced in their competence" (p. 30); therefore, as 9th graders still retain some features of young learners, to combine TPR with the Natural Approach seems to be a wise choice.

Krashen and Terrell's Natural Approach may complement the TPR as its authors elaborated on Asher's claims that a comprehension-based approach was required. Brown (2000) mentions that, "the Natural Approach advocated the use of TPR activities at the beginning level of language learning when 'comprehensible input' is essential for triggering the acquisition of language" (p. 31). The previous statement shows that TPR and the Natural Approach share the belief in the need for an initial silent stage, providing relaxation and time for the student to eventually venture to speak. The same author states that "through TPR and other forms of input, [as the Natural Approach] students' language egos are not as easily threatened, and they aren't forced into immediate risk-taking that could embarrass them. The

² Total Physical Response method



resulting self-confidence eventually can spur a student to venture to speak out” (H. Douglas B., 2000, p. 32). As a result, the Eclectic practice intended in this monograph is justified.

Furthermore, every development or improvement in the field of language education, by means of individual so-called communicative and comprehension-based methods and approaches, is of noticeable importance. In spite of that, language teachers, whether they realize it or not, practice eclectic teaching all the time, given that they choose principles, strategies, and techniques from various methods and approaches to better address their specific contextual needs. What makes them eclectic teachers is:

How many methodological options they think of in order to fulfil a certain teaching goal. Good teachers know that no principle applies to all students in all contexts for all purposes. Therefore, every teacher creates their own approach to language teaching, selecting the best of all methods and approaches as they gain experience (H. D. Brown, 2000, p. 40-42)

Finally, the aim of all language educators ought to be the improvement of the English proficiency level of their students. This project was designed precisely for attending to that purpose.



1.4. Objectives

1.4.1. General objective

To design 10 eclectic lesson plans, combining principles, techniques, and strategies of the Natural Approach and the Total Physical Response method, which are suitable for the National Curriculum for 9th grade in public schools, as an aid for the development of communicative competence in these students.

1.4.2. Specific objectives

- To carry out bibliographical research about the Natural Approach and the Total Physical Response method, in order to identify and compile their most relevant principles, strategies, and techniques.
- To analyze the National Curriculum for 9th grade to identify the most pertinent topics for the lesson plans.
- To design and conduct a survey among 9th grade students to identify their topical and learning preferences.
- To combine the selected Natural Approach and the TPR principles, strategies, and techniques in the design of 10 lesson plans that incorporate the identified topical and learning preferences.



CHAPTER TWO: LITERATURE REVIEW

2.1. Understanding Approaches and Methods

2.1.1. Defining approach

An approach is a compilation of methods that serve as the steps to accomplish or fulfill certain tasks; it is a perspective from which one addresses a problem. In the language-teaching context, Brown (2000), defines approach as “theoretically well-informed positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings” (p. 16). For his part, the applied linguist Edward Anthony defined approach as “a set of correlative assumptions dealing with the nature of language teaching and learning. (...) It describes the nature of the subject matter to be taught” (as cited in Richards & Rodgers, 2001, p. 19). Brown’s (2000) conceptualization of approach as theoretically well-informed positions and beliefs about the nature of language, fits Anthony’s conception that an approach is axiomatic, that is, a self-evident postulate, or an established truth, which takes the form of ‘an overall plan for systematic presentation of language’ (p. 14). Also, the same author, concluded that teachers ought to select the best of what has been studied and adapt those insights to their teaching, which in turn can become a teacher’s own principled approach to language teaching (p. 32). This project, therefore, aims to aid as a starting point for language educators’ own principled approach.

2.1.2. Defining method

On the other hand, a method is commonly known as a compilation of means, ways, and steps to accomplish a specific goal. What matters to this project, though, is defining method in the language-teaching context. According to Larsen-Freeman and Anderson (2011), “a method is a way of connecting particular principles with particular techniques into a coherent package,



not a ‘recipe’ to be prescribed to teachers” (p. 6). Furthermore, the same authors state that there is not one best method but the probability for educators to choose the one that better fits their teaching philosophy. Similarly, Anthony, half a century ago, defined a hierarchic arrangement of approach, method, and technique:

The organizational key is that techniques carry out a method which is consistent with an approach. Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. A method is procedural. Within one approach there can be many methods (as cited in Richards & Rodgers, 2001, p. 19)

Furthermore, Richards and Rodgers (2001), intended to establish a different conceptualization of what is known as method. According to them, the previous hierarchical arrangement lacked information about the roles of teachers and students assumed in a method, and did not clarify how an approach, a method, and a technique are related. Therefore, Richards and Rodgers “see approach and method treated at the level of *design* (...) in which the roles of teachers, learners, and instructional materials are specified. A method is theoretically related to an *approach*, is organizationally determined by a design, and is practically realized in *procedure* [technique, in Anthony’s model]” (J. Richards & T. Rodgers, 2001, p. 20). Therefore, the same authors extended Anthony’s original arrangement in an attempt to simplify the concepts.

In their model, a Method contained an approach, a design, and a procedure. An approach concerns theory about the native language and the nature of language learning. A design addresses the general and specific objectives of the method, a selection of the learning content as well as the tasks and practice activities, the roles of teachers, students, and instructional materials. A procedure, comprehends time, space, and equipment resources used



by the teacher plus tactics and strategies used by teachers and learners while using the method (J. Richards & T. Rodgers, 2001, p. 33). In spite of their efforts, their conceptualization of the terms was not established in the field of language teaching as they expected, hence, Anthony's hierarchic arrangement has been more readily accepted.

2.2. The Total Physical Response method

2.2.1. Background

Asher (1979) strongly supports the idea that adults [and teenagers] should learn a foreign language in a fashion similar to children's acquisition of mother-language. "In a developmental sense, Asher sees successful adult second language learning as a parallel process to child first language acquisition. He claims that speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses" (Richards & Rodgers, 2001, p. 73). Therefore, the Total Physical Response method was developed as a means to accomplish this strong L2 learning belief; this method seeks the acquisition of a foreign language by having students act out commands only physically until they feel comfortable enough to venture a verbal response.

2.2.2. Principles

Larsen-Freeman and Anderson (2011), delimitate the following principles from a TPR class observation:

- For students to enjoy their learning experience, Asher believes that learning has to be based upon the natural way children learn their native language, thus reducing stress as a result.



- The teacher is the *director* of all student behavior and students imitate until they are ready to speak and become directors as well. According to Asher, “the instructor is the director of a stage play in which the students are the actors” (as cited in Brown, 2000, p. 30).
- The teaching-learning process is based on phases beginning with modeling commands uttered and performed by the teacher. Then, the students demonstrate they understand the commands by performing them alone.
- The teacher recombines elements of the commands so that students become flexible in understanding often humorous unfamiliar utterances. After students learn some of the commands, they learn to read and write them and begin issuing the commands.
- Initially, the teacher speaks and the students respond nonverbally. Then, the students demonstrate their understanding of the commands.
- TPR reduces the stress of studying another language by allowing students to speak when they feel ready to do so. Feeling of success and low anxiety facilitate learning.
- Vocabulary and grammatical structures are emphasized over other language areas with the use of imperatives. The spoken language is emphasized over written language.
- TPR is usually introduced in the student’s native language. After that, meaning is made clear through body movement.
- Formal evaluations can be conducted simply by commanding individual students to perform a series of actions.
- Teachers should be tolerant of students’ errors and only correct major ones. As students advance, teacher can correct more minor errors (p. 109-111).



2.2.3. Techniques

Commands

The use of commands is the main technique on which TPR is based. Nevertheless, students may lose interest if their learning faces the same techniques or activities during the whole course. Teachers, therefore, are free to add elements from their own practice.

Returning to the topic on commands, “at first, to clarify meaning, the teacher performs the actions with the students. Later the teacher directs the students alone. The student’s actions tell the teacher whether or not the students understand” (Larsen-Freeman & Anderson, 2011, p. 111). One way or another, Asher believes it is very important to present only three commands at a time and once the students feel successful with those, to present three more.

Silent stage

TPR does not force students to speak until they feel comfortable to do so. Once they start venturing their first verbal responses, a role reversal technique can be applied.

Role reversal

Here the teacher is not the only one giving commands but also the students to other classmates and even to the teacher. “Asher says that students will want to speak after 10-20 hours of instruction, although some students may take longer. Students should not be encouraged to speak until they are ready” (Larsen-Freeman & Anderson, 2011, p. 112).

Action sequence or operation

Furthermore, making a phone call or grabbing a comb to do one’s hair may look as two single activities, but they are not. For instance, for one to make a phone call, one must approach a phone, then lift it, dial the numbers, and wait for the receiver to pick up and talk. The teacher



can give those different commands for students to perform, which in turn result in a technique called action sequence or operation.

2.3. The Natural Approach

2.3.1. Background

Krashen and Terrel (1983) developed the Natural Approach based on the TPR idea of delaying speech until it naturally emerges, thus creating a silent stage for the student as a relaxing space to develop their learning. According to Brown (2000), in the Natural Approach:

Learners presumably move through what Krashen and Terrel defined as three stages:

(a) The preproduction stage is the development of listening comprehension skills. (b)

The early production stage is usually marked with errors as the student struggles with the language. The teacher focuses on meaning here, not on form. [...]

(c) The last stage is one of extending production into longer stretches of discourse involving more complex games, role-plays, open-ended dialogues, discussions, and extended small-group work. Since the objective in this stage is to promote fluency, teachers are asked to be very sparse in their correction of errors (p. 31)

2.3.2. Principles

Richards and Rodgers (2001), consider the following Natural Approach principles:

- According to Krashen and Terrel, their approach is empirically based on a theory of second language acquisition, supported by several scientific studies in a wide variety of language acquisition and learning contexts (as cited in J. Richards & T. Rodgers, 2001, p. 181).



- Also, Krashen and Terrel view language as a vehicle for communicating meanings and messages, where acquisition takes place only when people understand messages in the target language.
- Language is used in communicative contexts without native language translation.
- Language is taught without reference to a particular theory of grammar nor to its analysis.
- The Natural Approach places less emphasis on teacher monologues, direct repetition, and formal questions and answers, and less focus on accurate production of target-language sentences.
- The Natural Approach places emphasis on exposure or input.
- It optimizes emotional preparedness for learning and a prolonged period of attention to what the language learners hear before they try to produce language.
- It provides a willingness to use written and other types of materials as a source of comprehensible input (p. 178-181).

2.3.3. Techniques

Krashen and Terrel (1983), claim that “language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning” (p. 55). Therefore, the authors based their approach on strategies and techniques that fit such claim.

Visual aids

According to the Natural Approach, visual aids such as pictures, are very useful for they offer the young learner a tool to associate meaning in context.



Vocabulary

Also, vocabulary plays an indispensable role. For the Natural Approach, vocabulary is not sufficient but inevitably important; the more vocabulary, the more comprehension, and consequently, the more acquisition of language.

Input synthetization

The foreign language classroom synthetizes input in order to aid the learner in their acquisition process. The natural environment, in the case of learners who happen to be in countries where their target language is natively spoken, may offer a wide range of input which often results too difficult for the learner to understand.

2.4. Critics on the Natural Approach and the TPR

There is no perfect method or approach in any science or study. As a result, in regard to studies of language, there are always limitations to be considered. Brown (2010), states that limitations of the Natural Approach are the unlikely successful management of a course where students begin in a silent stage until their speech emerges, for that speech may never emerge or do so at a different time depending on each student's progress (p. 31).

On the other hand, as it was previously mentioned in chapter one, according to the same author, "TPR seemed to be especially effective in the beginning levels of language proficiency, but it lost its distinctiveness as learners advanced in their competence" (p. 30); therefore, as 9th graders still retain some features of young learners, combining TPR with the Natural Approach may offer specific advantages for those learners.



2.5. Eclectic Practice

2.5.1. Description of Eclectic Practice

The application of a unique method in foreign language teaching and its successfulness rely on variants such as the learning preferences and the type of intelligence of the student, and the efficacy with which the teacher applies the method, to name a few. If all those pieces fall into place, one such method might as well be enough. But given that not all students possess the same learning preferences and type of intelligence but learn and think differently, “it is helpful for learners if they are aware of their own particular learning preferences in order that they can use an appropriate learning style to suit the particular learning that is being undertaken” (Pritchard, 2009, p. 42) and most importantly, a good educator ought to try different methods, which combined with the previous one, naturally begin and justify eclectic practice.

Furthermore, Harmer (1991) mentions the importance of evaluating one’s own practice as a teacher to see whether the methodology used is working or not:

If we and our students constantly monitor our classes and adjust what we do accordingly, there is a really good chance that the methods and techniques we use will be the best for the classes we teach. Pragmatic eclecticism does not just mean that ‘anything goes’. On the contrary, students have a right to expect that they are being asked to do things for a reason, and that their teacher has some aim in mind which he or she can, if asked, articulate clearly (p. 97)

In conclusion, eclectic practice means identifying students’ needs and then collecting the most suitable elements one may need for one’s teaching from different approaches to teaching EFL. Nevertheless, in order to pursue proper eclectic practice in teaching a foreign



language, the selection of the elements combined to achieve the teaching goal ought to be seriously considered.

2.5.2. The Natural Approach and the Total Physical Response method combined into Eclectic Practice

The work of Brown (2010), mentions the strengths and also the limitations of different approaches to language teaching, as well as the importance of combining them in order to support one another. According to Brown:

Critics of TPR point out that this kind of teaching may only be appropriate for beginner learners and question how TPR ties in with any real-world needs. Asher himself says it should be included together with other methods. Yet certain features of TPR have had an influence. In TPR students do not have to give instructions themselves until they are ready. This kind of pre-speaking phase was considered of vital importance to Stephen Krashen and Tracey Terrell in their book *The Natural Approach*. (p. 90)

Therefore, when Brown argues that TPR should be included with different methods to make it work at its best, it becomes clear that eclectic practice provides better results. Furthermore, constraints of eclectic practice may find solution in working with yet another method.

In addition, this monograph suggests that L2 students should spend more time learning to speak rather than writing and filling blanks. The lesson plans' activities are to be appropriately put into context to simulate real life situations and as a result, prepare the students to face those situations efficiently. The Natural Approach consists of five basic principles: Acquisition-Learning Hypothesis, the Natural Order Hypothesis, the Monitor Hypothesis, the



Input Hypothesis, and the Affective Filter Hypothesis. All these principles support this monograph's idea that students should spend most of their time learning first to speak, and to accomplish such thing it has to be considered that comprehension precedes production, therefore, "most of the N.A. techniques for classroom activities in early stages are oriented to giving students comprehensible input without requiring oral production in the target language", for the teacher allows a natural order to take place without emphatically correcting mistakes (Krashen & Terrell, 1983, p. 58-59).

Furthermore, the Total Physical Response is a method "developed in order to reduce the stress people feel when they are studying other languages and thereby encourage students to persist in their study beyond a beginning level of proficiency. The way to do this, Asher believes, is to base foreign language learning upon the way children learn their native language" (Larsen-Freeman & Anderson, 2011, p. 109). The teaching-learning process of the TPR begins with students imitating commands performed by their teacher. "The teacher next recombines elements of the commands to have students develop flexibility in understanding unfamiliar utterances" (Larsen-Freeman & Anderson, 2011, p. 109); in the end, students learn to read and write the commands they imitated at first.

Therefore, the Natural Approach and the Total Physical Response method, combined into eclectic practice, are adequate for the development of communicative competence, given that both the Natural Approach and the TPR advocate for a silent stage during the beginning of the learning process, the students' need to receive comprehensible input in order to imitate and thereby produce by themselves later on, and allowing the student a learning natural order that reduces the stress, encourage further learning.



2.6. Communicative Competence

2.6.1. Defining Communicative Competence

Communicative is the ability to communicate authentically in real daily life situations. Communicative competence is a concept introduced by Dell Hymes (1972) whose original idea was that speakers of a language need more than grammatical competence in order to be able to communicate effectively in a language, and for that they also need to know how language is used by members of a speech community (Smolcic, 2015, para. 2).

The concept was developed as criticism to Chomsky's linguistic competence, therefore, debate between Hymes' and Chomsky's views can be appreciated. While Chomsky believes that all humans' grammar skills are absolutely innate, Hymes only agrees to the point of innate ability to acquire a language, but claims that grammar rules need to be learned for students to make their messages clear. Conveying clear messages means developing communicative competence.

2.6.2. Developing Communicative Competence

Authors Canale and Swain in 1980, argued that in order to develop communicative competence, four different sub-skills need to be developed as well. Those four sub-skills proposed by Canale and Swain are grammatical competence, sociolinguistic competence, discourse competence, and strategic competence, which according to Smolcic (2015), are defined as follows:

Grammatical competence is the ability to recognize and use the different grammatical structures and patterns of a language and use them effectively in real communication. This competence includes the appropriate use of grammar -basically syntax-, lexis -vocabulary-, phonology -pronunciation-, and graphology -spelling and punctuation-. An example of this



would be the accurate use of tenses as in *I've always been in love with you* instead of *I always have been loved of you*.

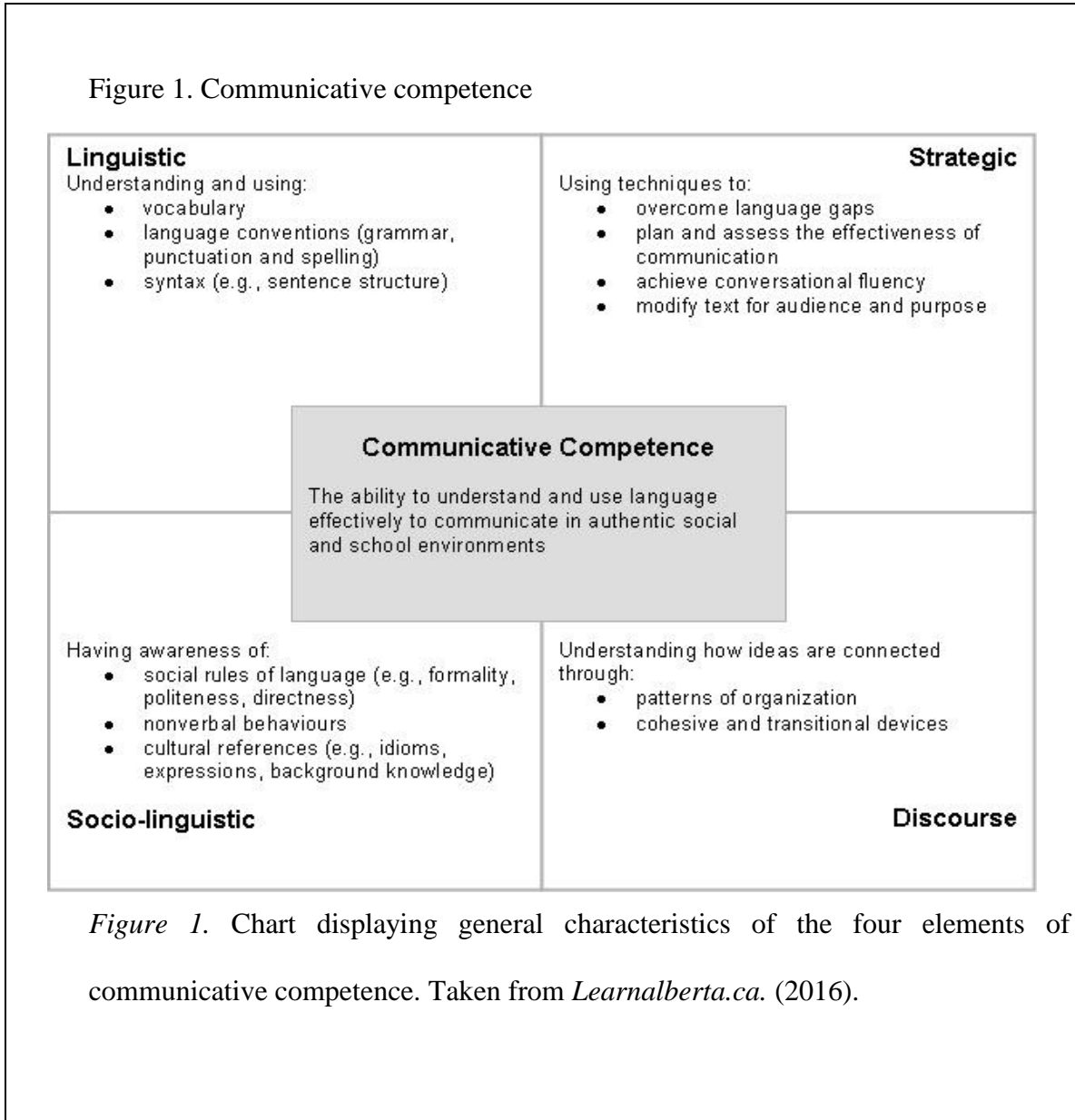
Sociolinguistic competence is the ability to interpret and know how to use the different language varieties that occur in social situations and according to several circumstances such as function or purposes of communication. An example of this would be formal and informal greetings as *Good morning, ladies and gentleman* and *Hi, how you doing?*

Discourse competence is the ability to link ideas across in any text or speech. Cohesion and coherence are the two basic elements for successful discourse competence. To give an example of coherence, a short answer to questions like *Have you been writing a lot recently?*, which would be *Yes, I have*, shows the use of *have* as an auxiliary verb that replaces the main verb *to write*.

Strategic competence is the ability to construct linguistic bridges when for any reason the flow in communication is interrupted and discontinued. To give an example, translation, paraphrasing, or miming are strategies that the speaker, especially the learner of a foreign language, can use when they do not know how to say something in the target language.



The following chart tells us more about the four elements or competencies involved in developing communicative competence:





2.7. Lesson Planning

2.7.1. What is a Lesson Plan?

Harmer (1998) explains the concept of Lesson Plan in terms of functionality and importance to the students. Harmer mentions that a plan gives an overall shape to the lesson, and that teachers need to think ahead and have a clear idea of where they want their students to get. He reasons that even though most of the time a teacher is forced to depart from the plan to attend any ongoing situation in the class, such as related or even non-related questions from the students, a plan is still something to go back to. In terms of importance to the students, the same author explains that students notice when a teacher has devoted time to preparing the lesson and how that suggests professionalism on the teacher's behalf, and also how planning a lesson gives students confidence and therefore respond positively to it (p. 121).

Finally, Harmer (1998), provides a rather interesting definition of lesson plan: "No plan is written on tablets of stone, however. On the contrary, the plan is just that – a plan, possibilities for the lesson which may or may not come about, in other words" (p. 121). From this definition, it is clear that in spite of how often happens that teachers must deviate from the plan, planning a lesson, nevertheless, is of paramount importance in order to conduct a class efficiently and professionally, and to gain the student's confidence and respect.

2.7.2. Purpose of Planning a Lesson

According to Harmer (1998), some experienced teachers tend not to plan their lessons but teach their classes spontaneously, which even for such experienced teachers is not a great procedure, because in Harmer's own words, "planning helps, then, because it allows teachers to think about where they're going and gives them time to have ideas for tomorrow's and next



week's lessons. In the classroom, a plan helps to remind teachers what they intended to do – especially if they get distracted or momentarily forget what they had intended” (p. 121).

The same author states that another especial situation where planning a lesson is quiet important, is when a teacher's performance is scheduled for a review, where the selected observer needs a clear idea of what the teacher is doing.

Finally, Harmer also shares an interesting statement of what are the aims of a lesson plan, claiming that a good lesson aims to both coherence and variety:

“Coherence means that students can see a logical pattern to the lesson. Even if there are three separate activities, for example, there has to be some connection between them – or at the very least a perceptible reason for changing direction. [...] Nevertheless, the effect of having a class do a 45-minute drill would be equally damaging. The lack of variety coupled with the relentlessness of such a procedure would militate against the possibility of real student engagement. However present it might be at the beginning of the session, it would be unlikely to be sustained. There has to be some variety in a lesson period” (p. 122)

Concluding that a lesson must be coherent as well as provide variety in activities for the students.

2.7.3. Elements of a Lesson Plan

Similarly, according to Harmer (1998) once again, there are four main elements of a Lesson Plan that are part of any teacher's plan, whether experienced or in training. The first element is who the students are, meaning number, ages, sexes, and general behavior. The second element is the content to be taught and studied by the teacher and the students accordingly, and there needs to be a logical sequence of the content. The third element is the



teacher's personal approach to the lesson, the how. "For each activity, the teacher will usually indicate how long she expects it to take and what classroom materials or aids she is going to use" (p. 123). The last element considers two things: what might go wrong and whether the current lesson fits in with previous lessons or the ones to come (p. 122-123).

Nevertheless, Harmer (1998) provides more detailed information by describing sections that can be usually found in teachers' plans. He claims that a common section is called *Description of the class*, which has to do with the first element of a lesson plan already mentioned, including as much information as possible about their students. Another section is called *Aims*, where teachers think about what will be the achievements of the activities selected, for instance, acquiring more vocabulary or developing more fluency. A third section is *Timing*, which is commonly known to teachers, where teachers set a time limit to an activity depending on its importance. Moreover, whenever teachers think ahead of what might go wrong during class, they often have a section called *Anticipated problems*, that helps them deal with any problems that may occur. Also, teachers have in their plans a section called *Teaching aids*, which of course reminds them if they are going to use worksheets copies, the board, speakers, or a projector, to name a few. Lastly, the *Procedure* section indicates a teacher the kind of activity they are working with, which students are going to participate first and last, or if they are working in pairs, in groups, or individually (p. 123-124).



2.8. The EFL National Curriculum for 9th grade

Ministerio de Educación (2016), sets three main objectives upon which the current English as a Foreign Language National Curriculum has been designed. Those objectives are:

“To develop learners’ understanding of the world – of other cultures and their own – and to communicate their understanding and views to others through English. To develop the personal, social, and intellectual skills needed to achieve their potential to participate productively in an increasingly globalized world that operates in English. To create a love of learning languages starting at a young age, by means of engaging and positive learning experiences, in order to foster students’ motivation to continue learning English throughout EGB and BGU, as well as work and beyond” (p. 16)

In order to achieve these objectives, the EFL curriculum is based upon specific *core principles*: the communicate language approach; content and language integrated learning (CLIL); international standards; thinking skills; and a learner-centered approach.

This monographic work has been designed toward the goal of developing communicative competence through the TPR and the Natural Approach. On the other hand, the EFL curriculum also aims to the development of communicative competence, although not through the same language teaching approaches but its core principles which include a communicative language approach and a learner-centered approach. This curriculum states that a “language is best learned as a means to interact and communicate, rather than as a body of knowledge to be memorized” and that “teaching methodologies should reflect and respond to learners’ strengths and challenges (...)” (Ministerio de Educación, 2016, p. 3). The EFL curriculum also pursues communicative competence mainly through the Content and Language Integrated Learning model –CLIL– that adheres cultural and cognitive aspects of learning with language learning. This last model does not contradict itself with the TPR and the Natural



Approach; this fact supports the value of this work as a handful tool for English teachers. The new EFL curriculum presents the implementation of the 4Cs framework: Content, Culture, Communication, and Cognition; framework that “becomes a conceptualization of CLIL” (as cited in Coyle, 2007), and this curriculum also presents the integration of five curricular threads as follows: Oral Communication (includes speaking and listening), Reading, Writing, Language through the Arts, and Communication and Cultural Awareness. These five curricular threads support eclectic planning given their diversity.

In addition to aspects about the development and designing of curricula, Richards (2010), mentions that “much debate and discussion about effective approaches to language teaching can be better understood by recognizing how differences in the starting points of curriculum development have different implications and applications in language teaching” (p. 7-8), meaning that even though educators may tend to follow a single direction in the creation and the development of a curriculum, there are differences in the direction of the design of a curriculum. Richards, therefore, makes a distinction between *forward design*, *central design*, and *backward design*:

Forward design means developing a curriculum through moving from input, to process, and to output. Central design means starting with process and deriving input and output from classroom methodology. Backward design as the name implies, starts from output and then deals with issues relating to process and input (p. 8)

The direction that designers of the current EFL National Curriculum followed was that of the *backward design*, starting from the objective of having students reach a B1 level according to the CEFR –Common European Framework of Reference-, from which MINEDUC –Ministerio de Educación-, subdivides the levels stated by the CEFR. According to MINEDUC (2016), 2EGB –Educación General Básica- and 3EGB students are to reach a



PRE A1 level, subdivided into PRE A1.1; 4EGB and 5EGB students are to reach a A1 level at the end of 5EGB, subdivided into A1.1 and A1.2; 6EGB and 7EGB students are to reach an A2 level, subdivided into A2.1 and A2.2, by the end of elementary school.

High school students reinforce their knowledge obtained from 4EGB until 7EGB. In 8th and 9th grade, students move from A1.1 to A1.2; in 10th grade and 1BGU –Bachillerato General Unificado-, students reinforce levels A2.1 and A2.2. Finally, students advance from the A2.2 level to a subdivided B1.1 in 2BGU, and to a B1.2 in 3BGU (p. 10). As this monographic work was aimed to the development of communicative competence in 9th graders, its goal is to have them reach the A1.2 level of language proficiency as proposed by the new EFL curriculum, moving on to the contents to be taught and finally to the activities used to fulfill the mentioned purpose.



CHAPTER THREE: METHODOLOGY

3.1. Research Methods

Nugrahenny T. Zacharias (2012), states in regard to the question of what is *research* that “perhaps, this is one of the most important, yet difficult questions to address” (p. 5); for that reason, Zacharias presents a short collection of definitions of *research* as an attempt to contextualize the term in second language education, such as: ...simply gathering the information you need to answer and help you solve the problem, by Booth, Colomb, and Williams; ...what I’m doing when I don’t know what I’m doing, by Von Braun; and if you steal from one author, it’s plagiarism; if you steal from many, it’s research, by Mizner (as cited in Zacharias, 2012, p. 5). Likewise, McKay states that “quantitative studies usually start with a (written) hypothesis that needs to be “tested” by conducting the research. In contrast, qualitative studies start with the assumption that the research topic must be understood holistically” (as cited in Zacharias, 2012, p. 9).

Furthermore, the present project was developed from a mixed research approach. For one part, it comprised the conduction of bibliographical research, meaning qualitative research, and on the other hand, the application of a survey, which is a technique inherent to quantitative research. According to Bernal (2010), the quantitative method tends to generalize and normalize the collected data, while the qualitative method aims to the understanding of a social situation as a whole (p. 60). In regard to Bernal’s statement, the bibliographical research conducted for the completion of this project, provides information about the general knowledge obtained by the linguistic community on its main topics; and the survey designed by the author of this monograph, on its part, provides a general idea of the students’ foreign-language-learning preferences.



In addition, it is imperative to stress that this project does not attempt to achieve generalization but only to understand the learning preferences of a selected group of students as a means to the elaboration of this monograph's lesson plans.

Furthermore, it is important to mention that the research process of this monograph presents validity. According to Bernal (2010), "a measurement instrument is valid when it measures that for which it is intended [and], validity indicates the degree to which conclusions may be inferred from the results obtained" (p. 247-248). .Validity is present in this monograph since the information that was intended to be obtained from the surveys, i.e., the participants' preference regarding activities to be used during the English learning process, was indeed acquired. These results were indispensable for the design of this project's lesson plans.

3.2. Participants

3.2.1. Description of the Survey Participants

The eclectic lesson plans designed in this monograph were intended for 9th graders, therefore, the 9th "A" and 9th "B" students from Unidad Educativa Central "La Inmaculada", located in Totoracocha in the city of Cuenca, were selected as the Survey participants, as the author of this monograph graduated from this institution. The names of the participants, who are teenagers from 12 to 14 years old, remain anonymous for they are under age. The total number of the students who participated in the survey was seventy six, thirty seven from 9th "A" and thirty nine from 9th "B". Given the uncertainty of the participant's level of proficiency in the English language which by their age should be between A1.1 and A1.2, a Spanish translated version of the survey was implemented to obtain the best possible results. The Spanish version may be found in Annex 1.



3.3. Data Collection Instrument: Survey

The data collection instrument was a survey; its objective was to determine the learning preferences of English of the participants. In order to fulfill such purpose, the survey consisted of three different types of questions, making a total of ten questions.

The first type, consisting of 7 questions, demanded the students to select only one option regarding the importance they give to learning the foreign language, and the difficulties they find during the process, as well as their opinion on what skills ought to be developed first and what skills afterwards.

The second type of questions, in a total of 2, required the participants to select as many options as they wished from a total of twenty eight options, about activities that help them to better understand the language throughout the learning process. Finally, the third type was a single question that asked the participants to give their opinions regarding what can be done by teachers to improve their classes, meaning their teaching skills and performance. A sample of the survey in English can be found in Annex 2.

3.4. Description of the Administration Process of the Data Collection Instrument

The beginning of the Administration Process was marked by obtaining the permission from the authorities in Unidad Educativa Central “La Inmaculada” to conduct the survey among the students from 9th “A” and 9th “B”. The authorities granted their permission after a personal meeting with the Vice-principal; nevertheless, they asked to review the survey beforehand.

After the permission was obtained, a date to conduct the survey was scheduled for April 4th, 2017, and the teachers were informed. The participants were approached and briefly explained about the purpose of the survey and the nature of the questions. The



students were not reluctant to provide their answers but completed the questionnaire in a matter of fifteen to twenty five minutes.



CHAPTER FOUR: ANALYSIS AND RESULTS

4.1. Analysis of the Survey Results

As mentioned above, the objective of the survey was to determine the learning preferences of English of the participants, and in order to fulfill such purpose, the instrument consisted of three different types of questions, making a total of ten. For an adequate comprehension, the results are analyzed and displayed below by means of tables and figures.

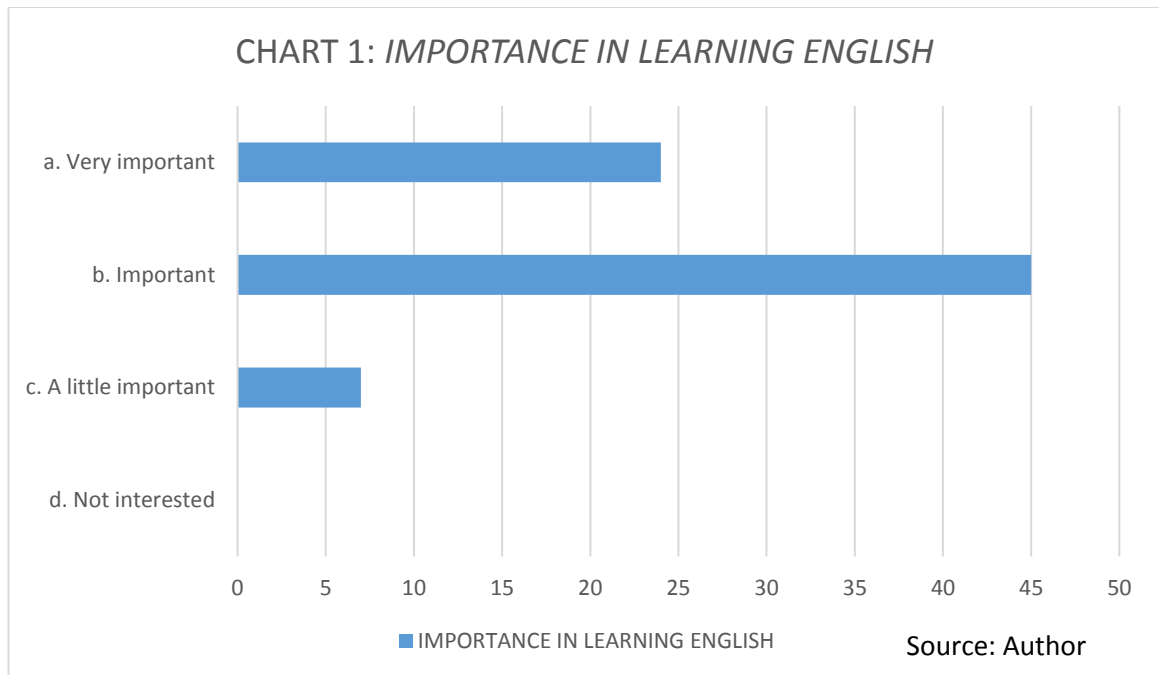
4.1.1. Question 1

How important is it to you to learn English?

Very important Important A little important Not interested

Results:

OPTIONS	ANSWERS	PERCENTAGE
a. Very Important	24	31,57%
b. Important	45	59,21%
c. A little important	7	9,21%
d. Not interested	0	0,00%
TOTAL	76	100%



The results of this question show a significant interest in learning English among the participants. Although, most of them think that learning English is important, they do not do so at a greater extent, as can be seen in Chart 1. Lightbown and Spada (2006), refer to motivation as a significant factor affecting language learning and the interest reflected by students of the target language, motivation that sets forth from the learners' communicative needs and their attitudes towards the second language community. They also mention Robert Gardner and Wallace Lambert, in that they “coined the terms INSTRUMENTAL MOTIVATION (language learning for more immediate or practical goals) and INTEGRATIVE MOTIVATION (language learning for personal growth and cultural enrichment)” (p. 64). Lightbown and Spada's insight on motivation and Gardner and Lambert's terms, may explain the results observed in Chart 1 regarding the importance that the participants give to learning English. As the majority of the participants consider English important but not very important to learn, it might be inferred that this is so because they don't perceive an immediate need of communicating in English. Furthermore, they might think they will not be in such need within the



distant future, or they are reluctant to learn English due to a lack of interest towards English native speakers and their cultures.

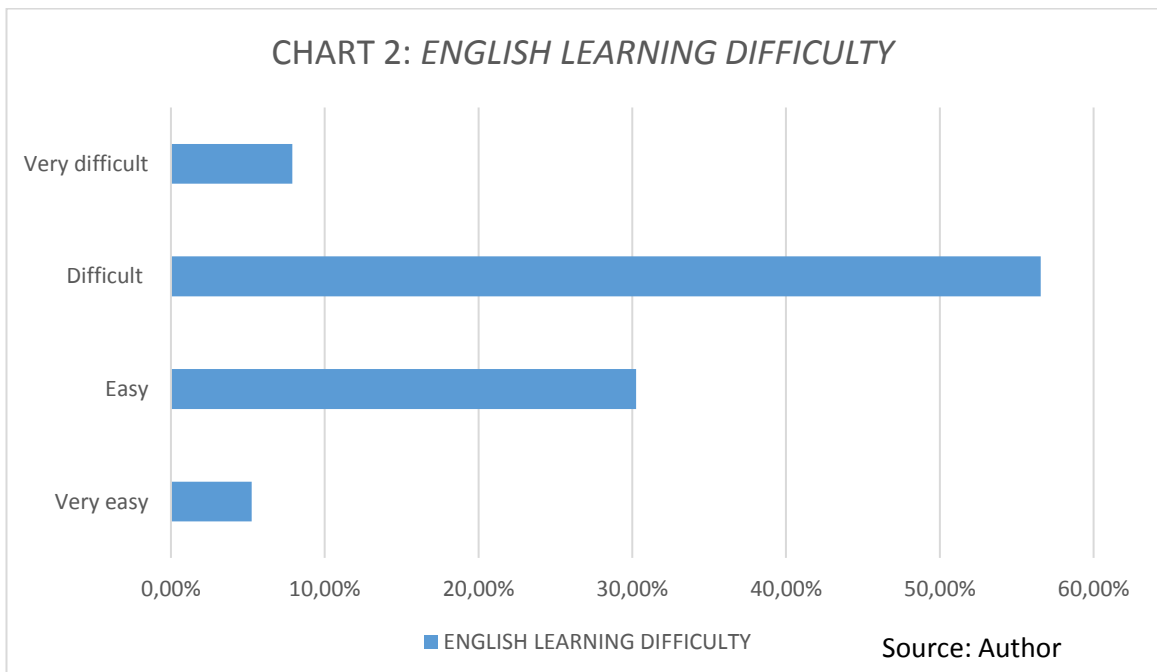
4.1.2. Question 2

How difficult is it for you to learn English?

Very difficult Difficult Easy Very easy

Results:

OPTIONS	ANSWERS	PERCENTAGE
a. Very difficult	6	7,89%
b. Difficult	43	56,57%
c. Easy	23	30,26%
d. Very easy	4	5,26%
TOTAL	76	100%





As it can be appreciated, the results of this questions reveal that most of the participants consider learning English feasible as a goal, yet hard to reach. Therefore, there is a probability that the participants' considerations may be due to their age after a possible lack of enough input of English during their early childhood. Nevertheless, a foreign language can be learnt if sufficient effort is put into it. Furthermore, Lightbown and Spada (2006) state that second language learners have the advantage of knowing how languages work. However, on the other hand, the disadvantage of having knowledge about how the foreign language works may lead them to make mistakes that first language learners would not make (p. 30). Older or foreign language learners rely more on their cognitive maturity and metalinguistic awareness for they no longer have access to the innate language acquisition that young children have.

4.1.3. Question 3

Which of the following skills do you think is more important to learn?

Speaking

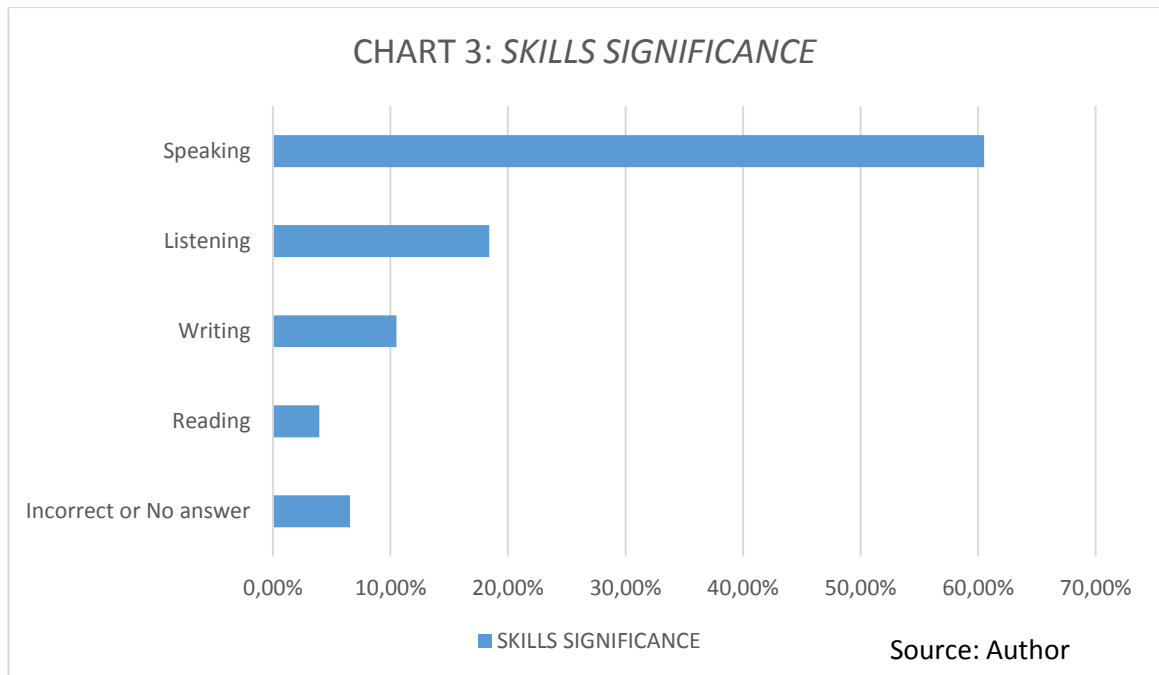
Listening

Writing

Reading

Results:

OPTIONS	ANSWERS	PERCENTAGE
a. Speaking	46	60,52%
b. Listening	14	18,42%
c. Writing	8	10,52%
d. Reading	3	3,94%
e. Incorrect or No answer	5	6,57%
TOTAL	76	100%



The results displayed from this question show a clear preference from the participants to learn speaking first rather than writing, reading or listening, although this last one goes hand in hand with the speaking skill. Therefore, it may be considered that the participants prefer oral communication to be taught to them before they learn to read and write. Such preference, agrees with how often one actually communicates in written form. Furthermore, such preference by the participants is a result of their “cognitive maturity and metalinguistic awareness –which- allow older learners to solve problems and engage in discussions about language” (Lightbown and Spada, 2006, p. 30). At this stage, students are starting this process of cognitive maturation. However, having an idea of how languages work, may be an advantage for older learners which in turn may motivate them to put more effort towards the learning of the target language, and also venture longer utterances given their preference and confidence for oral communication.



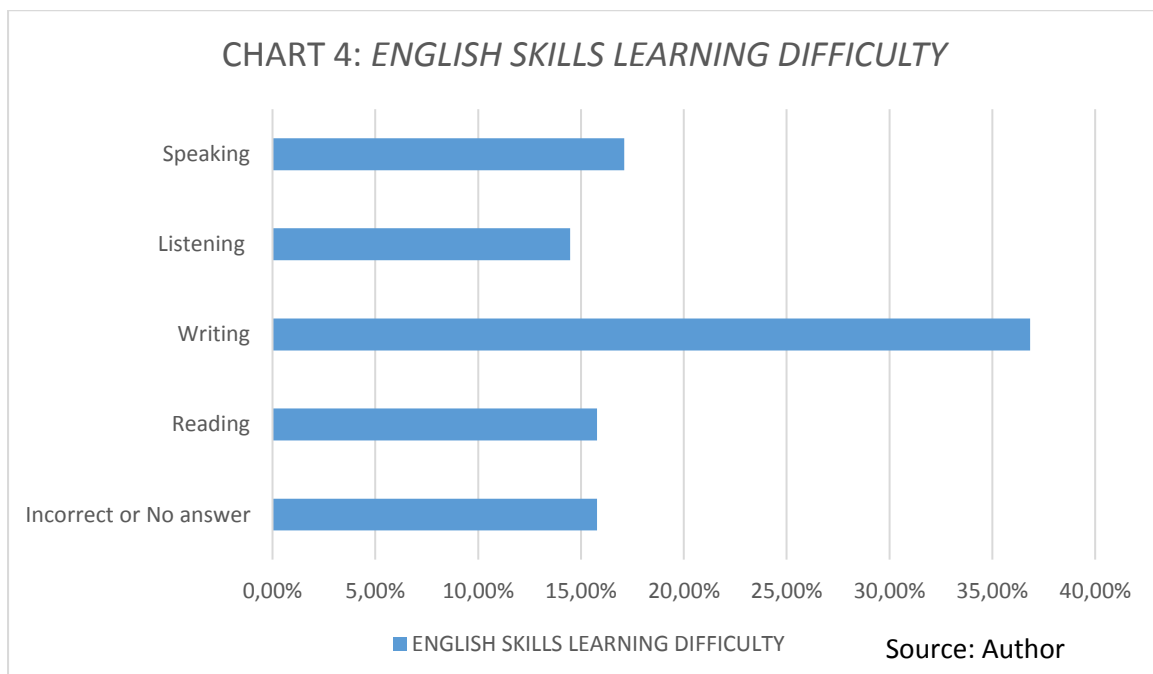
4.1.4. Question 4

Which skill is more difficult for you to develop and learn?

Speaking Listening Writing Reading

Results:

OPTIONS	ANSWERS	PERCENTAGE
a. Speaking	13	17,10%
b. Listening	11	14,47%
c. Writing	28	36,84%
d. Reading	12	15,78%
e. Incorrect or No answer	12	15,78%
TOTAL	76	100%



On the one hand, in contrast to the results from question 3, the outcome of this question reveals that participants see Writing as the hardest language skill to develop



and learn, meaning they consider Speaking as the most important yet not as the most difficult skill to achieve, which suggests that they might develop Speaking more eagerly. On the other hand, reasons why they find Writing so difficult are how stressful it is for students in general to study grammar, which they need in order to create texts, the amount of language they need according to the type of texts they are supposed to create, and that all the writing process requires more effort. Harmer (1998), states that “it’s all a question of what language the students have at their command and what can be achieved with this language” (p. 80). Therefore, it seems imperative to part from students’ knowledge into more challenging writing tasks. Furthermore, Harmer (2004), mentions four stages for students to follow to produce any type of writing. These stages are planning, drafting, editing, and final draft. However, Harmer also states, in regard to the stages, that:

There are two reasons why [the order of the stages] is not entirely satisfactory. In the first place, it tells us little about how much weight is given to each stage, but, more importantly, by suggesting that the process of writing is linear it misrepresents the way in which the majority of writers [students] produce written text. The process of writing is not linear, as indicated above, but rather **recursive**. This means that writers [students] plan, draft, and edit but then often **re-plan**, **re-draft**, and **re-edit** (p. 5-6)

Therefore, it is comprehensible that students find writing tasks quite stressful, considering that going -and *re-going*- through the four stages of planning, editing, drafting, and final draft, demand a lot of effort from them.

Similarly, Harmer (1998) also concludes that there is an unlimited number of kinds of text to ask students to compose, but it is strongly recommended that as teachers,



the students' knowledge of language, their interests and what will be useful for them as well as motivate them while writing, are greatly important factors to be considered. For the reasons stated above, it is likely that the participants selected the Writing skill as the most difficult to develop and learn, because they might have had the wrong experiences with writing tasks in school. For instance, they may have been asked to produce a text for which they were not appropriately prepared; they may have been forced to write a large amount of texts, which caused in them a growing dissatisfaction in regard to writing activities.

4.1.5. Question 5

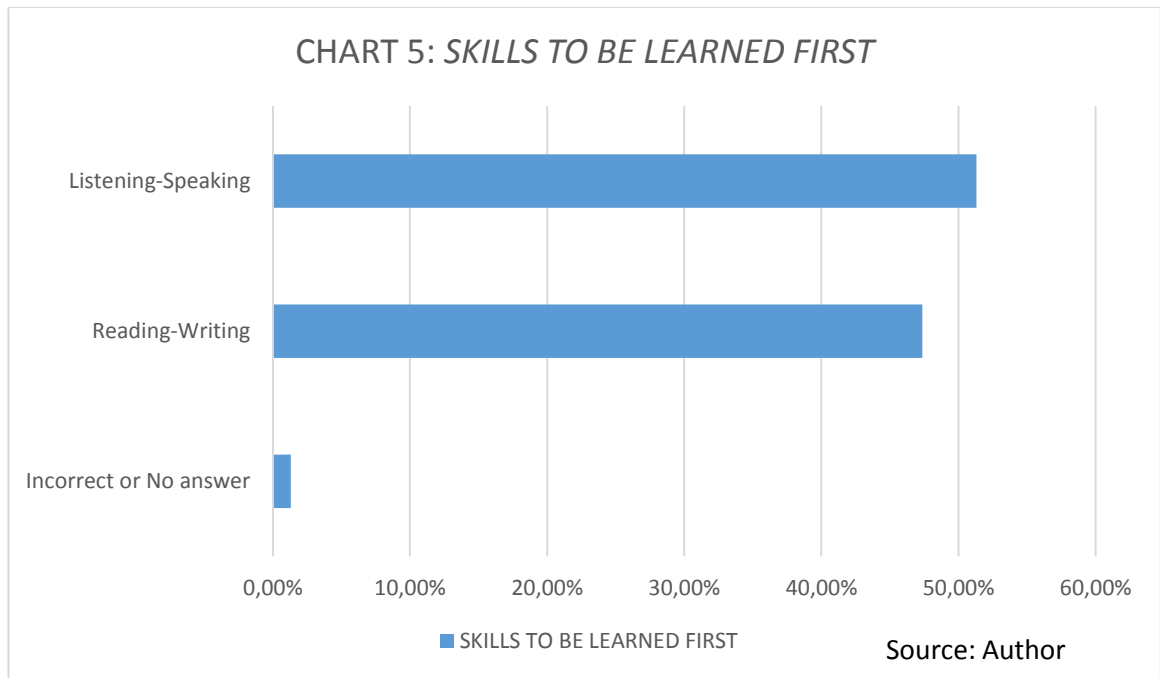
What pair of skills do you think that should be learnt first?

Listening-Speaking

Reading-Writing

Results:

OPTIONS	ANSWERS	PERCENTAGE
a. Listening-Speaking	39	51,31%
b. Reading-Writing	36	47,36%
c. Incorrect or No answer	1	1,31%
TOTAL	76	100%



Similarly, the results from this question go along with those of the previous two questions. In question 3 the participants selected Speaking as the most important skill to be learnt, and in question 4 they selected Writing as the most difficult skill to learn. Therefore, it was expected for them to choose Listening and Speaking as the skills that ought to be learned first, due to the importance they give to oral communication and the preference they have towards it, as well as due to their consideration of Writing as the hardest skill for them.

4.1.6 Question 6:

From 1 to 4, being 1 the first and 4 the last, number the order to acquire the following skills according to your judgement:

Reading Listening Writing Speaking

Results:

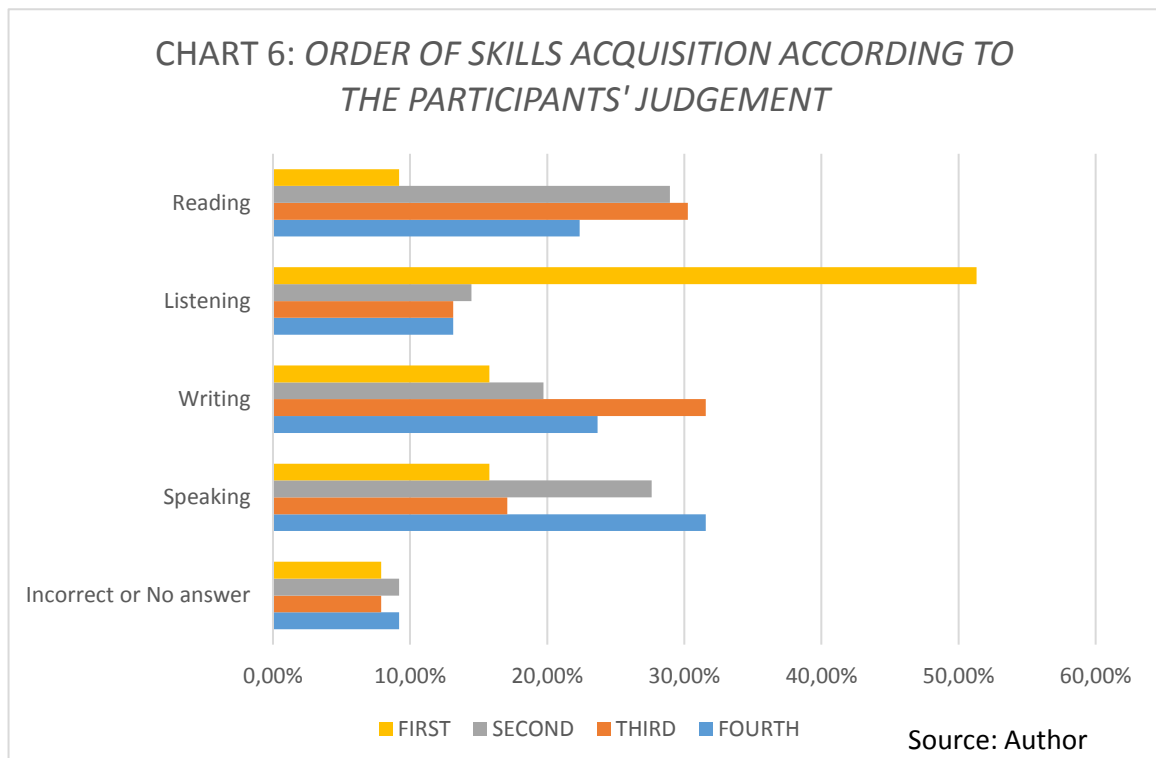
OPTIONS (FIRST SKILL)	ANSWERS	PERCENTAGE
-----------------------	---------	------------



a. Reading	7	9,21%
b. Listening	39	51,31%
c. Writing	12	15,78%
d. Speaking	12	15,78%
e. Incorrect or No answer	6	7,89%
TOTAL	76	100%
OPTIONS (SECOND SKILL)	ANSWERS	PERCENTAGE
a. Reading	22	28,94%
b. Listening	11	14,47%
c. Writing	15	19,73%
d. Speaking	21	27,63%
e. Incorrect or No answer	7	9,21%
TOTAL	76	100%
OPTIONS (THIRD SKILL)	ANSWERS	PERCENTAGE
a. Reading	23	30,26%
b. Listening	10	13,15%
c. Writing	24	31,57%
d. Speaking	13	17,10%
e. Incorrect or No answer	6	7,89%
TOTAL	76	100%
OPTIONS (FOURTH SKILL)	ANSWERS	PERCENTAGE
a. Reading	17	22,36%
b. Listening	10	13,15%
c. Writing	18	23,68%



d. Speaking	24	31,57%
e. Incorrect or No answer	7	9,21%
TOTAL	76	100%



The results from the order of skills acquisition according to the participants' judgement in Chart 6, present a clear probable teacher's preference. In previous results, the participants preferred Speaking over the other skills, considered Writing as the hardest skill, and chose Listening-Speaking as the skills that ought to be learned first, making it clear that they prefer developing their aural-oral communication abilities. However, the results from this questions being first, listening; second, reading; third, writing; and fourth, speaking, might be due to their teacher's preference of working on their speaking skills as little as necessary. In case this is in fact the reason of the results from this question, it might be so given how hard it is for teachers to handle large classes and to manage to actually teach English to the most. It is necessary,



however, to stress that analyzing any processes that might take place inside the classroom, is not the objective of this project.

Nevertheless, the order of skills acquisition they present, makes sense in that all language learners need sufficient input in order to produce output. In chapters one and two of the present monograph, Larsen-Freeman and Anderson (2011), were cited in their claims that:

In the 1960s, James Asher's research gave rise to the hypothesis that language learning starts first with understanding and ends with production. After the learner internalizes an extensive map of how the target language works, speaking will appear spontaneously. These observations are shared by the Natural Approach, according to which emphasis is placed on students' developing basic communication skills through receiving meaningful exposure to the target language (**comprehensible input**). Meaning is given priority over form and thus vocabulary acquisition is stressed. The students (...) do not speak at first (p. 103)

Therefore, the participants' judgement is justified. They seem eager to learn how to communicate in the target language. They recognize the value of learning English being lingua-franca in a globalized world, and they acknowledge the importance of developing and improving their language skills in order to communicate in English orally as a result.

4.1.7. Question 7

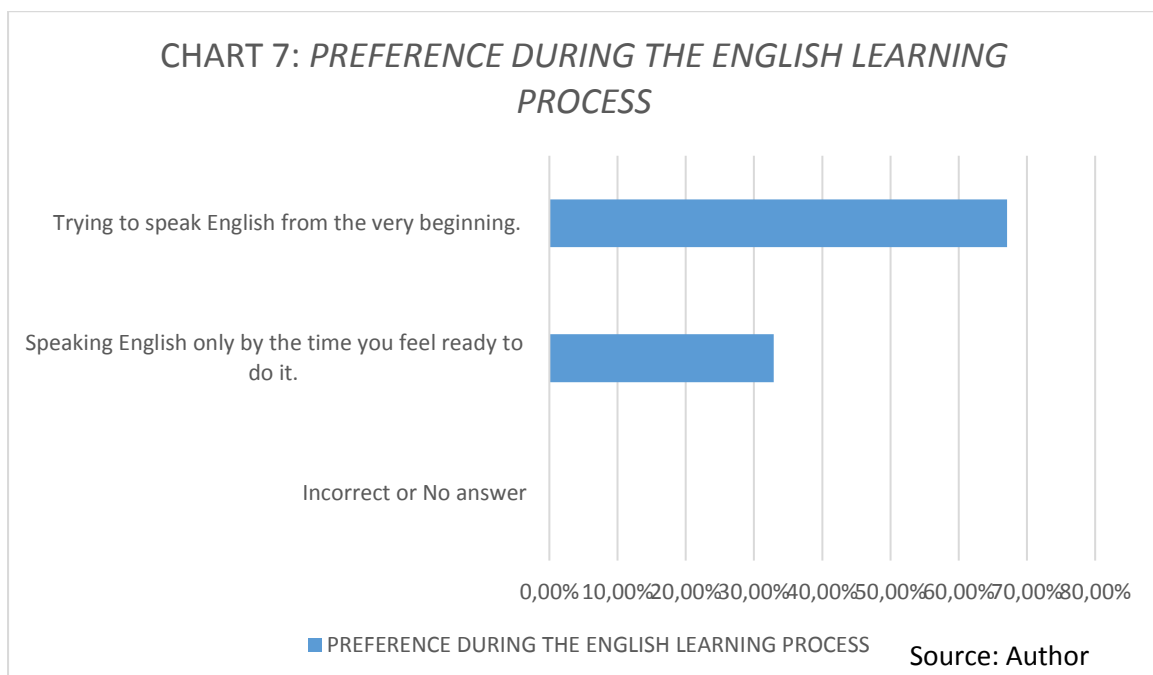
Mark your preference during the English learning process:

- Trying to speak English from the very beginning.
- Speaking English only by the time you feel ready to do it.

Results:



OPTIONS	ANSWERS	PERCENTAGE
a. Trying to speak English from the very beginning.	51	67,10%
b. Speaking English only by the time you feel ready to do it.	25	32,89%
c. Incorrect or No answer	0	0,00%
TOTAL	76	100%



According to the results from question 6, the participants consider that Speaking should be the last skill to be learned. However, the participants choose *trying to speak English from the very beginning* as their preference during the English learning process, as can be appreciated in Chart 7. Therefore, considerations regarding such results ought to be stated. It is important to see overconfidence as an influencing factor due to the participants' age. Some students are often eager to speak English in class to improve their skills, or as a way to show off and become popular, or only for the whole purpose of being the funny one. Being a teenager often means feeling capable of accomplishing anything; and also, doing an extra effort during



class to finish up with a communicative activity might mean no homework. Speaking activities require enough effort for the teacher to consider not to assign more tasks at home.

Nevertheless, if adolescents are not properly motivated, they will not attempt to speak English from the very beginning nor later on at any time. García M. and García L. (2003) cite Cenoz in that “learners seem to enjoy their English classes when an oral-based approach and a very active methodology based on drama and storytelling is used. Their attitudes and motivation are less positive when more attention is devoted to grammar and vocabulary” (p. 90). Therefore, the participants’ overconfidence due to their age and their preference towards developing their Speaking skills, which is linked to a general adolescents’ preference for an oral-based approach, might explain the results displayed in Chart 7.

4.1.8. Question 8

Mark all the activities that you prefer to learn English and that make it easier for you to understand:

- Repeating and imitating the teacher’s pronunciation of words and whole phrases.
- Carrying out commands from the teacher with no need to talk, such as sitting down or touching an object.
- Reversing roles and commanding classmates and even the teacher.
- Carrying out a sequence of connected actions or commands, for example, opening your bag, taking out a book, opening it on a certain page and reading it.
- Writing sentences and paragraphs.
- More talking and less writing.
- Being constantly evaluated.
- Humorous and fun activities.



- Introducing new class topics in Spanish first and English later for a better comprehension.
- Reading and answering to comprehensive questions.
- Completing grammar exercises.
- Talking amongst classmates and with the teacher.
- Performing mimics in order to communicate a message.
- Playing “Simon says” with the teacher and classmates.
- Watching movies, TV shows, or any videos.
- Learning short useful phrases.
- Listening to music and learning the lyrics by heart.
- Constant translation by the teacher for a better understanding.
- Activities based on the local national context.
- Contests between classmates rushing to the board to answer.
- Memorizing drills and activities.
- Volunteering during the activities rather than being forced by the teacher to participate.
- Using pictures to illustrate meaning.
- Memorizing lists of new vocabulary.
- Learning new vocabulary by means of games, songs, and writing sentences.
- Working in pairs or in groups.
- Working individually.

Results:

OPTIONS	ANSWERS	PERCENTAGE (number of participants)	PERCENTAGE (number of responses)
a. Repeating and imitating the teacher’s pronunciation of words and whole phrases.	62	81,57%	6,57%



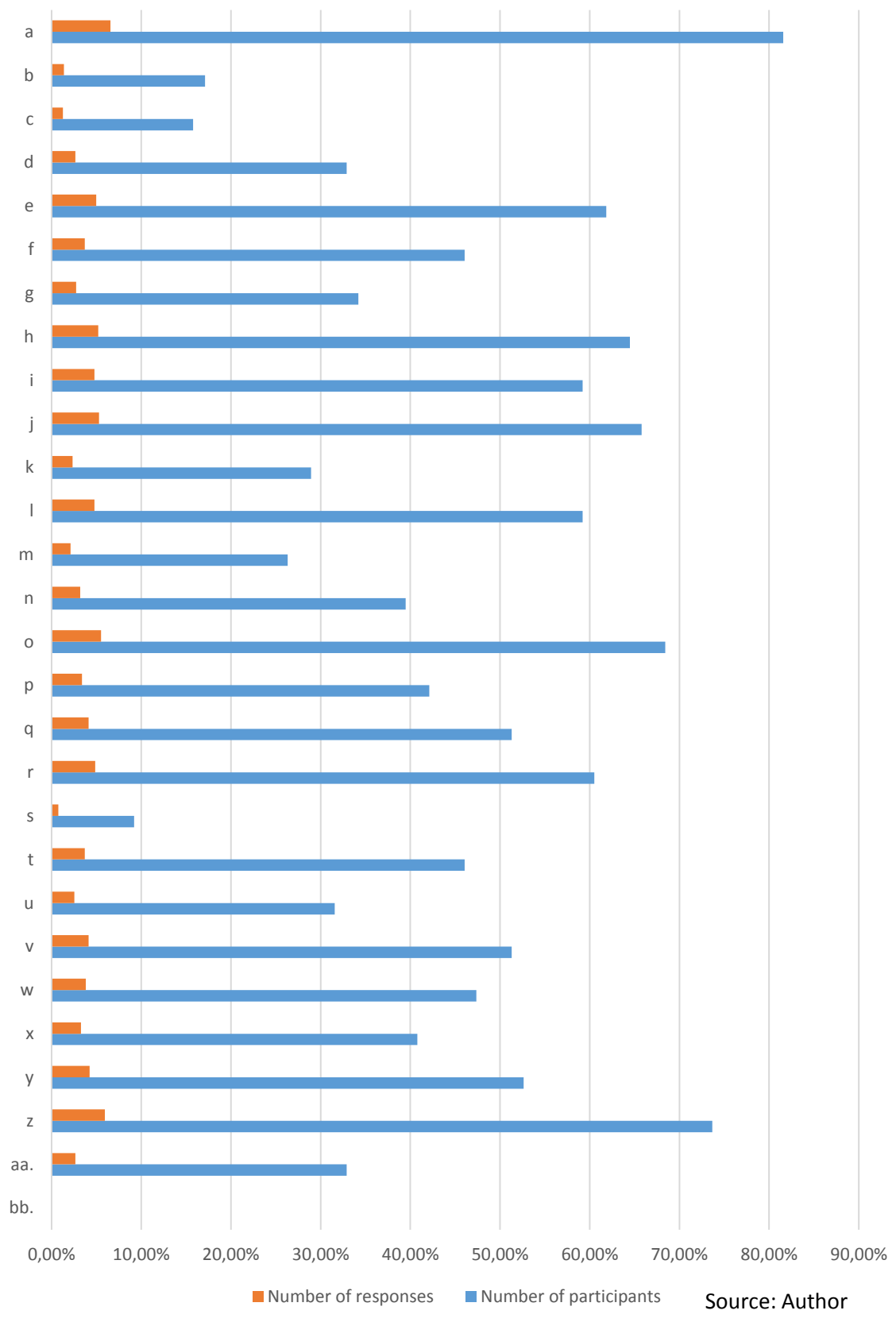
b. Carrying out commands from the teacher with no need to talk, such as sitting down or touching an object.	13	17,10%	1,37%
c. Reversing roles and commanding classmates and even the teacher.	12	15,78%	1,27%
d. Carrying out a sequence of connected actions or commands, for example, opening your bag, taking out a book, opening it on a certain page and reading it.	25	32,89%	2,65%
e. Writing sentences and paragraphs.	47	61,84%	4,98%
f. More talking and less writing.	35	46,05%	3,71%
g. Being constantly evaluated.	26	34,21%	2,75%
h. Humorous and fun activities.	49	64,47%	5,19%
i. Introducing new class topics in Spanish first and English later for a better comprehension.	45	59,21%	4,77%
j. Reading and answering to comprehensive questions.	50	65,78%	5,30%
k. Completing grammar exercises.	22	28,94%	2,33%
l. Talking amongst classmates and with the teacher.	45	59,21%	4,77%
m. Performing mimics in order to communicate a message.	20	26,31%	2,12%
n. Playing "Simon says" with the teacher and classmates.	30	39,47%	3,18%
o. Watching movies, TV shows, or any videos.	52	68,42%	5,51%
p. Learning short useful phrases.	32	42,10%	3,39%
q. Listening to music and learning the lyrics by heart.	39	51,31%	4,13%
r. Constant translation by the teacher for a better understanding.	46	60,52%	4,87%
s. Activities based on the local national context.	7	9,21%	0,74%
t. Contests between classmates rushing to the board to answer.	35	46,05%	3,71%
u. Memorizing drills and activities.	24	31,57%	2,54%
v. Volunteering during the activities rather than being forced by the teacher to participate.	39	51,31%	4,13%
w. Using pictures to illustrate meaning.	36	47,36%	3,81%



x. Memorizing lists of new vocabulary.	31	40,78%	3,28%
y. Learning new vocabulary by means of games, songs, and writing sentences.	40	52,63%	4,24%
z. Working in pairs or in groups.	56	73,68%	5,93%
aa. Working individually.	25	32,89%	2,65%
bb. Incorrect or No answer	0	0,00%	0,00%
TOTAL	943		



CHART 8: PREFERENCES FOR CERTAIN ACTIVITIES DURING THE ENGLISH LEARNING PROCESS





The results from this question reveal that the majority of the participants prefer activities that reflect on the principles of Asher's TPR and Krashen and Terrell's Natural Approach, on which this project is based upon. The activities with the highest rate of selections support those principles. For instance, the participants state through their responses the importance of repeating and imitating the teacher's pronunciation, carrying out a sequence of commands and performing humorous and fun activities, all sharing principles from the TPR. Furthermore, most of the participants choose watching movies, TV shows, or any videos and working in pairs or in groups as two activities of their preference; these activities reflect the necessity of receiving sufficient input in order to produce output. These preferences mentioned are supported by the TPR and the Natural Approach principles.

4.1.9. Question 9

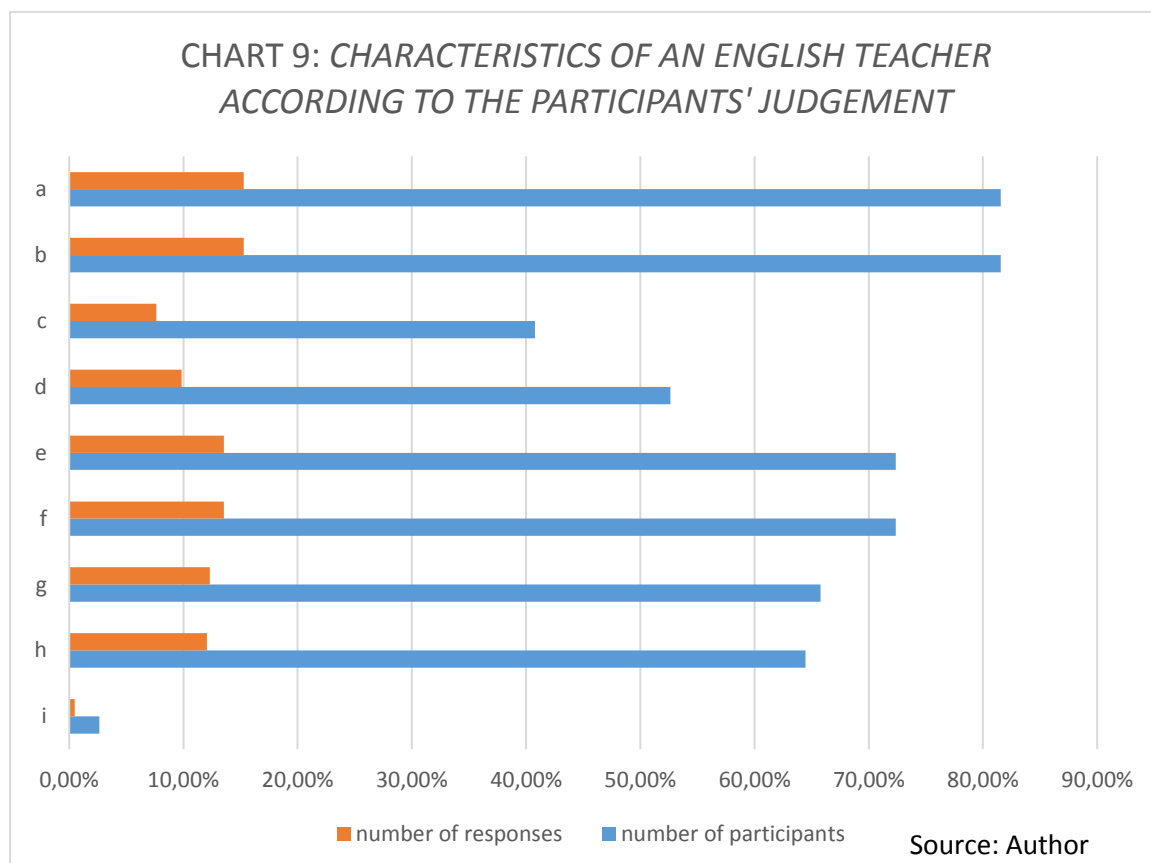
What characteristics do you expect from an English teacher and their teaching? Mark as many as you expect:

- For the teacher to be patient and respectful.
- To be willing to help and explain to the point of understanding.
- To be clean and well-dressed.
- To be open-minded about changing their teaching methodology.
- To admit their mistakes.
- To put effort into giving fun classes.
- To have a good pronunciation and to be fluent in English.
- To know what they do and to be always prepared.



Results:

OPTIONS	ANSWERS	PERCENTAGE (number of participants)	PERCENTAGE (number of responses)
a. For the teacher to be patient and respectful.	62	81,57%	15,27%
b. To be willing to help and explain to the point of understanding.	62	81,57%	15,27%
c. To be clean and well-dressed.	31	40,78%	7,63%
d. To be open-minded about changing their teaching methodology.	40	52,63%	9,85%
e. To admit their mistakes.	55	72,36%	13,54%
f. To put effort into giving fun classes.	55	72,36%	13,54%
g. To have a good pronunciation and to be fluent in English.	50	65,78%	12,31%
h. To know what they do and to be always prepared.	49	64,47%	12,06%
i. Incorrect or No answer	2	2,63%	0,49%
TOTAL	406		





Being a good teacher is a highly desirable purpose of any educator who truly enjoys teaching. The selections by the participants in this question show the importance they give to their English teacher and probably all of their teachers' qualities. Harmer (1988), asked the question "What makes a good teacher?" both to several students and teachers, and obtained different but valuable responses. One of those responses was "It's important that you can talk to the teacher when you have problems and you don't get along with the subject" (p. 2). The results obtained from this question agree with Harmer's evidence and demonstrate that most of the participants believe that being patient and respectful, and being willing to help and explain until understanding is reached, are the most important qualities of an English teacher. This means that students need a teacher who is approachable and who cares about them.

Furthermore, the participants consider that an English teacher should make their classes fun. This consideration goes along with other responses that Harmer (1988) obtained from adult students: "they should make their lessons interesting so you don't fall asleep in them", and "a teacher must love her job. If she really enjoys her job that'll make the lessons more interesting" (p. 1). Similarly, the results from this question show that the participants acknowledge an English teacher as a good one, when that teacher is competent and knows what they are doing. Finally, the least important quality of an English teacher, according to the participants' responses, is to be well-dressed. To cite an example of this statement, Harmer (1998) mentions that "one 13-year-old girl was adamant that 'The teacher needs to have dress sense – not always the same old boring suits and ties!'" (p. 3). It is important to state that according to all the results from this question, it is clear that the participants care more about the intellectual qualities in an English teacher rather than how well-dressed they can be.

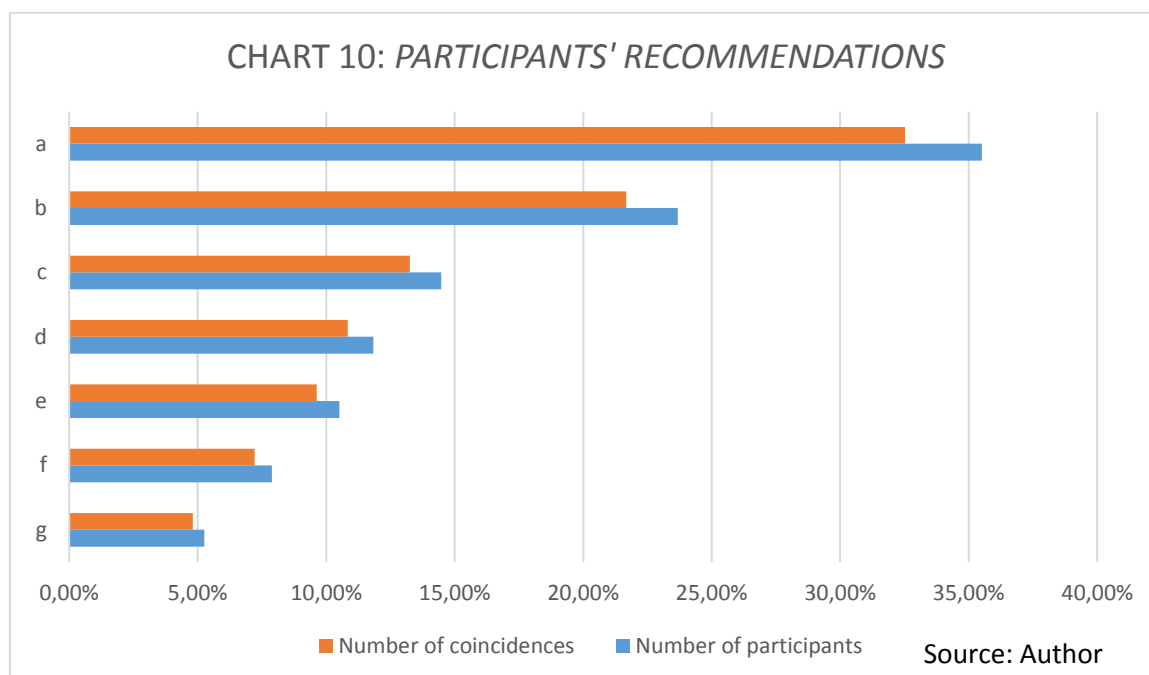


4.1.10. Question 10

What recommendations would you give to the English teachers for them to improve their teaching?

Results:

RECOMMENDATIONS	RATE	PERCENTAGE (number of participants)	PERCENTAGE (number of coincidences)
a. To be patient	27	35,52%	32,53%
b. To be dynamical	18	23,68%	21,68%
c. To be fun	11	14,47%	13,25%
d. To be respectful	9	11,84%	10,84%
e. Not to yell	8	10,52%	9,63%
f. To be always prepared	6	7,89%	7,22%
g. Incorrect or No answer	4	5,26%	4,81%
TOTAL	83		





The participants' responses to question 10 covered a wide range of aptitudes and values and activities as their recommendations to English teachers. The most important ones or those which were mentioned the most were: patience with the highest score of 27 only followed by dynamism with a score of 18 responses. The students also recommended to be fun, to be respectful, not yelling, and to be always prepared within a range of 6 to 11 responses.

As it can be appreciated in the results of question 9, the participants mainly require that an English teacher is patient and respectful, fun and competent. All those characteristics were recommended by the participants as results from this question. A proper class environment, where the teacher does the best to provide assistance and adequate learning opportunities to all their students, where they feel comfortable and confident enough, respected and as important members for the group as well as for the teacher, will ensure the best possible teaching-learning experience despite any misfortunes.



CHAPTER FIVE: LESSON PLANS

LESSON PLAN 1

Date and Time:

Teacher:	Grade: 9 th	Level: A1.1
----------	------------------------	-------------

Aims: By the end of the lesson, students will be able to describe their own and other people’s personalities.

Target language: verb *to be*, personality adjectives, subject pronouns.

Assessment: The students interpret different personality traits to describe themselves with the use of flashcards.

National Curriculum Performance Criterion:

EFL 4.1.2 Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students’ own.

Materials: Vocabulary flashcards, little pieces of paper,

Procedure:			
Stage	Method	Interaction / Materials	Procedure
Lead-in: Act out the personality trait. (10 min)	Natural Approach	T-ss Flashcards	<ul style="list-style-type: none"> The teacher presents the new vocabulary for the lesson by means of visual aids and gestures. The teacher displays different personality traits flashcards for students to look at. As the flashcards are displayed, the teacher utters the words accordingly, e.g. (SHY) The ss see a shy person on the flashcard, and the teacher acts out shyness.



<p>Introduce topic: (15 min)</p>	<p>Total Physical Response</p>	<p>Ss-ss groups of 3 to 4. Flashcards.</p>	<ul style="list-style-type: none"> • The teacher introduces the structure using the same flashcards. • The teacher describes him/herself as shy, nervous, lazy etc. • The students use the flashcards to describe themselves with those adjectives by acting them out.
<p>Practice</p>	<p>Total Physical Response</p>	<p>Ss individually. Ss-T Piece of paper to write on.</p>	<ul style="list-style-type: none"> • The teacher introduces the use of third person singular. • Ss write down on a little piece of paper one personality adjective such as serious, relaxed, outgoing etc. • Ss wrinkle the piece of paper until it resembles a snowball. • Ss throw the “snowballs” at each other and stop at command. • They pick up whatever snowball they can and use the personality adjective on it to say <i>I am shy, nervous, fun etc</i>, and write down their names. • Ss throw around the snowballs again and stop at command. • Ss describe the person whose name is written down with the personality adjective on the piece of paper. E.g. <i>Carlos is fun/serious/nervous etc</i>. • The teacher does it first a couple of times for them to receive the intended input.
		<p>Ss-ss Flashcard.</p>	<ul style="list-style-type: none"> • The teacher introduces the negative form. • The teacher uses any flashcard and says what he



	Natural Approach Total Physical Response		<p>is like and then what he is not like. E.g. <i>I am outgoing. I am not shy.</i></p> <ul style="list-style-type: none">• A volunteer does the same.• Once the volunteer has done it, the teacher tells the class what that student is and is not like. E.g. <i>He is fun. He isn't boring.</i>• Ss tell the class about their peers in third person singular.
Wrap up:		Ss-ss	<ul style="list-style-type: none">• Review vocabulary. Ss are asked to gesture or make faces that represent the personalities studied throughout the lesson.

Lesson 1 Annexes



Image 1. Shy person

Source: Huffpost

SHY



Image 2. Fun person

Source: goinswriter.com

FUN



Image 3. Quiet person

Source: pinterest.com

QUIET



Image: 4. Nervous person

Source: duarte.com

NERVOUS



Image: 5. Lazy person

Source: theodysseyonline.com

LAZY



Image 6. Noisy person

Source: undefined

NOISY



Image 7. Sporty person

Source: watchathletics.com

SPORTY

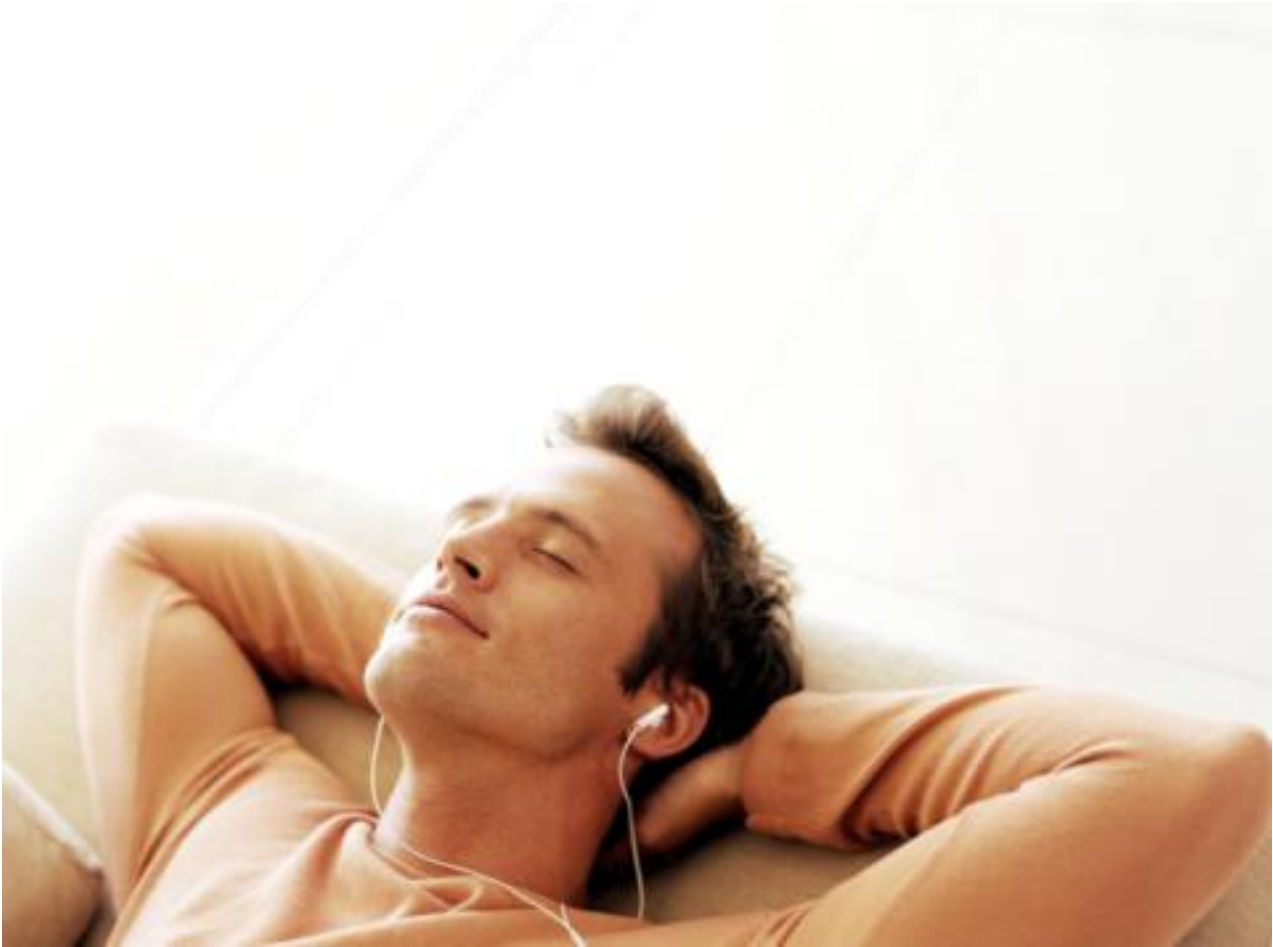


Image 8. Relaxed person

Source: fotosearch.es

RELAXED



Image 9. Outgoing person

Source: depsicologia.com

OUTGOING



Image 10. Serious person

Source: framepool.com

SERIOUS



LESSON PLAN 2

Date and Time:

Teacher:	Grade: 9 th	Level: A1.1
----------	------------------------	-------------

Aims: By the end of the lesson, students will have had further practice describing personalities and will have learnt how to ask about others' personality.

Target language: verb *to be*, yes/no questions, Wh- question words.

Assessment: Ss talk about their personalities and ask others about theirs with the use of flashcards showing question words.

National Curriculum Performance Criterion:
 EFL 4.2.2 Use a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.)

Materials: Vocabulary flashcards, story sheet.

Procedure:

Stage	Method	Interaction / Materials	Procedure
Lead-in: (10 min)	Total Physical Response	T-Ss review previous vocabulary	<ul style="list-style-type: none"> • The same flashcards from Lesson 1 are used. • Game: ss are divided into two groups. • Ask individual ss from each group to stand in front of the class. • The student standing gets a flashcard from the teacher. • The teacher tells the student not to show the card. • The student mimes and gestures the personality from the flashcard. • Ss from both groups have to say out loud what it is, e.g. <i>Shy/Nervous/Fun</i> etc.



			<ul style="list-style-type: none"> The group that guessed the most, gets a prize.
Introduce topic: (min)	Natural Approach	Ss-T Flashcard of a question mark is shown.	<ul style="list-style-type: none"> The teacher presents new vocabulary and displays a flashcard with a big question mark on it. Ss recognize it. The teacher elicits the word <i>question</i>.
Present new vocabulary		T-ss Flashcards	<ul style="list-style-type: none"> The teacher displays flashcards of the words <i>yes</i> and <i>no</i>. The teacher displays more flashcards with images and the Wh-question words: <i>what, who, where, why, when, which, how</i>. The teacher elicits all the words three times. Ss say the words if they are willing to.
Listening	Total Physical Response	T-ss Story	<ul style="list-style-type: none"> Ss listen to a story about two birds. The teacher mimes the story below. The teacher reads it two more times for better understanding.
Practice		Ss-T T-ss Story	<ul style="list-style-type: none"> Ss and teacher change roles. Read the story again only this time Ss act it out. Make sure they understand.
Wrap up		Vocabulary review	<ul style="list-style-type: none"> Ss see the flashcards of the vocabulary covered during the lesson. The teacher covers the words and only shows the images. Ss try to remember the words.

Lesson 2 Annexes

Two Birds

Two birds are flying in the sky. One of them says:

-Hello! I am Floki. I am a bird. Are you a bird too?

Then, the other bird replies:

-Hi! Yes, I am a bird.

-What is your name?



Image 11. Two birds Source: thmirror.blogspot.com

-My name is Rolo. Are you from Ecuador, Floki?

-No, I'm not.

-Where are you from?

-I'm from Brazil but my grandfather is from Ecuador. I'm visiting.

-Oh, interesting! Is your grandmother from Ecuador too?

-No, she isn't. She is from Australia.

-Wow! Well, nice to meet you. Bye.

-Nice to meet you, too. Bye.

Source: Author



Image 12. Question mark

Source: dreamstime.com

Yes



Image 13. Yes

Source: desmotivaciones.es



No

Source: shutterstock.com

Image 14. No

What?

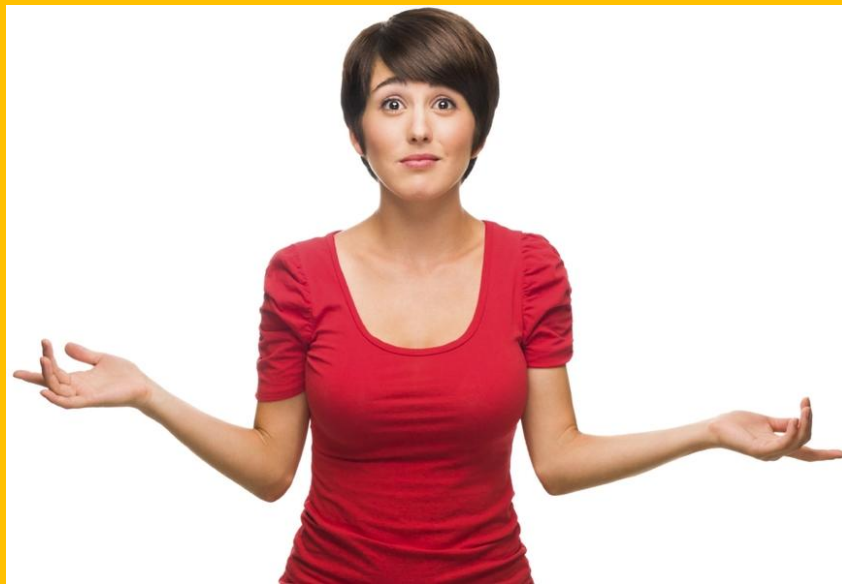


Image 15. What?

Source: dreambigcareerservices.com

Who?



Image 16. Who?

Source: maidan.besednizza.com

Where?



Image 17. Where?

Source: dobreprogramy.pl

Why?



Image 18. Why?

Source: es.123rf.com

When?



Image 19. When?

Source: nowiveheardeverything.com



Image 20. Which?

Source: leermeervoorjezelfkiezen.nl

.....



Image 21. How?

Source: pixelprospector.com



LESSON PLAN 3

Date and Time:

Teacher:	Grade: 9 th	Level: A1.1
----------	------------------------	-------------

Aims: By the end of the lesson, students will have learnt more verbs in Simple Present tense and will have talked about likes and dislikes.

Target language: likes and dislikes, love, like, prefer, simple present

Assessment: Students describe their likes and dislikes writing a letter to a friend.

National Curriculum Performance Criterion:
 EFL 4.2.10 Sustain a conversational exchange on a familiar, everyday subject when carrying out a collaborative/paired learning activity in which there are specific instructions for a task.

Materials: Pictures, food, objects mentioned in a script.

Procedure:

Stage	Method	Interaction / Materials	Procedure
Lead-in: (min)	Total Physical Response	T-ss Preferably, take ss outdoors for this activity.	<ul style="list-style-type: none"> The teacher introduces the lesson with the game “Do as I say when I say it. Do the opposite of what I say when I say it”. Ss are arranged in groups of five or six. Ss are asked to make a circle holding hands. The teacher takes part of one circle to demonstrate the activity. The teacher says <i>do as I say when I say it... jump in!</i> The teacher jumps in and has all the ss in the circle follow. Then says <i>jump out! / turn right / turn left.</i> Ss in the circle follow. Once it is understood, all the ss follow commands.



			<ul style="list-style-type: none"> • When the ss have mastered the game, the teacher gets in another circle and says <i>do the opposite of what I say when I say it... jump in!</i> • The teacher does the opposite of what he says. • Ss take turns within the groups to say the commands.
Introduce topic: (min)	Natural Approach	T-ss Script	<ul style="list-style-type: none"> • Ss go back to the classroom or to their chairs. A script is read to them slowly enough and emphasizing on the key language. • The teacher uses realia such as pictures, food and objects mentioned in the script etc.
		T-ss Yes/no questions about the script. Worksheet.	<ul style="list-style-type: none"> • Ss are asked questions about the script in a worksheet. • Ss are expected to answer with a simple yes or no. • Ss are given enough time to answer.
Practice		T-ss Ss-ss Questions from the worksheet. Notebooks.	<ul style="list-style-type: none"> • The teacher reviews the answers with the whole class and elicits the full short responses, e.g. <i>Is John the writer of the letter? Yes, he is. / Does John like pizza? Yes, he does. Etc.</i> • Ss are asked to write about their own likes and dislikes following the script as an example. • Ss volunteer to read their composition to the class.
Wrap-up		T-ss Ss-ss	<ul style="list-style-type: none"> • The teacher shows the flashcards to the ss and cover the words.



		Flashcards and worksheet.	<ul style="list-style-type: none">• Ss elicit the words according to each flashcard.• Ss repeat after the teacher the answers to the questions about the script.
--	--	---------------------------	---



Lesson 3 Annexes

A letter to my friend

Dear Paul,

I **write** to tell you about my **likes** and **dislikes**. First, I **like** to eat pizza but I **don't like** hamburgers. I also **like** orange juice but I **don't like** lemonade. Second, I **like** Italian food but I **prefer** Chinese food. I **like** to watch movies but I **prefer** to read novels. Finally, I **love** pop music and I **love** to play my guitar.

See you soon,

John.

Source: Author

A letter to my friend

Comprehensive questions:

1. Is John the writer of the letter? _____
2. Does John like pizza? _____
3. Does John like hamburgers? _____
4. Does John prefer Italian food? _____
5. Does John love to play his guitar? _____

Source: Author



Image 22. Like

Source: campusreform.org



Image 23. Prefer

Source: foodnavigator-usa.com



Image 24. Orange juice

Source: nutricionsinmas.com



Image 25. Italian food

Source: holidayhypermarket.co.uk

LEMONADE

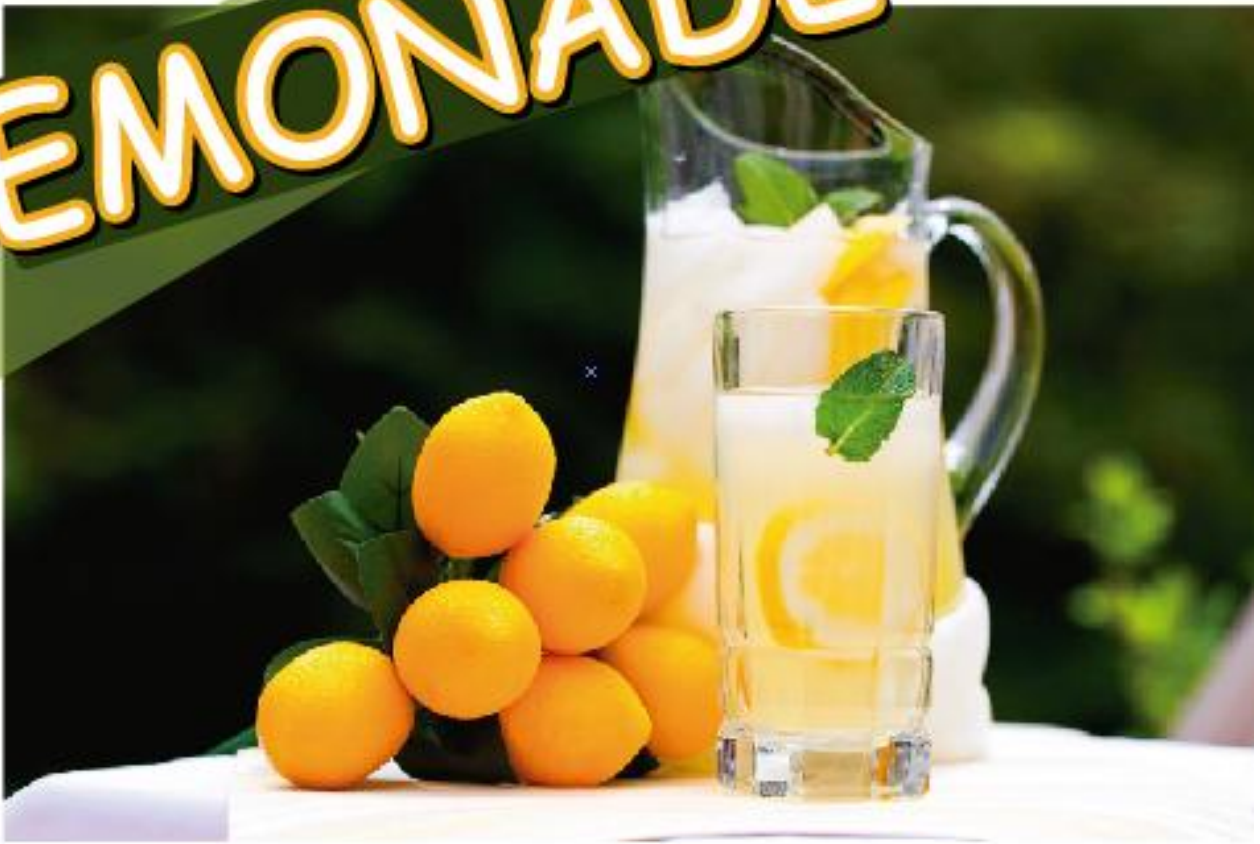


Image 26. Lemonade

Source: nadlanu.com

Chinese Food



Image 27. Chinese food

Source: thechinesequest.com



Image 28. Movies

Source: pinsdaddy.com



Image 29. Novels

Source: commonwealthgovernance.com



Image 30. Music

Source: sikerado.hu



Image 31. Guitar

Source: undefined



LESSON PLAN 4

Date and Time:

Teacher:	Grade: 9 th	Level: A1.1
----------	------------------------	-------------

Aims: By the end of the lesson, students will have learnt to talk about actions that happen at the moment of speaking.

Target language: Present Progressive, verbs ending –ing, celebrations.

Assessment: The students talk about ongoing actions they see on flashcards.

National Curriculum Performance Criterion:

EFL 4.2.13
Interact with reasonable ease in structured situations and short conversations within familiar contexts, provided that speech is given clearly, slowly and directly. (Example: an interview, an information gap activity, etc.)

Materials: Flashcards, worksheets.

Procedure:			
Stage	Method	Interaction / Materials	Procedure
Lead-in: (min)	Natural Approach	T-ss Flashcards representing those actions for better comprehension.	<ul style="list-style-type: none"> The teacher begins the class by presenting new vocabulary of gerunds. The teacher mimes actions such as running, walking, eating, thinking, celebrating, etc. and elicits the words as he mimes. The teacher repeats three times, and waits for ss to say the words. The teacher shows pictures of people doing the different actions to reinforce association.
Introduce topic: (min)		Ss-ss	<ul style="list-style-type: none"> Ss are seated in pairs.



		Information gap activity. Worksheet for ss to complete sentences.	<ul style="list-style-type: none">• The teacher provides an information-gap worksheet. See it below.• The teacher models the activity with one student.• Ss are given enough time for completion.
Practice	Total Physical Response	Ss-ss Miming activity. Stripes of paper are given to them.	<ul style="list-style-type: none">• Ss mime the actions written on stripes of paper. They take it in turns to come to the front and mime.• The teacher divides the class into two teams. The team that guesses most of the actions wins.• Only properly uttered sentences beginning <i>You are</i> count. E.g. <i>You are sleeping</i>. Etc.
Wrap-up:		T-ss Review vocabulary	<ul style="list-style-type: none">• Ss review vocabulary from the lesson. The teacher mimes an action and says <i>I am</i> and the class completes the sentence.• A couple of volunteers mime a couple of actions each beginning the sentence and the rest of the class finishes it.

Lesson 4 Annexes



Image 33. Running

Source: wallpaperhey.com



Image 34. Sleeping

Source: materassimatrimoniali.com



Image 35. Playing

Source: learntoplaymusic.com



Image 36. Writing

Source:



Image 37. Singing

Source: cae.edu.au



Image 38. Buying

Source: eccireland.ie

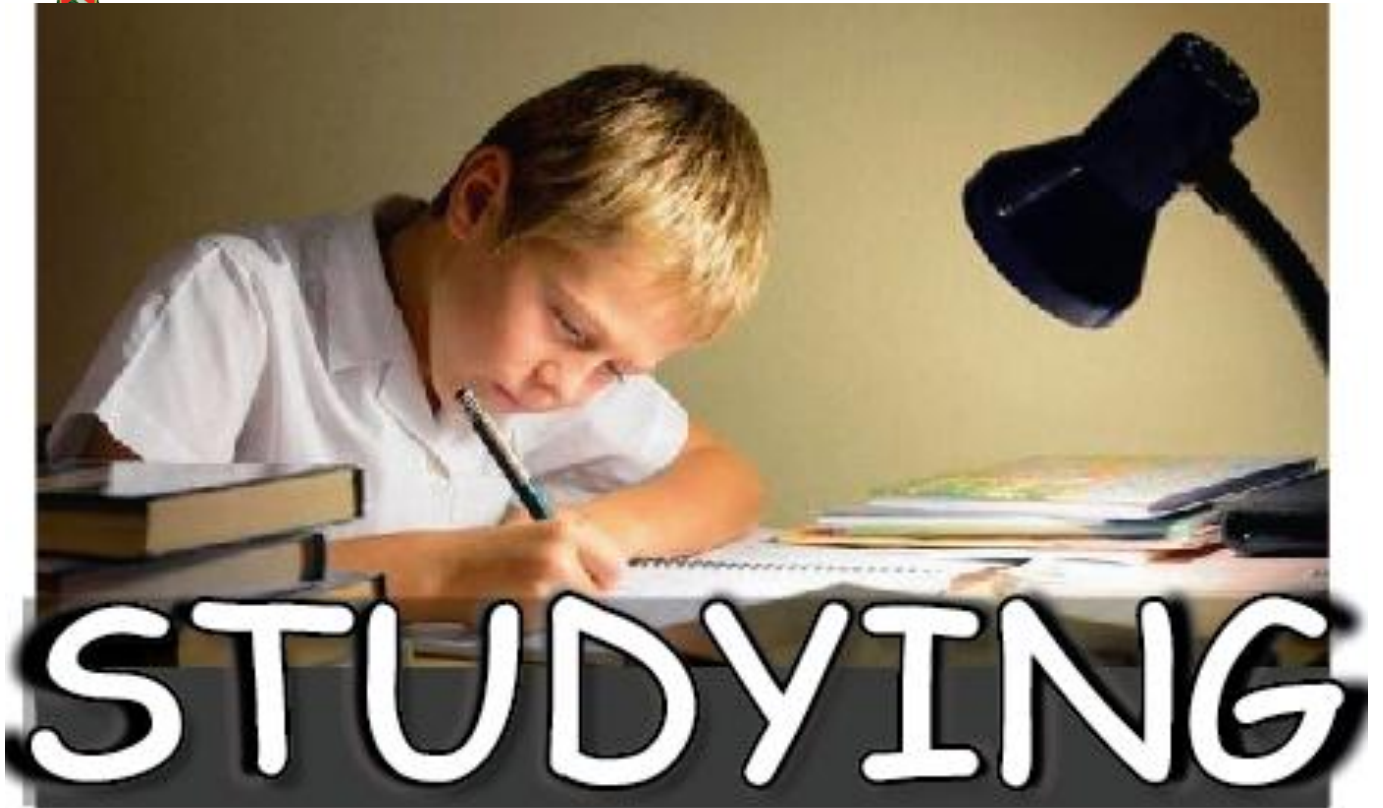


Image 39. Studying

Source: risalehaber.com



Image 40. Celebrating

Source: bepickler.com



Image 41. Working

Source: sydneycorporatepark.com



Image 42. Learning

Source: behinegi.com



Student A

Read your full sentences to student B. Complete with the correct –ing form of the verbs in parentheses.

I am learning (learn) English.

Marco isn't _____ (run) a marathon.

Alice isn't sleeping (sleep) on the sofa.

John is _____ (play) his guitar.

Paul is writing (write) a song.

George is _____ (sing) a song.

Ringo is buying (buy) new drums.

You are _____ (study) English.

You aren't celebrating (celebrate) your birthday.

I'm not _____ (work).

Student B

Read your full sentences to student A. Complete with the correct –ing form of the verbs in parentheses.

I am _____ (learn) English.

Marco isn't running (run) a marathon.

Alice isn't _____ (sleep) on the sofa.

John is playing (play) his guitar.

Paul is _____ (write) a song.

George is singing (sing) a song.

Ringo is _____ (buy) new drums.

You are studying (study) English.

You aren't _____ (celebrate) your birthday.

I'm not working (work).

Source: Author



Miming activity	
You are learning.	You are running.
You are sleeping.	You are playing the guitar.
You are writing.	You are singing in the shower.
You are buying shoes.	You are studying.
You are celebrating your birthday.	You are working.
You are walking your dog.	You are eating a banana.
You are thinking.	You are waiting.
Source: Author.	



LESSON PLAN 5

Date and Time:

Teacher:	Grade: 9 th	Level: A1.1
----------	------------------------	-------------

<p>Aims: By the end of the lesson, students will have had further practice talking about actions that happen at the moment of speaking, and will have learnt to ask other people about those actions.</p> <p>Target language: Present Progressive, gerunds, Wh- question words, yes/no questions.</p>
<p>Assessment: Students demonstrate acquisition of vocabulary in a crossword puzzle and understanding of the structure used in role-play.</p> <p>National Curriculum Performance Criterion: EFL 4.2.13</p> <p style="padding-left: 40px;">Interact with reasonable ease in structured situations and short conversations within familiar contexts, provided that speech is given clearly, slowly and directly. (Example: an interview, an information gap activity, etc.)</p>
<p>Materials: Crossword puzzle, role-play dialogue, worksheets.</p>

Procedure:			
Stage	Method	Interaction / Materials	Procedure
Lead-in: (min)	Natural Approach	Ss-ss Groups of 4 Crossword puzzle.	<ul style="list-style-type: none"> The teacher begins the lesson with a Present Progressive Crossword Puzzle. Ss work in groups of 4. The teacher monitors and helps with any doubts regarding spelling and new verbs.
Introduce topic: (min)	Total Physical Response	Ss-ss Role play activity.	<ul style="list-style-type: none"> The teacher introduces the new structure of Present Progressive question form with a role play activity. The teacher models the activity a couple of times and asks a volunteer to help.



			<ul style="list-style-type: none">• The teacher emphasizes on the key language.• Ss then work in pairs reading the dialogue.• After a few minutes practice, ss volunteer to role play.• Ss are encouraged but not forced.
Practice	Natural Approach	Ss-ss Information gap activity.	<ul style="list-style-type: none">• Ss work in pairs. They find different people to work with.• Ss ask each other the questions about the people in the worksheets to complete the information.• The teacher monitors and assists if necessary.
Wrap-up		T-ss Vocabulary review	<ul style="list-style-type: none">• The teacher checks that the new vocabulary presented during the lesson has been understood.• The teacher reviews vocabulary from the crossword puzzle.

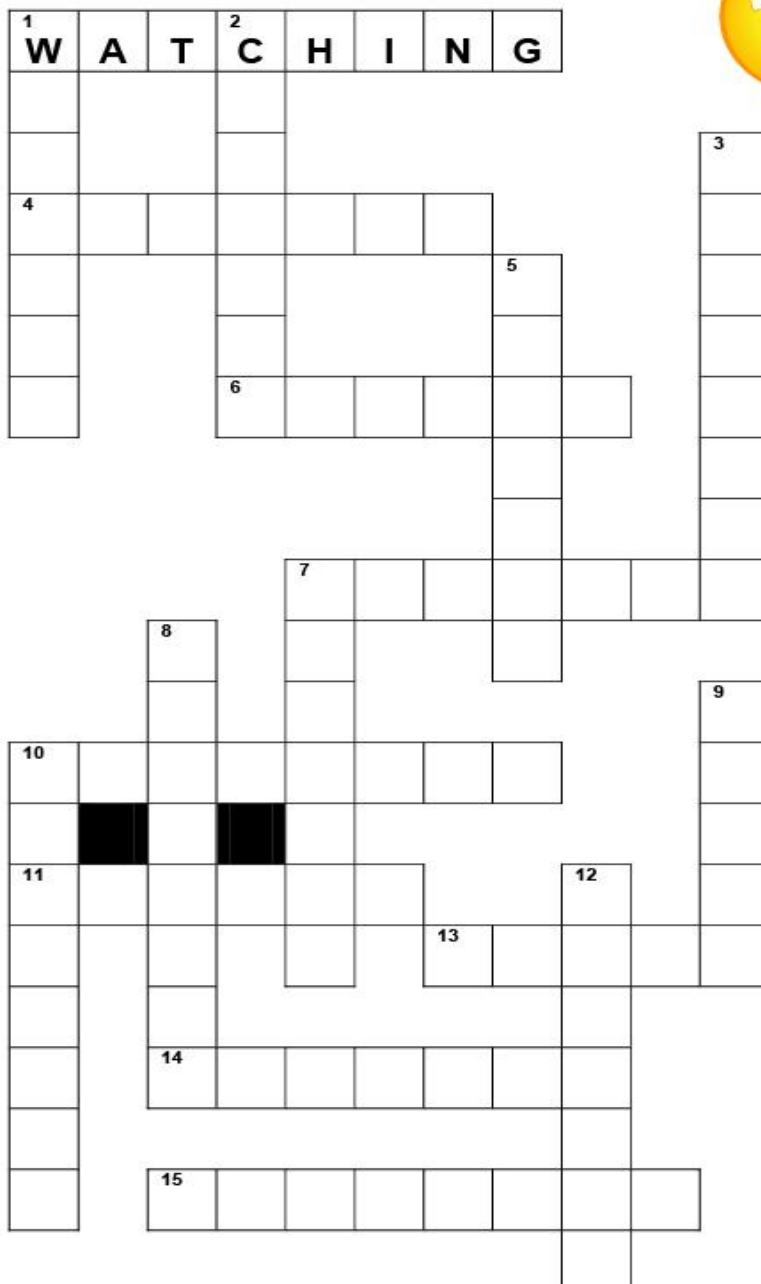
Lesson 5 Annexes

NAME: _____

DATE: _____

GRAMMAR CROSSWORD

PRESENT CONTINUOUS

 Read the clues and fill in the missing words.

ACROSS

1. I'm ___ TV.
4. I'm ___ a ball in the park.
6. I'm ___ my cat a bath.
7. I'm late! I'm ___ to my next class.
10. I'm ___ at a bus stop.
11. I'm ___ my breakfast.
13. I'm ___ to a movie theater.
14. I'm ___ at a golf course.
15. I'm ___ English at the library.

DOWN

1. I'm ___ to school.
2. I'm ___ dinner in the kitchen.
3. I'm ___ my teeth.
5. I'm ___ at my friend's party.
7. I'm ___ an interesting book.
8. I'm ___ flowers in the garden.
9. I'm ___ my homework.
10. I'm ___ the floor with a broom.
12. I'm ___ 'Happy Birthday' to my classmate.

Permission granted to reproduce for classroom use. © www.allthingsgrammar.com



NAME: _____

DATE: _____

GRAMMAR CROSSWORD

PRESENT CONTINUOUS

☒ ANSWERS



What are
you doing?

1	W	A	T	2	C	H	I	N	G				
A				O									
L				O									
4	K	I	C	K	I	N	G						
I				I				5	D				
N				N				A					
G				6	G	I	V	I	N	G			
								C					
								I					
				7	R	U	N	N	I	N	G		
				8	P	E							
				L	A								
10	S	T	A	N	D	I	N	G					
W				N									
11	E	A	T	I	N	G			12	S			
E				I				13	G	O	I	N	G
P				N								N	
I				14	G	O	L	F	I	N	G		
N												I	
G				15	S	T	U	D	Y	I	N	G	
													G

ACROSS

1. I'm ___ TV.
4. I'm ___ a ball in the park.
6. I'm ___ my cat a bath.
7. I'm late! I'm ___ to my next class.
10. I'm ___ at a bus stop.
11. I'm ___ my breakfast.
13. I'm ___ to a movie theater.
14. I'm ___ at a golf course.
15. I'm ___ English at the library.

DOWN

1. I'm ___ to school.
2. I'm ___ dinner in the kitchen.
3. I'm ___ my teeth.
5. I'm ___ at my friend's party.
7. I'm ___ an interesting book.
8. I'm ___ flowers in the garden.
9. I'm ___ my homework.
10. I'm ___ the floor with a broom.
12. I'm ___ 'Happy Birthday' to my classmate.



Role-play activity

Read the dialogue in pairs. Practice it out loud.

Ben: Hi, Phoebe. You look good. Where are you going?

Phoebe: Hi, Ben! I'm going to work, actually.

Ben: Oh, I see. Where are you working?

Phoebe: I'm working at this new hotel called Beauty View.

Ben: That's great! What are you doing in your free time?

Phoebe: I'm writing a little bit; some new songs, you know. I'm also studying Japanese.

Ben: Japanese! Awesome! Are you learning fast or slow?

Phoebe: A bit slow. I'm really enjoying the classes, though.

Ben: Good for you! Well, I'm going to work too. I better hurry. See you soon.

Phoebe: Take care. Bye!

Source: Author

Information gap activity

Student A

1. What is Fernanda doing? She is playing soccer.



Image 43. Soccer

2. What is Diego doing? _____.

3. What is Kurt doing? He is playing guitar.

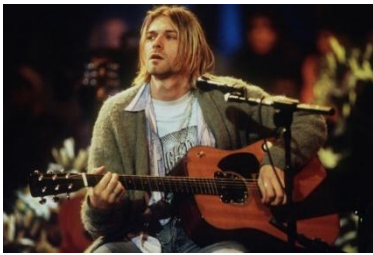


Image 44. Kurt

4. What is Dani doing? _____.

5. What is Majo doing? She is studying medicine.



Image 45. Medicine

6. What is Fer doing? _____.

Source: Author

Information gap activity

Student B

1. What is Fernanda doing? _____.

2. What is Diego doing? He is sleeping.



Image 46. Sleeping

3. What is Kurt doing? _____.

4. What is Dani doing? She is running.



Image 47. Running

5. What is Majo doing? _____.

6. What is Fer doing? She's listening to music.

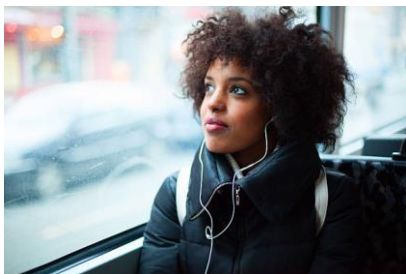


Image 48. Listening to music

Source: Author



LESSON PLAN 6

Date and Time:

Teacher:	Grade: 9 th	Level: A1.1
----------	------------------------	-------------

<p>Aims: By the end of the lesson, students will have learnt about Comparative adjectives.</p> <p>Target language: Adjectives, -er, more.</p>
<p>Assessment: Students use realia to compare objects, animals, people, etc.</p> <p>National Curriculum Performance Criterion: EFL 4.5.11 Participate in creative thinking through brainstorming, working in groups, games and problem-solving tasks by showing the ability to accept a variety of ideas and capitalize on other people's strengths.</p>
<p>Materials: Flashcards, Worksheets.</p>

Procedure:			
Stage	Method	Interaction / Materials	Procedure
Lead-in: (5 min)	Natural Approach	Ss-ss Board game	<ul style="list-style-type: none"> • The teacher checks knowledge of adjectives. • The teacher begins the class with a game. • Ss are divided in two teams. One by one from each team runs to the board and writes an adjective. • Ss write on the board as many as they remember. • The team with the most adjectives wins.
Introduce topic: (10 min)	Total Physical Response	T-ss Commands Flashcards	<ul style="list-style-type: none"> • The teacher shows flashcards of adjectives. • Ss imitate the teacher's pronunciation. • The teacher shows flashcards of animals. • Ss are asked to make the sounds of those animals.



			<ul style="list-style-type: none">• The teacher says <i>Do a cat! Do a chicken! Etc.</i>
Practice (15min)	Natural Approach	T-ss Worksheets	<ul style="list-style-type: none">• The teacher talks about the animals. E.g. <i>The lion is <u>strong</u>.</i> Etc.• After a few examples, the teacher compares two animals. E.g. <i>The lion is <u>stronger than</u> the cat.</i> Etc.• Ss now complete exercises in a worksheet.
Wrap-up		T-ss Flashcards	<ul style="list-style-type: none">• Ss review vocabulary with the flashcards.

Lesson 6 Annexes



Image 49. Thin

Source: fr.123rf.com



Image 50. Young

Source:



Image 45. Short

Source:



Image 46. Fast

Source:



Tall

Image 47. Tall



Slow

Image 48. Slow

Source: weclipart.com.



Image 49. Old

Source: [pinterest.com](https://www.pinterest.com).



Image 50. Fat

Source: snsdeainavi.info



Complete the sentences with the correct comparative form of the adjectives in parentheses.

1. The lion is _____ (fast) the zebra.
2. The gorilla is _____ (smart) the crocodile.
3. Is the giraffe _____ (tall) the elephant?
4. The spider is _____ (small) the cat.
5. The dog isn't more _____ (interesting) the bird.
6. Dogs are _____ (good) than cats.
7. Elephants are _____ (beautiful) than lions.
8. Snakes are _____ (dangerous) than spiders.

Source: Author



LESSON PLAN 7

Date and Time:

Teacher:	Grade: 9 th	Level: A1.1
----------	------------------------	-------------

<p>Aims: By the end of the lesson, students will have had further practice with comparative adjectives and will have learnt about superlative adjectives.</p> <p>Target language: Comparative, superlative, adjectives, -er than, more, the –est.</p>
<p>Assessment:</p> <p>National Curriculum Performance Criterion: EFL 4.5.11 Participate in creative thinking through brainstorming, working in groups, games and problem-solving tasks by showing the ability to accept a variety of ideas and capitalize on other people’s strengths.</p>
<p>Materials: Flashcards</p>

Procedure:			
Stage	Method	Interaction / Materials	Procedure
Lead-in: (5 min)	Natural Approach	T-ss Flashcards	<ul style="list-style-type: none"> • Ss review vocabulary of adjectives. • The teacher ask the students to brainstorm around nouns.
Introduce topic: (15 min)			<ul style="list-style-type: none"> • The teacher introduces the new lesson. • The teacher reads a text and emphasizes on the structure to be learned.
	Total Physical Response	T-ss Ss-ss	<ul style="list-style-type: none"> • The teacher plays a game with the ss. • The teacher says an adjective and the ss act it out. • The teacher ask a volunteer to change roles. • The student tells an adjective that the teacher acts out.



			<ul style="list-style-type: none">• Ss are asked to work in pairs reversing roles.
Practice (10min)	Natural Approach	T-ss Ss-T Notebooks	<ul style="list-style-type: none">• Ss are asked to write down which animal they think is the best pet.• The teacher focuses on the superlative <i>best</i>.• The teacher gives an example: <i>My best friend is Carlos. The best day for me is Tuesday. The best pet is a cat.</i>, and so on.
Wrap-up (5min)			<ul style="list-style-type: none">• Ss reinforce vocabulary completing sentences with superlative adjectives.

Lesson 7 Annexes

The greatest friend.

My friend Martin is the **greatest** friend ever. He is 7 years old and lives two blocks away from my house. One time, a dog was chasing me and he scared the dog away. He is also the **fastest** in town. He always plays with me. He is the **kindest** friend I know. Martin is the **most intelligent** of them all. He is definitely the **niciest** dog one could ever have.

Source: Author



Complete with the correct superlative form of the adjectives in parentheses:

1. The lion isn't _____ (fast) animal.
2. The gorilla is _____ (smart) in the jungle.
3. Is the giraffe _____ (tall) animal in the world?
4. Spiders are _____ (small) creatures.
5. The dog isn't the _____ (interesting) pet.
6. Dogs are man's _____ (good) friend.
7. Elephants are _____ (beautiful) beings.
8. Snakes are _____ (dangerous) species.

Source: Author



LESSON PLAN 8

Date and Time:

Teacher:	Grade: 9 th	Level: A1.1
----------	------------------------	-------------

Aims: By the end of the lesson, students will have personalized and talked about a famous explorer from the past.

Target language: verb *to be* in affirmative and negative forms.

Assessment: Students take roles and talk about a famous explorer through the use of a reading puzzle.

National Curriculum Performance Criterion:

EFL 4.2.13
Interact with reasonable ease in structured situations and short conversations within familiar contexts, provided that speech is given clearly, slowly and directly. (Example: an interview, an information gap activity, etc.)

Materials:
Puzzle worksheet, markers, board, tape, a pair of scissors.

Procedure:			
Stage	Method	Interaction / Materials	Procedure
Lead-in: Repeat and recognize the years. (10 min)	Total Physical Response.	T-ss Ss-ss Markers and board.	<ul style="list-style-type: none"> • The teacher writes on the board years up to 1999. E.g. (1524, 1888, 1995). • The teacher makes sure ss understand that the pronunciation of the years is divided into two segments. • The teacher models the pronunciation of some years. • Ss repeat after the teacher when they feel ready. • After some practice, ss are divided into two groups to play a board race game.



			<ul style="list-style-type: none"> • The teacher writes down different years spread all over the board. • The teacher utters different commands to the students so they identify the years. E.g. circle the year 1855, erase 1955, touch 1566, etc. • Ss compete in their groups and the group that has collected more points, wins a prize.
Introduce topic: (10 min)	Natural Approach	T-ss Ss-ss Puzzle about explorers Tape Pair of scissors	<ul style="list-style-type: none"> • The teacher hides the puzzle sheets (the sheets should be cut where indicated) about the explorers around the classroom or school. • Ss are split into five groups and given a specific explorer to find. • They look for the sheets in order to complete the puzzle of the sheet. • Once ss come back with their resolved puzzle, the teacher asks them to read the information about the explorers.
Practice – Reading & Speaking (15m)	Natural Approach	T-ss Ss-ss Markers and board	<ul style="list-style-type: none"> • The teacher elicits any new word making sure ss understand the sentences. This should be done by means of drawings on the board or mimics. • Ss in their groups are now asked to repeat after the teacher to later read out loud the information. • The second time, ss are asked to personalize the information from the sheet making a short role play to present to the class. E.g. instead of reading <i>he was born on</i>



			<p><i>March 9, 1934, ss should say I was born on March 9, 1934.</i></p> <ul style="list-style-type: none">• The teacher writes on the board affirmative and negative sentences based on the puzzles. E.g. <i>Yuri Gagarin wasn't American or Junko Tabei was the first woman to reach the Everest.</i>• The teacher makes sure to write with a different color the verb was and wasn't to after elicit the rule of the negative.• Ss are divided into two groups to decide if the sentences are true or false based on their puzzles.
Wrap up (5m)	Natural Approach	T-ss	<ul style="list-style-type: none">• The teacher asks the ss to read their puzzles one more time only this time changing some sentences from affirmative to negative form.

Lesson 8 Annexes



The first man in space was Yuri Gagarin.

✂-----

He was born on March 9, 1934.

✂-----

The first woman in space was Valentina Tereshkova.

✂-----

Her father was a tractor driver.

✂-----

Yuri and Valentina were both from Russia.



The first successful South Pole expedition was in 1911.

✂-----

The expedition leader was
Roald Amundsen.

✂-----

He was from Norway and he
was born on July 16, 1872.

✂-----

His father was a sea captain.



The first woman to reach the North Pole was Ann Bancroft on May 1, 1986.



She was born in the United States on September 29, 1955.



She was a leader of an expedition to the South Pole in 1993.



The expedition was all women.



The first expedition around the world was from 1519 to 1522.

✂-----

The expedition captain was Ferdinand Magellan.

✂-----

He was born in 1480.

✂-----

He was Portuguese, but he was an explorer for the Spanish King Carlos I.

by Mervyn D. Kaufman

factmonster



On May 16, 1975, Junko Tabei was the first woman to reach the top of the Everest.



She was born in 1939.



She was in a team of Japanese mountaineers.



They were all women.



LESSON PLAN 9

Date and Time:

Teacher:

Grade: 9th

Level: A1.1

Aims: By the end of the lesson, students will have questioned and talked about a famous explorer from the past.

Target language: verb *to be*, Yes/no and Wh-questions

Assessment: Students take turns to question and talk about a famous explorer through the use of a reading puzzle.

National Curriculum Performance Criterion:

EFL 4.2.13

Interact with reasonable ease in structured situations and short conversations within familiar contexts, provided that speech is given clearly, slowly and directly. (Example: an interview, an information gap activity, etc.)

Materials:

Puzzle worksheet, markers, board

Procedure:

Stage	Method	Interaction / Materials	Procedure
Lead-in: Reminding the Yes/No and Wh-questions (5 min)	Total Physical Response	T- ss Ss-ss	<ul style="list-style-type: none"> The teacher shows one more time the flashcards with images about the Yes/No and Wh-questions previously used in the lesson plan 2. The teacher reminds students about their purpose. Ss are split into two groups and are asked to compete in order to represent the yes/no or Wh-questions through mimics.



			<ul style="list-style-type: none"> The group that represents the meanings in an accurate way, wins the point.
<p>Introduce topic: (10 min)</p>	<p>Natural Approach</p> <p>Total Physical Response</p>	T-ss	<ul style="list-style-type: none"> The teacher asks students about the famous explorers and what they remember about their information. The teacher starts asking yes/no questions about the information and writes a couple of examples on the board, emphasizing the order of the structure. E.g. <i>Was Yuri Gagarin a scientist?</i>
<p>Practice: Speaking (15 min)</p>	<p>Natural Approach</p>	<p>T-ss Ss-ss</p>	<ul style="list-style-type: none"> The teacher hands in the puzzle worksheets used in lesson plan 8. Ss work in pairs to ask each other yes/no questions based on the information. S A asks questions while s B finds the information on the sheet to answer. The teacher models the same example The teacher exchanges the puzzle worksheets so ss are able to ask about all the five famous explorers.
<p>Wrap up (5-10 min)</p>	<p>Natural Approach</p>	T-ss	<ul style="list-style-type: none"> Teacher hands in the worksheet about <i>Two Birds</i>. This time ss fill in the gaps with the correct form of the verb before reading the story and performing a short role play.



Lesson 9 Annexes

Complete the story writing the verb be in the past form. Be careful! There are affirmative and negative forms.

Two Birds

Two birds ____ (be) flying in the sky.

One of them said:

-Hello! In my other life I ____ (be)

Floki. I ____ (be) a bird. ____ (be)

you a bird too?



Image 11. Two birds

Then, the other bird replied:

-Hi! Yes, I ____ (be) a bird in my other life too.

-What ____ (be) your name?

-My name ____ (be) Rolo. ____ (be) you from Ecuador, Floki?

-No, I ____ (not be)

-Where ____ (be) you from?

-I ____ (be) from Brazil but my grandfather ____ (be) from Ecuador.

-Oh, interesting! ____ (be) your grandmother from Ecuador too?

-No, she ____ (not be). She ____ (be) from Australia.

-Wow! Well, nice to meet you. Bye.

-Nice to meet you, too. Bye.

Source: Author



LESSON PLAN 10

Date and Time:

Teacher:	Grade: 9 th	Level: A1.1
----------	------------------------	-------------

Aims: By the end of the lesson, students will have practiced the pronunciation of the verbs in past tense.

Target language: regular verbs in the past form.

Assessment: Students practice the pronunciation, spelling and meaning of regular verbs in the past tense through puzzle and board race games.

National Curriculum Performance Criterion:
EFL 4.1.7
Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.)

Materials:
Puzzle templates and pieces, markers, board

Procedure:			
Stage	Method	Interaction / Materials	Procedure
Lead-in: Puzzle game to recognize the pronunciation of regular verbs (10 min)	Total Physical Response	T- ss Ss-ss Puzzle template Puzzle pieces	<ul style="list-style-type: none"> • The teacher divides the students into two groups and gives them a sheet with a puzzle template. • The puzzle template should have nine examples of regular verbs in the present form. • One verb per puzzle piece. Three for each pronunciation in the past. E.g. /t/ cook, stop, /id/ invite, celebrate, /d/ travel, play, etc. • On the other side of the room the teacher puts a different set of the puzzle pieces that will



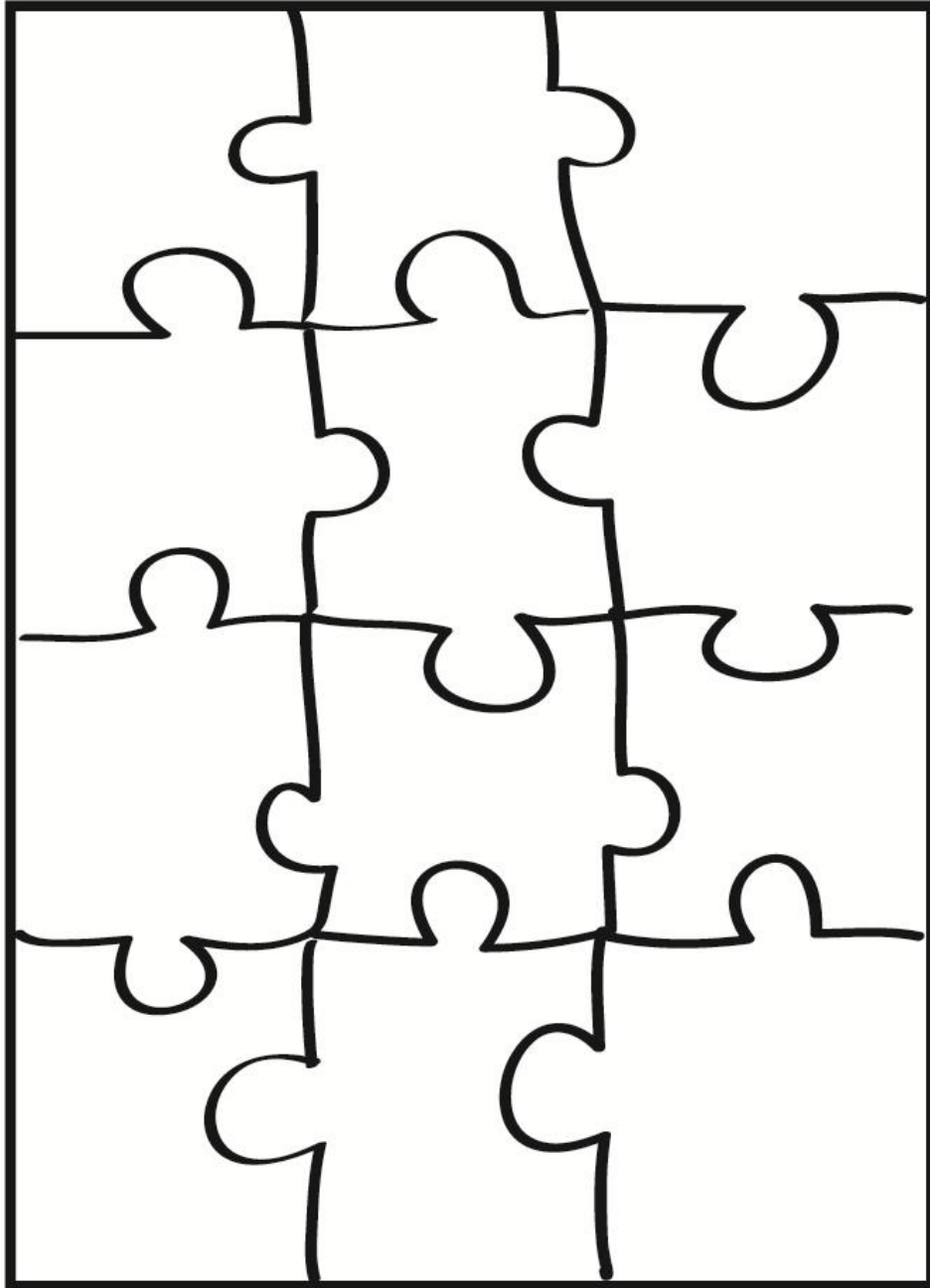
			<p>match the puzzle template with the verbs written in past form. <i>E.g. cooked, stopped, invited, celebrated, etc.</i></p> <ul style="list-style-type: none"> • Ss take turns in their groups to pick a puzzle piece and try to form the puzzle. • The activity finishes when ss have completed the puzzle.
Introduce topic: (10min)	Total Physical Response	T-ss	<ul style="list-style-type: none"> • The teacher elicits the meaning of the verbs by means of commands. For instance, the teachers says <i>cook or celebrate</i>. Ss do the action and create a class mimic for each verb.
Practice (10 min)	Total Physical Response	T-ss Ss-T	<ul style="list-style-type: none"> • Once all the verbs are covered, the teacher mentions the past form of the verbs. Ss repeat the mimics they created for the verbs. • The next time, a volunteer student has the role of the teacher and mentions the command of the verb in past. • The teacher plays along with the ss while doing the mimics.
Wrap up (5-10 min)	Total Physical Response	T-ss Markers and board	<ul style="list-style-type: none"> • The teacher divides the board in three parts having as subtitles the different pronunciations /t/ /d/ /id/. • Ss compete to list the verbs spelled by the teacher into the correct category of pronunciation followed by a mimic.



- Note: This lesson plan may be used to teach irregular verbs as well. The teacher follows the same instructions changing the category from regular to irregular verbs.
- For the wrap up game, the teacher asks the ss to follow a series of commands in order to identify the irregular verb. E.g. *Circle the past form of take, erase the past form of have, touch the past form of find, etc.*



Lesson 10 Annexes





CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

The present project has been designed for the unique purpose of contributing to the teaching-learning process of English as a Foreign Language, by means of eclectic lesson plans, following the National Curriculum for the 9th grade, as well as the principles on which the Total Physical Response method and the Natural Approach are based upon, and the survey participants' preferences in regard to the learning of English.

It can be said as a conclusion that according to the results of the present project, students generally conceive English as a key element to their future professional growth, and therefore, are motivated to put effort into learning as long as adequate input is offered to them along with the proper learning environment, on which the teacher plays a rather important role.

It is also imperative to stress that the lesson plans designed for this monograph, are not prescriptive recipes but allow and encourage teachers to adapt them to the specific need of their practice. These eclectic lesson plans are not by any means, intended to entirely substitute those which have been designed by Ministerio de Educación. The aim is that 9th grade teachers can use these lesson plans as a reinforcement complement in order to aid on the development of communicative competence. Teachers ought to notice that these eclectic plans based on naturalistic approaches to language teaching, may contribute to the better development of their students' speaking skills.

Furthermore, it is important mentioning that the responses are the obvious reflection of the students' experience with the English language during elementary school. This experience affects the student's perception toward the target language, which of course has an effect on performance.



It is necessary to recommend that no method ought to be considered as the best, including the ones on which this monograph is based upon, but rather study and collect the best from different methods and adapt all that data to the educational context. The benefit of the students must be the pillar for any methodological decisions.



REFERENCES

- Asher, J. (1979). *Learning Another Language Through Actions*. San Jose, California: Sky Oaks Productions.
- Bernal, C. (2010). *Metodología de la Investigación*. Bogotá D.C., Colombia: Pearson Educación
- Brown, D. (2000). *Teaching by Principles: An Interactive Approach to Language Pedagogy*.
- Canale and Swain. (1980). *Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing*. Retrieved from <http://ibatefl.com/wp-content/uploads/2012/08/CLT-Canale-Swain.pdf>
- Calle A., Calle S., Argudo J., Moscoso E., Smith A., Cabrera P. (2012). *Los profesores de inglés y su práctica docente: Un estudio de caso de los colegios fiscales de la ciudad de Cuenca, Ecuador*. MASKANA, 3, 1-17. Retrieved from <https://www.ucuenca.edu.ec/ojs/index.php/maskana/article/view/397>
- García, M., Josefa Marcos. (2015). *Estrategias de aprendizaje para la adquisición de la competencia lingüística en alumnos de FLE*. Anales De Filología Francesa, 23, 125-143. Retrieved from <https://search.proquest.com/docview/1773935121?accountid=36749>



García Mayo, M., García Lecumberri, M. (2003). *Age and the Acquisition of English as a Foreign Language*. Multilingual Matters ltd.

Harmer, J. (1991). *The Practice of English Language Teaching*. Longman.

Harmer, J. (1998). *How to Teach English*. Longman.

Harmer, J. (2004). *How to Teach Writing*. Pearson Education Limited.

Hymes, D. (1972). *On Communicative Competence*. In J. B. Pride and J. Holmes, eds. *Sociolinguistics*. Harmondsworth, England: Penguin Books.

Krashen, S. and T. Terrell. (1983). *The Natural Approach: Language Acquisition in the Classroom*. Hayward, CA: The Alemany Press.

Larsen-Freeman and Anderson. (2011). *Techniques & Principles in Language Teaching*. New York: Oxford University Press.

Learnalberta.ca. (2016). *Communicative Competence – Supporting English Language Learners*. Retrieved 17 January 2016, from http://www.learnalberta.ca/content/eslapb/about_communicative_competence.html

Lightbown and Spada. (2006). *How Languages are Learned*. New York: Oxford University Press.



Liu, X. (2010). *Arousing the College Students' Motivation in Speaking English through Role-Play*. Beijing: Beijing City University.

Ministerio de Educación. (2014). *National Curriculum Guidelines*. Ministerio de Educación.

Ministerio de Educación. (2016). *English as a Foreign Language*. Ministerio de Educación.

Nugrahenny, T. Z. (2012). *Qualitative Research Methods for Second Language Education: A Coursebook*. Cambridge Scholars Publishing.

Pritchard, A. (2009). *Ways of Learning: Learning theories and learning styles in the classroom*. New York: Routledge.

Richards, J. (2010). *Curriculum Approaches in Language Teaching: Forward, Central, and Backward Design*. RELC Journal.

Richards, J. and Rodgers, T. (2001). *Approaches and Methods in Language Teaching*. Cambridge University Press.

Smolcic, E. (2015). *Communicative Competence — Focus on Language: Teaching and Learning*. *Elearning.la.psu.edu*. Retrieved 18 January 2016, from <http://elearning.la.psu.edu/aplng/802/lesson-3/5.1-communicative-competance>

Smolcic, E. (2015). *Linguistic and Pragmatic Competence — Focus on Language: Teaching and Learning*. *Elearning.la.psu.edu*. Retrieved 18 January 2016, from



<http://elearning.la.psu.edu/aplNg/802/lesson-3/5.2-four-areas-of-communicative-competence>

Smolcic, E. (2015). *Discourse and Strategic Competence — Focus on Language: Teaching and Learning*. *Elearning.la.psu.edu*. Retrieved 18 January 2016, from

<http://elearning.la.psu.edu/aplNg/802/lesson-3/four-areas-of-communicative-competence-discourse-and-strategic-competence>

Soto, S. T. (2015). An analysis of curriculum development. *Theory and Practice in Language Studies*, 5(6), 1129-1139. Retrieved from

<https://search.proquest.com/docview/1688646201?accountid=36749>



ANNEX 1

ENCUESTA

PREFERENCIAS DE APRENDIZAJE EN EL IDIOMA INGLÉS

Objetivo: Identificar las preferencias de aprendizaje en el idioma inglés por parte de estudiantes de noveno año de educación básica, con el fin de adaptar tales preferencias al desarrollo de las planificaciones eclécticas previstas en el trabajo de graduación del autor.

Nombre:

Curso:

Fecha:

Estimado estudiante,

La información que brindes en esta encuesta será de gran importancia para el desarrollo de las planificaciones previstas en el trabajo de graduación del autor. Por lo tanto, se espera que por favor respondas las siguientes preguntas con honestidad y sentido de colaboración.

Gracias.

Por favor encierra en un círculo tus respuestas:

1. ¿Cuán importante es para ti aprender inglés?

Muy importante Importante Poco importante No me interesa

2. ¿Qué tan difícil te parece aprender inglés?

Muy difícil Difícil Fácil Muy fácil

3. ¿Cuál de las siguientes destrezas piensas que es más importante aprender?

Hablar Escuchar Escribir Leer



4. ¿Con cuál destreza encuentras mayor dificultad para desarrollar y aprender?

Hablar Escuchar Leer Escribir

5. ¿Qué crees que se debería aprender primero?

Escuchar-Hablar Leer-Escribir

6. Numera del 1 al 4, siendo el 1 el primero y 4 el último, el orden en el que consideras que se deberían adquirir las siguientes destrezas:

Leer Escuchar Escribir Hablar

7. Marca cuál es tu preferencia durante el proceso de aprendizaje del inglés:

- Intentar hablar inglés desde las primeras semanas de aprendizaje.
- Hablar inglés solo cuando ya se siente listo para hacerlo.

8. De las opciones siguientes, marca todas las actividades que prefieres en el aprendizaje del idioma inglés y que te ayudan a entenderlo más fácilmente:

- Repetir e imitar la pronunciación de palabras y frases dichas por el profesor.
- Llevar a cabo órdenes o directrices del profesor sin necesidad de hablar, tales como sentarse o tocar un objeto.
- Cambiar de roles y dar órdenes o directrices a compañeros e incluso al profesor.
- Llevar a cabo una secuencia de acciones u órdenes conectadas entre sí como por ejemplo, abrir la mochila, sacar un libro, abrirlo en una página y leer.



- Escribir oraciones y párrafos.
- Conversar más y escribir menos.
- Ser evaluado constantemente.
- Actividades divertidas y humorísticas.
- Que las clases nuevas sean presentadas en español y luego en inglés para así entender mejor.
- Leer y responder preguntas comprensivas.
- Completar ejercicios gramaticales.
- Hablar entre compañeros y con el profesor.
- Hacer mímicas para tratar de comunicar un mensaje.
- Jugar a “Simón manda” con el profesor y entre compañeros.
- Realizar ejercicios gramaticales.
- Leer y responder preguntas comprensivas.
- Ver películas, series o videos.
- Aprender frases cortas.
- Escuchar música y aprender las letras de las canciones.
- Traducir lo que el profesor dice siempre para entender mejor.
- Actividades basadas en el contexto propio local o nacional.
- Competencias entre compañeros corriendo hacia la pizarra para responder.
- Memorizar actividades.
- Ser voluntario en las actividades y no forzado por el profesor.
- Usar imágenes para entender mejor el mensaje.
- Memorizar listas de nuevo vocabulario.
- Aprender nuevo vocabulario con juegos, canciones y escribiendo oraciones.
- Trabajar en parejas o en grupos.



- Trabajar individualmente.

9. ¿Qué características esperas de tu profesor de inglés en la enseñanza? Marca cuantas sean.

- Que sea paciente y respetuoso.
- Que esté dispuesto a ayudar y a explicar hasta entender.
- Que sea aseado y bien vestido.
- Que esté abierto a cambiar sus métodos de enseñanza.
- Que reconozca sus errores.
- Que se esfuerce por animar las clases.
- Que tenga buena pronunciación y fluidez en el idioma inglés.
- Que sepa lo que hace y esté siempre preparado.

10. ¿Qué recomendarías a los profesores de inglés para mejorar sus clases?

¡Muchas gracias por tu colaboración!



ANNEX 2

SURVEY

ENGLISH LANGUAGE LEARNING PREFERENCES

Objective: To identify 9th grade students' English language learning preferences, in order to adapt such preferences to the development of the eclectic lesson plans meant for the graduation project of the author.

Name:

Grade:

Date:

Dear student,

The information you provide in this survey is of great importance to the development of the lesson plans meant for the graduation project of the author. Therefore, it is expected from you to kindly answer to the following questions with sense of honesty and collaboration. Thank you.

Circle your answers, please:

1. How important is it to you to learn English?

Very important Important A little important Not interested

2. How difficult is it to you to learn English?

Very difficult Difficult Easy Very easy

3. Which of the following skills do you think is more important to learn?

Speaking Listening Writing Reading



4. Which skill is more difficult for you to develop and learn?

Speaking Listening Writing Reading

5. What pair of skills do you think that should be learnt first?

Listening-Speaking Reading-Writing

6. From 1 to 4, being 1 the first and 4 the last, number the order to acquire the following skills according to your judgement:

Reading Listening Writing Speaking

7. Mark your preference during the English learning process:

- Trying to speak English from the very beginning.
- Speaking English only by the time you feel ready to do it.

8. Mark all of the following activities for the learning of English that you prefer and that make it easier for you to understand:

- Repeating and imitating the teacher's pronunciation of words and whole phrases.
- Carrying out commands from the teacher with no need to talk, such as sitting down or touching an object.
- Reversing roles and commanding classmates and even the teacher.
- Carrying out a sequence of connected actions or commands, for example, opening your bag, taking out a book, opening it on a certain page and reading it.
- Writing sentences and paragraphs.



- More talking and less writing.
- Being constantly evaluated.
- Humorous and fun activities.
- Introducing new class topics in Spanish first and English later for a better comprehension.
- Reading and answering to comprehensive questions.
- Completing grammar exercises.
- Talking amongst classmates and with the teacher.
- Performing mimics in order to communicate a message.
- Playing “Simon says” with the teacher and classmates.
- Watching movies, TV shows, or any videos.
- Learning short useful phrases.
- Listening to music and learning the lyrics by heart.
- Constant translation by the teacher for a better understanding.
- Activities based on the local national context.
- Contests between classmates rushing to the board to answer.
- Memorizing drills and activities.
- Volunteering during the activities rather than being forced by the teacher to participate.
- Using pictures to illustrate meaning.
- Memorizing lists of new vocabulary.
- Learning new vocabulary by means of games, songs, and writing sentences.
- Working in pairs or in groups.
- Working individually.



9. What characteristics do you expect from an English teacher and his teaching? Mark as many as you expect.

- For the teacher to be patient and respectful.
- To be willing to help and explain to the point of understanding.
- To be clean and well-dressed.
- To be open-minded about changing their teaching methodology.
- To admit their mistakes.
- To put effort into giving fun classes.
- To have a good pronunciation and to be fluent in English.
- To know what they do and to be always prepared.

10. What recommendations would you give to the English teachers for them to improve their teaching?

Thank you very much for your help!



ANNEX 3

TABLE OF CHARTS

CHART 1.....	46
CHART 2.....	47
CHART 3.....	49
CHART 4.....	50
CHART 5.....	53
CHART 6.....	55
CHART 7.....	57
CHART 8.....	62
CHART 9.....	64
CHART 10.....	66