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RESEARCH PROJECT:
"USING COMMUNICATIVE ACTIVITIES TO INCREASE STUDENTS'
PRODUCTION IN ENGLISH GRAMMAR CLASSES AT FRANCISCO
DE ORELLANA HIGH SCHOOL"

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CERTIFICACIÓN DE ACEPTACIÓN DEL TUTOR

En mi calidad de Tutor del Proyecto de Investigación, nombrado por el Consejo Directivo de la Facultad de Ciencias de la Educación- Escuela de Lenguas-Inglés.

CERTIFICO

Yo, Cristina Vizcaíno de Fernández, certifico que el Proyecto de Investigación con el tema: "USING COMMUNICATIVE ACTIVITIES TO INCREASE STUDENTS' PRODUCTION IN ENGLISH GRAMMAR CLASSES AT FRANCISCO DE ORELLANA HIGH SCHOOL" , ha sido elaborado por la señorita Cindy Nathaly Vera Morales, bajo mi tutoría y que el mismo reúne los requisitos para ser defendido ante el tribunal examinador, que se designe al efecto.

TUTOR

_____
MSC. Cristina Vizcaíno de Fernández

DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS DE AUTOR

DECLARACIÓN DE AUTORÍA

Yo, Cindy Nathaly Vera Morales, con cédula de ciudadanía No. 0928664101 en calidad de autora, declaro bajo juramento que la autoría del presente trabajo me corresponde totalmente y me responsabilizo de los criterios y opiniones que en el mismo se declaran, como producto de la investigación que he realizado.

Que soy la única autora del trabajo del Proyecto de Investigación: "USING COMMUNICATIVE ACTIVITIES TO INCREASE STUDENTS' PRODUCTION IN ENGLISH GRAMMAR CLASSES AT FRANCISCO DE ORELLANA HIGH SCHOOL".

Que el perfil del proyecto es de mi autoría, y que en su formulación he respetado las normas legales y reglamentarias pertinentes, previa la obtención del título (Licenciada en Lengua Inglesa especialización Lingüística y Literatura y/o Licenciada en Lengua Inglesa mención en Enseñanza y Administración de Sistemas Educativos en TEFL, de la Facultad de Ciencias de la Educación- Escuela de Lenguas-Inglés de la Universidad Laica Vicente Rocafuerte de Guayaquil.

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Srta. Cindy Vera Morales

Autor

ABSTRACT

The main purpose of this Research Project is to increase students' grammar production through the use of communicative activities in students of ninth grade at Francisco de Orellana High School. For achieving this goal, the objectives set where to find out the reasons why students have a low level of grammar production, and to elaborate a set of communicative activities. As part of this process, class observations and surveys to students and teachers were applied inside the classroom to know difficulties they were facing. Later on, after analyzing and comparing the data obtained through the instruments, it was displayed the factors that were affecting the development of communicative competences, most of them had to deal with teachers' aspects. A pretest taken by the students confirmed the existence of a problem in the grammar classes. Then, after a month of experimenting with the use of communicative activities, a post-test was applied obtaining positive results. Finally, after making the conclusions, some recommendations have been made for the institution in order to improve the grammar teaching classes and increase students' level of proficiency.

Key words: grammar, competence, proficiency, goal , instruments

DEDICATION

I want to dedicate this project to my parents without whom none of my success would have been possible.

Specially to my mom, for her unconditional love, support, for encouraging me to take the risk of doing my project and obtaining my degree, for giving me the strength when I believed things were impossible, and for transmitting back to me the faith that sometimes I had lost.

Additionally, a dedication to my future husband, who joined me in this process, giving me support and motivation to continue and for believing in me more than I believe in myself.

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I am definitely sure that God's hand was in my life during this hard process. Due to His love and mercy, the completion of this research project has been possible.

And I want to express my deep gratitude to my tutor, Msc. Cristina Vizcaino, whose support, guidance, knowledge, experience, and suggestions have contributed to the development of my research project.

CHAPTER I

1. INTRODUCTION

Today, the English language is universal. It is essential to learn this language because of its international character in different fields like science, technology, communications, business and internet. Some countries have jobs from the government side to create programs that promote the learning of this language or L2.

The development of the four basic skills, is an essential mechanism in learning a language, and it constitutes the basis of communication. However, this is a complex process in which it is essential to provide the tools and strategies necessary to enable the student to develop their abilities and that will help not only to communicate in this language around the world but also to express knowledge through the information found in English. For this reason, in seeking to reach the communicative objective, it is necessary that teachers use new ways for learning as using effective communicative classroom activities.

For the Ecuadorian Government, English has become one of the pillars of progress in the country and with the purpose to improve it, a number of techniques and methods have been applied for teaching this language.

Moreover, an English program has been designed by the Government as an answer to the world demand. Through this program, it is intended to provide opportunities and materials for students to learn actively, discover and form their own ideas or notions of the world around them, using their own instruments of assimilation of reality and acquisition of knowledge.

However, when teaching English, there seems to be a controversy about grammar component as part of a communicative class. This paradigm exists because when grammatical structures are taught, production seems to be left out.

This research work contains some theoretical foundations related to communicative skills and the use of communicative activities to increase students' production in grammar lessons. Authors who have worked on this topic, provide some background on how to implement communicative activities to teach grammar.

1.1 THEME

USING COMMUNICATIVE ACTIVITIES TO INCREASE STUDENTS' PRODUCTION IN ENGLISH GRAMMAR CLASSES AT FRANCISCO DE ORELLANA HIGH SCHOOL.

1.2 BACKGROUND OF THE PROBLEM

Due to the necessity of working on a research project to obtain the bachelor's degree to graduate from the university and to fulfill the interest to somehow benefit the high school once attended, a visit of the researcher to the former educational institution was given as a first step to look for the target object.

The school visited was Francisco de Orellana High School located to the south of the city of Guayaquil.

Having more than 60 years of experience, Francisco de Orellana Public High School was created on July the 12th, 1950. The name of this institution was chosen

to honor the conqueror and founder of Guayaquil, Francisco de Orellana. First, it was an all-boys institution, offering different careers such as Accounting, Administration and Foreign Trade to the upper courses. Twenty five years later of its creation, and by authorities' decision, it became a coeducational school.

The High School operates in the morning from 7am to 1pm for 4th, 5th, and 6th courses; and in the afternoon from 1pm to 6:40 pm for 8th, 9th, and 10th courses.

Francisco de Orellana High School is located in Ciudadela Las Acacias, Block A-11, and first entry. It has 33,000 square meters in its properties, and there are still improvements and renovations. The infrastructure is adequate, the classrooms host an average of 40 students, a bit too many for a satisfactory English class and there are plenty of open spaces where students can practice sports, walk, and enjoy during their free time.

Currently, a staff of 54 teachers is hosted in this institution, representing a 77,78% for the Spanish subjects, and 22,22% for English. Approximately 2800 students are enrolled in both, in the morning and in the afternoon shifts. Six English teachers are working for the basic sections (8th, 9th, 10th), and each grade receives 5 periods per week.
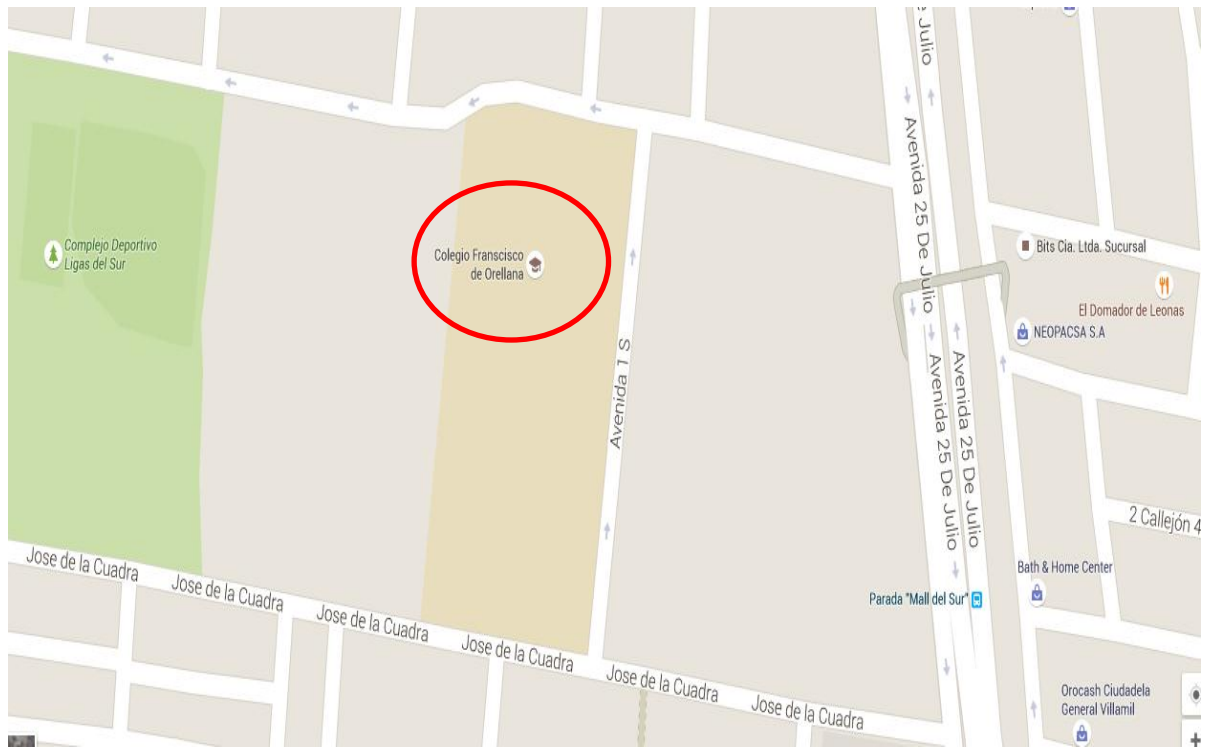
Fig. 1 Francisco de Orellana map - location

The reason for visiting this particular institution was to make a good use of the advantage of having some contacts at that place because this was the institution where the author of this study graduated seven years before.

The first step was to ask for permission from the highest authority of the school, Joffree Díaz López, MSc. Principal.

Upon a request from the author, the principal at Francisco the Orellana high school, gladly accepted the idea to have someone do a research project in the premises of the high school. He made it possible to attend and observe some classes.   The Principal also arranged a meeting with the English Coordinator.

The English Coordinator, in turn, made all the necessary arrangements to meet the teachers and after talking to some of them the decision to work with the ninth grade students was taken.

During a conversation with the ninth grade teacher, she mentioned she was facing problems with her class in what related to the teaching of grammar and the students' low performance after teaching the lessons.

She also showed concern about the methodology she was using, resources available and limitations within her classes.

The teacher also mentioned the fact that she was teaching five out of eight ninth grade classes and one of the classes was not responding properly, at least not in the way she expected.

Fig 2. Ninth graders classroom

In spite of fulfilling the requirements of one same study plan, the 9th H class showed the lowest grades. The teacher expressed she was worried about the low performance of the students In the English classroom which affected them in their final scores. The administrators also showed their concern on the matter.

This shared concern showed the necessity to find out the causes of the difficulties students were facing when learning English grammar.

Francisco de Orellana high school is not a bilingual institution, but due to the different changes in education, it has had to adjust to the new regulations established by the government for the English program. (Ministry, 2012) .

1. To guarantee that both aspiring English teachers, and those who are in service reach at least B2 level of proficiency in the language, according to the Common European Framework of Reference for Languages (CEFR): learning, teaching and assessment.

2. To guarantee that graduates from high school have minimum range B1 level of competence in the English language, according to the CEFR.

3. To design, implement and monitor a curriculum of English framed in the international quality standards to promote effective and meaningful learning in the classrooms.

4. To contribute to the improvement and professional development of teachers of English through continuous training programs for greater educational opportunities. New teachers with B2 were hired, and the others were trained.

5. To monitor policy related to the entry requirements to the public educational system for aspiring teachers of English.

6. To establish quality standards for teaching and learning English as a reference for what both teachers and students should know and be able to perform to raise the quality of education in the language.

7. To provide contemporary resources (visual, auditory) to support the teaching and learning of English and inform the educational community about current educational trends and policies.

The ninth grade teacher reported that she uses the Grammar Translation method and a bit of the Communicative Approach.

She also mentioned that the textbook they use for teaching is "English". The use of this textbook, has been authorized by the Ministry of Education.

The book distributed by the Pearson Publisher is more focused on grammar but it also emphasizes the use of the four basic skills: Listening, Speaking, Reading and Writing. The book comes with a workbook for extra practice.

Even though, the Communicative Approach is the base for the English program in the high school, according to the teacher; she recognized that the Grammar Translation Method is still predominant in the classrooms due to the low English level of the students.

During the class observations, it was noticed that grammar structures were taught through repetition and controlled exercises. However, the production of these components were not emphasized, and the few times that pupils worked on that ability, they were not able to convey their ideas easily.

Awareness of the patterns appeared every time students wanted to produce something; in other words, production was limited. The flow of the ideas appeared to

be blocked because of the mistakes students could make, even more if the class was more taught using Spanish rather than English.

Another problem that was faced was the size of the classes (there is an average of 35 to 40 students per class). The target class had 35 students, all of them between the ages 13 -14.

Large groups are not very appealing to work with, since there seems to be have more disadvantages than advantages. In practice, teachers prefer working with smaller groups.

Among the disadvantages of large classes are:
- Low level students feel frustrated.
- High level students get bored.
- The teacher has to work more.
- Planning takes time.
- Management of the group is fatiguing.
- Not enough time to meet each student.
- Not enough time for individual practice.
- Teacher cannot control the discipline; this carries problems when sharing ideas among the students as in the case of pair work.

Too much noise from the outside may also be added to the list of problems. Some of the classrooms had rectangular holes with bars instead of windows and that created this problem. Students passing by the halls created noise specially when they were talking and it was almost impossible to listen to the students in the classroom. Unfortunately there were no doors either, and the music room was next door; thus caused it a total chaos at the moment of teaching because of the sounds of the musical instruments.

In spite of all the inconveniences, the teacher kept a positive and enthusiastic attitude, but the limitations were too much to overcome and to teach in a proper way. That is why, classes were reduced mostly to grammatical explanations in order to fulfill the contents of the program. There was a little time left for the development of written and oral production.

In what refers to the students' attitude, around 15% of students showed a real willingness to learn, and the remaining 85% were just interested in bothering or fight with others. There were some students that used their time to write love letters in Spanish, with the excuse that they did not have books, when the real reason was they did not want to participate in class.

1.3   STATEMENT OF THE PROBLEM

When teaching a language, one of the main objectives a teacher sets is to make his/her students use it. This goal can only be achieved through constant practice and with the ideal conditions. This seems not to be the case at Francisco de Orellana High School where both teachers and students struggle in classrooms with lack of comfort.

The students' lack of production is also affected by lack of motivation and by class activities that are no appealing to them. Therefore, the performance of the 9th grade students in the grammar classes is very low.

The purpose of the study is to find out and analyze why the lack of students' production and how the application of a set of communicative activities will increase and improve the students' performance.

The statement of the problem should be stated as follows:

Will the use of communicative activities increase the students' production in English grammar classes at Francisco de Orellana High School?

1.4   RATIONALE OF THE STUDY

The contribution of this study will be for teachers and for students as well. First of all, despite following guidelines, teachers from public schools often find it complicated to make students produce some of the language they teach every day. It could be because of the short time they have for classes, students' lack of vocabulary, lack of interest in the subject and other different factors that influence this.

This project, intends to change some of the methodology that is being applied in this class by using communicative activities, in which students will be asked to produce the grammar point they will be learning in class avoiding the use of drilling and mechanical activities.

Communicative activities can be an ally for teachers, since they provide a new and different option for learning, regarding the difficulties teachers may have.

Teachers will provide students an opportunity to use English in real life situations, starting at an elementary level, which will help them see and rip the benefits of a new language and will increase their intrinsic motivation towards learning it.

Moreover, through this type of activities, teachers can engage the students' brains into the classroom exercises because they will now feel attracted to what they have to do. This means, they can take the new vocabulary out of the classroom,

apply it in different contexts, and even use it in their personal likes, such as listening to their favorite music or communicating with their peers.

At the beginning, it might seem troublesome and it can take time to create the activities, but later on the teachers can just adapt the same formats to different topics or situations. Little by little, teachers can get their students started in the manipulation of the language in a very simple way.

In the case of the students, the ideas that will be developed throughout some of these topics will help them gain more confidence when talking and will also make them more fluent.

Without the use of communicative activities and using only mechanical drills, students will not use the language properly and most of them will never know in which situations the grammatical structures could be used.

The author's goal is to make them learn the grammar rules while students realize what the meaningful part of this is, help them not only to know the structures but to use them in different contexts in real life and to make them communicate their ideas in an organized way.

1.5   OBJECTIVES

Taking as a starting point the problem stated before, the **General Objective** was determined as follows:

1.5.1 GENERAL OBJECTIVE:

- To increase students' production using communicative activities when teaching grammar at Francisco de Orellana High school.

1.5.2 SPECIFIC OBJECTIVES:

- To identify the reasons why the students have difficulties in their grammar production.

- To elaborate a set of communicative activities to be used in class to the grammar production at Francisco de Orellana High school.

1.6 SCOPE AND DELIMITATIONS OF THE STUDY:

Francisco de Orellana High School was the institution chosen by the author to carry out the research project as a preliminary condition before graduating.

This study focuses on the nine year students of the current school year 2015 – 2016. It is important to mention that out of 9 classes of this grade, 9 H class was chosen to work with for the research project., having thirty five students, between ages 13 – 14.

Its main purpose consists in providing a set of communicative activities to be applied in class, so that the students' grammatical production in this school can be increased.

Counting on the unconditional support of the school authorities and the teacher in charge of this class, the research project could be completely carried out, and the information needed could be obtained.

CHAPTER II

2. LITERATURE REVIEW

According to the new trends in teaching English, it is essential to highlight that what matters is not just to transmit knowledge, but to prepare the students to share the language and use it in real life.

Grammar is one of the components of every single language. It is known as the system of a language which includes rules. Obviously, when learning a mother tongue, rules are not learnt first. Sounds are made, then, words are produced and after that sentence creation comes in a rude way, without following a grammatical pattern.

On the other hand, when learning a foreign language, grammar rules are introduced by teachers at an early stage. This process sometimes blocks the students' mind when they want to produce on their own. Students' production then decreases and the importance of learning grammar is hardly seen.

Learning grammar is very important, that is why a brief explanation of methods that include grammar teaching will be revised in this chapter.

2.1. THEORETICAL FRAMEWORK

"English is unquestionably the world's lingua franca1 at present. Not only is much of our technological, scientific, academic, and social information written in English, but also learning and speaking more than one foreign language is essential in order to interact and communicate in today's globalized world".   (Ministerio de Eduación del Ecuador, 2014, pág. 5)

The English Language in the Ecuadorian National Education System responds to the political, economic, social and cultural importance of Foreign Languages in today's World. In this context, English as a curricular subject has an important role guaranteeing Ecuador's relationship with other countries and the development of well-rounded professionals for the future. It contributes to the knowledge formation of the students, and at the same time it arises a relation among thinking-language-culture, through the study of the language to get into its essence.

English language is the key toward great academic and working opportunities in the world. Nowadays, the government is giving a great support to education, specially to this foreign language. For those students who have knowledge in this language, and show interest to improve it, there are a number of options that they can apply to.

Government is promoting many scholarships in other countries which the main purpose to help students master this language. Studying in Universities of Excellence, Teaching English in the Caribbean region, and doing PHDs, are some of the scholarships offered. Once candidates have finished their studies, they come back to the country to help others with the knowledge and experience they have obtained, and does contribute to the improvement of education in Ecuador.

Francisco de Orellana High School, the institution chosen for the project, has joined the Government's interests to improve education, by adapting to their curriculum the program specially designed to teach the English language.

For a better understanding of the coverage of this research project, there is a need to study the characteristics of specific methods and approaches related to the teaching of grammar.

The two basic methods in which this study is particularly based are the Grammar Translation Method and the Communicative Approach.

2.1.1 GRAMMAR TRANSLATION METHOD

Grammar Translation Method was first used to teach Latin and Greek in the 1988. "In the Western world, "foreign" language in school was synonymous with the learning of Latin or Greek. Latin, thought to promote intellectuality through "mental gymnastics," was until relatively recently held to be indispensable to an adequate higher education. Latin was taught by means of what has been called the Classical Method; focus on grammatical rules, memorization of vocabulary and various declensions and conjugations, translations of texts, doing written exercises". (Brown, 2006, pág. 18). Later in the nineteenth century, the Classic Method became known as the Grammar Translation Method.

GRAMMAR TRANSLATION METHOD CHARACTERISTICS	
1	Classes are taught in the mother tongue, with little active use of the target language.
2	Much vocabulary is taught in the form of lists of isolated words.
3	Long, elaborate explanations of the intricacies of grammar are given.
4	Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
5	Reading of difficult classical texts is begun early.
6	Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
7	Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
8	Little or no attention is given to pronunciation.

Table 1 Characteristics of the Grammar Translation Method
Retrieved from Teaching by Principles . An interactive Approach to Language
Pedagogy book by (Brown, 2006)

It is focused mainly in helping students read literature. "It was also hoped that, through the study of the grammar of the target language, students would become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language better". (Larsen-Freeman, 2000, pág. 11)

It is based on drills and translation exercises from one language to another. The target vocabulary was learnt like a list of isolated words and by translating from the mother tongue to the foreign language and making repetitions. It was also required to learn the grammar rules which were explained in the native language and then applied in writing specific sentences through translation. The readings were also translated and discussed in the mother tongue.

ADVANTAGES	DISADVANTAGES
Students develop good memory	Require the minimum effort from students
Students feel comfortable participating in their native language	No listening exercises
Chances of making mistakes were minimized	No speaking development
Tests of grammar are easy to construct	No time for pronunciation practice
The method develops mainly reading skill	Reduces students' creativity
Require few specialized skills on the part of the teacher	Lack of comprehension of the language
Teachers do not have to prepare lesson or extra activities.	Teacher- centered
-	No interaction between T-st or st - st

Table 2   Advantages and Disadvantages of the Grammar Translation Method
Adapted from Teaching by Principles, D. Brown 2nd edition

As in every method, there can be find advantages and disadvantages. This old method has very few advantages, if you consider the type of students in this century, who like to ask a lot of questions, discover, create, experiment, and try new activities, better if they are related to technology.

Students develop a good memory, since they are asked to learned things like vocabulary and rules by heart. They will feel more comfortable in participating or asking questions, because they learn in their native language. In addition, as they are not forced to produced orally nor interact with their partner, they are in a comfort zone all the time. Chances of making mistakes were minimized by memorizing dialogues and other things.

In the case of the teacher, it is a very easy method to use. The teacher does not have to prepare lessons or extra activities, because the book is the main resource. The method develops the reading skill and maybe a little bit of writing too, when translating. The teacher does not need to speak good English, since speaking is not involved in this method.

On the other hand, the disadvantages cannot be hidden. First, there's no listening practice and pronunciation practice does not exist either. Second, this rigid method reduces creativity because everything is memorization. Third, students translate isolated words, so they lack comprehension of the language. Fourth, there is no interaction between teacher – students, much less student – student. And finally, it is teacher centered, and he will decide if the answers are correct or not.

In spite of the fact that Grammar Translation is an old method and that it has noticeable disadvantages, Douglas Brown in his book "Teaching by Principles", describes why the method is still in use: "It requires few specialized skills on the part of teachers. Tests of grammar rules and of translations are easy to constructs and can be objectively scored. Many standardized tests of foreign languages still do not

attempt to tap into communicative abilities, so students have little motivation to go beyond grammar analogies, translations, and rote exercises". (Brown, 2006)

2.1.2 COMMUNICATIVE APPROACH

Communicative Approach, also known as Communicative Language Teaching (CLT), was developed in Great Britain in the 1970s, as a dissatisfied reaction to the Grammar Translation and Audio-lingual Method. Students were having problems when participating in a social environment, they could not understand pragmatic meaning or differentiate the appropriateness of their language.

Jelena Basta (2011) state that "Noam Chomsky was among the first ones to demonstrate that standard structural theories of language were incapable of accounting for the creativity and uniqueness of individual sentences. Therefore, there was a shift from the insistence on the mere mastery of grammatical structures to the emphasis on communicative proficiency" (p. 1).

In other words, Basta reacts against standardized approaches which stops students from developing their creativity and keeps them from making decisions as when to apply or not to apply what has been learnt.

In the Communicative Approach the teacher is no longer a mere instructor of knowledge, he becomes now a figure who facilitates the learning by leading different activities that will help the students use the language they are learning.

THE TEACHER AS A FACILITATOR	
 • guides • monitors • explains • creates • manages the group • presents the activities	Taken from : http://1.bp.blogspot.com/-Uv2tOnbI53k/Td7vV3xPe5I/AAAAAAAAAAU/vKPICL7wJvg/s1600/aprendizaje+colaborativo.gif

Table 3 Teacher as a facilitator

Fig. 3 - 21st Century Teacher

Communicative Approach or CLT is based in developing communicative competences to perfectly survive in any social environment. Interaction is the key, and so the emphasis is in meaning rather than form. The teacher is a facilitator who monitors, guides, explains, and creates links between students and the activities or the text, letting students be free to manipulate the language. It is focused on students' needs and interests.

The Communicative Approach presents the following considerations:

1. Language is learnt with the purpose to be used for communication.
2. Communication is encouraged from the very beginning.
3. Steps for an effective communication are given.
4. Students are allowed to make mistakes.

5. Students learn through trial and error.

6. Students are encourage to use comprehensible pronunciation.

7. Accuracy is judged by the context.

8. Students are encouraged to interact with other people.

9. Translation is only used if somehow benefits the students.

10. Practice will create intrinsic motivation.

Unlike the previous method, by using CLT students are encouraged to speak rather than just repeat phrases. As a way of promoting interaction, pair work and group work activities could be considered as the predominant trends.

Some of these communicative exercises are:

- role play
- information gap
- interviews
- picture strip story
- games
- surveys
- jigsaw activities
- reasoning gap activities
- task completion activities
- opinion-sharing activities

When applying the Communicative Approach in the English classroom, the teacher should keep in mind that the dialogues, conversations, and information exchange are not to be memorized, they should be as natural as possible instead.

The Communicative Approach elicits students active participation promoting the development of communicative skills that will enhance the students' oral production.

There are some disadvantages in working in pairs or in groups among which we can mention:

- The students may get easily distracted, that is why it is necessary to set the rules of the class exercises.
- In group work not all the students have the level of participation specially if they have different levels of knowledge.
- There is always noise when the students are all talking at the same time.
- The students have the tendency to use the mother tongue when think they are not being controlled by the teachers.

All of these disadvantages can be turned into positive aspects with the careful planning of activities displayed by the teacher. One important thing the teacher definitely has to have in his mind is to prepare material that is relevant for the students to assure their involvement in the classes.

Greater advantages are found when applying CLT Approach in class:

ADVANTAGES	DISADVANTAGES
Students can use the language in different context.	Grammar structures and rules are left out
It is student – centered	Teachers do not correct mistakes
The use of authentic material increase students intrinsic motivation	Error production increases in students
Grammar rules are presented in a smooth way and long explanations are avoided.	Might be difficult for students to follow the elaborated instructions.
Interaction between teacher-student	Limited time for teachers to cover the curriculum and to teach according to all the students' needs and interests.
Interaction between student-student	Time consuming for teachers who need to prepare a number of activities and authentic material

Table 4. Advantages and Disadvantages of the Communicative Approach

First, as it was mentioned before, students learn to understand the social context and to use the language. They are able to perform tasks like answering the phone, asking questions in daily conversations like hobbies, interviewing and others.

Second, it is student-centered. They have the opportunity to express their ideas and opinions, and be an active part of the class.

Third, the use of visual material and the use of technology will increase intrinsic and extrinsic students' motivation.

Fourth, grammar rules are taught and introduced in a friendly way, just the necessary to improve their communicative abilities. They should not memorize them and long explanations are avoided.

And finally, there should be a relevant relationship among teacher - student and student - student in the teaching process, as to develop a healthy friendship among them. As a consequence, teaching and learning are more durable and easy to comply. At this point, it is said that the acquisition of a second or foreign language by this kind of teaching methods encourages better learning in English.

This method in certain way puts pressure on the teacher to carry out the activities to make sure that communication takes place smoothly. These activities must go according to the students' interests and level. The teacher needs to use authentic material like newspaper, magazines, manuals, videos, maps, journals, and visuals like flashcards and posters.

Among the disadvantages, it can be found that as it is focused on fluency but not on accuracy, teachers do not correct mistakes, what causes an increase in error production.

Moreover, a communicative approach focuses on language in everyday situations, that there is no time for grammar formalities and so important structures or rules may be left out, language mastery is not necessary.

In addition, it requires a lot from the students and sometimes it might be difficult for them to follow the elaborated instructions.

And, teachers have to follow the year curriculum and finish the book at the same time that they adapt every lesson according to students' needs and interests, but time is a limited resource. This places the teacher in a difficult situation, where he had to consider if he should follow the content or stop to fulfill students' needs.

"Today CLT continues in its classic form as seen in the huge range of course books and other teaching resources that cite CLT as the source of their methodology. In addition, it has influenced many other language teaching approaches that subscribe to a similar philosophy of language teaching". (Richards, 2006, pág. 45)

It seems to be the ideal technique for teaching, for those who wants to emphasize the social factor of a language, where communication receives priority.

Due to the remarkable advantages mentioned before Communicative Approach is the base for the research project. Through the use of these type of activities, it is intended to increase the grammar production of students. Additionally, Grammar Translation Method is taking part in this project too, when using translation for certain explanations and little by little offer basis to make students feel comfortable with the new approach.

When talking within the Communicative Language Approach framework the following should be included:

- Task-based language teaching
- Learners centered instruction
- Cooperative Learning
- Interactive Learning
- Whole language education
- Content based instruction

Task-based Language Teaching.- The use of tasks, elaborated tasks that promotes communication, are the core of language teaching. The main characteristic is that these tasks should require students to use the language, including problem-solving or role play techniques for example.

Learners centered instruction.- It has to deal with techniques focused on the students' needs, styles, and goals. Techniques empower students to create and innovate using the language.

Cooperative Learning.- In other words collaborative learning, where teachers and students work together to reach a goal. Students work in pairs or in groups, in spite of their different personalities, learning styles, and level of English, to help each other, share knowledge. Weak students are supported with assistance and guidance from the students who have a better level of the language.

Interactive Learning.- The input and output in the development of language is emphasized in this approach. Everything must be focus on negotiation of meaning. Students are given opportunities to practice the language with daily life situations, where they will learn to produce meaningful communication.

Whole Language Education.- It is a holistic way of life that helps the learner to integrating the learning process to his life. Four skills are involved in all the activities, which the main purpose is to connect what the learning environment with what they learn out of the classroom.

Content-based Instruction.- It integrates and teach the language through content subject material important for the learners' lives. "When language becomes the medium to convey informational content of interest and relevance to the learner, then learners are pointed toward matters of intrinsic concern". (Brown, 2006, p. 49)

Other candidates for Communicative Approach might include Multiple Intelligences and the Lexical Approach. In terms of communication the final word has not yet been said and the experts will still continue to search for the right method and the right approach to teach English.

2.1.3 CONSTRUCTIVISM LEARNING THEORY

Constructivism is the theory based on observation and study of how people learn through experiencing and by reflecting on those experiences.

In the process of learning something new, a person's prior knowledge or schemata comes out, what lets him create a balance between the old and new ideas and maybe get rid of what he does not need any more or past believes, while he is constructing new ideas with relevant information.

Constructivism is based on dynamic and active learning. Its main target is the communication and the activities are student-centered giving the students the chance to construct their own learning. That is why, students should get involved in the

planning of the curriculum so they might have the chance to contribute with some ideas in relation to the selection of material that is going to be used in classes.

Constructivism Learning Theory Characteristics	
1	Students actively construct their knowledge
2	Students learn by doing
3	Student-centered
4	Teachers take into account students' ideas
5	Collaborative work
6	Reflection is important
7	Transforms student from a passive receiver into an active participant

Table 5. Characteristics of the Constructivism Learning Theory

Teachers prepare carefully a selection of activities will make the students be actively engaged in problem solving and meaningful context. That is when knowledge is constructed by the student, because instead of just receiving information from the teacher, the student creates and does something with what he/she learns.

Teachers elicit students' prior knowledge and based on those ideas, they go to the new concepts. Everybody works collaboratively in the different environments to support each other opinions and build a whole.

This theory has come to revolutionize the way of learning in the classrooms. The teacher is not the owner of the truth anymore, instead he becomes a facilitator who guides, prompts, helps, and monitors the students' learning process.

Students understand, in contrast to the traditional classrooms, that knowledge is not something that they have to stick to or memorize, but it is something dynamic that can be created while experiencing, and that will empower the students to apply it to any context or situation.

In the following chart, traditional and constructivist classroom will be compared taking into consideration the learning process, the students, and the teachers.

Traditional Classroom	Constructivst classroom
Teachers stick to the curriculum	Teachers consider students questions and interests to adapt to their classes
Student books and workbooks are the only resources	Authentic and manipulative material is included
Learning is based on repetition	Learning is collaboratively built based on what students already know
Students are recepients of knowledge	Students are guided to build their own knowledge
The teacher is the authority	The teacher is a facilitator
Assessment is through tests, what matter are the answers	Assessment takes into consideration the process and the results
Individual work	Based mainly group work

Table 6. Differences between Traditional and Constructivist Classrooms

Adapted from (Educational Broadcasting Corporation, 2004)

http://www.thirteen.org/edonline/concept2class/constructivism/index_sub1.html

Based on the background given before, advantages and disadvantages can be listed as follows:

ADVANTAGES	DISADVANTAGES
Students are actively engaged	Requires highly structured environment for students to stand out
Students are more motivated to learn	Students might copy what other students do
Students develop high order skill like thinking, reasoning, and understanding instead of memorizing	Students might feel frustrated for not having the ability to link the new knowledge with what they already know
Students are able to transfer new concepts to any situation	If there is not a well-planned class, this type of teaching can be disorganized and unfavorable for students
Empowers students to create their own knowledge	
Collaborative classrooms are emphasized	

Table 7. Advantages and Disadvantages of the Constructivism Theory

There are also two learning theories which support the Constructivism:

- **Social Development Theory.-** It was guided by Leo Vygotsky. It is primarily believed that socialization has a lot to do with the learning process of a person.

It sets that the cognitive development of a child is determined by the capability he/she has for problem solving. During class, he is exposed to everything that guides him to produce solutions to different situations, such as debates, discussions, group work, research projects, and research on the internet.

Three stages are involved here, including the well-known Zone of Proximal Development. At the beginning, the performance of the student is poor. Then, someone with more experience (teacher, classmate, parents) helps him to discover. Finally, the student masters the knowledge.

Fg. 4   Representation of the Zone of Proximal Development

- **Developmental Theory :** This theory was developed by Jean Piaget, where he emphasizes the schemas, metal representations of the world, in cognitive development.

"The learning process by schemes (the organization of information on how things work), assimilation (the placing of new information into schemes), and accommodation (transforming existing schemes or creating new ones). The motivation for learning is the predisposition of the learner to adapt to his environment, hence to institute equilibrium between schemes and the environment. Continuous interactions among existing schemes, assimilation, accommodation, and equilibrium create new learning". (The Fountain Magazine, 2004)

All in all, there no a right and unique method to teach a language. Each one contributes with positive things for the students' learning process. According to Richards every single language syllabus needs to include many different components of communicative competence, including language skills, content, grammar, vocabulary, and functions. (Richards, 2006)

These methods for teaching English are methods that are taken into practice in most schools in town. But at the same time, the basic knowledge of the characteristics of these methods will help to a better understanding of the development of this project.

2.2 LEGAL FRAMEWORK

2.2.1 CONSTITUTION OF THE REPUBLIC OF ECUADOR

The Art. 26 of the Constitution of the Republic of Ecuador states that education is a right of people throughout their lives and an unavoidable and inexcusable duty of the State. It is a priority area of public policy and state investment, guarantee of equality and social inclusion and an indispensable condition for the good life. Individuals, families and society have the right and responsibility to participate in the educational process.

That Article 27 of the current Constitution states that education will focus on the human being and ensure a holistic development, within the framework of respect for human rights, the environment and sustainable democracy; It will be participatory, compulsory, intercultural, democratic, inclusive and diverse, quality and warmth; will promote gender equity, justice, solidarity and peace; stimulate critical sense, art and physical education, individual and community initiative and the development of skills and abilities to create and work.

That Article 350 of the Constitution of the Republic of Ecuador said that the higher education system is aimed at academic and professional training with scientific and humanist vision; scientific and technological research; innovation, promotion, development and dissemination of knowledge and cultures; building solutions for the country's problems in relation to the development objectives of the scheme.

2.2.2 HIGHER EDUCATION LAW - LOES

Chapter II -   Art. 6 Rights of teachers or professors and researchers.   The rights of teachers or professors and researchers in accordance with the Constitution:

g) To participate in the construction, dissemination and application process of knowledge.

h) To receive periodic training according to their professional training.

(Ley Orgánica de Educación Superior, 2010)

Chapter I - Art. 2. Principles.- The educational activity is developed based on the following general principles, which are the philosophical, conceptual and constitutional foundations, that define and govern the decisions and activities in education:

p) Co-responsibility.-   Education demands co-responsibility in the training and instruction of children and adolescents and the joint efforts of students, families, teachers, schools, community, state institutions, media and the whole society which will be guided by the principles of this law.

(Second Supplement, 2011)

2.2.3 TEACHING ENGLISH UNDER INTERNATIONAL STANDARDS

The Ecuadorian Ministry of Education states in its web page that the teaching of English has been programmed to be taught based on International Standards.

These standards are organized under five different domains:

The first domain: "Language" includes specific domains for language structure and communication, language acquisition and development and language fluency".

Second domain: " Culture". Given the fact that Ecuador is a multicultural country, a certain number of Ecuadorian students who are learning English may descend from indigenous cultures— where Spanish is their second language. Therefore, Ecuadorian English teachers need to have knowledge of other cultures and know how culture may affect their learning of English in Ecuador".

Third domain: "It is devoted to "Curriculum Development", particularly aspects related to planning for standards-based English, implementing and managing standards, and using resources and technology effectively".

Fourth domain: "It deals with "Assessment" (i.e. the gathering and evaluation of information related to English language learning) and includes the issues involved for learners as well as those related to language proficiency and classroom-based assessment".

Finally, the Fifth domain: "It embodies the matter regarding "Professionalism and Ethical commitment" to keep teachers current with new instructional techniques, research results, and advances in the English teaching field for professional development". (Ministerio de Educación del Ecuador, 2012)

There are proficiency levels established by the Common European Framework and these levels might be reached by mastering the four language skills of listening, speaking, reading, and writing.

Students who are attending ninth grade also called 9th Year of Educación Básica General, should have an A1 level in language proficiency by the end of the school year. That means, they should be able to recognized simple expressions, words and sentences through listening. Also, they should read and understand main ideas. Furthermore, they should be able to produce dialogues by asking and answering simple questions.

A1 Proficiency Level according to CEFR

LANGUAGE SKILLS	PROFICIENCY LEVEL A12
Listening	- Identify and preserve the vowel and consonant contrasts of the English language in their own speech. - Recognize and distinguish the words, expressions, and sentences in simple spoken texts related to the learner's social as well as their personal and educational background. - Distinguish phonemically distinct words related to the learners' social (e.g. movie, holiday) as well as their personal and educational background. - Recognize basic intonation patterns (e.g. distinguishing a question from a statement or exclamation) and reduced forms (e.g. didja, gonna). - Follow short, simple directions. - Understand speech characterized by frequent pauses, repetitions, and rephrasing, which give the listener enough time to absorb the message. - Extract the gist and key information items from simple informational, transactional, and expository texts.
Reading	- Use visual aids and knowledge of familiar words to guess meanings of unknown terms. - Follow multiple-step written directions (e.g. to go from X to Y). - Understand adapted and authentic texts which are simple but longer than those in 8th EGB. - Understand and identify simple informational, transactional, and expository texts (e.g. personal letters, short biographies, signs, etc.) by making use of clues such as visuals, text shape and layout). - Extract the gist and key information items from simple, longer (than those in 8th EGB) informational, transactional, and expository texts— especially if there is visual support— and with the aid of a dictionary.

Speaking	Production - Pronounce words, expressions, and statements in their social as well as personal and educational repertoire intelligibly, phonetically differentiating distinct words so as to avoid misunderstandings. - Use rising and falling intonation patterns to signal questions as opposed to statements and exclamations. - Use more detailed, simple phrases and sentences about people and places. - Read aloud a written text which is clearly written in simple language. Interaction - Deliver a short, rehearsed dialogue/ brief speech on a familiar topic (e.g. ask how people are and react to news). - Participate in brief informal discussions among friends in a relatively quiet atmosphere and on very familiar topics within the personal, educational, and social domains. - Ask and answer display and simple referential questions27 delivered directly to them in clear, slow nonidiomatic speech and in areas of immediate need. - Handle numbers, quantities, cost and time. - Indicate time by using expressions that indicate present and immediate present. - Make brief contributions, given that interlocutors are patient and cooperative. - Speech is generally clear but exhibits minor difficulties with pronunciation, intonation, and pacing and may require some listener effort at times.
Writing	- Copy familiar words and short phrases (e.g. simple signs, instructions, names of everyday objects, shops, and set phrases used regularly). - Take simple notes from a dictated or recorded message within the limits of their vocabulary for the level. - Write sequences of simple phrases and sentences about themselves and imaginary people, where they live, and what they do for short informational, transactional and expository texts (e.g. flyers, posters, personal letters, autobiographies, etc.) by using basic appropriate punctuation marks. - Carry out correspondence (e.g. personal letter) with a partner, by giving and eliciting information and advice on personal, educational, and public issues.

Table 8 Proficiency Levels according to CEFR

Retrieved from (Ministerio de Eduación del Ecuador, 2014)

2.3 DEFINITION OF TERMS

For a better understanding of this research project, it is important to know the terminology used in these chapters.

Two main resources have been taken into consideration to obtain the meaning of terms, and these are: the well-known page WebReference and Dictionary.com.

- **Approach**

  method or steps taking in setting a task.

  http://www.wordreference.com/

- **Domain**

  A field or scope of knowledge or activity

  http://www.wordreference.com/

- **Skills**

  knowledge or ability to do something

  http://www.wordreference.com/

- **Curriculum**

  a planned course study for the school year

  http://www.wordreference.com/

- **Proficiency**

  Etymology: 16th Century: from Latin *prōficere* to make progress, from pro-1 + *facere* to make.

  Having great facility (in an art, occupation, etc); Someone skilled

  http://dictionary.reference.com/browse/cognitive+development

- **Cognitive Development**

  The process of acquiring intelligence and increasingly advanced thought and problem-solving ability from infancy to adulthood.

  http://dictionary.reference.com/browse/cognitive+development

- **Theory**

  A coherent group of tested general propositions, commonly regarded as correct, that can be used as principles of explanation and prediction for a class of phenomena

  http://dictionary.reference.com/browse/cognitive+development

- **Facilitator**

  a person responsible for leading or coordinating the work of a group or tasks

  http://dictionary.reference.com/browse/cognitive+development

- **Grammar**

  The study of the way the sentences of a language are constructed; morphology and syntax.

  http://dictionary.reference.com/browse/cognitive+development

- **Multiple Intelligences**

  Theory based on the different ways of learning that people have.

- **Constructivism**

  Theory that says people construct their own knowledge and understanding of the world.

- **Mother tongue**

  Native language of a country

2.4 RESEARCH QUESTIONS:

1. How to determine the students' difficulties in their production at grammar lessons at Francisco de Orellana High school?

2. How to develop communicative skills in English grammar lessons at *Francisco de Orellana* High School?

3. How to implement communicative approach as a part of daily grammar lessons?

4. How to elaborate a set of communicative activities to be used in grammar lessons to foster the students' grammar production at Francisco de Orellana High School?

2.5 HYPOTHESIS

Teaching English grammar may be a difficult task to achieve especially when students are in their early teenage years, when it becomes necessary to double check activities that will be of real interest to them.

Challenging activities may demand extra work from the teacher's side but to get the students dynamically involved in class participation is well worth it.

The ninth grade students at Francisco de Orellana High School seem to be facing problems in their grammar production; therefore, it is the author's task to find out if a difference in teaching grammar will be of benefit in the English classroom.

So the hypothesis may be stated as follows:

H: "The use of communicative activities in the grammar class will increase the English grammar production in the ninth graders at Francisco de Orellana High School".

2.6 VARIABLES AND INDICATORS:

INDEPENDIENT VARIABLE: The use of communicative activities

DEPENDANT VARIABLE: Increase grammar production

CHAPTER III

3. RESEARCH METHODOLOGY

3.1 METHODS AND TECHNIQUES

For the development of this research project, the data collection methods are mostly based on a qualitative analysis but with the purpose of more accurate findings basic statistics have been applied to analyze the results of the surveys given to teachers and students.

The qualitative analysis has been used to interpret the results of the observations, because of the needs to understand and draw conclusions. The class observations were of the non-participant type meaning the author was only a passive observer and did not get involved in the usual activities in the classroom.

The application of communicative activities show a change of academic attitude in the students and this change also needed to be shown in numbers and in graphics.

3.2 RESEARCH POPULATION AND SAMPLE

The research project was conducted at Francisco de Orellana High School. The afternoon section works with 8th, 9th, and 10th year, which approximately has a number of 1000 students. Referring to the afternoon section, there is a staff of 22 teachers, whereas only 6 are dedicated to the teaching of English as a foreign language.

The universe taken for this study are the 9 ninth grade courses, out of which one class has been selected as the target course. The selection was done at random.

- Ninth year section H is a classroom with 35 students between ages 13 – 14. They constitute the 3.5 % of the total number of students in the high school. Six English teachers were given the survey format, and 1 teacher was observed during her classes.

3.3 RESEARCH INSTRUMENTS

The research instruments employed in this project were: students' survey, teachers' survey, class observations, a pretest, and a post test. The surveys were applied to students partly to learn how they felt with their English classes, specifically with the grammar subject, and partly to ask for general factors that may decrease or increase their motivation towards learning such as the environment, activities, among others.

The survey applied to the teacher, had as a main goal to know how the classes were taught, the methods or techniques used, the resources facilities the school provided, and what problems or difficulties they had to face at the moment of teaching wore.

Class observations were taken into consideration, to check the class environment and how classes were conducted, and to observe the use of resources and engagement of students.

The pretest and post-test had the purpose to compare the students' knowledge at the beginning of the research, and the result obtained after applying communicative activities to help enhance the grammar teachings.

The communicative activities were applied in a period of one month and they were presented by the author of the research.

3.4 DATA ANALYISIS

3.4.1 STUDENTS SURVEYS
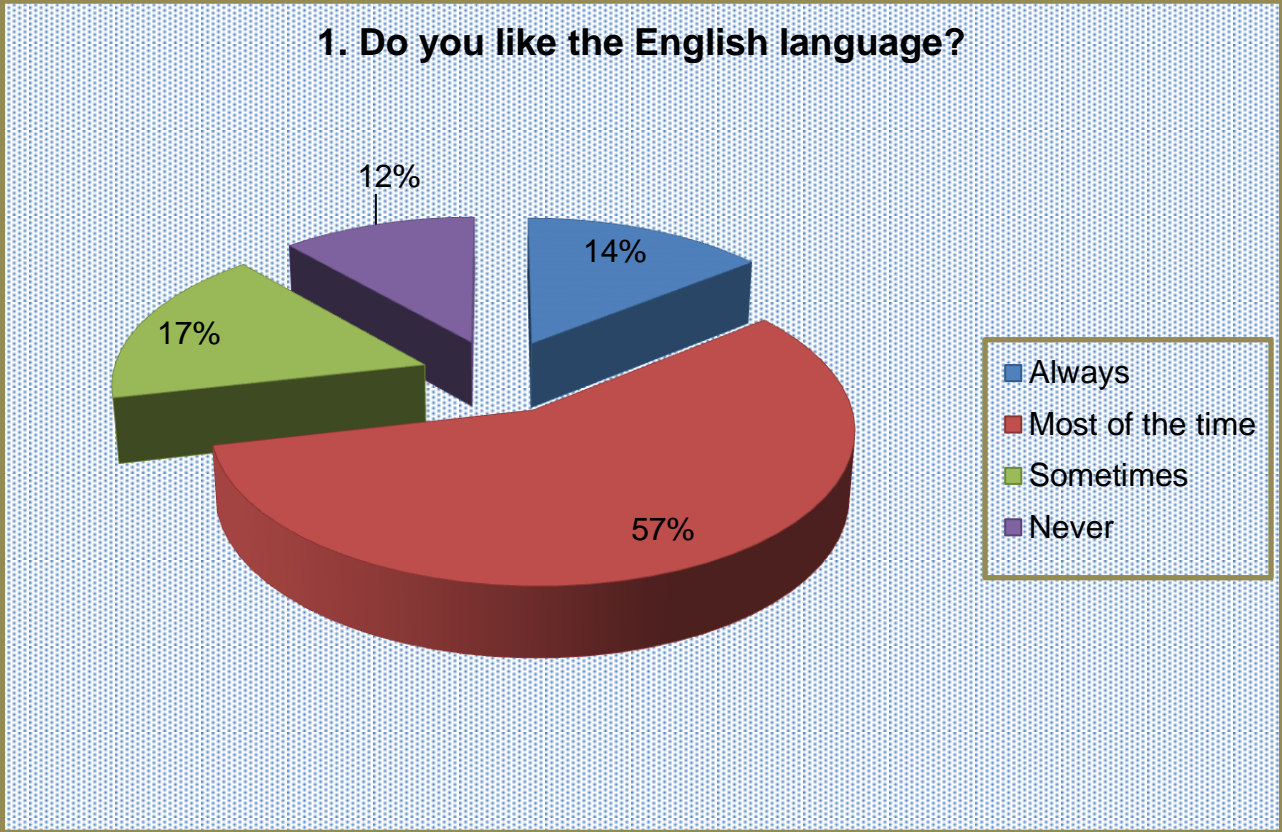
Fig. 5 Pie chart of question 1

Always	14%	5
Most of the time	57%	20
Sometimes	17 %	6
Never	12 %	4
Total number of students	100 %	35

This chart reveals if students at Francisco de Orellana like the English language or not.

A fifty seven percent of students declared that they like English most of the time. And just a 12% (being the lowest percentage) of the class, for some reason says they do not like the language.
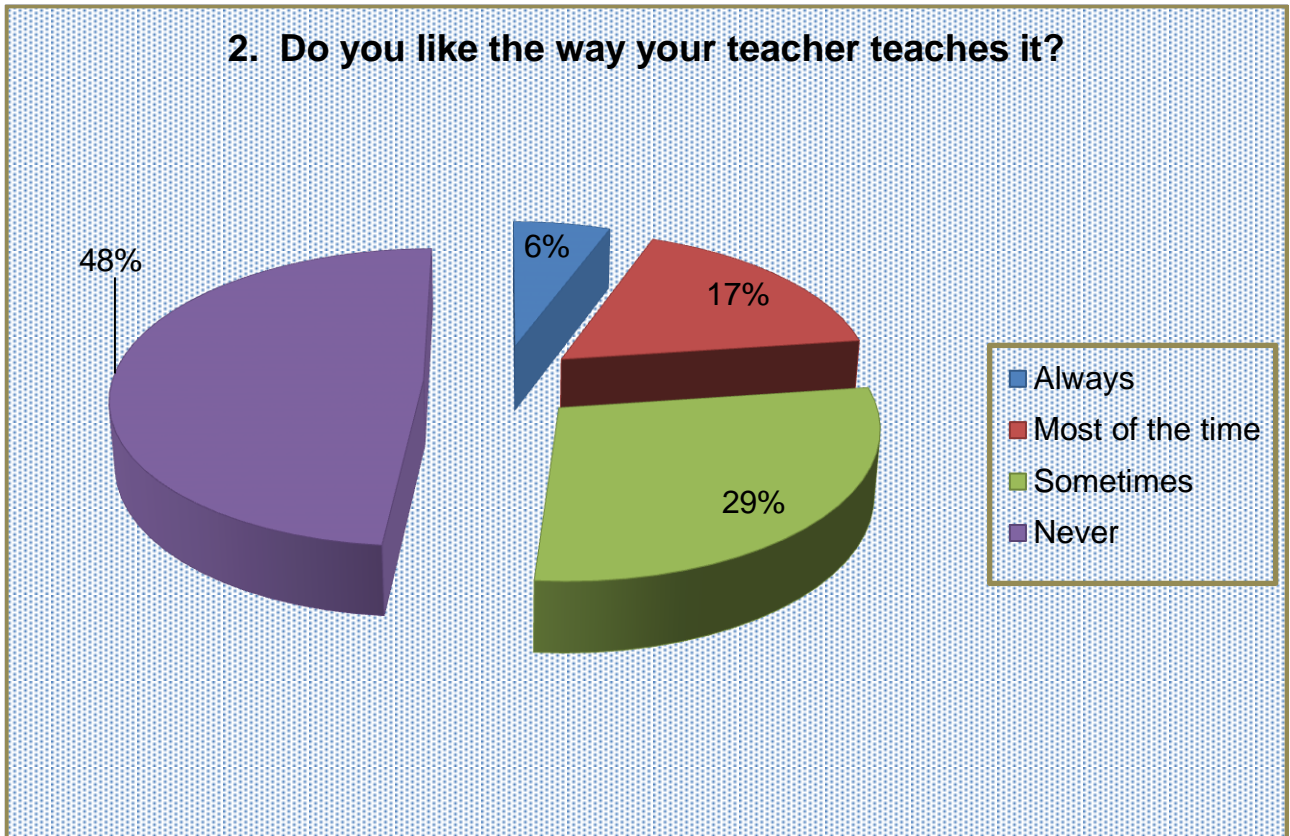
Fig. 6 Pie chart of question 2

Always	6%	2
Most of the time	17%	6
Sometimes	29%	10
Never	48%	17
Total number of students	100 %	35

This chart shows if students enjoy how teacher teaches English.

The greater percentage was 48 % students who said that they never liked the way of teaching English. 29% sometimes liked the classes and just a 6 % represented by two students, said that they always liked the classes.

3. Does your teacher do activities that allow you interact with your partners?

3%

49%

11%

37%

- Always
- Most of the time
- Sometimes
- Never
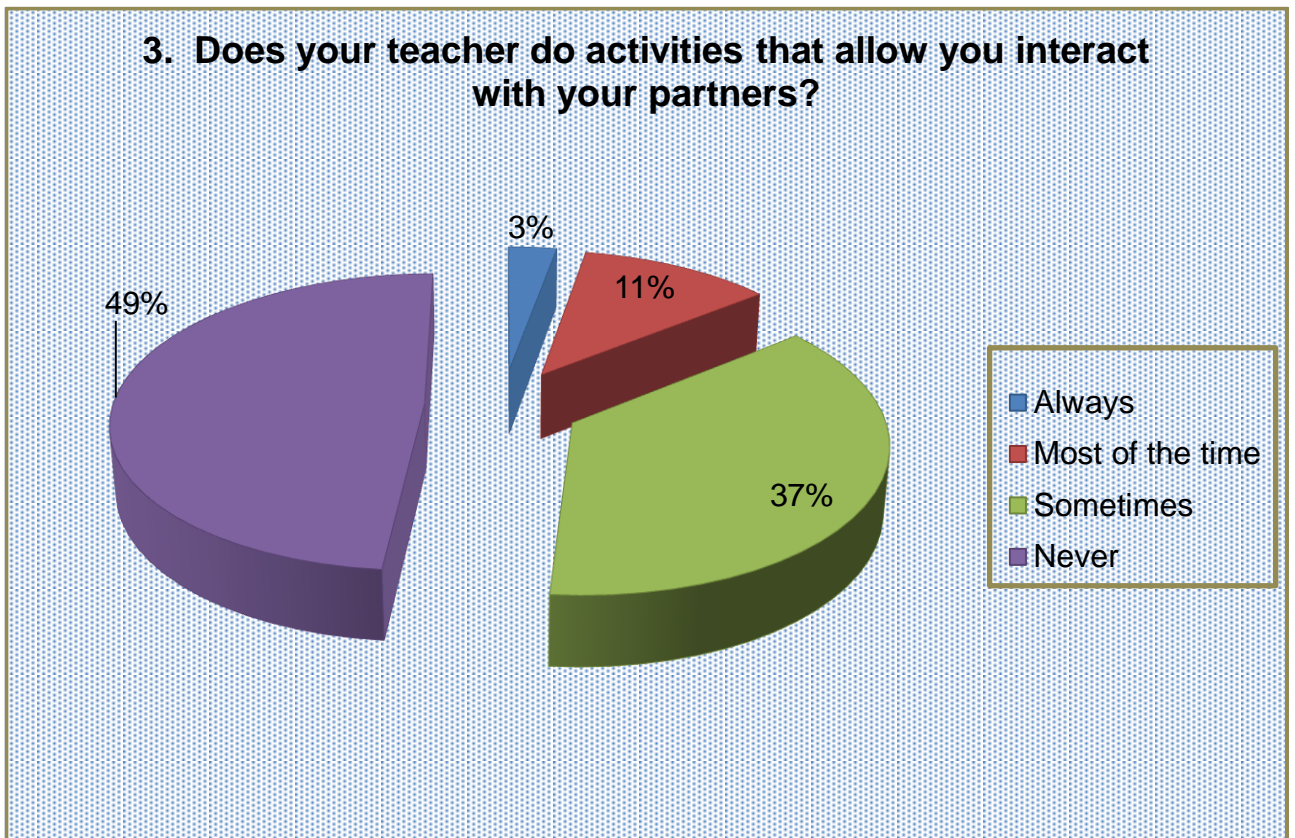
Fig. 7 Pie chart of question 3

Always	3%	1
Most of the time	11%	4
Sometimes	37%	13
Never	49%	17
Total number of students	100 %	35

This chart demonstrates if teacher applies pair or group work in class activities.

The 3% of the class says that the teacher always applies pair work and group work. And the majority, being a 49 % of the class agreed that these types of activities are never part of their classes.

4. Do the activities (games, individual, pair or group work) in your class motivate you to learn English?

0%

0%

23%

77%

- Always
- Most of the time
- Sometimes
- Never
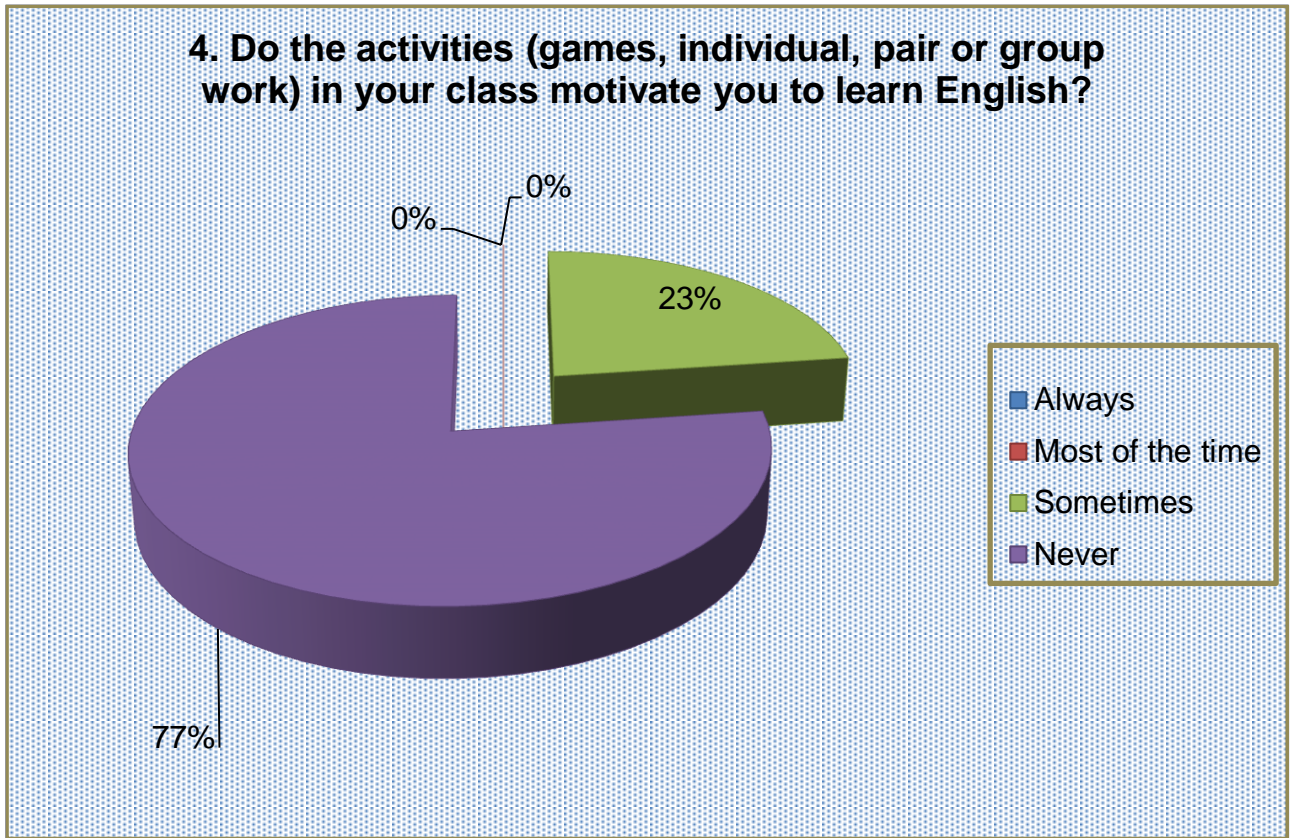
Fig. 8 Pie chart of question 4

Always	0 %	0
Most of the time	0 %	0
Sometimes	23 %	8
Never	77 %	27
Total number of students	100 %	35

This pie chart shows statistically if the activities done in class motivate students' learning.

The majority of the class, with a 77 %, says that they are not motivated towards the language, and 23 % of the class mentions that sometimes they are.

5. Are your classroom activities easy to fulfill?

29%   0%

23%

48%

- Always
- Most of the time
- Sometimes
- Never
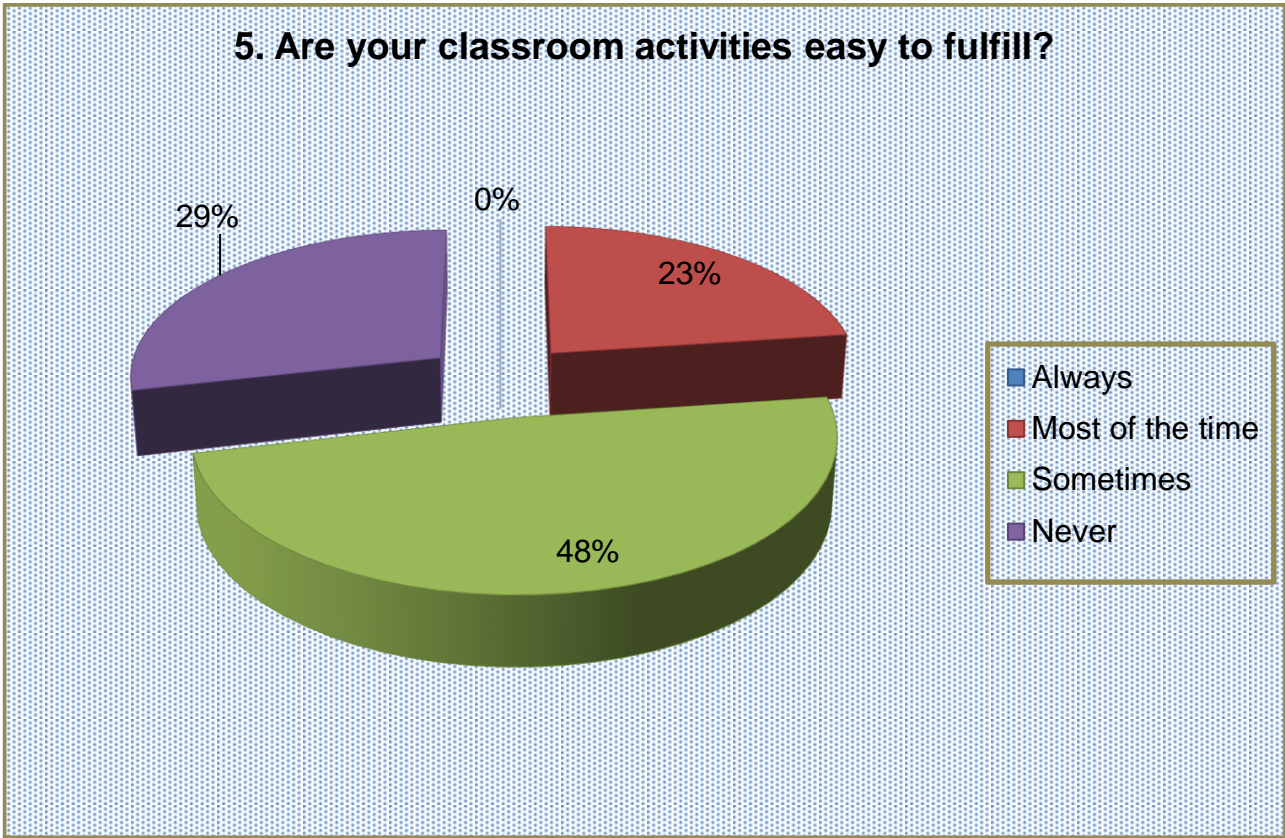
Fig. 9 Pie chart of question 5

Always	0 %	0
Most of the time	23 %	8
Sometimes	48 %	17
Never	29 %	10
Total number of students	100 %	35

This pie chart tells us if the classroom activities are easy to fulfill or not.

It shows that for most of the students, the activities sometimes are easy to do. While, there is a 29 % who thinks they are difficult.

6. Are the instructions easy to follow?

23%

12%

31%

34%

- Always
- Most of the time
- Sometimes
- Never
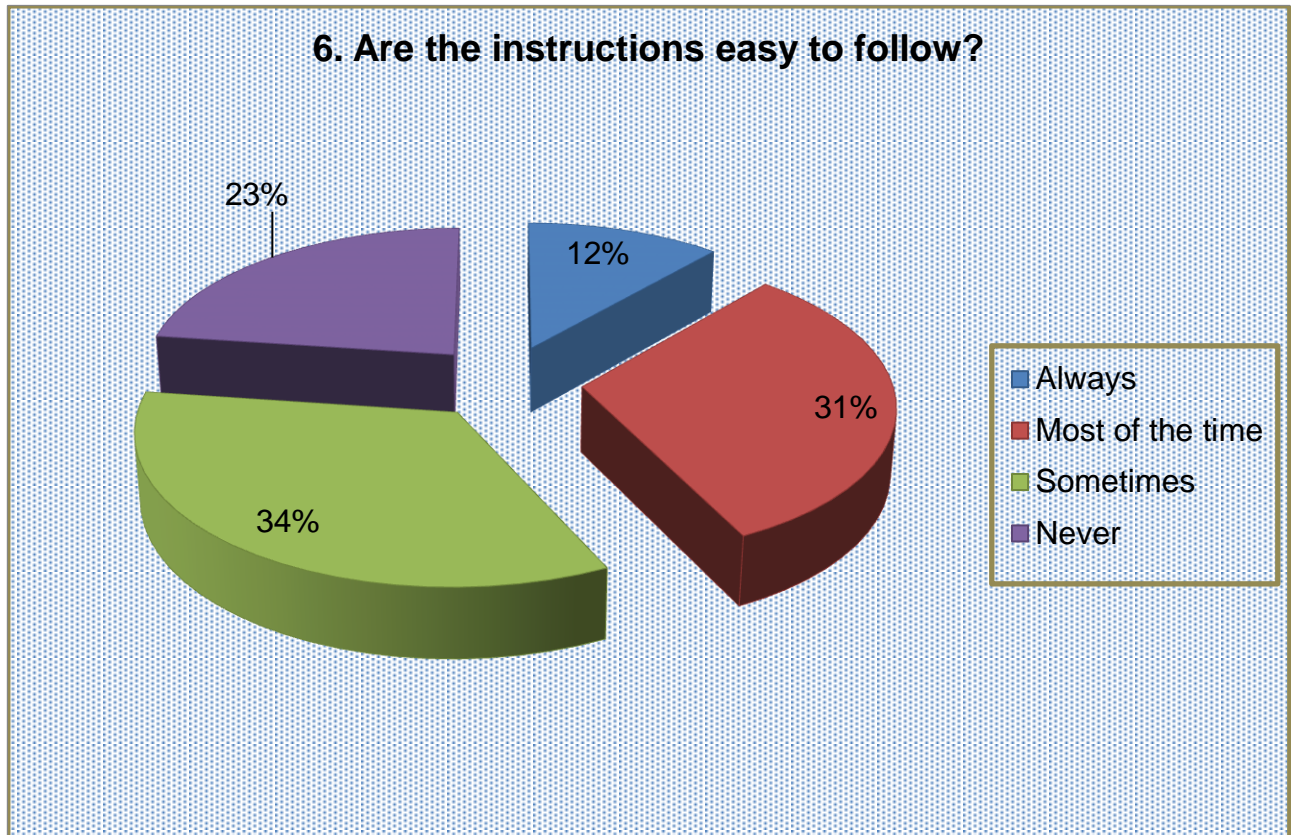
Fig. 10 Pie chart of question 6

Always	12 %	4
Most of the time	31%	11
Sometimes	34 %	12
Never	23 %	8
Total number of students	100 %	35

This pie chart shows if for students the instructions are easy to follow.

34 %, representing by 12 students, says that sometimes the instructions are easy to follow. While the other 23 % says that for them the instructions are never easy.

7. Does your teacher only use English during the class hour?

3%
9%
31%
57%

- Always
- Most of the time
- Sometimes
- Never
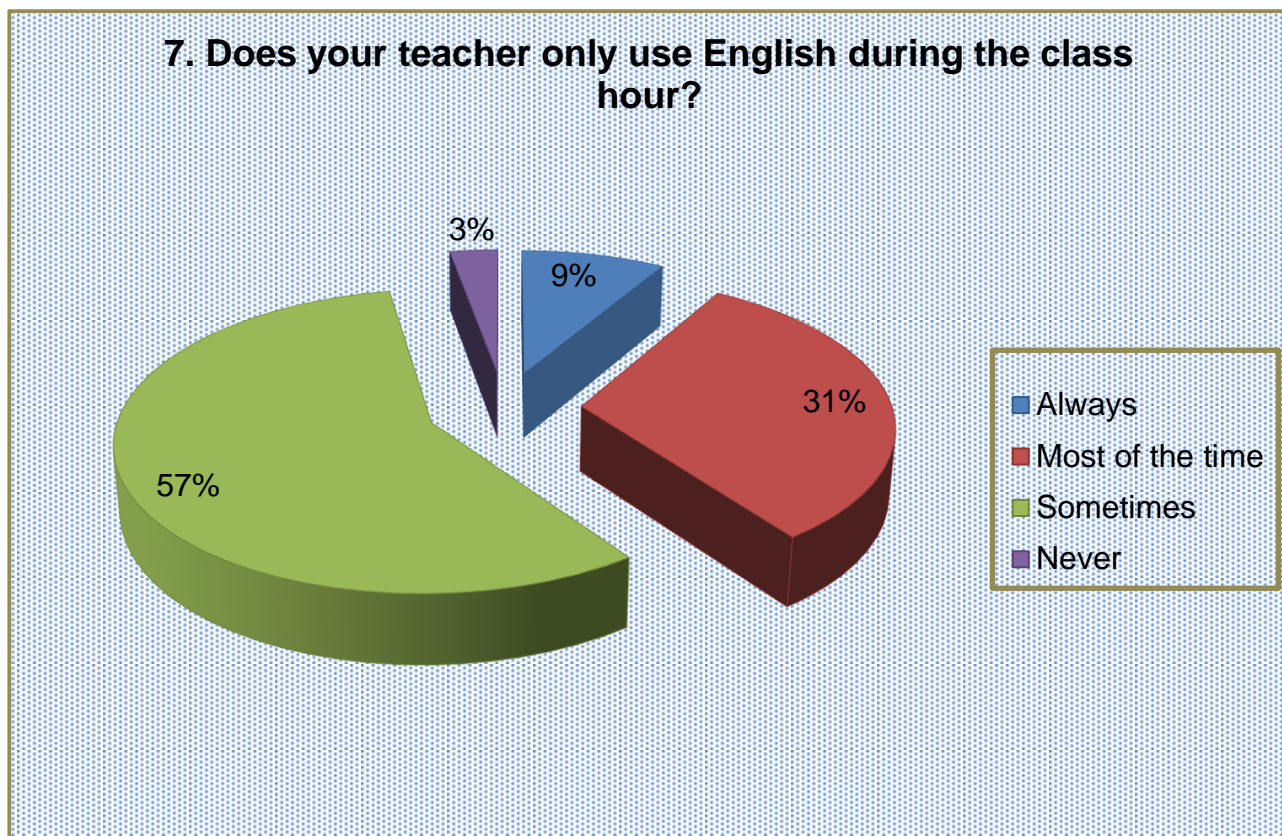
Fig. 11 Pie chart of question 7

Always	9 %	3
Most of the time	31 %	11
Sometimes	57 %	20
Never	3 %	1
Total number of students	100 %	35

This pie shows if the teacher uses English in class all the time or not.

According to 57%, half of the class, the teacher only sometimes uses English in class. While a 3% says that she never speaks in English.

8. Do you understand the grammatical structures given in class?

23%

0%

23%

54%

- Always
- Most of the time
- Sometimes
- Never
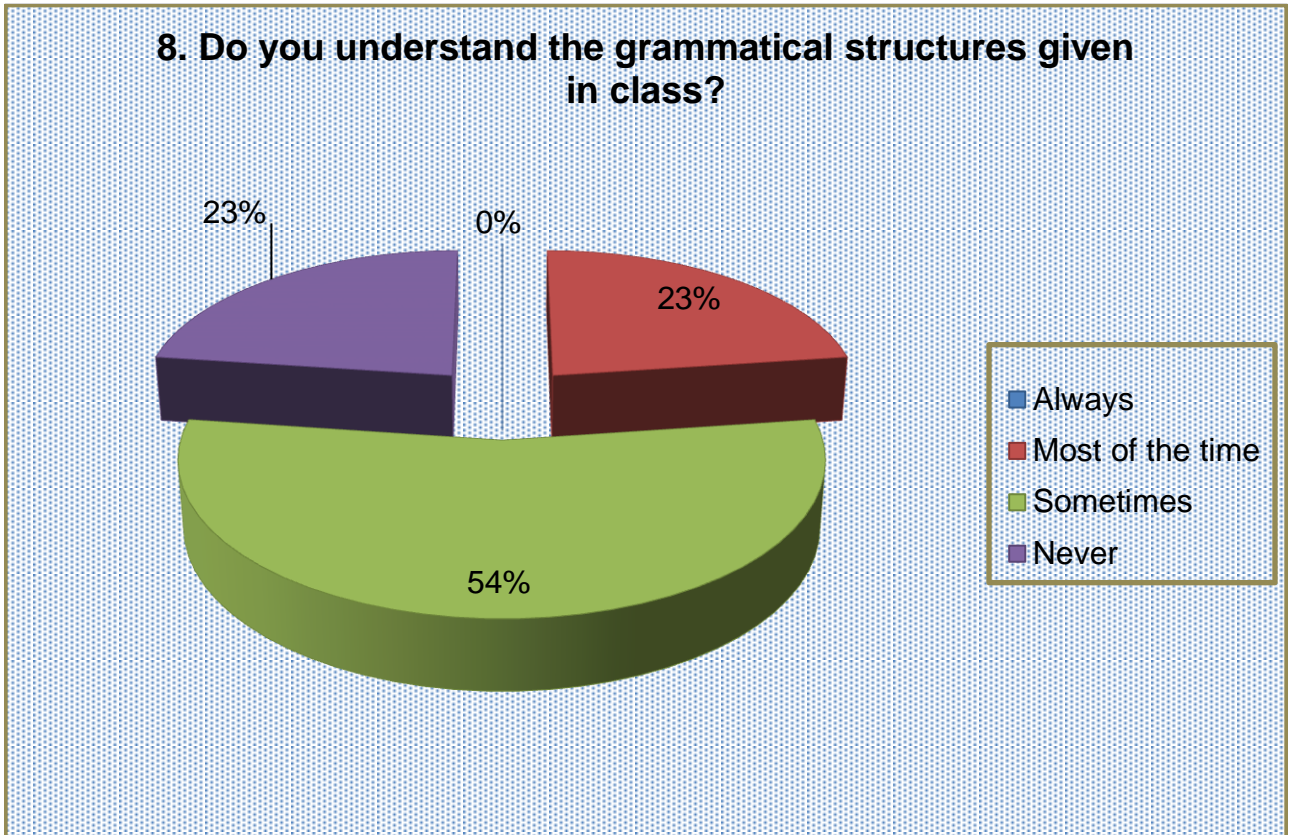
Fig. 12 Pie chart of question 8

Always	0 %	0
Most of the time	23 %	8
Sometimes	54 %	19
Never	23 %	8
Total number of students	100 %	35

This pie chart shows if students understand the grammatical structures given in class.

23% of students say that it happens most of the time in class.

54% of students say that it happens sometimes in class.

And 23 % of students say that they never understand grammatical structures.

9. Do you practice the use of the grammar structures in class?

20%

12%

31%

37%

- Always
- Most of the time
- Sometimes
- Never
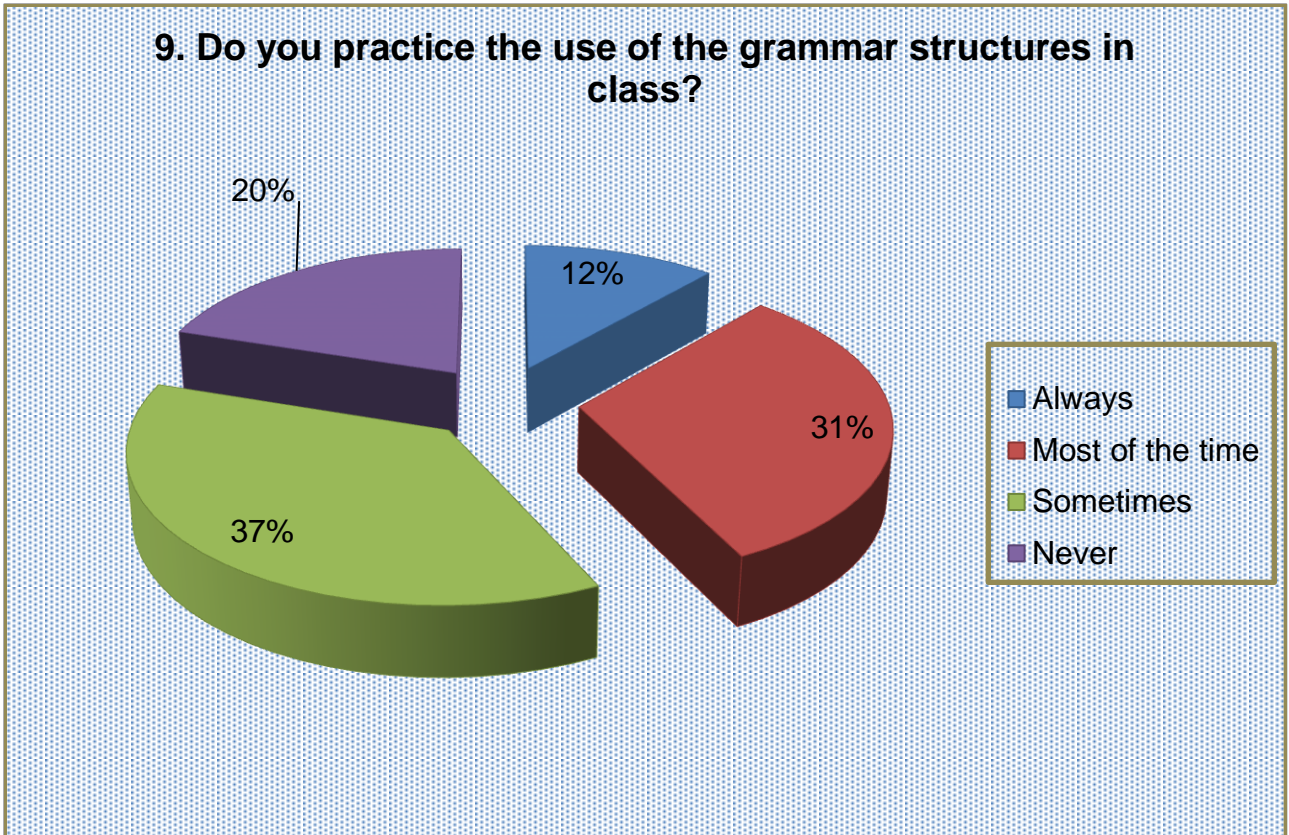
Fig. 13   Pie chart of question 9

Always	12 %	4
Most of the time	31 %	11
Sometimes	37 %	13
Never	20 %	7
Total number of students	100 %	35

This pie chart shows if the students practice the use of grammatical structures in class.

It can be seen that 37% of students says that sometimes. On the other hand, 20 % of students say that it never happens.
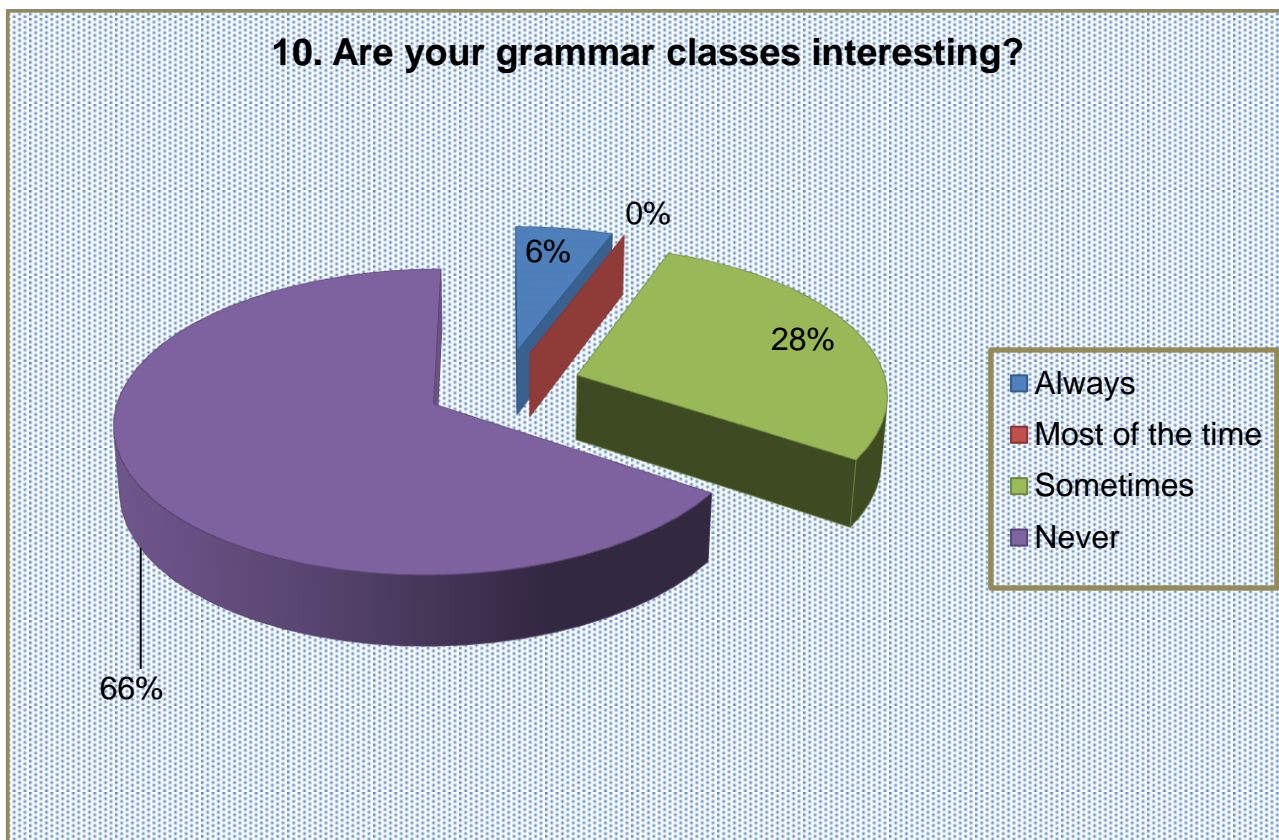
Fig. 14 Pie chart of question 10

Always	6 %	2
Most of the time	0 %	0
Sometimes	28 %	10
Never	66 %	23
Total number of students	100 %	35

This pie chart shows if grammar classes are interesting for students or not.

66 % of students consider that grammar classes are not interesting for them. And a 6 % says that grammar classes are always interesting.
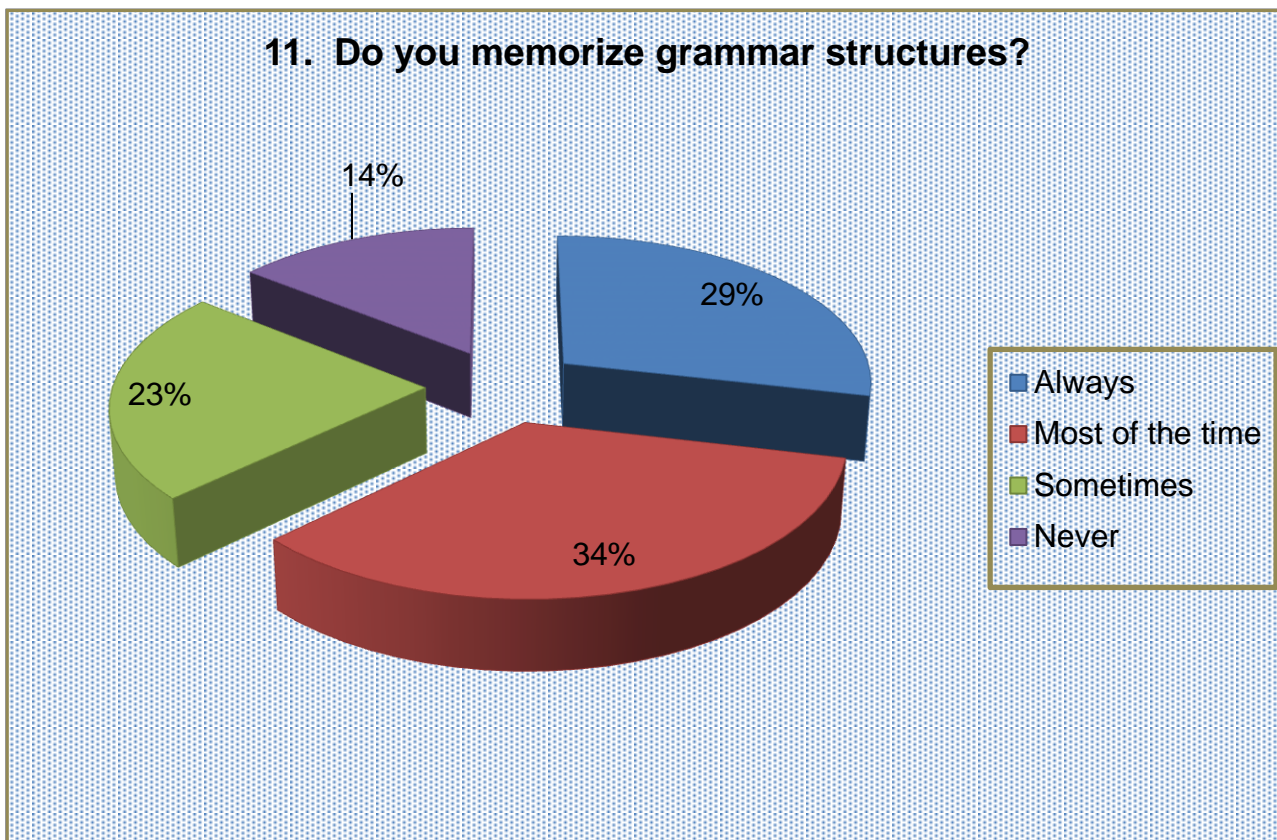
Fig. 15 Pie chart of question 11

Always	29 %	10
Most of the time	34 %	12
Sometimes	23 %	8
Never	14 %	5
Total number of students	100 %	35

This pie chart shows if students memorize grammar structures or not.

Taking into consideration the highest and the lowest percentages, 34 % of students say that it happens most of the time, and 14 % of students say that it never happens.

Fig. 16   Pie chart of question 12

Always	11 %	4
Most of the time	52 %	18
Sometimes	31 %	11
Never	6 %	2
Total number of students	100 %	35

This pie chart shows if teachers correct students' mistakes or not.

Taking into consideration the highest and the lowest percentages, 52 % of students say that it happens most of the time, and 6 % of students say that it never happens.

Fig. 17   Pie chart of question 13

Always	0 %	0
Most of the time	6 %	2
Sometimes	23 %	8
Never	71 %	25
Total number of students	100 %	35

This pie chart shows if the classroom allows students to work in a comfortable way.

Taking into consideration the highest and the lowest percentages, 71 % of students say that the classroom never allows them to work comfortably, and 6 % of students say that it most of the time happens.

14. Does the number of students in your classroom facilitate your learning?
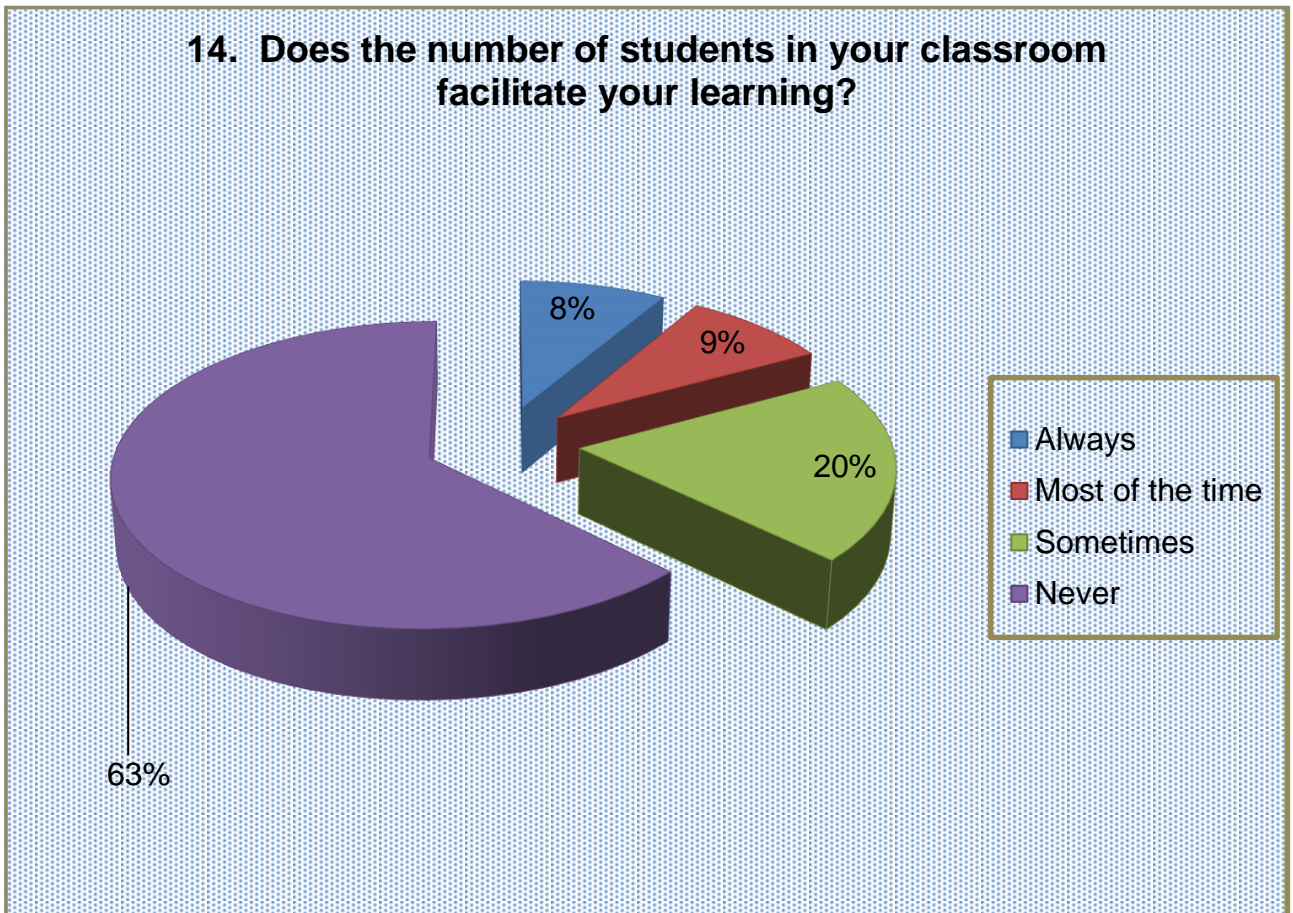
Fig. 18 Pie chart of question 14

Always	8 %	3
Most of the time	9 %	3
Sometimes	20 %	7
Never	63 %	22
Total number of students	100 %	35

This pie chart shows if the number of students in the classroom facilitates learning.

Taking into consideration the highest and the lowest percentages, 63 % of students say that it the number of students in the classroom never facilitates learning, and 8 % of students say that it always facilitates learning.
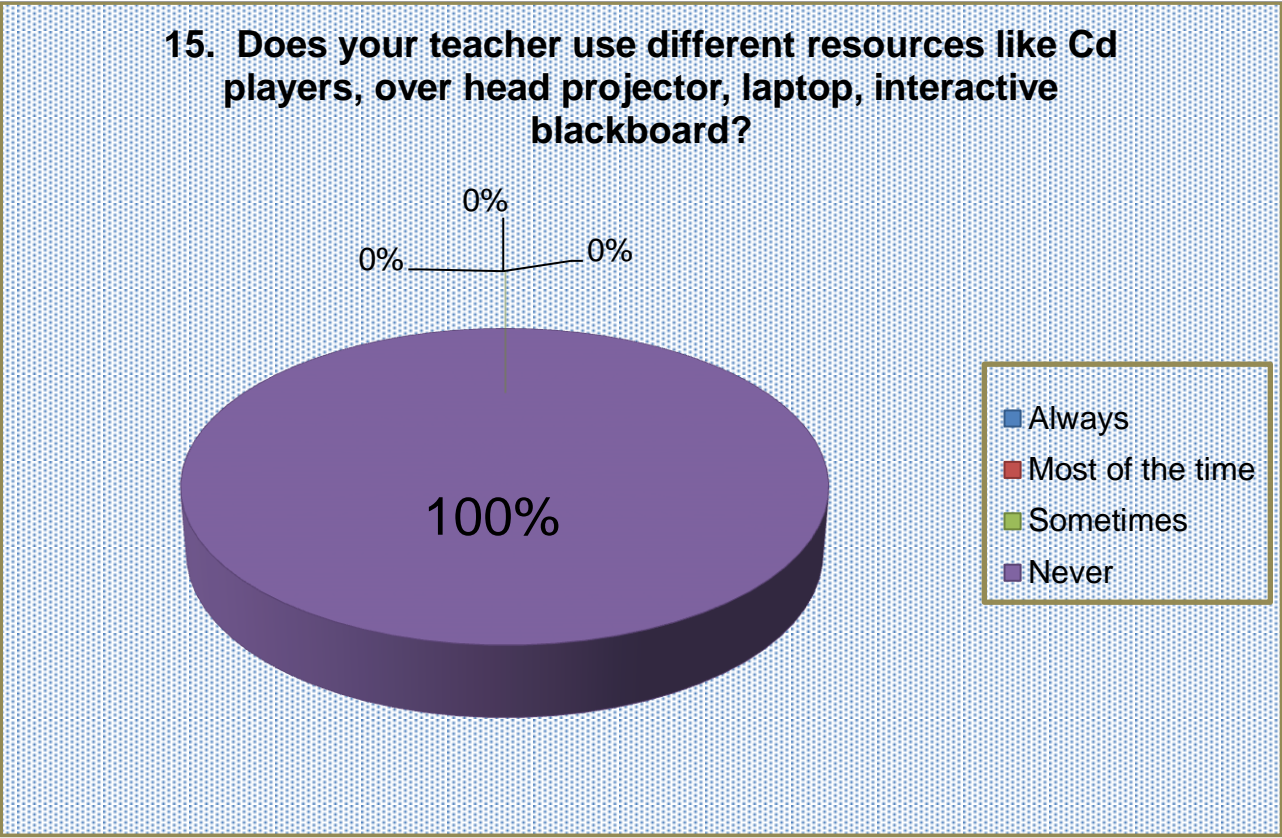
Fig. 19 Pie chart of question 15

Always	0 %	0
Most of the time	0 %	0
Sometimes	0 %	0
Never	0 %	35
Total number of students	100 %	35

According to the 100 % of the class, the teacher does not use technological resources in the classroom.

16. Is the textbook appealing to you?

Legend:
- Always
- Most of the time
- Sometimes
- Never
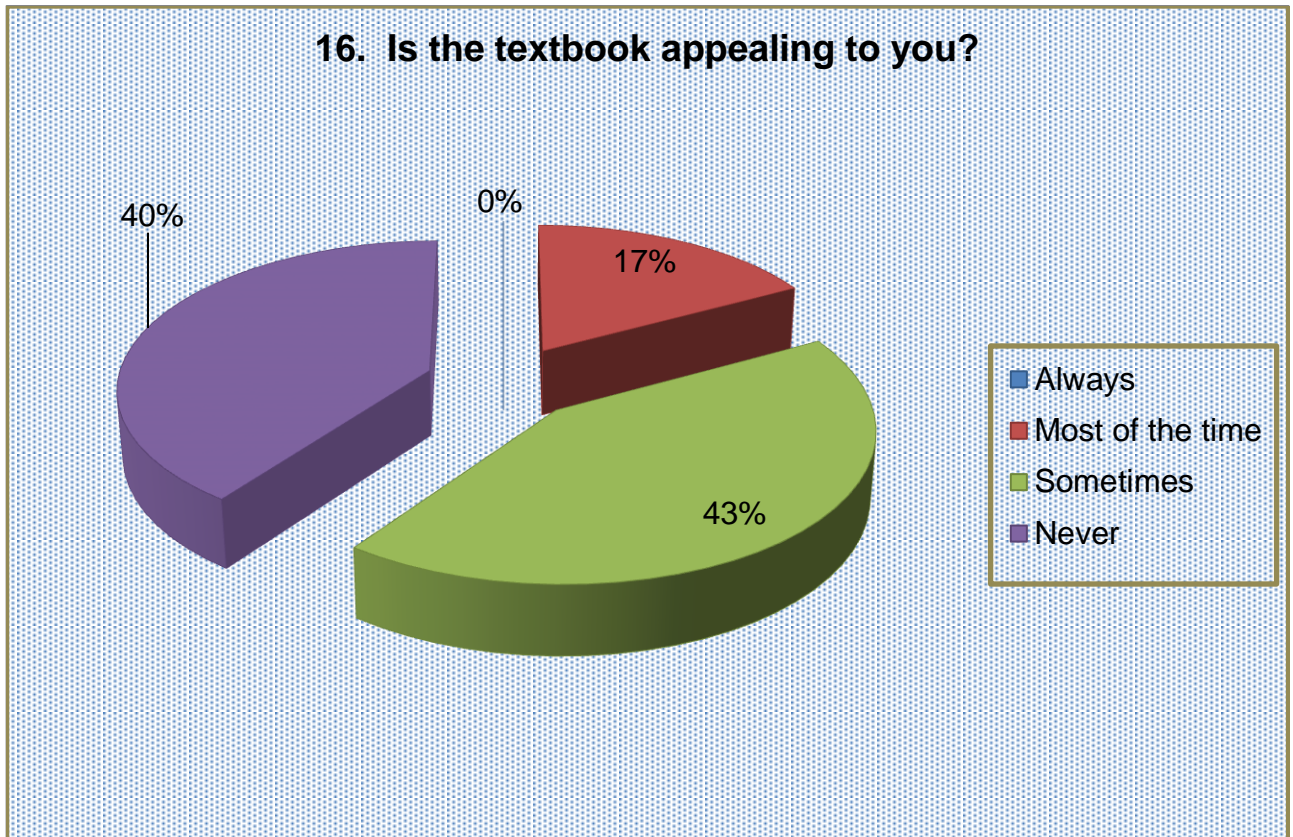
Fig. 20 Pie chart of question 16

Always	0 %	0
Most of the time	17 %	6
Sometimes	43 %	15
Never	40 %	14
Total number of students	100 %	35

This pies chart shows if the book is appealing to the students.

43 % of students say that sometimes they like the book, but 40 % of students say that they never like the book.
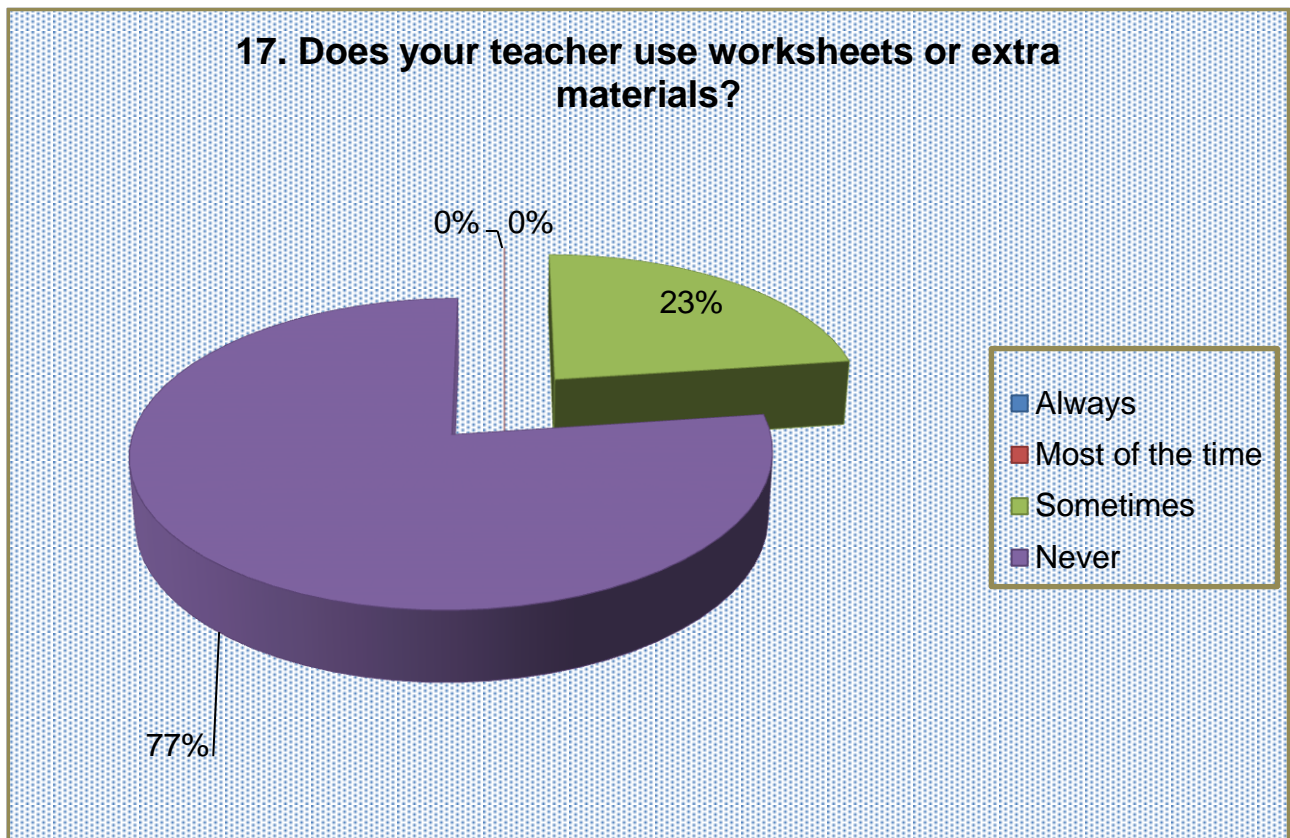
Fig. 21 Pie chart of question 17

Always	0 %	0
Most of the time	0 %	0
Sometimes	23 %	8
Never	77 %	27
Total number of students	100 %	35

This pie chart shows if the teacher uses worksheets or any other extra material for classes.

Taking into consideration the highest and the lowest percentages, 77 % of students say that it never happens, and 23 % of students say that it sometimes happens.

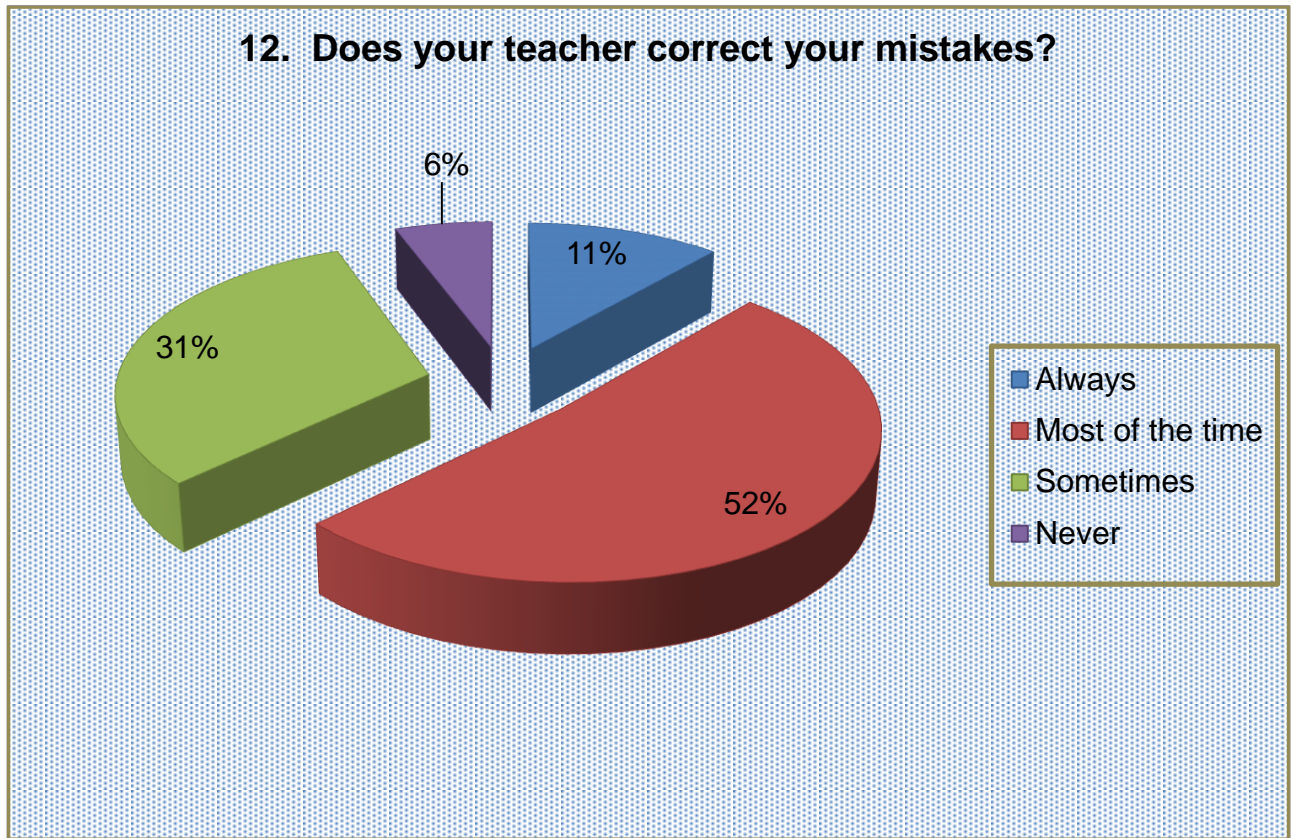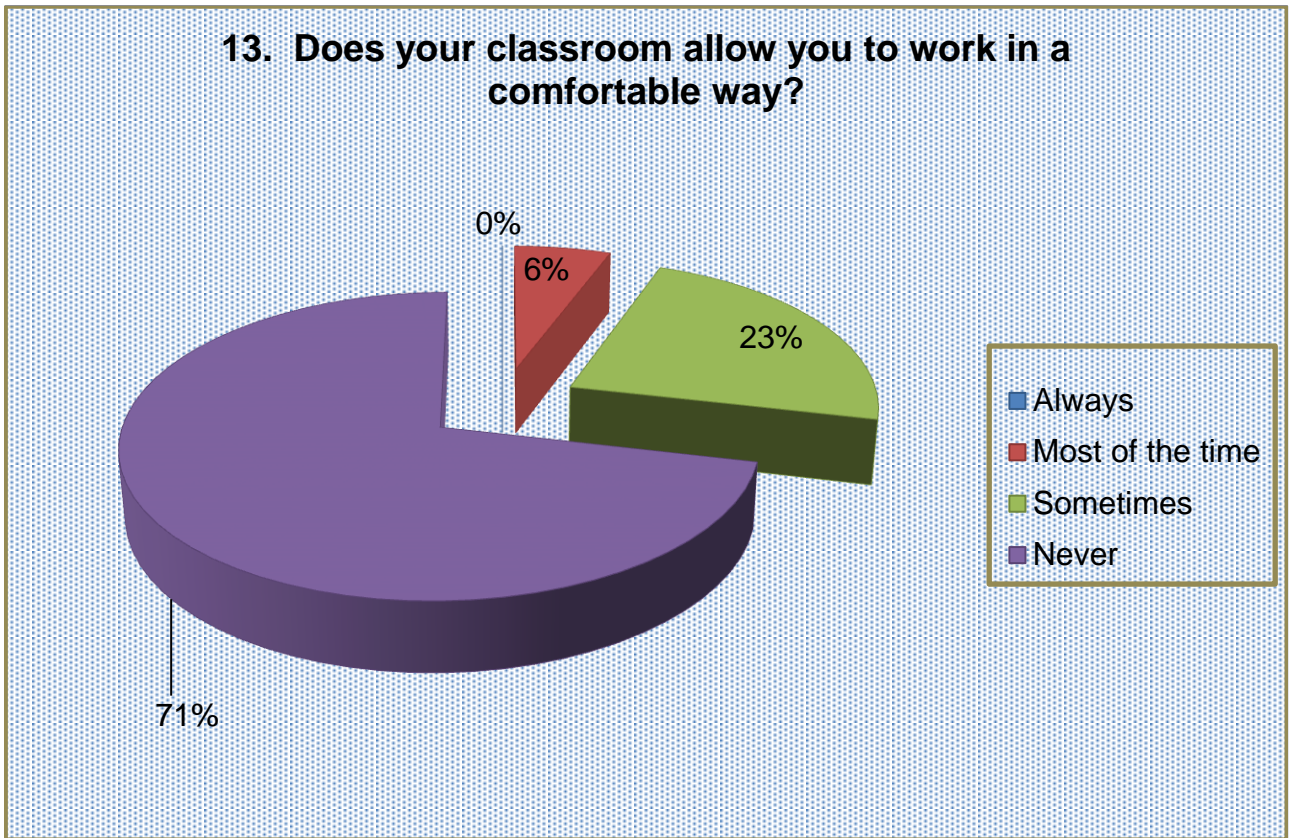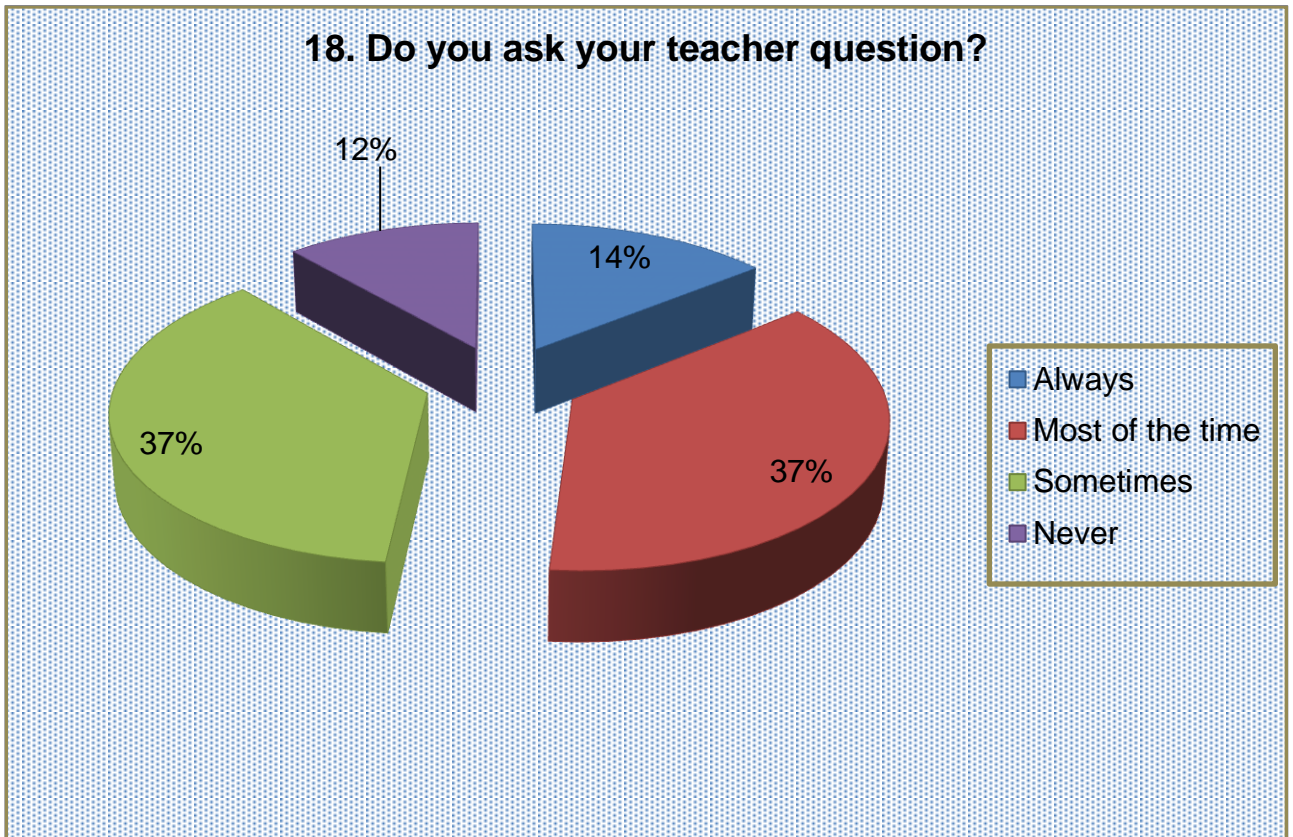*Fig. 22 Pie chart of question 18*

Always	14 %	5
Most of the time	37 %	13
Sometimes	37 %	13
Never	12 %	4
Total number of students	100 %	35

This pie chart shows if students ask their teacher questions.

Taking into consideration the highest and the lowest percentages, 37 % of students say that they most of the time ask questions to the teacher, and 12 % of students say that it never happens.
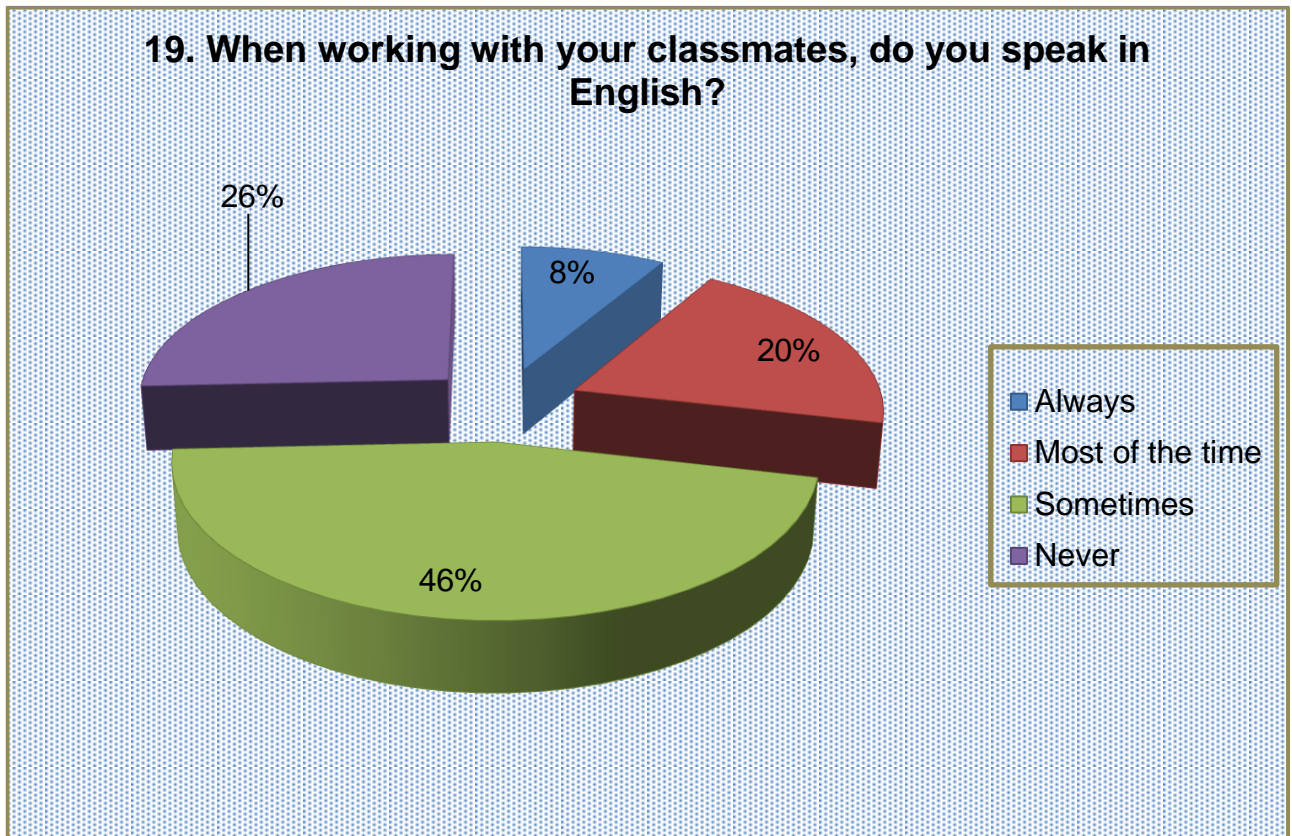
Fig. 23   Pie chart of question 19

Always	8 %	3
Most of the time	20 %	7
Sometimes	46 %	16
Never	26 %	9
Total number of students	100 %	35

This pie chart shows if students use English or not when working with classmates.

46 % of students say that they sometimes do it, while a 26 % says that they never do it.
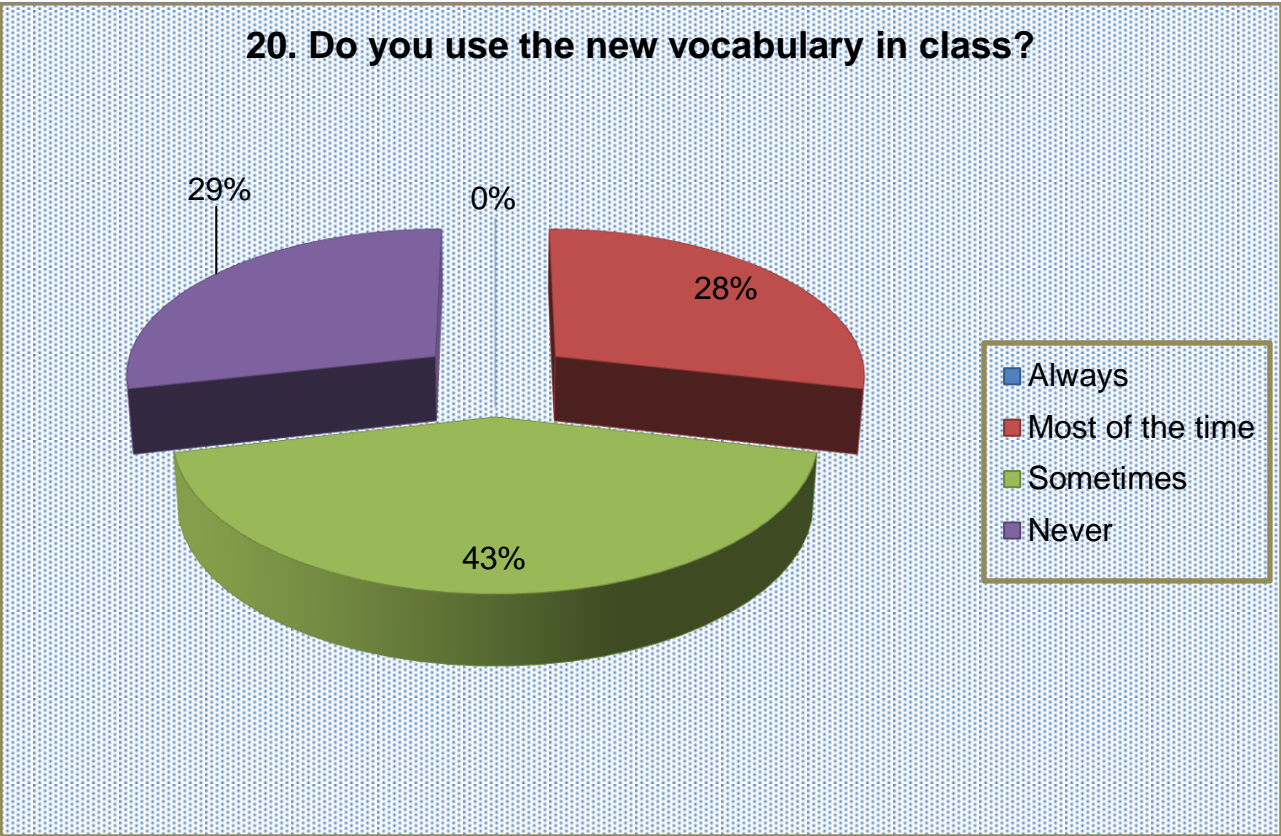
Fig. 24 Pie chart of question 20

Always	0 %	0
Most of the time	28 %	10
Sometimes	43 %	15
Never	29 %	10
Total number of students	100 %	35

This pie chart shows if students use new vocabulary in class or not.

Taking into consideration the highest and the lowest percentages, 43 % of students say that it sometimes happens, and 29 % of students say that they never do it.

3.4.2 TEACHERS' SURVEYS
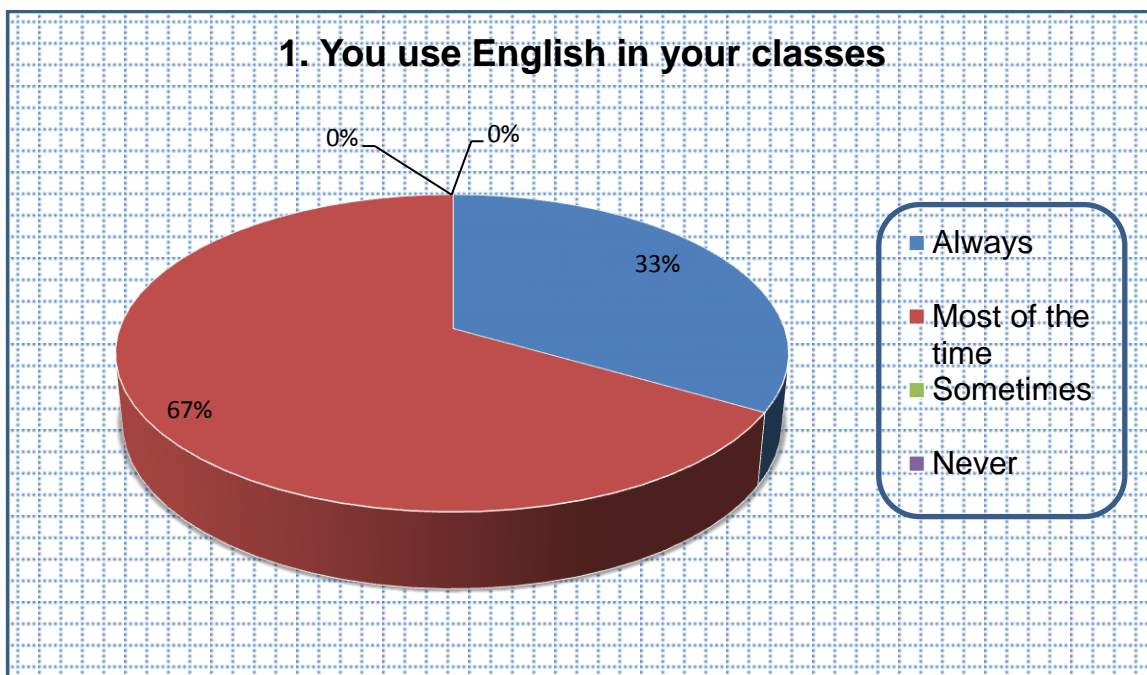
Fig. 25   Pie chart of question 1

Always	33 %	2
Most of the time	67 %	4
Sometimes	0	0
Never	0	0
Total number of teachers	100 %	6

This pie chart reveals if the teachers use English in their classes.

33 % of the teachers mentioned that they always use English. And 67 % say that they do it most of the time.
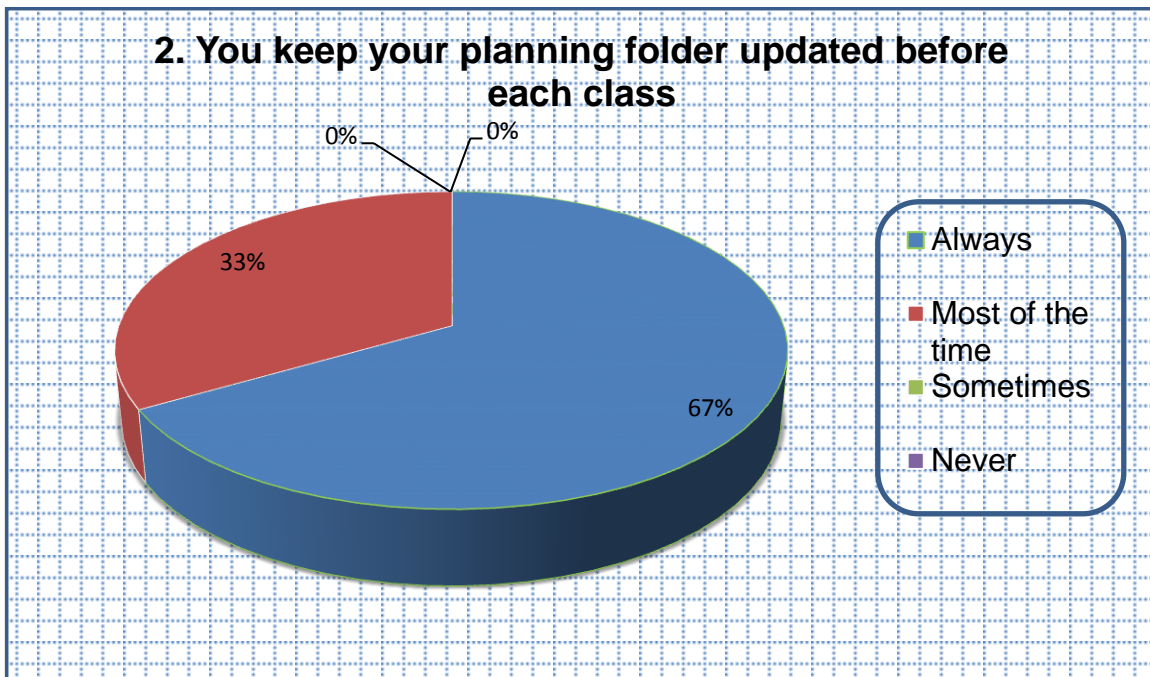
Fig. 26   Pie chart of question 2

Always	67 %	4
Most of the time	33 %	2
Sometimes	0	0
Never	0	0
Total number of teachers	100 %	6

This pie chart reveals if the teachers have their planning folder updated.

67% says that they always keep their planning folder updated before each class. 33 % says that they sometimes do it.

3. You prepare worksheets or extra material to complement the topics learnt in class
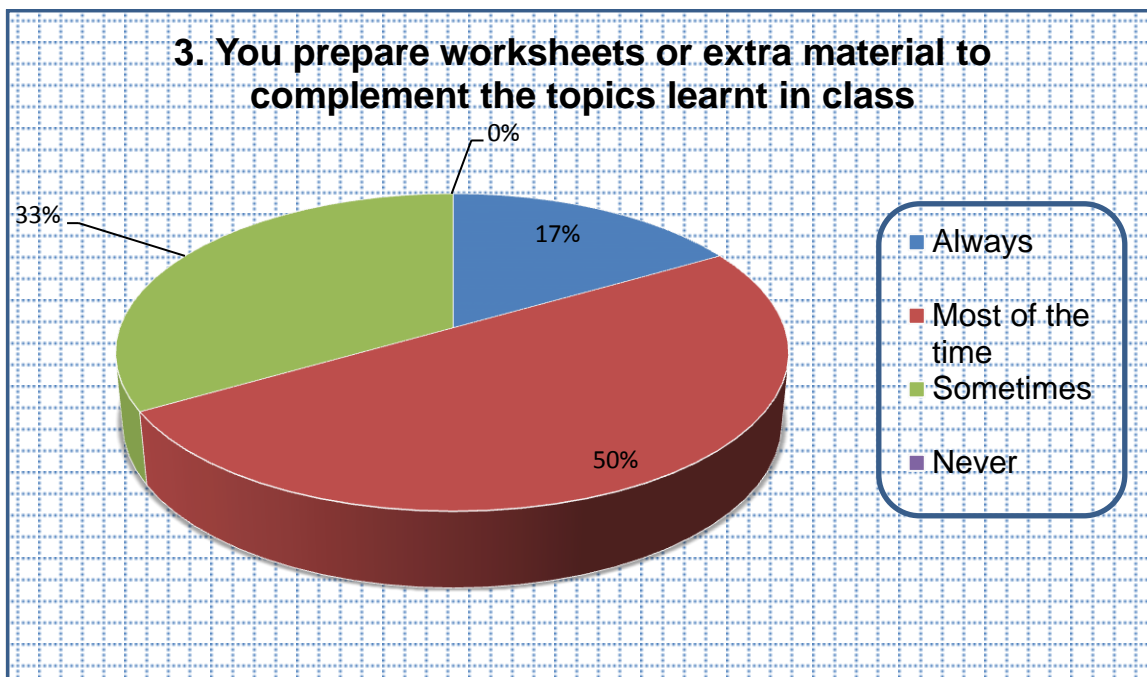
Fig. 27   Pie chart of question 3

Always	17 %	1
Most of the time	50 %	3
Sometimes	33 %	2
Never	0	0
Total number of teachers	100 %	6

This pie chart reveals if the teachers prepare extra material for their classes.

Taking into consideration the highest and the lowest percentages, 50 % of teachers say that they do it most of the time, and 33 % of teachers say that it sometimes happens.

4. The High School provides technological resources like CD player, laptop, over head projector, speakers, among others for your classes

0%   0%

50%   50%

- Always
- Most of the time
- Sometimes
- Never
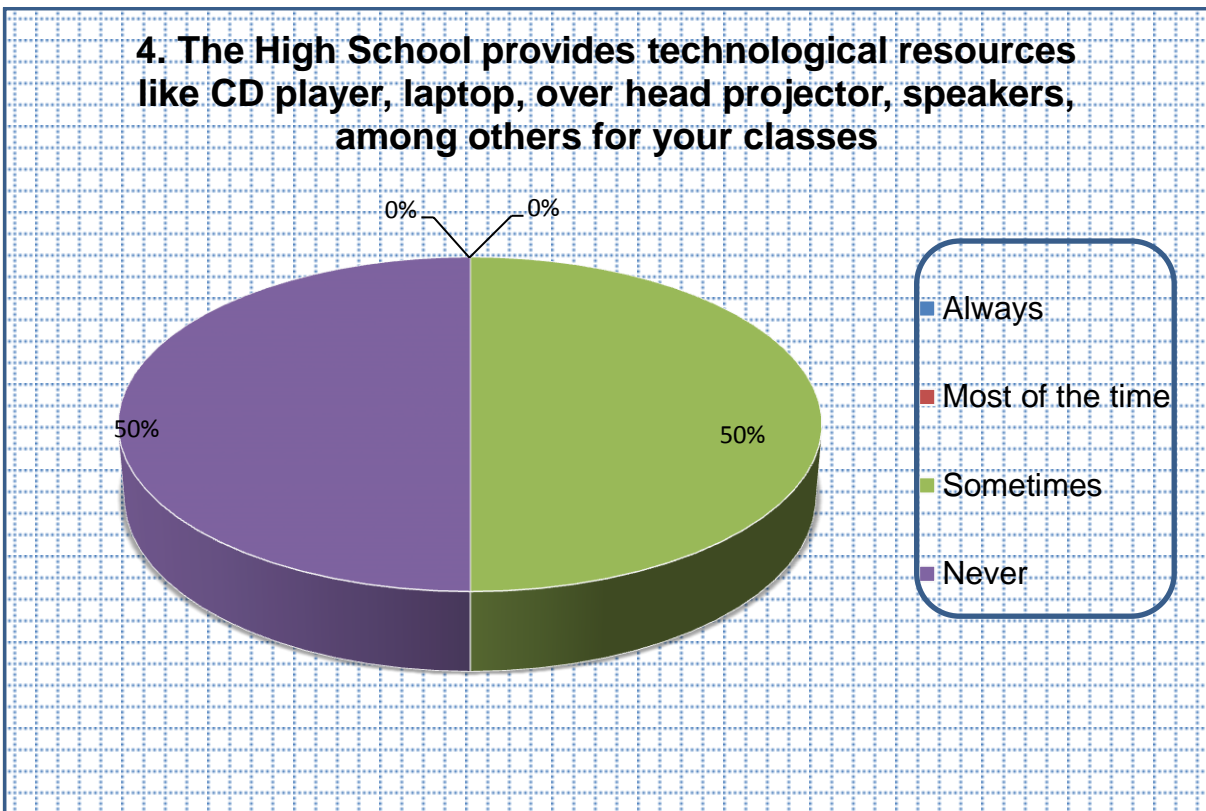
Fig. 28   Pie chart of question 4

Always	0	0
Most of the time	0	0
Sometimes	50 %	3
Never	50 %	3
Total number of teachers	100 %	6

This pie chart reveals if the High School provides technological resources for classes.

50% of teachers say the High School sometimes give them technological resources to use in class. And the other 50 % say it never does it.
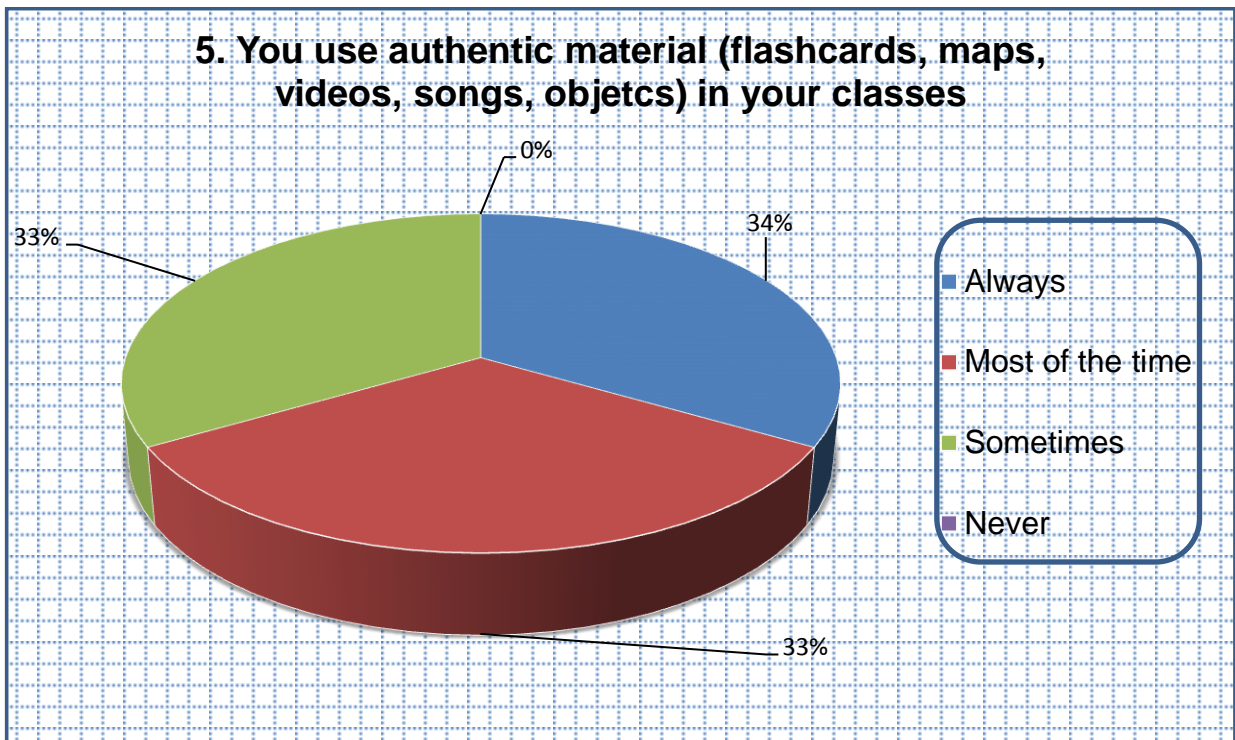
Fig. 29 Pie chart of question 5

Always	33.33 %	2
Most of the time	33.33 %	2
Sometimes	33.33 %	2
Never	0	0
Total number of teachers	100 %	6

This pie chart reveals if the teachers use authentic material in their classes.

33 % of teachers mention they do it always. 33 % mentions they do it most of the time. And, a 33 % mentions they do it sometimes.
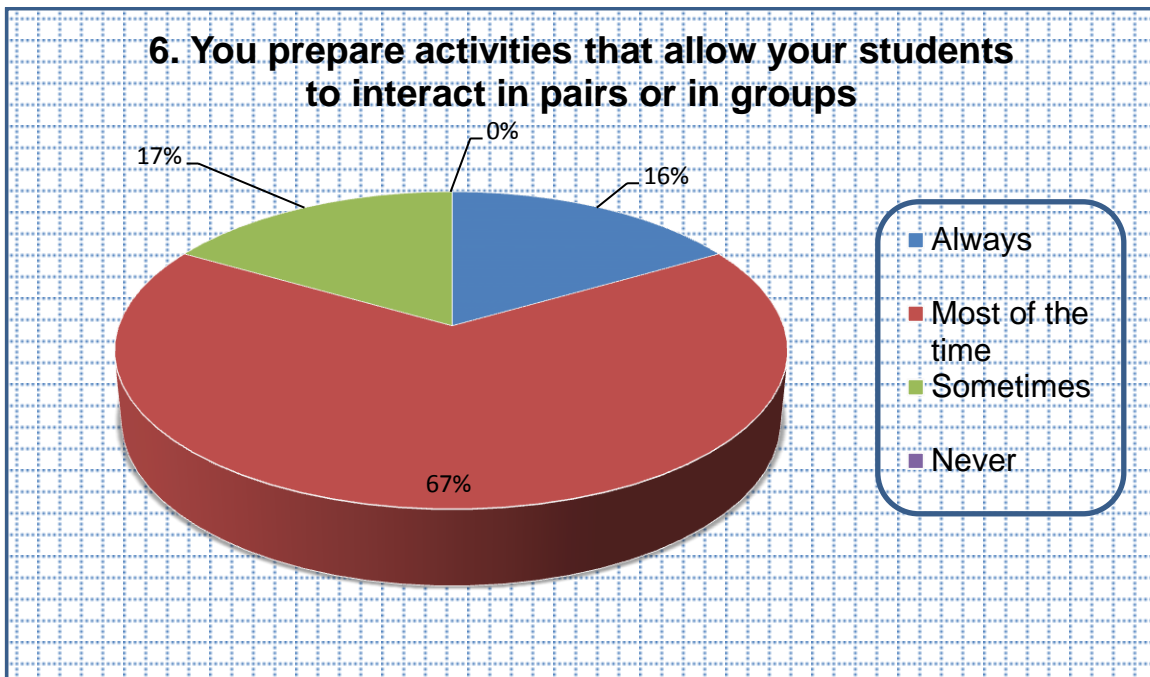
Fig. 30   Pie chart of question 6

Always	16 %	1
Most of the time	67 %	4
Sometimes	17 %	1
Never	0	0
Total number of teachers	100 %	6

This pie chart reveals if the teachers prepare pair or group work activities.

Taking into consideration the highest and the lowest percentages, 67 % of teachers say that they do it most of the time, and 17 % of teachers sometimes do it.

7. The textbook in use, provides interesting activities according to your students interests
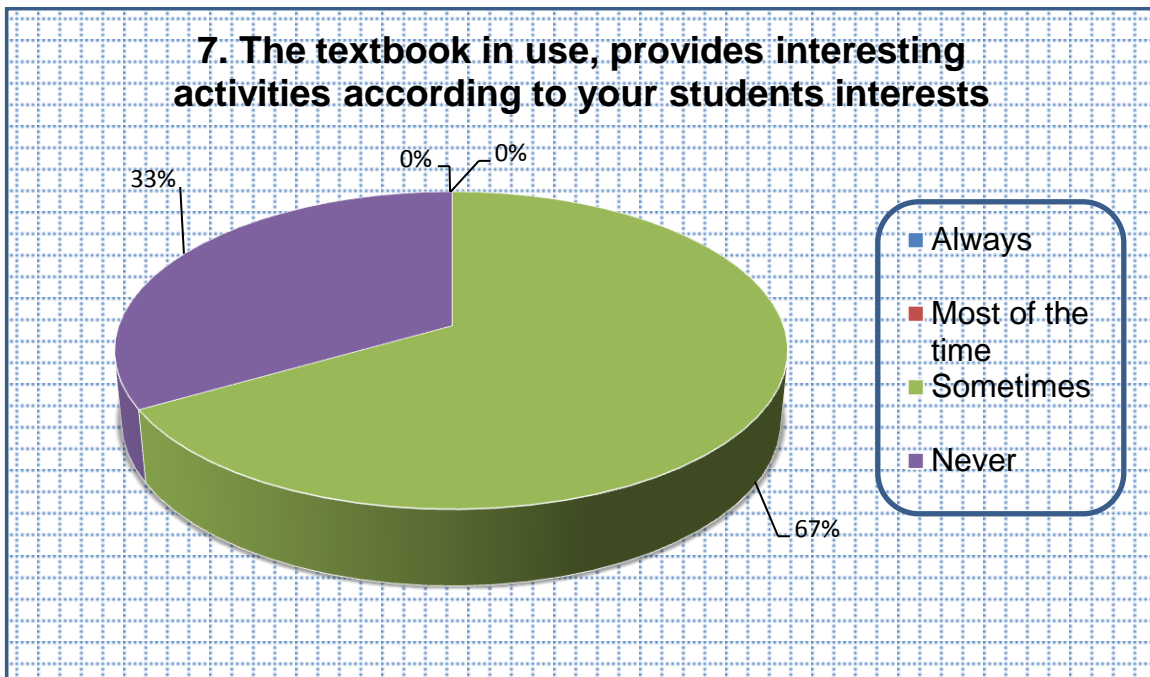
Fig. 31 Pie chart of question 7

Always	0	0
Most of the time	0	0
Sometimes	67 %	4
Never	33 %	2
Total number of teachers	100 %	6

This pie chart reveals if the book in use provides interesting activities for students.

Taking into consideration the highest and the lowest percentages, 67 % of teachers say that the book sometimes brings interesting activities, and 33 % of teachers say that it never brings interesting activities.
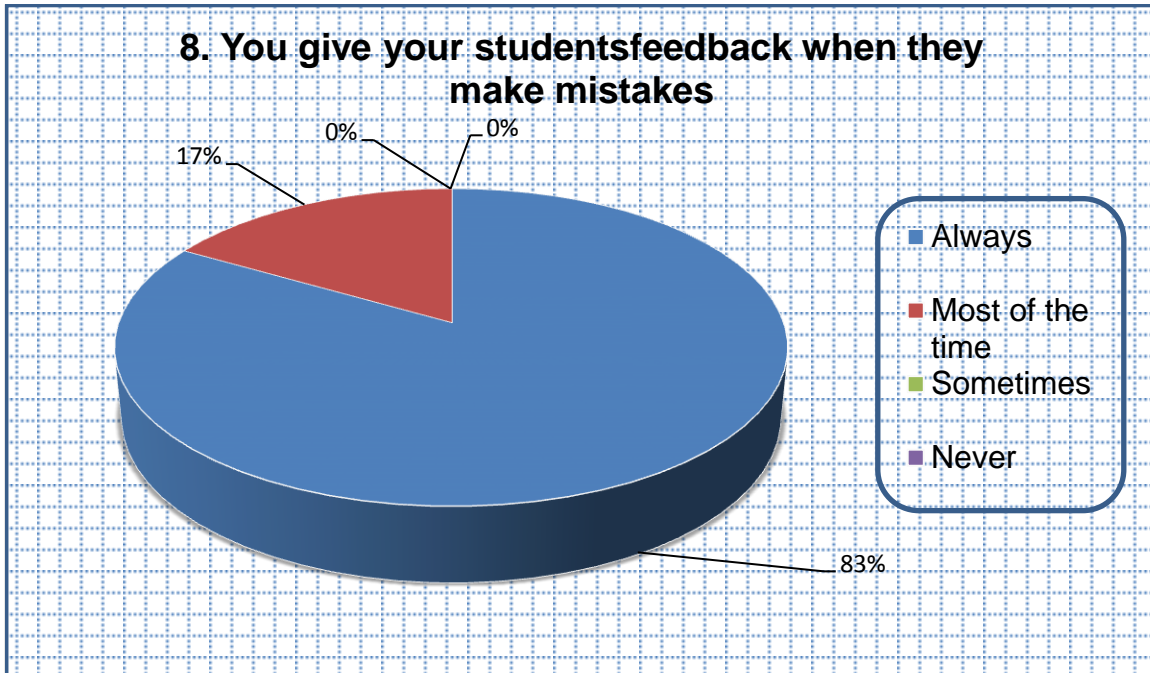
Fig. 32 Pie chart of question 8

Always	83 %	5
Most of the time	17 %	1
Sometimes	0	0
Never	0	0
Total number of teachers	100 %	6

This pie chart reveals if the teachers give feedback to their students.

83 % of the teachers say they always give feedback to their students when they make mistakes.

17 % of the teachers say they do it most of the time.

9. You make your students see the benefits of learning English
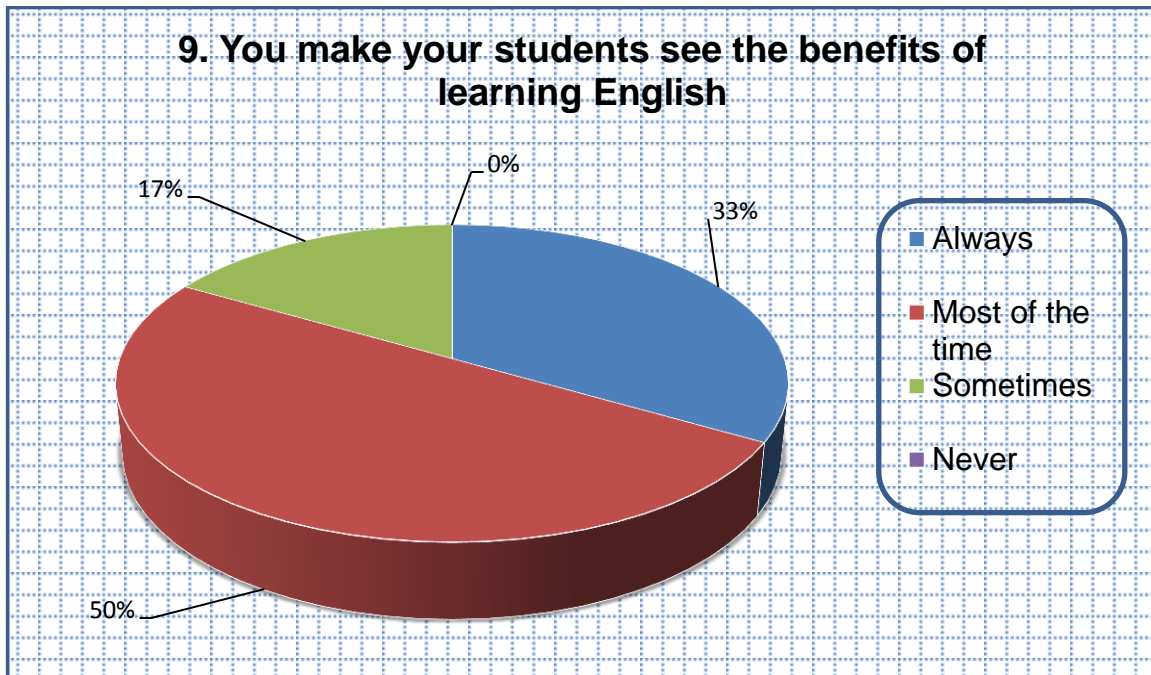
Fig. 33   Pie chart of question 9

Always	33 %	2
Most of the time	50 %	3
Sometimes	17 %	1
Never	0	0
Total number of teachers	100 %	6

This pie chart reveals if the teachers make students see the benefits of learning English.

Taking into consideration the highest and the lowest percentages, 50 % of teachers say that they do it most of the time, and 17 % of teachers say that it sometimes happens.
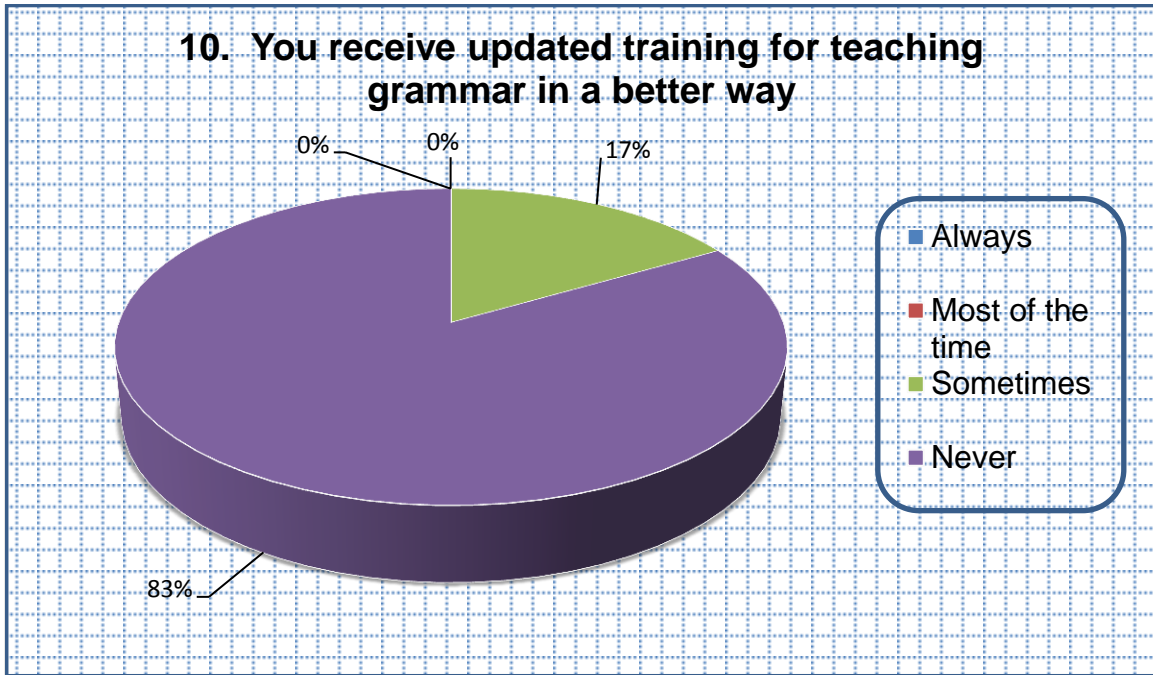
Fig. 34   Pie chart of question 10

Always	0	0
Most of the time	0	0
Sometimes	17 %	1
Never	83 %	5
Total number of teachers	100 %	6

This pie chart reveals if the teachers receive updated training for teaching grammar in a better way.

17 % of the teachers mention that they sometimes receive updated training for teaching grammar.

On the other hand, 83 % mentions that they never receive training.
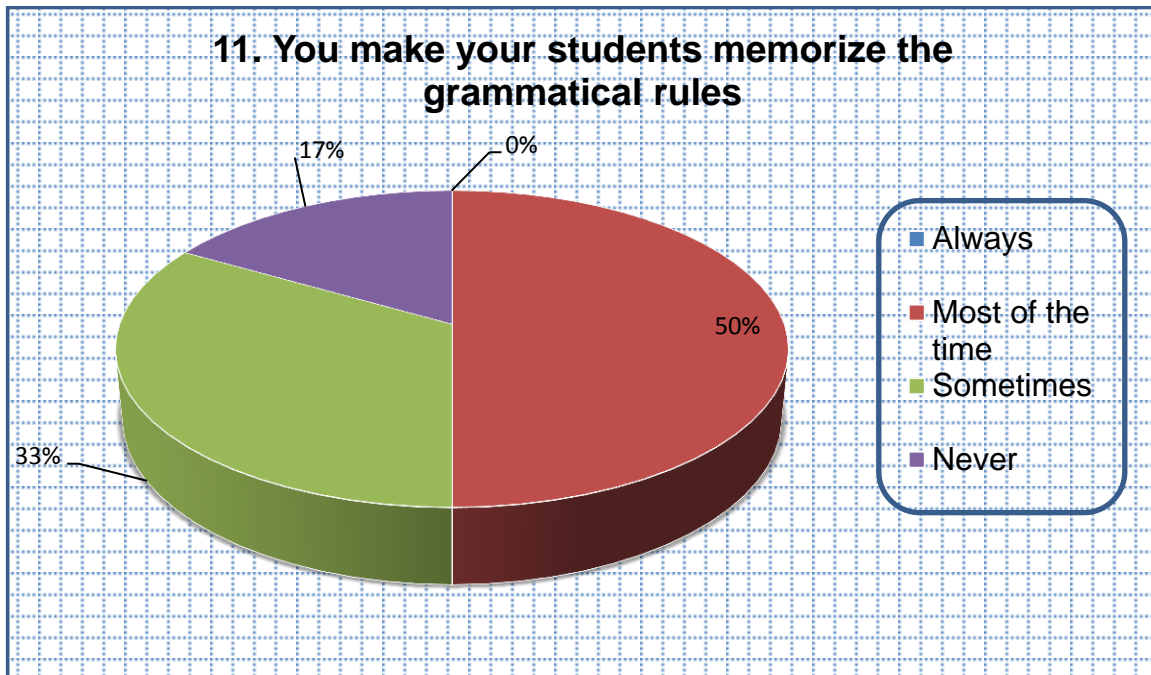
Fig. 35   Pie chart of question 11

Always	0	0
Most of the time	50 %	3
Sometimes	33 %	2
Never	17 %	1
Total number of teachers	100 %	6

This pie chart reveals if the teachers make their students memorize the grammatical rules.

Taking into consideration the highest and the lowest percentages, 50 % of the teachers say they make their students memorize grammar rules most of the time.

And 17 % of teachers say that they never do it.
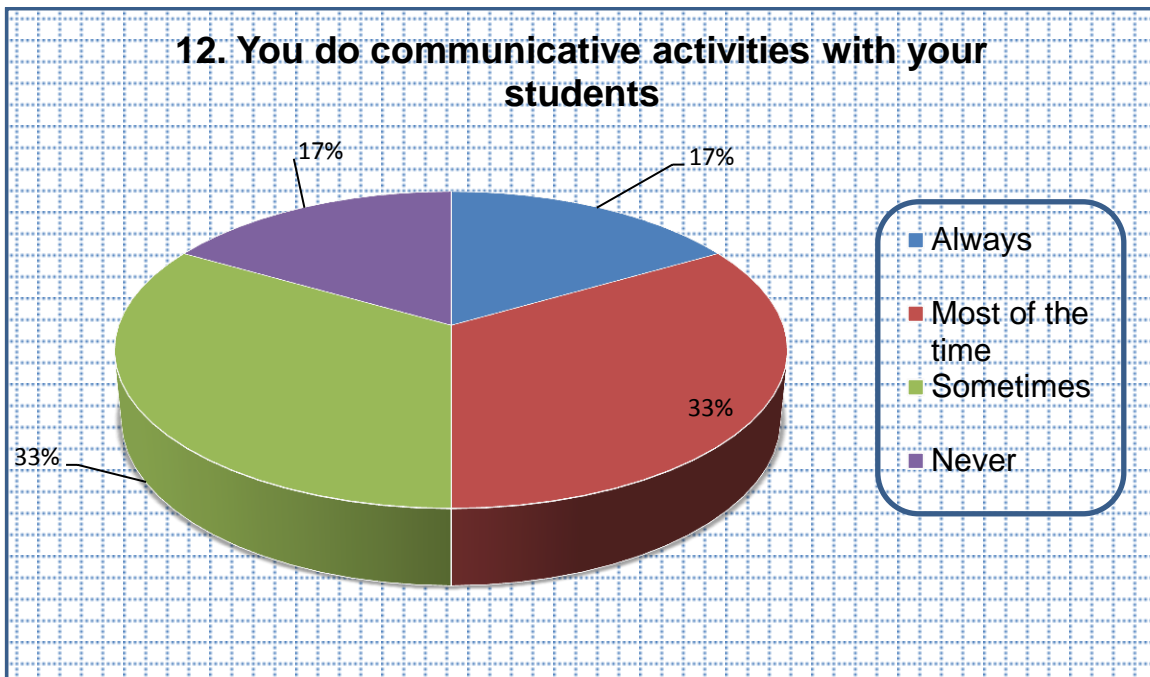
Fig. 36   Pie chart of question 12

Always	17 %	1
Most of the time	33%	2
Sometimes	33 %	2
Never	17 %	1
Total number of teachers	100 %	6

This pie chart reveals if the teachers do communicative activities in class.

Taking into consideration the highest and the lowest percentages, 33 % of teachers say they most of the time do communicative activities in class, and 17 % of teachers say that they never do it.
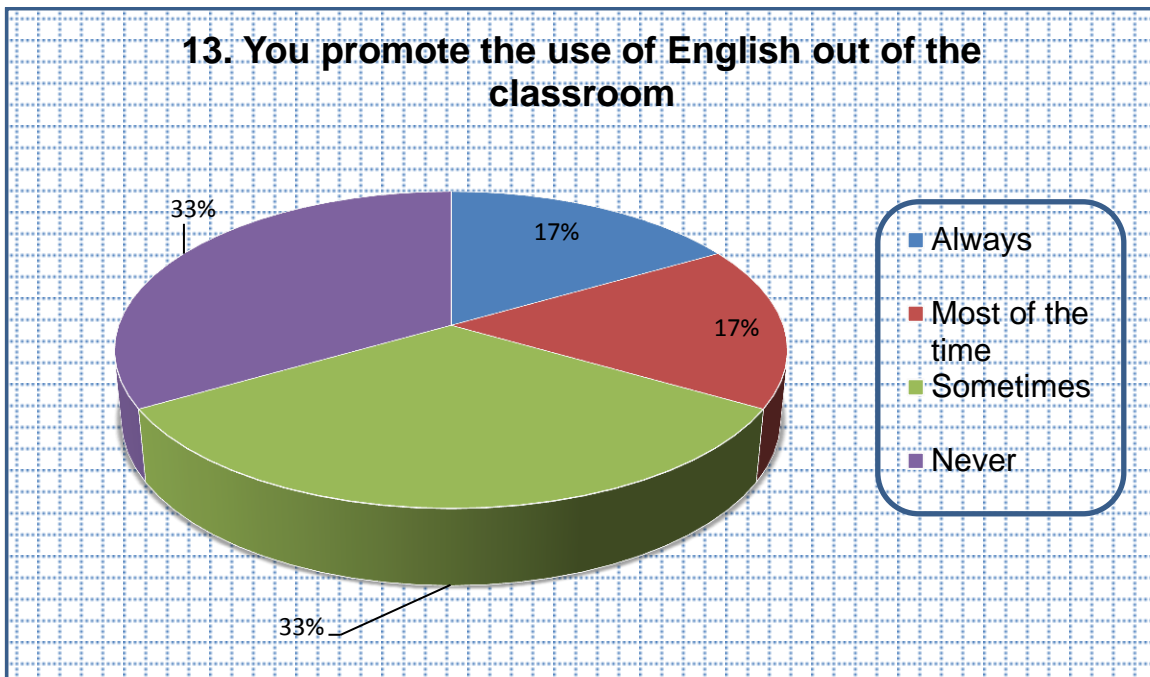
Fig. 37   Pie chart of question 13

Always	17 %	1
Most of the time	17 %	1
Sometimes	33 %	2
Never	33 %	2
Total number of teachers	100 %	6

This pie chart reveals if the teachers promote the use of English out of the classroom.

Between 34 % of the teachers say they do it always or most of the time. The rest of teachers, some of them say they do it sometimes, and others never do it.
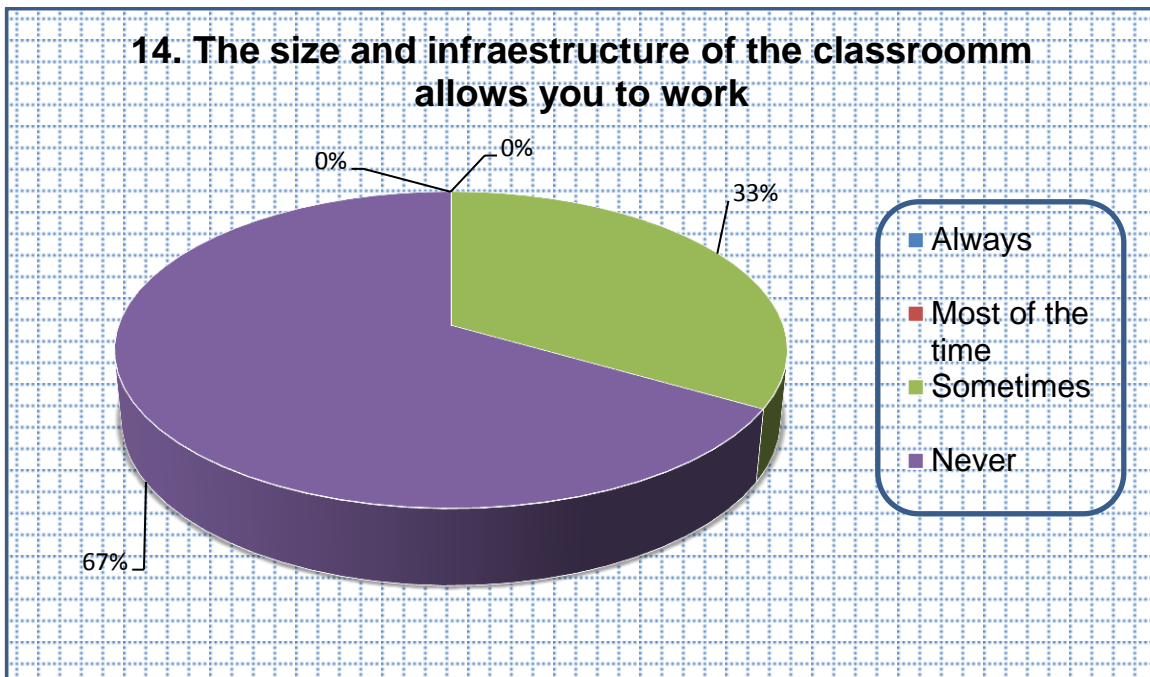
Fig. 38   Pie chart of question 14

Always	0	0
Most of the time	0	0
Sometimes	33 %	2
Never	67 %	4
Total number of teachers	100 %	6

This pie chart reveals if the size and infraestructure of the classroom allows teacher to work.

Taking into consideration the highest and the lowest percentages, 33 % of teachers say that it sometimes let them work. However, 67 % of teachers say that the infraestructure of the classroom never allows them work.

15. The number of students is ideal to work with

0%
17%
50%
33%

- Always
- Most of the time
- Sometimes
- Never
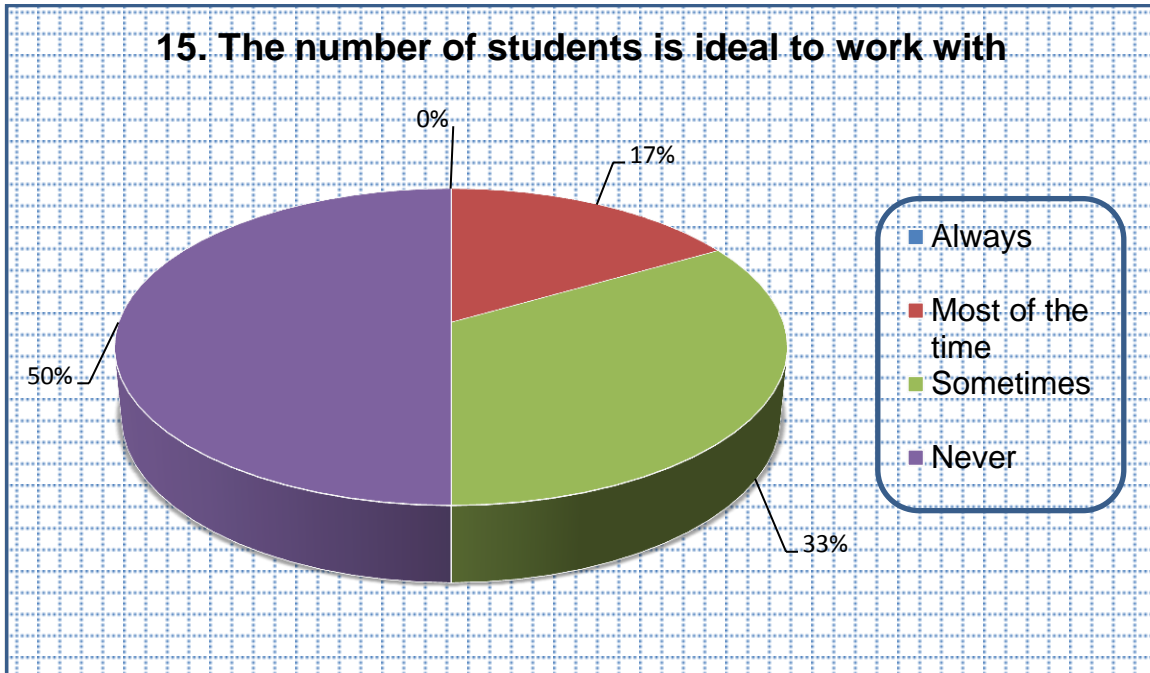
Fig. 39 Pie chart of question 15

Always	0	0
Most of the time	17 %	1
Sometimes	33 %	2
Never	50 %	3
Total number of teachers	100 %	6

This pie chart reveals if for teachers, the number of students is ideal to work with.

Taking into consideration the highest and the lowest percentages, 50 % of teachers say that it is never ideal to work with this number of students, and 17 % of teachers say that most of the time it is.

3.5 RESULTS / FINDINGS AND ANALYSIS

This section reveals, after a carefully analysis of the data, the results obtained from the surveys applied both to teachers and students.

From a survey of twenty questions handed out to a class of 35 students in order to find out details about how their English grammar class is conducted, and their attitude towards learning this language and its grammatical structures, the results are the following:

- ✓ Students do not like the way the teacher teaches grammar
- ✓ They say there are no activities that allow them to interact with their partners
- ✓ They are not motivated to learn English
- ✓ Classroom activities are not easy to fulfill
- ✓ The instructions given are not clear or easy to follow
- ✓ The teacher does not use only English in class
- ✓ Students do not understand the grammatical structures given in class
- ✓ There is not so much practice of grammar structures in class
- ✓ Grammar classes are not interesting for students
- ✓ Students memorize the grammatical structures
- ✓ The classroom atmosphere does not allow students to work comfortably
- ✓ The number of students in the classroom does not facilitate learning
- ✓ The teacher does not use technological resources in class
- ✓ The textbook is not appealing for everybody
- ✓ The teacher does not use worksheets or extra material in classes
- ✓ Not all the student use the target language when working with their classmates
- ✓ Students do not use the vocabulary learnt in class

The second survey was applied to 6 teachers working in the afternoon shift. It included fifteen questions in order to find out about the classes, the way of teaching, and resources used. The outcomes are the following:

- ✓ Teachers do not use English in their classes all the time
- ✓ Teachers say most of them prepare worksheets or extra material for their classes.
- ✓ The High School does not always facilitate teachers with technological resources for their classes.
- ✓ Teachers do not often use other materials like flashcards, maps, objects, or songs.
- ✓ Teachers say most of them prepare activities that allow interaction between students.
- ✓ Textbook does not always provide interesting activities for students.
- ✓ Teachers say that most of the time they make their students see the benefits of learning English.
- ✓ Teachers do not receive updated training for teaching.
- ✓ Teachers make students memorize grammatical rules
- ✓ Most of the teachers say that they use communicative activities in class.
- ✓ The size and infrastructure of the classroom does not allow teachers to work.
- ✓ The number of students in the class is not suitable to work with.

After obtaining these results and doing the corresponding analysis, it can clearly be seen a clash of opinions.

Students claim that there are not interactive activities, that the teacher does not speak only English in the classroom, that the teacher does not use extra material to reinforce the lessons, and that there is no motivation to learn this language.

On the other hand, teachers argue the opposite. They allege that interactive and communicative activities are part of their classes, that they prepare worksheets as a reinforcement, and that they seek to bring innovative material to the classroom.

Based on the class observations the students' answers are more according with the reality.

PRE TEST RESULTS

A pretest was applied to the students, to measure their grammatical knowledge up to the moment the survey was carrying on.

The pretest was based on the present progressive which was the topic they were studying at that time. In this test, a deficiency of this grammatical structure could be clearly seen. It demonstrated that the topic was not mastered by the students.

It was made of 30 questions, divided in six sections; the total grade was over 10. Three of the sections were multiple choice exercises where they had to circle the correct form of the verb, complete sentences with verbs, and unscramble sentences. The other three sections were communicative exercises, for completing short conversations, describing what people were doing, and answering personal questions.

In general, the class got a low average, being 0.25 the lowest grade and 7 the highest grade.

The following bar graphic displays the grades obtained by the students:
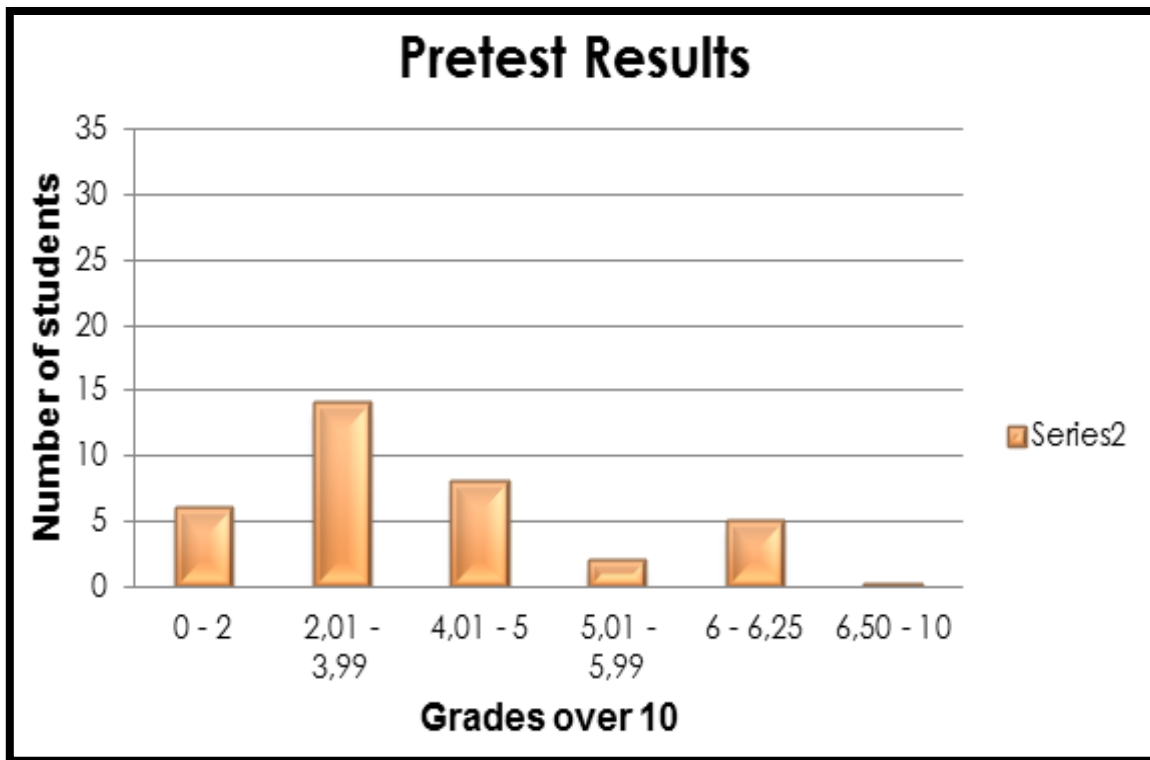
Fig. 40   Pretest results
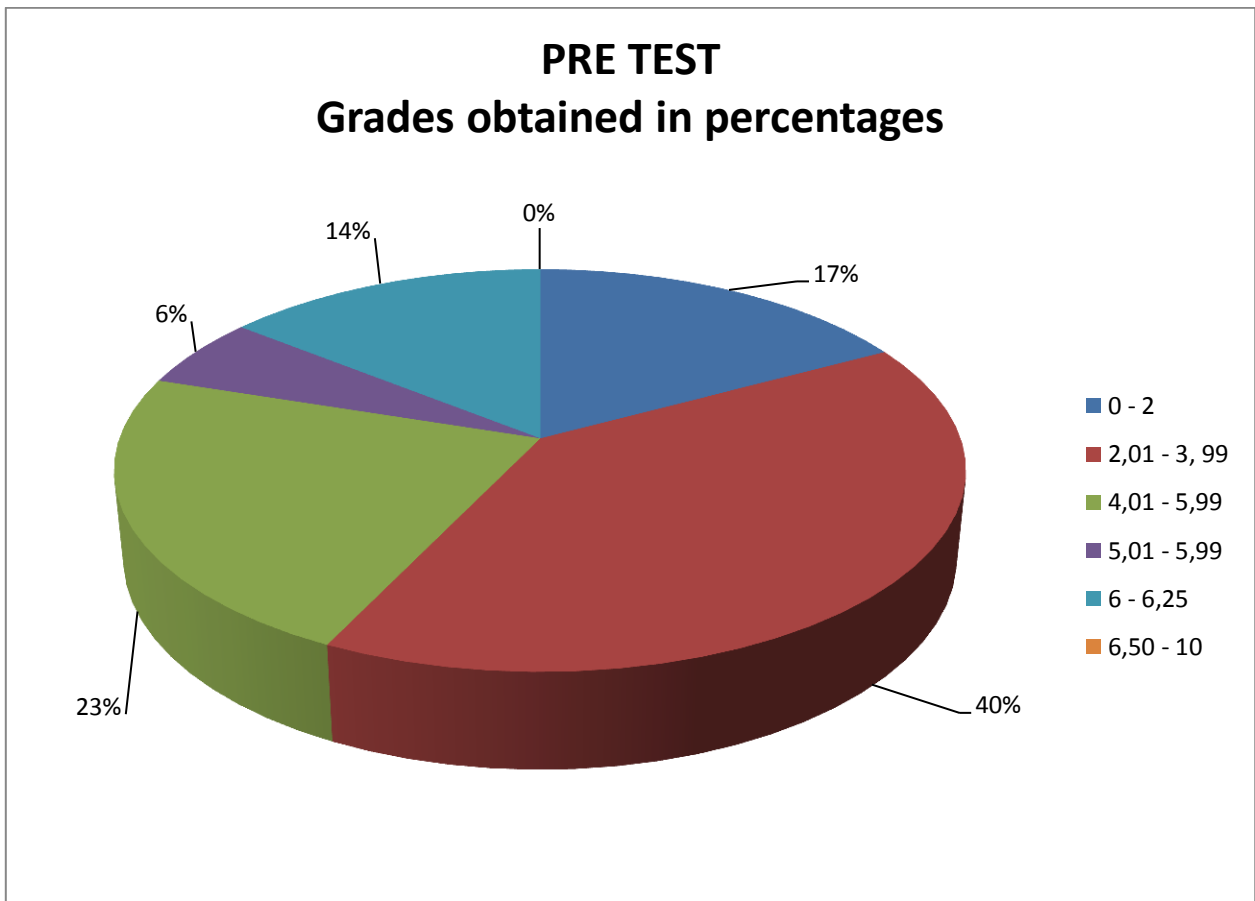
Fig. 41 Pie chart – Pretest results in %

	Grades	Percentage %	Number of students
PRE - TEST GRADES	0 - 2	17%	6
	2,01 - 3,99	40%	14
	4,01 - 5	23%	8
	5,01 - 5,99	6%	2
	6 - 6,25	14%	5
	6,50 - 10	0%	0
TOTAL	**10/10**	**100%**	**35**

Table 9 Pretest results in ordinal numbers and percentages

POST TEST RESULTS

During the month after the pretest was applied, a series of communicative activities suggested by the author of this research project were introduced as part of regular classes with the purpose to reinforce the grammatical structure that were being taught during this time frame.

This time the structure was the past tense and the communicative activities were designed with exercises that motivated the students to apply the new knowledge in interactive situations.

The post test, then, was based on the past tense. It was made of 25 questions, divided in five sections; the total grade was over 10. Three sections were multiple choice exercises where they had to circle the correct form of the verb, complete sentences with verbs, and unscramble sentences. The other two sections were communicative exercises, for completing short conversations, and writing sentences with personal information. Basically the same format of the pretest.

According to the statistical results, an improvement can be noticed. That suggests that the application of communicative activities allowed the achievement of some positive effects.

In general, the class got a better average, being 1 the lowest grade and 9 the highest grade.

In the following bar graph displays the grades obtained by the students:
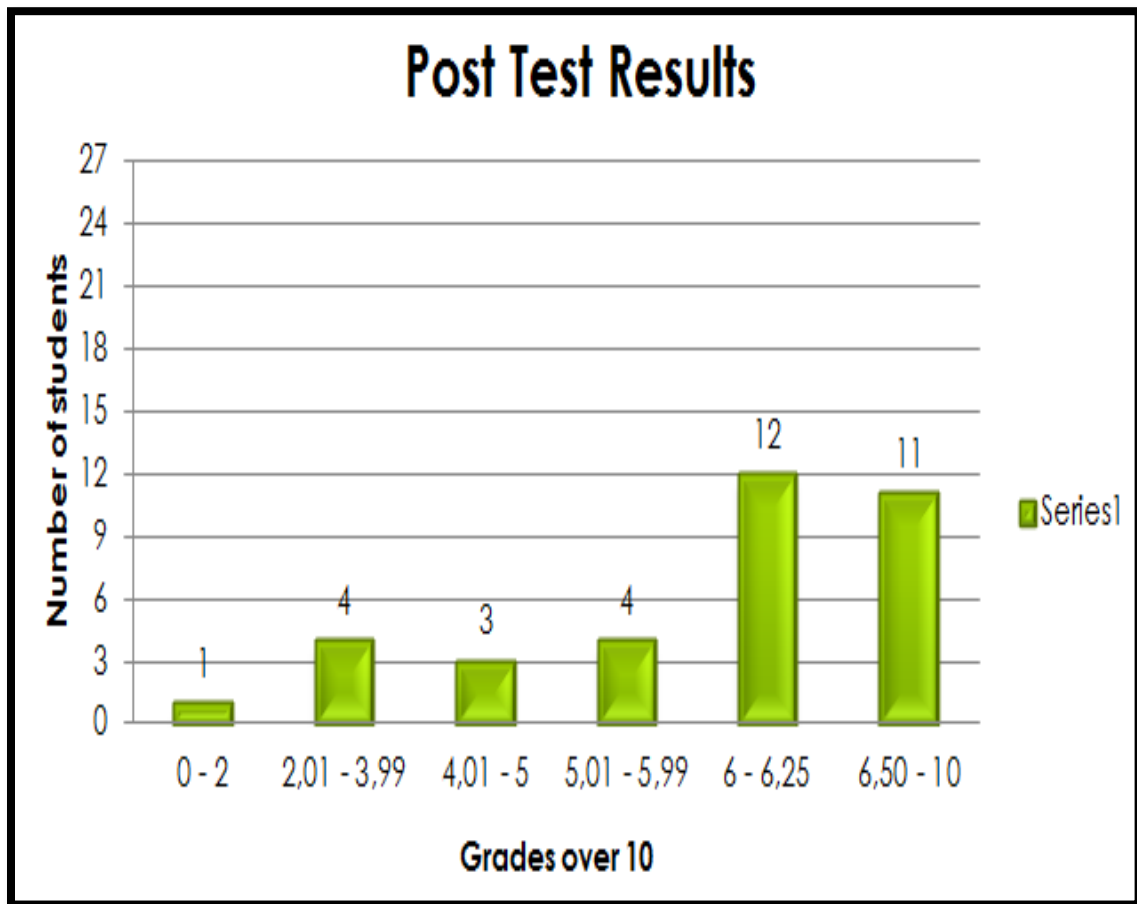
Fig. 42   Post-test results
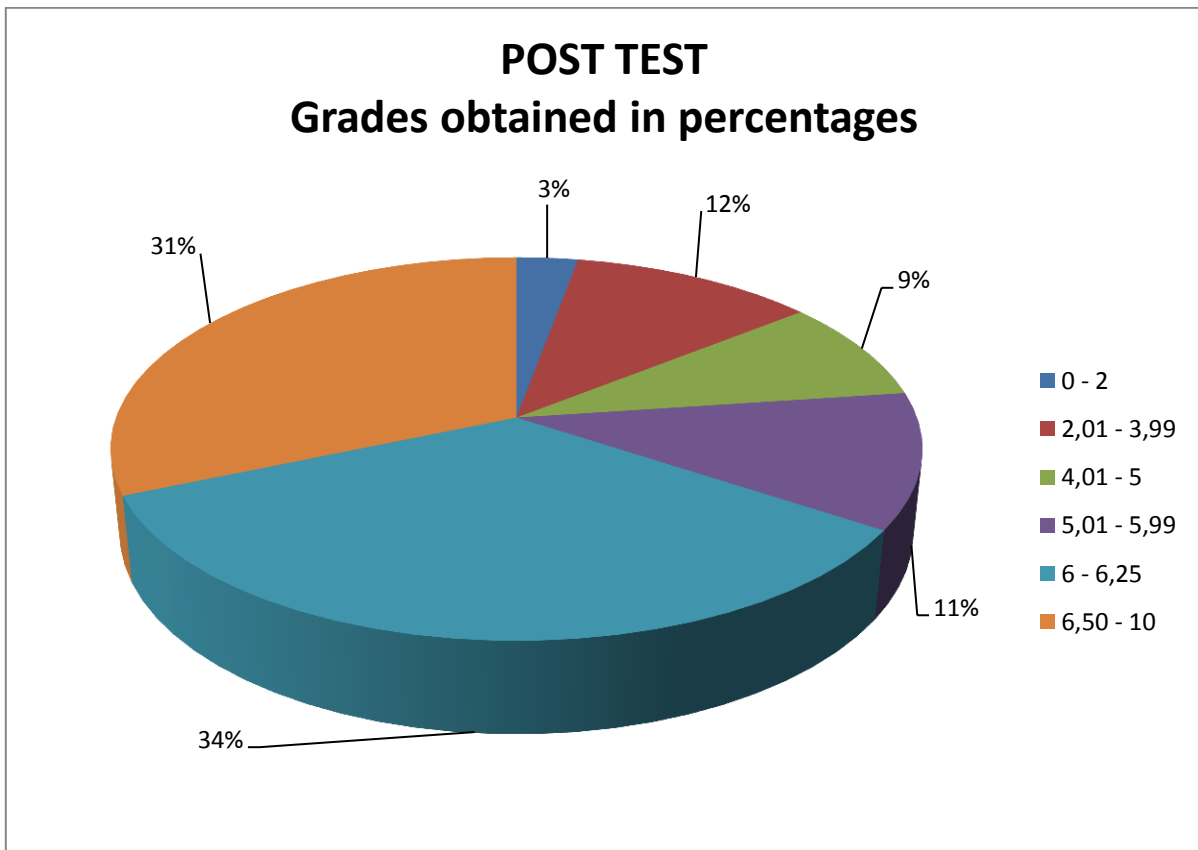
Fig. 43 Pie chart – Post Test Results in %

	Grades	Percentage %	Number of students
POST - TEST GRADES	0 - 2	3%	1
	2,01 - 3,99	11%	4
	4,01 - 5	9%	3
	5,01 - 5,99	11%	4
	6 - 6,25	34%	12
	6,50 - 10	31%	11
TOTAL	10/10	100%	**35**

Table 10 Post Test Results in ordinal numbers and percentages

3.6 RESOURCES AND BUDGET

RESOURCES	REQUIREMENTS	PRICE
Computer	To write the research project and to keep the all the information	-
Internet Service	To find out information required for the project	300
Books	To find out specific information and support this research	-
Printing Expenses	To print pdf books or material necessary for the project	200
Copies	To reproduce worksheets, tests, and surveys for students and teachers	40
Transport	To move to different places	40
Papers	To have the necessary documents and to present the project	85
Extra material	To buy markers, paper, folders for the classes at Francisco de Orellana High School	20

Table 11. Resources and Budget

3.7 TIMELINE

ACTIVITIES	MOTHS						
	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST
Tutorship approval and activities outline	x						
Development of Chapter I		x					
Designing of instruments				x			
Application of surveys				x			
Interpretation and analysis of data					x		
Writitng and presentation of Chapter II					x		
Writitng and presentation of Chapter III						x	
Recommendations and conclusions						x	
Writitng and presentation of Chapter IV							x
Final review							x

Table 12 Timeline.

CHAPTER IV

4. FINAL CONCLUSIONS

4.1 CONCLUSIONS

The purpose of this Research Project at Francisco de Orellana High School was to suggest the use of communicative grammar activities as part of the daily curriculum, and to find out the reasons why students have a low grammar production. The group selected was a 9th class with 35 students, around ages 13 – 14.

For reaching these goals, a survey to the English teachers was applied. It was done in order to know and evaluate their professional performance. Also, it was necessary to do class observations to find out possible obstacles for teaching.

The class observation was the instrument to evidence negative factors originated by the teacher:
First, it can be mentioned that students' lack of motivation was visible, they showed little interest in the activities that the teacher implemented.
Second, the subject matter was taught in Spanish with some repetitions in English.
Third, there was no extra material to support and promote the production of the grammatical structures studied in class.
Fourth, the teacher did not use any technological resources, and the class lesson seemed to be poorly prepared.

A second survey was applied to the students, in order to compare what the teacher says about her classes and what students perceive. The students also took a pretest to prove their deficiency in grammar and a post-test to evidence the improvement they got after using the communicative activities.

Taking into consideration all these instruments, conclusions can be made from each one. After observing the teacher, it can be noticed the poor material preparation she does before teaching. Also, her lack of updated teacher' competence, for creating more interactive activities , managing the discipline, and encouraging students to be an active part of the class. And, technological resources not provided by the High School was another factor added to the list of negatives things that affected student' learning.

The students' answers from their survey reinforce what was mentioned before. There was no motivation for them to learn those grammatical rules that they could not even use when communicating. Activities for them were difficult to fulfill since instructions were not clear enough, even when these instructions were given in Spanish. Topics of the classes seemed not to be according to students' interests, what caused discipline problems and no learning at all.

In addition, low grades obtained by the students in the pretest that they took, and that it was based on what they were supposed to know, demonstrated that they had neither internalized the structure studied nor were they able to use it.

Finally, after a month using the communicative activities, the post test was applied, which confirmed the validation of the research hypothesis, getting positive results. Grades differed from those on the pretest and a better understanding of the structures was shown.

Application of different resources, techniques, and activities can be essential for helping the students in their learning process. Obviously, even if the teachers were the best professionals, classroom environment plays an important role in the process of learning, which in in this case was not the most beneficial for both, teachers and students.

4.2 PROBLEMS AND LIMITATIONS

At the beginning there was not a complete acceptance of the idea of conducting a research project in a specific classroom.

The teacher, whom the author was going to work with, did not show a positive attitude, due to the fact that at that time new teachers from the Government were being hired. Likewise, teacher felt uncomfortable with the idea of being observed because she thought somehow she was going to be criticized about the way of teaching.

However, after talking to her everything went well and smoothly. Later on, the teacher helped a lot motivating students to participate in class and made them aware of the importance of active participation as part of their grades.

The authorities and the teachers support made it possible to carry out this project completely.

4.3 RECOMMENDATIONS

Based on the positive results achieved in the post test, after a month applying communicative activities; it is firmly recommended to implement the use of communicative activities as part of the subject curriculum, in a daily basis or at least three times a week to see the improvements of students when using the language.

Students were positively engaged in class, and they were encouraged to do the activities since these activities were prepared according to their interests and social context. The teacher always had a good attitude but her effort was misguided

and time consuming. She needs to take time to prepare more interactive activities to enhance a better learning process.

4.4 RECOMMENDATIONS FOR SCHOOL AUTHORITIES

Teachers' survey showed that their lack of competency was due that they did not receive updated training. Their teaching was based on obsolete methods and techniques they used as a reference, what is not applicable for a new and demanded generation of students.

As a consequence, it is recommended to give the teachers continuous training to improve techniques and be prepared to be a 21st century teacher, who should know about students' trends, interests, and who should also be updated with technological skills.

Additionally, a vital recommendation is to provide teachers and students with technological resources such as laptops, CD players, a laboratory, a projector and others, to contribute with an efficient development of English classes.

4.5 RECOMMENDATIONS FOR THE NINTH GRADE ENGLISH TEACHER

The purpose in observing classes and doing a survey to the students is not for criticizing the teacher, but it is to provide an external point of view with suggestions that could improve her teaching.

Teaching itself is a challenge and a demanding profession, sometimes it could be overwhelming with the bunch of paper and stuff teachers need to do to fulfill the

Government requirements. However, updated knowledge helps to minimize effort when selecting appropriate techniques.

Wrong application of activities and methods will be time and energy consuming, because when students get low grades, teachers need to prepare extra classes and remedial work to help them.

It is suggested not to use the Grammar Translation Method, because it makes students stay in their comfort zone, not thinking, not producing and just repeating what the teachers say. Experimenting other methods like the Communicative Approach or Constructivism will help the teacher to turn the students from passive to an active part of the class.

4.6 FINAL RECOMMENDATION

As a final recommendation the author of this project dares to introduce to the reader a set of activities that has already been used in the classroom with the purpose to give some orientation to other teachers in relation to how to prepare reinforcing activities to be used in the classroom.

The author also recommends the use of the Internet to download, or adapt material according to the students' needs.

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APPENDICES

APPENDIX 1

STUDENTS LIST

FRANCISCO DE ORELLANA HIGH SCHOOL

9TH GRADE H

No	ALUMNOS
1	BARREZUETA AREVALO KRISTEL MAURIN
2	BARROS MOSCOSO MARIA DE LOS ANGELES
3	BRAVO PEZO JOSUE RAUL
4	CAICEDO RODRIGUEZ JOSUE RAUL
5	CASTILLO MERCHAN KENER DAIL
6	CASTRO PACHECO MICHAEL ELIAN
7	CEDEÑO FARIS FERNANDA ANABELLE
8	ECHEVERRIA ZURITA EMILY NOELIA
9	ESCOBAR LOZANO GENESIS GIANELLA
10	GUERRA TRIVIÑO ALEJANDRO XAVIER
11	LEMA VALENTE SHIRLEY PAULINA
12	LEON BELTRAN WALTER ALONSO
13	MACIAS TORRES ERICK XAVIER
14	MANTILLA CHIRIGUAYA EIDA NICOLE
15	MONTALVAN RUIZ DIEGO ALEXANDER
16	MORENO FLORES AURA MARIA
17	MUÑOZ FIGUEROA THAIS NAYELY

17	NARANJO BAJAÑA MELANY DENNISSE
18	NARVAEZ PEREZ BRITANY SULAY
19	PAREDES MONTECEL LUIS ENRIQUE
20	RAMOS MUÑOZ JESUS ISRAEL
21	REYES AYERVE MARIA JOSE
22	RISCO ZAMBRANO MADELYNE CRISTINA
23	ROMERO GARCIA JAMES ELKIN
24	SANCHEZ NAREA WILSON XAVIER
25	SARMIENTO AMAYA NOELIA BELEN
26	SILVA ORTEGA LUISA NICOLE
27	SOTO CEDEÑO HOLGER DANIEL
28	TOBAR ROMAN GERONIMO GREGORIO
29	TUBAY PEREZ CRISTOPHER ALBERTO
30	VERA LIVNGTON DOMENICA NAYELI
31	VILLON VALENCIA ANDY ALEXANDER

APPENDIX 2
OBSERVATION SHEET

CLASSROOM OBSERVATION SHEET

TEACHER' S NAME: _____   SCHOOL:

CLASS: _____   _____

Read the statements and circle the options as appropriate

Legends: 1 = YES   2 = SOMETIMES   3 = NO

No.	INDICATORS	1	2	3
1	Teacher starts with a warm up activity			
2	Teacher speaks only English during his/her class			
3	Teacher masters the grammar topic he/she teaches			
4	Teacher monitors the class while students are working			
5	Teacher does communicative activities to practice the structure taught			
6	Teacher encourages students to be an active part of the class			
7	Teacher is enthusiastic or dynamic when teaching grammar			
8	Teacher uses worksheets or extra material to reinforce classes			
9	Teacher is flexible accomodating the class to the individual students' needs			
10	Teacher gives students feedback			
11	Teacher controls discipline			
12	Students seem to be engaged and enthusiastic in class			
13	Students work in pairs or in groups			
14	Students work on their own			
15	Students ask questions to the teacher			
16	Students bring all the necessary materials to the class			
17	Students do any, thing not related to the class, while the teacher is explaining something			
18	Activities done in class are easy for students to complete			
19	The instructions given in class are easy for students to understand			
20	Time is managed well			

APPENDIX 3
SURVEYS

UNIVERSIDAD LAICA VICENTE ROCAFUERTE

DE GUAYAQUIL

SURVEY FORMAT

Dear teachers and students:

This survey is an important part of the Research Project, as a pre requirement to obtain the bachelor's degree to graduate from the university. Therefore, I kindly request to answer these questions.

Please, be as honest as possible when fill in the form. All the data will be carefully analyzed in order to reach the objectives proposed.

The title of my project is: "Using Communicative Activities to Increase Students' Production in English Grammar Classes at *Francisco de Orellana* High School"

Thank you in advanced for your cooperation!

Questionnaire addressed to students enrolled in ninth graders of High School.

Objective: To find out the causes why there is a low production of grammar

Instruction: Read each statement carefully and circle the best option that indicates your opinion.

(4 = always; 3 = most of the time; 2 = sometimes 1 = never)

No.	STATEMENTS	4	3	2	1
1	Do you like the English language?				
2	Do you like the way your teacher teaches it ?				
3	Does your teacher do activities that allow you interact with your partners?				
4	Do the activities (games, individual, pair or group work) in your class motivate you to learn English?				
5	Are your classroom activities easy to fulfill?				
6	Are the instructions easy to follow?				
7	Does your teacher only use English during the class hour?				
8	Do you understand the grammatical structures given in class?				
9	Do you practice the use of the grammar structures in class?				
10	Are your grammar classes interesting?				
11	Do you memorize grammar structures?				
12	Does you teacher correct your mistakes?				
13	Does your classroom allow you to work in a comfortable way?				
14	Does the number of students in your classroom facilitate your learning?				
15	Does your teacher use different resources like Cd players, over head projector, laptop, interactive blackboard?				
16	Is the textbook appealing to you?				
17	Does your teacher use worksheets or extra materials?				
18	Do you ask your teacher questions?				
19	When working with your classmates, do you speak in English?				
20	Do you use the new vocabulary in class?				

UNIVERSIDAD LAICA VICENTE ROCAFUERTE

DE GUAYAQUIL

SURVEY FORMAT

Questionnaire addressed to teachers in charge of ninth graders of High School.

Instruction: Please, read each statement carefully and circle the best option that indicates your opinion.

(4 = always; 3 = most of the time; 2 = sometimes   1 = never)

No.	STATEMENTS	4	3	2	1
1	You use English in your classes				
2	You keep your planning folder uptaded before each class				
3	You prepare worksheets or extra material to complement the topics learnt in class				
4	The High School provides technological resources like CD player, laptop, over head projector, speakers, among other for your classes				
5	You use authentic material (flashcards, maps, videos, songs, objects) in your classes				
6	You prepare activities that allow your students to interact in pairs or in groups				
7	The textbook in use, provides interesting activities according to your students interests				
8	You give your students feedback when they make mistakes				
9	You make your students see the benefits of learning English				
10	You receive updated training for teaching grammar in a better way				
11	You make your students memorize the grammatical rules				
12	You do communicative activities with your students				
13	You promote the use of English out of the classroom				
14	The size and infraestructure of the classroom allows you to work				
15	The number of students is ideal to work with				

Thanks for your valuable help!

X

Francisco de Orellana Highschool

Name: _____   Date: _____

Grade: 9th H

A. Circle the correct option to complete these sentences. (2 pts)

1. I am _____ a sandwich now.

   eats   *(eating)*   *not eat*   *eat*

2. I am busy right now. I _____ breakfast.

    am have   *have*   *having*   *am having*

3. _____ you waiting for a bus?

    Do   *Are*   *Does*   *Is*

4. Don't disturb him. He _____ you waiting for a bus?

    sleeps   *is sleeping*   *is sleep*   *sleep*

5. What _____ John _____ at the moment?

    does / do   *is / do*   *are / doing*   *is / doing*

B.   What are they doing? Use the verbs to complete the sentences: (2 pts)

Eat   have   play   sit   wait

1. _*She is eating*_ an apple.

2. He _____ for a bus.

3. They _____ football.

4. _____ breakfast.

5. _____ on the table.

*** Pre-test used for research purposes*

C. Look at the pictures and complete the questions. Use these verbs. (2.5 pts)

Cry   **eat**   **go**   **laugh**   **look at**   **read**

1. What *are you reading* ?	2. Where _____ she _____ ?	3. What _____ ?
4. Why _____ ?	5. What _____ ?	6. Why _____ ?
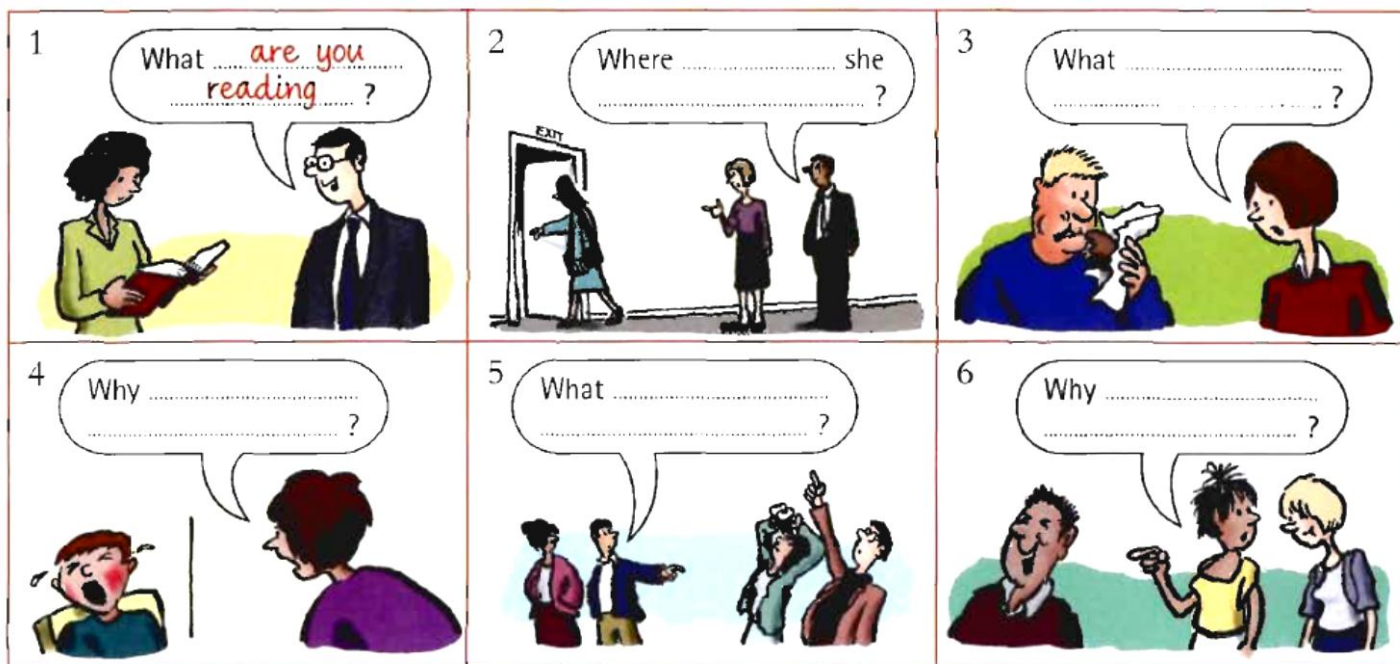
D. Write questions using these words: Use is or are. 1.75 pts)

1. (working / Paul / today?) _____ *Is Paul working today?* _____

2. (what / the children / doing?) _____

3. (you / listening / to me?) _____

4. (your mom / watching / television?) _____

5. (what / Ann / cooking?) _____

6. (what / you / writing?) _____

E. Write short answers. E.g. Yes, I am / No, he isn't, etc) (0.50 pts)

1. Are you watching TV? *No, I'm not.* _____

2. Are you eating? _____

3. Is it raining? _____

4. Are you sitting on the floor? _____

5. Are your doing your homework? _____

6. Are you playing basketball? _____

*** Pre-test used for research purposes*

F.   Complete the sentences. Use these verbs. (1.25 pts)

Cook   **leave**   **take**   **sleep**   **swim**   **work**

1. Please be quiet. I _____ _am working_____ .

2. "Where is John?"   "He is in the kitchen. He _____."

3. Look! A person _____ in the river.

4. We are on vacations. We _____ at the Central Hotel.

5. "Where is Sue?" " She _____ a shower."

6. I _____ now. Goodbye.

Francisco de Orellana Highschool

Name: _____   Date: _____

Grade: 9ᵗʰ H

PAST SIMPLE

A. What did they do? Use the verbs to complete the sentences: (2 pts)

Eat   wash   play   write   read

1. _He watched_ TV before going to bed.

2. He _____ at McDonald's yesterday

3. She _____ her car last week.

4. They _____ football.

5. Luis _____ a note for Santa Clause.

6. My mom _____ her favorite book in one week.

B. Unscramble these words and form negative sentences. Use did not (didn't)
    (2 pts)

1. (sing / Mick/ jazz/ yesterday.) _Mick didn't sing jazz yesterday._

2. (last Monday /work / we)_____

3. (Liz / at home/ stay / last Friday) _____

4. (TV / on Sunday/ we/ watched) _____

5. (go / we / to San Marino) _____

6. (they / for the test / study) _____

** POST -test used for research purposes

C. Circle the correct option to complete these sentences. (2 pts)

1. Karol _____ a slice pizza .

    Didn't ate   *eating*   *eat*   (*ate*)

2. Marlon _____ the paper into small pieces.

    cutting   *cuts*   *cut*   *didn't cutting*

3. Fabricio _____   _____ a cellphone.

    has   *didn't have*   *had*   *didn't had*

4. My sister _____ a lot of coffee yesterday.

    drank   *didn't drank*   *drink*   *drinking*

5. Karla and Mike _____   _____ to the movies.

    Didn't / went   *didn't' / go*   *- / go*   *did / go*

6. I _____   _____ for the final test.

    Didn't / study   *didn't' / studied*   *did / studied*

D. Complete the sentences. Use these verbs in past. (2 pts)

sing   buy   play   sleep   swim   work

1. Everybody is invited. I _____*bought*_____ pizza.
2. I am happy! I _____ my favorite song at the concert.
3. Look at the news! A girl _____ in the Guayas river.
4. Mary was on vacations. She _____ almost all the time.
5. "Where was Rubén yesterday?" " Oh!, He _____ all night long"
6. They _____ the final basketball game. "It was great".

*** POST -test used for research purposes*

E. Write 5 sentences about you. What did you do yesterday? (2 pts)

1. _Yesterday, I watched my favorite movie._ .

2. _____

3. _____

4. _____

5. _____

6. _____

1. _Yesterday, I watched my favorite movie._ .

** POST -test used for research purposes

LESSON TEACHING PLANNING

9TH GRADE - H

TIME: 1 PERIODS	**SUBJECT:** LANGUAGE

CLASS OBJECTIVE:
Past :
Learn and use the time expressions
Going from the examples to the rules.

MATERIALS:
Worksheets, chart, board.

CLASS PROCEDURE

TIMING	PRE ACTIVITY	DURING	POST ACTIVITY
40´	Mention some past events to generate interest in the topic and make them think in the past time. Then ask questions like: ***What time of your lives are you thinking of?*** ***How do you know it's past?***	Introduce the time expressions. Choral repetition for pronunciation. Complete the chart pasted it on the board. Recognize the regular verbs in a paragraph. Make up the rule for changing these verbs into the past.	Practice both topics (time expressions and regular verbs) in a worksheet. Peer Assessment Check their answers with all the class.

CLASS ASSESSMENT:
Vocabulary activity.

HOMEWORK:
  Study the time expressions.

a

LESSON TEACHING PLANNING

9TH GRADE - H

TIME: 1 PERIOD	**SUBJECT:** LANGUAGE

CLASS OBJECTIVE: Regular verbs   Going from the example to the rule.   Evaluate which word search can be answered immediately.
MATERIALS: Worksheets, chart, board.

CLASS PROCEDURE

TIMING	PRE ACTIVITY	DURING	POST ACTIVITY
40´	Students make a review about the time expressions and the general rule for the regular verbs.	In a word search make them find ten regular verbs. Make them notice the changes the verbs have in past. The teacher writes on the board the verbs they mentioned, and after explain the rule. Short rules for pronunciation /ed/ /t/ /d/	Make them classify into a chart, the verbs they found according to the rules. Listen and check the answers into the board. Also, check the meaning of the verbs.

CLASS ASSESSMENT: Verbs activity. The teacher gave them a list of verbs.
HOMEWORK: Study the short list of regular verbs for tomorrow.

LESSON TEACHING PLANNING

9TH GRADE   - H

TIME: 1 PERIODS	**SUBJECT:** LANGUAGE

CLASS OBJECTIVE: Irregular Verbs Use them in sentences.
MATERIALS: Worksheets, chart, board, flashcards.

CLASS PROCEDURE

TIMING	PRE ACTIVITY	DURING	POST ACTIVITY
40´	Paste on the board a chart with verbs in present and past. Students have to match the verbs with the help of the teacher.	Once they have matched the verbs, make them repeat orally and check their meaning using flashcards. A student comes to the front, takes out randomly any picture and the rest of the class have to say the verb in present and past.	Groups: Worksheet (First part):The students work in groups to recognize the verbs, change them in to the past and match them to the pictures.

CLASS ASSESSMENT: Grammar activity
HOMEWORK: Complete the second part of the worksheet. They have to unscramble and form sentences.

c

LESSON TEACHING PLANNING

9TH GRADE – H

TIME: 2 PERIODS	**SUBJECT:** LANGUAGE

CLASS OBJECTIVE:
Review of the regular and irregular verbs
MATERIALS:
Worksheets, chart, board, student book.

CLASS PROCEDURE

TIMING	PRE ACTIVITY	DURING	POST ACTIVITY
40´	Orally check the irregular verbs. The teacher mention the present and they have to say the past.	Review the rules for the regular verbs (written and pronunciation). Check the worksheet done yesterday and part of the homework. Work on the student book pg 42 reading a dialogue and answering questions.	Student book pg 43 Vocabulary past time expressions.

CLASS ASSESSMENT:
Reading activity

HOMEWORK:
Study the regular and irregular verbs.

d

LESSON TEACHING PLANNING

9TH GRADE - H

TIME: 2 PERIODS	SUBJECT: LANGUAGE

CLASS OBJECTIVE:
To write and to use the affirmative sentence structure correctly Going from the example to the rule.
MATERIALS:
Worksheets, chart, board, student book.

CLASS PROCEDURE

TIMING	PRE ACTIVITY	DURING	POST ACTIVITY
40´	Elicit some verbs and names to start creating sentences. Make them notice the way the words are arranged.	The teacher explain how to form the correct structure: - in a traditional form: sub+vb+ compl - asking questions: who+what+where+when *My mom bought shoes in Rio Store yesterday.* Short worksheet to practice writing affirmative sentences.	Student book pg 45 (practice –ed endings and sentences). Check answers.

CLASS ASSESSMENT:
Creating sentences on their own.
HOMEWORK:
N/A

e

LESSON TEACHING PLANNING

9TH GRADE - H

TIME: 1 PERIOD	SUBJECT: LANGUAGE

CLASS OBJECTIVE:

MATERIALS:

CLASS PROCEDURE

TIMING	PRE ACTIVITY	DURING	POST ACTIVITY
40´	NO CLASSES	FOR COMMUNITY	CLEANUP WORK!

CLASS ASSESSMENT:
 -
HOMEWORK:

-

f

LESSON TEACHING PLANNING

9TH GRADE – H

TIME: 2 PERIODS	**SUBJECT:** LANGUAGE

CLASS OBJECTIVE:
Practice understanding of the grammatical structure.

MATERIALS:
Student book.

CLASS PROCEDURE

TIMING	PRE ACTIVITY	DURING	POST ACTIVITY
40´	Check some vocabulary words (common verbs)	Students play by turns: *Guess my life* One student do mimics referring to what he did yesterday, and the others have to guess. Most of the students will have the opportunity to do this. They use creativity.	Peer correction: student book.
40'		Work on the student book pg 44 grammar exercises.	

CLASS ASSESSMENT:
Guessing activity

HOMEWORK:
N/A

LESSON TEACHING PLANNING

9TH GRADE – H

TIME: 2 PERIODS	**SUBJECT:** LANGUAGE

CLASS OBJECTIVE:
Making yes/no questions simple past (did)
MATERIALS:
Worksheets, chart, board, student book.

CLASS PROCEDURE

TIMING	PRE ACTIVITY	DURING	POST ACTIVITY
40´	Making yes/no questions to the students about their routines. Trying to elicit short answers.	Write an example on the board and explain how to form questions. Make them notice how the main verb changes.

Students copy some questions to answer on their notebooks.

Using a worksheet, play *Find someone who.* They walk around to find information.

Present the information to the whole class. | Individual Work:

Student book pg 47 |

CLASS ASSESSMENT:
Find someone who – game

HOMEWORK:
N/A

LESSON TEACHING PLANNING

9TH GRADE – H

TIME: 1 PERIOD	**SUBJECT:** LANGUAGE

CLASS OBJECTIVE: Making WH questions simple past (did) Using this type of questions in context
MATERIALS: chart, board, notebooks.

CLASS PROCEDURE

TIMING	PRE ACTIVITY	DURING	POST ACTIVITY
40´	The teacher ask the students: What did you do yesterday? Show them pictures to the elicit the main wh questions. Eg: *a person for Who, A calendar for When The world for Where, etc.*	Brief explanation about the structure of this type of questions. Students copy a set of 20 sentences to make about questions about it. Then, in pairs they practice using the same questions to answer with personal information.	The whole class will check the answers on the board.

CLASS ASSESSMENT: Written activity
HOMEWORK: N/A

LESSON TEACHING PLANNING

9TH GRADE – H

TIME: 2 PERIODS	**SUBJECT:** LANGUAGE

CLASS OBJECTIVE:
Using WH questions in context simple past (did)

MATERIALS:
Worksheets, chart, board, student book.

CLASS PROCEDURE

TIMING	PRE ACTIVITY	DURING	POST ACTIVITY
40´	The teacher shows a picture to the class, about an event of her life. Students make information questions about it.	Pair activity: *Where did you go on your last holiday?* Students will practice a dialogue and then use personal information to answer, adding follow-up questions.	Check the exercises orally with the whole class.
40'		Work on their student book pg 46, grammar exercises.	

CLASS ASSESSMENT:
Communicative activity --- - where did you go on your last holiday.

HOMEWORK:
N/A

LESSON TEACHING PLANNING

9TH GRADE – H

TIME: 2 PERIODS	**SUBJECT:** LANGUAGE

CLASS OBJECTIVE:
Create negative sentences - simple past (did)

MATERIALS:
board, student book.

CLASS PROCEDURE

TIMING	PRE ACTIVITY	DURING	POST ACTIVITY
40´ 40'	Activating schemata, asking questions about the auxiliary did and the changes of the verbs when using it.	With the help of the teacher, make sentences on the board. Game: Truth or Lie? One student comes to the front of the class and say 4 sentences using personal information (2 will be true and 2 false). The rest of the class has to guess which ones are true and which ones false. In the book, students complete some exercises and practice dialogues pg 48.	Student book pg 48 - practice in a free way, using everyday expressions to keep a conversation.

CLASS ASSESSMENT:
Truth or Lie – game

HOMEWORK:
N/A

k

LESSON TEACHING PLANNING

9TH GRADE – H

TIME: 1 PERIOD	**SUBJECT:** LANGUAGE

CLASS OBJECTIVE:
Using negative sentences simple past (did) in context.

MATERIALS:
Worksheets, board, dictionary, notebook.

CLASS PROCEDURE

TIMING	PRE ACTIVITY	DURING	POST ACTIVITY
40´	The teacher shows a set of picture to check meaning of the vocabulary that is going to be used.	Students look in the dictionary meaning of words they don't know. In pairs, they receive a worksheet "A bad vacation" Using the pictures there, they answer the questions, adding personal information. They create a short dialogue about it.	Each couple comes to the front to present a dialogue of 2 or 3 minutes about their vacations. Act like a role play.

CLASS ASSESSMENT:
Role – play   Bad Vacation

HOMEWORK:
N/A

l

LESSON TEACHING PLANNING

9TH GRADE – H

TIME: 2 PERIODS	**SUBJECT:** LANGUAGE

CLASS OBJECTIVE:
Practice the simple past tense through games

MATERIALS:
board, student book, a dice.

CLASS PROCEDURE

TIMING	PRE ACTIVITY	DURING	POST ACTIVITY
40´ 40'	Look at the pictures on pg 49, and identify the costumes. *What do they represent? What is happening?*	Look up the words they don't know in the dictionary. Read the short story. Discuss a question in the reading, making personal inferences. Practice the dialogue in group of three.	Activity from the book pg 50 in pairs: They have a set of picture in their book. They use a dice to make wh questions about each picture. If they do it correctly, they move to the next square. The first student to complete the squares win.

CLASS ASSESSMENT:
Add up the questions – game

HOMEWORK:
N/A

m

LESSON TEACHING PLANNING

9TH GRADE – H

TIME: 2 PERIODS	SUBJECT: LANGUAGE

CLASS OBJECTIVE:
Review of the simple past (did) structures

MATERIALS:
Worksheets, board.

CLASS PROCEDURE

TIMING	PRE ACTIVITY	DURING	POST ACTIVITY
40´ 40'	Mixed examples on the board to make students complete. Ask questions about the different structures.	Information gap activity: randomly the teacher choose couples to work. Each couple receives a different card with some information missing. They have to ask each other questions till they complete the chart. The five couples that finish first, receive a prize. Speaking activity: *When was the last time you…..?* Students receive a chart with some verbs in present. They have to change them to past.	Then, they star making the question *when was the last time you…*, they choose a verb from the chart and complete the questions. The other student answer. They will have the opportunity to interact between each other.

CLASS ASSESSMENT:
Information gap activity – game

HOMEWORK:
N/A

LESSON TEACHING PLANNING

9TH GRADE – H

TIME: 1 PERIOD	**SUBJECT:** LANGUAGE

CLASS OBJECTIVE: Review
MATERIALS: Piece of paper, scissors, glue.

CLASS PROCEDURE

TIMING	PRE ACTIVITY	DURING	POST ACTIVITY
40´	By choosing a different card, students will be put into different couples to work with.	Students receive a group of words to unscramble and form questions about their weekend. Once they have the questions ready, they start taking turns to ask and answer questions.	The conversation of some pairs are presented to the class.

CLASS ASSESSMENT: How was your weekend – role play
HOMEWORK: N/A

LESSON TEACHING PLANNING

9TH GRADE – H

TIME: 2 PERIODS	**SUBJECT:** LANGUAGE

CLASS OBJECTIVE:
Group activity – simple past (did)

MATERIALS:
Worksheet

CLASS PROCEDURE

TIMING	PRE ACTIVITY	DURING	POST ACTIVITY
40´	Talking about the different parts of a story briefly. Introduction, Body, Conclusion	In group of 6 they will create a short story: *Holiday Romance* First, they receive a worksheet to answer some questions creatively, that will provide information for the story.	Students are asked to choose one person to read aloud the story to the class. The class then votes for the best story.

CLASS ASSESSMENT:
Communicative activity --- Holiday Romance

Note: The Second Period was taken by the Psychologist.

HOMEWORK:
N/A

LESSON TEACHING PLANNING

9TH GRADE – H

TIME: 2 PERIODS	**SUBJECT:** LANGUAGE

CLASS OBJECTIVE:
POST TEST – SIMPLE PAST

MATERIALS:
Test

CLASS PROCEDURE

TIMING	PRE ACTIVITY	DURING	POST ACTIVITY
40´		TAKE THE POST TEST	

CLASS ASSESSMENT:
Test

HOMEWORK:
N/A

Name: _____   **Date:** _____

EXERCISES

CHANGE THE SENTENCES INTO THE NEGATIVE FORM.

1. Alexis and Steven studied for the test.

_____

2. Celi and Gladys ate at Mc Donal's.

_____

3. Kathy and Michael went to the movies.

_____

4. Jordan and his family enjoyed the trip.

_____

5. He had a computer.

_____

6. They collected postcards.

_____

7. Fiona washed her car.

_____

8. I bought bread.

_____

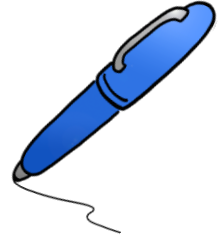CIRCLE THE CORRECT FORM OF THE VERB FOR EACH SENTENCE.

1. Ann didn't   stay / stayed   at home.

2. Mick didn't sing   / sang jazz.

3. We   went / go to the zoo last week.

4. They work / worked last Saturday.

5. Carlos didn't   had / have   a pen.

6. I didn't wrote / write   a letter.

7. My family didn't watch / watched   TV yesterday.

Past Simple Tense

I - Fill in the sentences with the <u>correct form (past simple)</u> of the appropriate verb, and then match the sentences to the pictures.

1) Robert __ran__ home after school.
2) Dave _____ a slice of pizza.
3) The couple _____ TV last night.
4) Dad _____ a story to his children.
5) Dave _____ a cat.
6) Jane _____ in the disco last weekend.
8) Anne _____ on the table.
9) Joe _____ the paper into smaller pieces.
10) The family _____ on holiday on Monday.
11) Jasmine _____ the piano.
12) Hanna _____ for the test at home.
13) Leila _____ in the sea.
14) Romina _____ food in the supermarket.
15) My brother _____ a lot of water last night.
16) Andrea _____ in a concert last month.

I. Unscramble these sentences.

1.- ate / pizza / last night / I

_____

2.- to / Mark and Cynthia / two years go / Paris / went

_____

3.- last Friday / a / we / party / had

_____

4.- Dayanna / a movie / last week / watch

_____

5.- went / My / on vacation / family / last year

_____

Name: _____   Date: November 26th, 2014

Regular verbs

Find the past for the following regular verbs

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

1. cook   _____

2. destroy   _____

3. open   _____

4. cry   _____

5. dance   _____

6. wash   _____

7. listen   _____

8. love   _____

9. study   _____

10. play   _____

Classify them according to their endings.

Add - ed	Add - d	Vowel + y --- add ed	Consonant + y --- change to i + ed

1. INFORMATION GAP ACTIVITY

DESCRIPTION:

This is a pair work. Using a worksheet, students ask questions each other which they do not the answer; in order to discover certain information.

All the students are involved, where they are forced to ask each other questions. This makes the students to work in a more communicative environment.

MATERIALS NEED:

Two worksheets. Each will have different information to complement each other.

PREPARATION:

1. Prepare at least 20 different sentences
2. Five sentences are going to be used by one pair.
3. In the first worksheet, take out some information from the sentences.
4. The missing information in one worksheet should be in the other one.

IN CLASS:

1. Tell the students to form pairs.
2. One partner gets the first page (A) and the other gets the second page (B).
3. Review the past simple structure.
4. Partner A asks partner B questions using the Past Simple (e.g. 'Where did you go ?') Partner B answers using the Past Simple, as well (e.g. 'I went to Italy').
5. There are 11 past tense verbs altogether, both regular and irregular, for students to practice.

FURTHER SUGGESTIONS:

Do not let the students choose their pairs. Do another activity that leads them to form groups. For example: if you have time, paste shapes or numbers under their seat. They will work with the person that has the same picture or number.

WHERE / go ?	WHO /meet ?	WHERE/sleep?	WHAT /bring?	HOW/ feel?	HOW LONG/stay?
Italy		in the car		very good	
	my friends		some glasses		one week
France		at a hotel		very tired	
	my wife		some toys		a month
China		outside		amazing	
	my neighbour		a nice lamp		a few days

Information Gap

WHERE / go ?	WHO /meet ?	WHERE/sleep?	WHAT /bring?	HOW/ feel?	HOW LONG/stay?
	my mother		some towels		one day
China		at a hotel		very tired	
	my cousins		some pillows		a month
Spain		in the car		wonderful	
	your friends		some nice pots		one week
Italy		in a bus		amazing	

Information Gap

WHERE/ go?	WHEN/arrive?	WHAT / do?	WHAT/ buy?	WHAT / eat?	WHAT /drink?
Spain		visit Valencia		paella	
	in the morning		a car		orange juice
Romania		begin school		tomatoes	
	on Monday		a guitar		tomato juice
Castellon		visit my brother		seafood	
	on Friday		chocolate		Coca Cola

Information Gap

WHERE/ go?	WHEN/arrive?	WHAT / do?	WHAT/ buy?	WHAT / eat?	WHAT /drink?
	on Tuesday		a toy box		milk
Paris		visit the Eiffel Tower		salami	
	in May		a bicycle		water
Bucharest		take some documents		strawberries	
	on Friday		a mirror		orange juice
London		cook a lot		fish	

Information Gap

2. FIND SOMEONE WHO

DESCRIPTION:

Students will looks for names moving around and talk to different people while they practice.

MATERIALS NEED:

A list of questions on a worksheet.

PREPARATION:

1. Have in mind topics of interest for teenagers or the group you're teaching.
2. According to the topics you have chosen, create wh questions.
3. Type them like a worksheet and leave some space for the names.

IN CLASS:

1. Deliver the paper to each student, so each of them will have a list of questions.
2. They should circulate around the classroom asking questions till they find different names for that question. For e.g. *Did you go to Salinas last week?*
3. When he/she finds a person that says yes, he/she should write his/her name on the paper.
4. The one, who completes first finding names, will be the winner.

FURTHER SUGGESTIONS:

For an intermediate level, it will be good if they continue asking more descriptive questions. E.g.: *Who did you go with? How long did you stay?*

3. BAD VACATION

DESCRIPTION:

Students will talk about their vacations, but they will have to be creative with their answers according to the pictures they have.

MATERIALS NEED: Different pictures

PREPARATION:

1. Look for different pictures that includes places, weather, clothes, verbs, transportation like for example: rain, beach, airplane, swimming.
2. Prepare at least 5 sets of pictures, so students won't repeat too much the information.
3. In the worksheet, write a list of verbs and possible questions for students to use them.

IN CLASS:

1. Separate them in group of four.
2. Deliver the set of pictures to one part of the group and the questions for the second part.
3. Give them five minutes to understand the instructions that must be written in a worksheet or on the board.
4. When the activity finishes, you can rotate the set of pictures and let the students practice with a different environment.

FURTHER SUGGESTIONS:

The student should answer using the pictures to answer them, and adding some personal information.

According to the level of the students, make them write a story using the pictures.

Or make them create a role play.

Bad Vacation
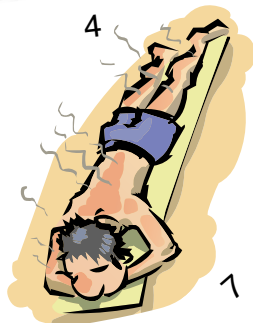
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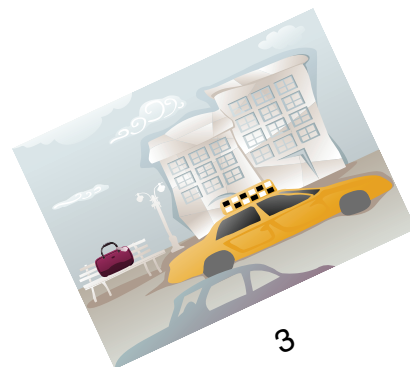
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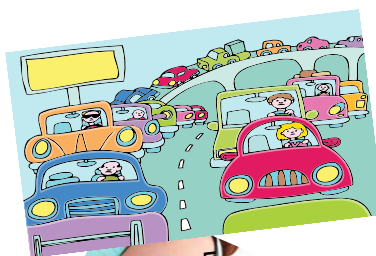
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8

9

took too many things   very bad traffic jams   very windy
the car broke down   a thief stole my purse/wallet   the staff were very rude
left my bag on a bench   saw a shark   got sunburnt

Match the vocabulary above to the pictures and then answer the questions below.
Every answer must include something bad that happened on the holiday.

Example: *We went to the beach but the car broke down.*

1. Where did you go ?
_____

2. What was the weather like ?
_____

3. What did you do ?
_____

4. Did you go shopping ?
_____

5. What else did you do ?
_____

6. Did you have any other problems?
_____

4. GUESS MY LIFE

DESCRIPTION: Students use the kinesthetic intelligence.

They move their bodies to transmit actions, while stimulating the other students thinking.

MATERIALS NEED: -

PREPARATION: -

IN CLASS:

1. One student at a time comes to the front of the class.
2. The student does the mimic of what he did yesterday or this morning.
   Ex: brushed my teeth
3. The rest of the class tries to guess, saying a complete sentence for each action.
4. The class has three opportunities to get it exactly right.
5. The student in the front continues until he has covered his whole day routine in at least six sentences.

FURTHER SUGGESTIONS:

Instead of saying loudly the sentences, students can write them in their notebooks. And then, they will check with the teacher on the board.

5. HOW WAS YOUR WEEKEND?

DESCRIPTION: This is an elementary activity. Students practice asking and answering questions about weekend activities using the past simple tense.

MATERIALS NEEDED:

Small pieces of paper

Clips

A cardboard

Glue

PREPARATION:

1. Type at least 20 different questions , print them / write them on a sheet
2. Cut this sentences into small pieces of paper
3. Join a group of words with a clip. Prepare like 4 or 5 different chunks, and repeat them three times each one. So, you will have 15 chunks.
4. Have a cardboard and a glue ready for each group.

IN CLASS:

1. Students break in pairs
2. They use prior knowledge to unscramble words and form past simple questions about weekend activities.
3. The students take turns to make and answer questions
4. Then, they repeat the questions by adding words that show interest, and start a short conversation.

FURTHER SUGGESTIONS:

You as the teacher, can suggest a more complex topic to talk about, like how was the movie, what was it about, etc.

6. HOLIDAY ROMANCE

DESCRIPTION: Students have to involve creativity, imagination, and the vocabulary learnt, to make up a short story while practicing the grammatical structure learnt in class. This activity encourages group work.

MATERIALS NEEDED:

A worksheet with some questions, according to the information they need to include in the story.

An envelope with some pictures that will provide clues for adding information.

PREPARATION:

1. Make copies of the pdf worksheet with the questions *(taken from the internet)*
2. Look for some pictures like people, places, actions, etc.
3. Put in each envelope 4 or 5 different pictures that may provide information.
4. Prepare five different envelopes for the groups.

IN CLASS:

1. Students are divided in group of 6.
2. They receive a worksheet with some specific questions.
3. Each member of the group, orally, will have to make up an answer using the past simple. Eg: *who was the man? It was Superman.*
4. They can include any detail they want.
5. They write their answer using simple transitions words to connect their sentences.
6. When everybody has finished, students are asked to choose one person to read aloud the story to the class.
7. The class then votes for the best story.

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Holiday Romance

Fold

Fold

Name:

Who was the man?

_____

_____

Where did he go on holiday and who did he go with?

_____

_____

Where did they stay?

_____

_____

Who was the woman?

_____

_____

Where did the man meet the woman?

_____

_____

What did the woman say to the man?

_____

_____

What did the man say to the woman?

_____

_____

Where did they go together and what did they do?

_____

_____

What happened next?

_____

_____

At the end of his holiday, what did the man decide to do?

_____

_____

7. WHERE DID YOU GO ON YOUR LAST HOLIDAY?

DESCRIPTION:

Students practice with a real situation about their vacations, so they get familiar to use the language in real life.

MATERIALS NEEDED:

A worksheet with the prototype conversation.

PREPARATION:

1. Get copies from the pdf worksheet from the internet.
2. Write clear instructions on the board

IN CLASS:

1. Students have a worksheet with a short conversation they have to practice in pairs.
2. Then one of the students has to change the underlined parts and complete with personal information.
3. After that, another has to make two or three follow-up questions using their own ideas.
4. Finally, ask them to create their own conversation.

FURTHER SUGGESTIONS:

Make them present a short role play in front of the class.

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Where did you go on your last holiday?

A. Practice the conversation below with a partner.

Scene: Tom Cruise and Julia Roberts are talking about holidays.

Tom: So, Julia, where did you go on your last holiday?

Julia: I went to Bali.

Tom: Really? How was it?

Julia: Wonderful! The beaches were clean and the weather was great!

Tom: How long did you stay?

Julia: I stayed for 10 days.

Tom: What did you do there?

Julia: Well, I went sunbathing and sightseeing.

B. Change the underlined parts of the dialogue and make a new conversation. Ask two follow-up questions from list below or use your own ideas.

Who did you go with?

How did you get there?

Where did you stay?

What did you buy?

When did you go there?

8. WHEN WAS THE LAST TIME YOU..?

DESCRIPTION:

In a funny way of bringing memories to their minds, students will practice regular and irregular verbs and answering Wh questions in past.

MATERIALS NEED:

Two or three piles of cards with verbs.

PREPARATION:

1. Form groups of 4 or 5 people
2. Give a pile of small verb cards to each group
3. By turns, students take a card and complete the question "When was the last time you...? and ask to another student.
4. They should change the base form of the verbs to past simple
5. The rest of the group should make follow up questions.

E.g.:   A: When was the last time you got up early?

B : The last time I got up early was yesterday.

C: Really? What time?

B: I got up at 5:00 am

FURTHER SUGGESTIONS:

If they are low level students, give them clues for follow up questions, so they will have an idea what to ask.

Taken from a web page. (Re-written in word)

9. TRUTH OR LIE?

DESCRIPTION:

Guessing facts or lies in a funny way. Students feel more confident using the structure because the rest of the class will be focused on the information and not on the structure. That's why making mistakes will be ok for students and not embarrassing.

MATERIAL NEEDED:
None

PREPARATION:

1. Plan the time you are going to use.
2. Be specific with the instructions for the students

IN CLASS:
1. One student comes in front of the class
2. Student thinks 4 sentences – two must be true and two false
3. He/she share it with the class
4. The rest of the classmates have to guess which ones are true and which one are false.

FURTHER SUGGESTIONS:
The activity could be done in pairs, so everybody will have opportunity to speak and practice.

GET UP EARLY	TAKE A PICTURE	READ A NEWSPAPER	EAT AT A RESTAURANT
GO TO THE MOVIES	SEND AN EMAIL	COOK FOR YOUR FAMILY	TRAVEL BY PLANE
VISIT YOUR RELATIVES	STAY UP LATE	WRITE A LETTER	LOSE YOUR WALLET
MEET A FRIEND	BUY SOMETHING EXPENSIVE	RIDE YOUR BIKE	TAKE A TRAIN
HAVE BREAKFAST	WATCH TV	SING A SONG	PLAY SPORTS

10. COMIC STRIP STORY

DESCRIPTION:

Students will create a simple story using their ideas to name characters, places and events. They will use a comic strip format.

MATERIAL NEEDED:
Worksheet and comic pictures

PREPARATION:

1. Make copies of the worksheet downloaded from the internet, or create your own.
2. Select related pictures to form a sequence of events and facilitate students development of the story.

IN CLASS:

1. Students are given the worksheets with clear instructions of the activity
2. Students start fill in the bubble speech to have an idea of the development of the story
3. Then, review very quickly the parts of a story
4. Tell the students to select names, places, and use simple sentences.

FURTHER SUGGESTIONS:

There could be a comic story contest, where the students choose the best one.

THE END...

TO BE CONTINUED...
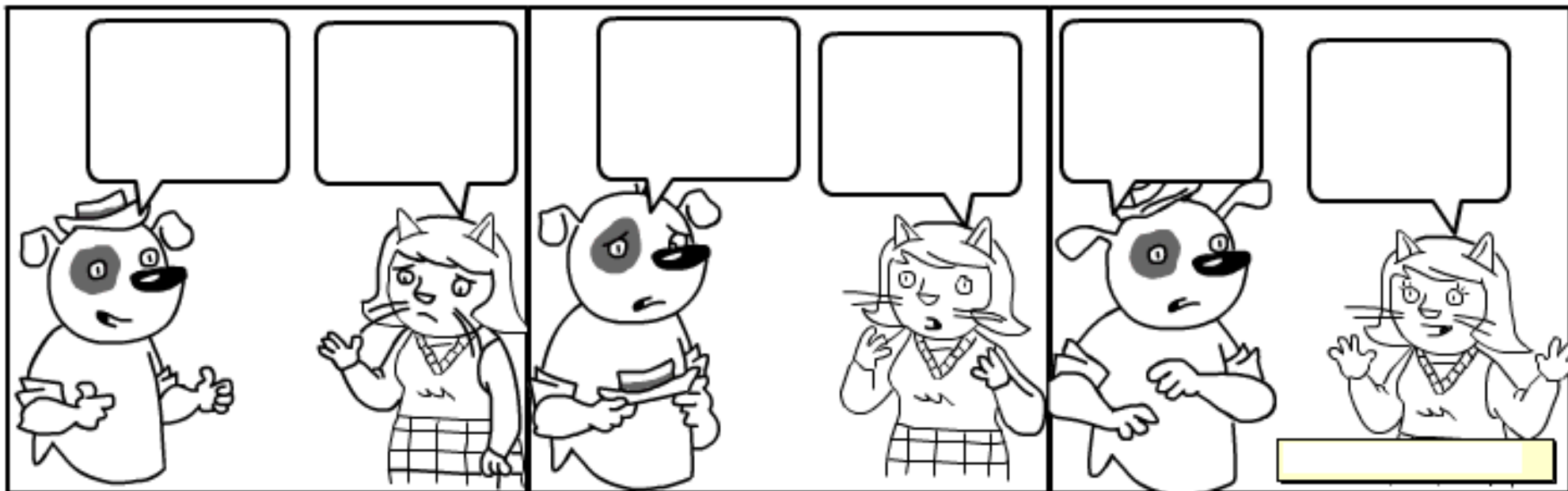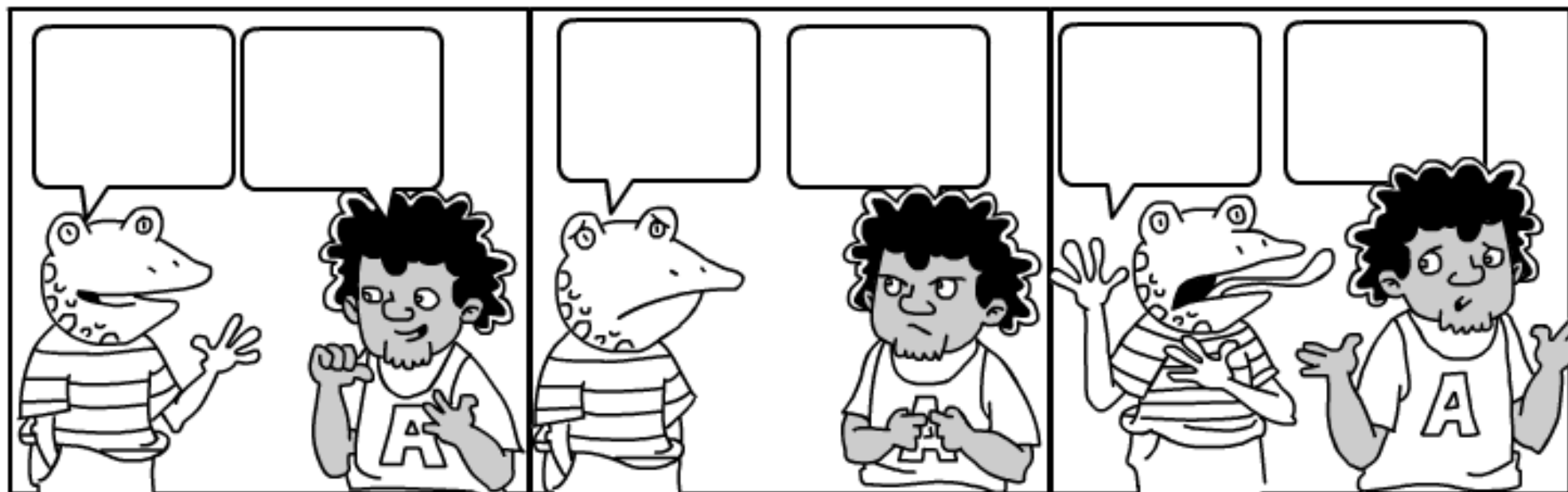
Storyboard

Name(s): _____ Date: _____ Period: _____