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ESCUELA DE LENGUAS – INGLÉS

RESEARCH PROJECT:

**DEVELOPMENT OF A SET OF TEACHING STRATEGIES TO TRAIN
ENGLISH TEACHERS OF TENTH UPPER BASIC EDUCATION LEVEL AT
VEINTIOCHO DE MAYO HIGH SCHOOL TO PROVIDE STUDENTS WITH
MEANINGFUL LEARNING.**

PREVIO A LA OBTENCIÓN DEL TÍTULO DE:

LICENCIADA EN LENGUA INGLESA

ESPECIALIZACIÓN EN LINGÜÍSTICA Y LITERATURA

AUTORES

PAOLA SALOMÉ NAVARRETE LLAGUNO

SANDRA VANESSA SÁNCHEZ VACA

DIRECTOR DE TESIS

MSC. MAURICIO VIZCAINO

GUAYAQUIL

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Abstract

The purpose of this research project is to facilitate the teaching and learning process in an EFL classroom environment, through the creation of a methodological guide which will be used for English Teachers at Veintiocho de Mayo High School. This work was carried out on tenth upper basic level of education students and teachers from the third, eighth, and fourteenth sections. It focuses on making careful, highly detailed observations or measurements of teachers' performance. The main objective of this research is that English Teachers of the tenth upper basic level of education at Veintiocho de Mayo High School implement any of the strategies mentioned in the methodological guide to provide students with meaningful learning. In the methodological guide teachers can find many activities regarding each language skill. The methods used were inductive-deductive, the analysis of the statistical data of the students' performance, the questionnaire administered to both students and teachers, and finally, the observation checklist to evaluate the teachers' performance. The results obtained in this analysis were very important in the development of the methodological guide, aimed at improving the teachers' performance.

Key words: EFL classroom environment, meaningful learning, teachers' performance, methodological guide, strategies.

DEDICATION

I would like to thank God for being my guide throughout my career and the development of this research project. I dedicate this research project to my dear parents, Carlos Navarrete and Elena Llaguno, who have been my support during all my career and for their love throughout my life; to my lovely son David who has been my pillar of strength to reach my goals; to my great sisters and brother for their love, encouragement, and help. I feel so fortunate that they exist in my life. This is for them, with all my love.

Paola Navarrete

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Sandra Sánchez

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INTRODUCTION

1.1 Background of the problem

Currently, the educational system in our country is looking for quality improvements in all school subjects, and English as a Foreign Language is not an exception. For this reason the government is planning a project to strengthen this process. The main objective is to get students to reach a functional level of English language usage that is B1, which means to be an independent user with an intermediate level of English according to The Common European Framework.

The first steps are directed to the updating of the national curricula of the English subject, the delivery of textbooks aligned to this curriculum, and the continuous training of English teachers to improve their professional development. The objective is to establish quality standards for teaching and learning English as a reference for what both teachers and students should know and be able to do to raise the quality of education in the language. Unfortunately, the strategies that some teachers are applying in their classes are affecting the achievement of meaningful English language learning in some public institutions. “VEINTIOCHO DE MAYO” is one of the high schools with this problem. Certain English Teachers of tenth upper basic education level have a great influence in the students’ lack of interest and low grades due to their teaching performance.

“VEINTIOCHO DE MAYO” high school, located on Carlos Julio Arosemena Avenue, is the place where one of the authors of this research project did her pre-professional teaching practice. There, she observed the lack of motivation from teachers to engage the students by using the course book as the only alternative to work in class.

Therefore, the results were unmotivated, non-participatory, and distracted students with a lack of interest in classroom activities, and low grades in the subject.

There are many factors found in public institutions that influence the decay of the teaching-learning process such as: overcrowded classrooms, teachers in charge of many sections, issues that are not interesting for the students, only forty-five minutes for the English class etc. It is important for teachers to optimize the time and resources they have, but mostly to make English language teaching something memorable for the students, which will allow them to use it in real situations. The existing educational system considers the systematic usage of teaching materials and resources made by teachers extremely important; the learning resources play a mediating role between the educational purpose and the learning process among teachers and students. This mediating role is usually broken down into various specific functions which can meet the resources in the training process: creating real situations, motivating, innovating, and controlling the learning content.

Students learn how to solve a problem through practice and experience. Aspects such as experience will produce a change on student's behavior related to English. Therefore, teaching resources and materials must be related to the basic functions of supporting the curricula and become motivators of teaching-learning activities. It is important to mention that both authors of this project have experienced working with children of initial level, and the motivation with them is more engaging. You might think that the upper basic education teacher should be different, but not so much, because what changes is the way of motivation.

Consequently, the teachers have an important role in the school. They have to make students get a positive attitude towards learning. Teachers' attitudes cannot be limited to

the transmission of knowledge. It must emphasize how they do it. In order to do that, teachers need to handle different strategies to implement in the classroom, making their classes more attractive, and engaging students with the content imposed by the curricula. In that way, at the end of the process students can feel satisfied by learning something new, and at the same time this new learning will be meaningful because they will use it in real life situations.

1.2 Statement of the problem

The purpose of this study is to determine how the performance of English teachers affects the achievement of meaningful English language learning of the tenth upper basic education students at “VEINTIOCHO DE MAYO” High School.

1.3 General Objective and Specific Objectives

1.3.1 General Objective

To develop a guide of strategies to improve the teachers’ performance and achieve meaningful English language learning in their classes.

1.3.2 Specific Objectives

To analyze the shortcomings in the meaningful English language learning presented by tenth upper basic education students by measuring the lack of interest and getting an average of their grades.

To search for different teaching strategies to achieve a meaningful English language learning in students by using a survey for teachers.

To evaluate the importance of applying motivation to tenth upper basic education students for a meaningful learning of the English language.

To provide teachers an educational guide with different teaching strategies that contributes to meaningful English language learning.

To plan a training course in order to help teachers with the management of the educational guide.

1.4 Significance of the Study

In the field of teaching English as a foreign language in many public institutions of our country there are still teachers that use traditional teaching strategies where the students perform decontextualized activities, i.e. repetition exercises, memorizing grammatical structures, literal translation of the foreign language into their mother tongue, monotonous classes and activities that do not motivate or challenge the development of students' skills. On the other hand, the new paradigms of education consider teaching as an induction of useful knowledge and cognitive strategies or skills, i.e. the teacher takes the role of promoter of thinking and learning skills, while the student is an individual who actively constructs knowledge.

This project was created with the intention of designing a tutorial with methodological strategies for teachers of tenth upper basic education at “VEINTIOCHO DE MAYO” High School; which will help teachers to conduct activities where students will develop knowledge by making reference not only to content, but also to skills based on experiences related to their own interests and needs.

Each person has his or her own learning style, but everybody needs motivation to make this learning something memorable which provides a great interest in acquiring new knowledge. The dedication and interest that students put on the activity or subject they are working in, will depend on the teachers’ motivation when planning their classes. The teacher should optimize teaching resources to maintain an active class in which all students participate. Motivation is not automatically activated and it is not exclusive for beginning the activity or task. It also covers the whole process of learning, and the student and the teacher must perform certain actions before, during, and at the end of the class, in order to increase a favorable disposition for the study.

For all the above, we dare to say that it is mandatory that the teachers are motivated in order to transfer that motivation to their students. When there is a good motivation, students remain attentive, willing to participate, ask questions, and learn with more enthusiasm, so it is essential for teachers to be trained not only in the subjects but also in group management, dynamics, and motivational games.

This is the central topic of our research, to design an educational guide and provide training in the use of it, which tries to give a positive answer to a real problem that exists at “VEINTIOCHO DE MAYO” High School. It includes updated strategies of English language teaching, targeted to upper primary school teachers of this high school, in order

to change this monotonous teaching process into a process of active teaching-learning. It is important to point out that in this research we will focus on specific aspects of cognitivism and constructivism theories, in order to describe how to get to meaningful learning since this concept has been studied from the perspective of both theories. It is also important to say that we consider only aspects that have a pedagogical application.

1.5 Research questions

In what way does the lack of teachers' motivation affect the meaningful English language learning?

How could the application of a set of strategies improve the teachers' performance in the English language teaching process?

What are the needs of the tenth upper basic level students in order to have meaningful English language learning?

1.6 Hypothesis

The performance of English teachers will affect the achievement of meaningful English language learning of the tenth upper basic education students at "VEINTIOCHO DE MAYO" High School in a positive way.

1.7 Indicators and variables

Table 1. Indicators and Variables

VARIABLES	CONCEPTUAL DEFINITION	INDICATORS	INSTRUMENTS
Teachers' performance	The work related to activities expected from a teacher and how well these activities are executed.	The teacher applies the guide with methodological strategies as it was verified by the researchers.	Guide with methodological strategies.
		The teacher presents the lesson plan which has been analyzed by the researchers.	Lesson plan
Meaningful Learning	It is when the student relates the new information to that he already owns, resetting and rebuilding both pieces of information in this process.	All of the students will pass the unit at least with 70 % of the score.	Observation guide, formative and summative assessment.

Source: Pringle, C & Blumberg, M (1988) What Really Determine Job Performance?

Prepared by: Paola Navarrete and Sandra Sanchez.

Table 1 shows the variables, their conceptual definition, the indicators, and the instruments.

2. LITERATURE REVIEW

2.1 Introduction

For learners who are studying English in a non-English speaking setting, it is very important to experience real communicative situations in which they learn how to express their own views and opinions, and develop their oral fluency and accuracy, which are very essential for success in communications. Although the matter is mostly in favor of applying the CLT approach in an EFL classroom, some criticism has been laid against it, which is, for the most part, justified when we evaluate its implementation in one of the most important public High Schools, where EFL teaching faces a lot of hurdles caused by different aspects. There are several features English teachers need to take into account. For example, to reach meaningful learning, language must be in a context and it cannot be isolated; and some of the strategies teachers will have to use apply constructive activities. These and other concepts are the ones that we have considered to develop this research project.

(Wei 211) “Given the gap between the theories of communicative competence and the task confronting EFL teaching and learning, most of the previous research studies maintained that EFL countries should carefully study their English teaching situations and decide how CLT can best serve their needs and interests”.

In order to understand the educational labor it is necessary to consider three other aspects of the educational process: teachers and their teaching, the knowledge structure of the curriculum and how it is produced, and also the social framework in which the educational process is being developed.

(Chuchuca Basantes Fernando Ms. 2001 p.40) “Nowadays in any professional activity, planning is an essential task, performed to predict and organize all the actions that will be developed and to optimize existing resources avoiding improvisation and unnecessary waste of energy and time, to achieve success and goals desired”.

2.2 Theoretical Review

2.2.1 Ausbel’s Theory

This research is focused on Ausbel’s meaningful learning theory, discussing its characteristics and implications for educational work. According to Ausbel, “meaningful learning is the process where new information (new knowledge) relates in a non-arbitrary and substantive manner (non-literal) with the learner’s cognitive structure”.

Considering Ausbel’s theory, non-arbitrariness and substantiveness are the basic characteristics of meaningful learning. Non-arbitrariness means that the prior knowledge, concepts, and ideas that the learner has in his cognitive structure will be related with the new relevant knowledge, concepts, and ideas provided by the teacher, which must be clear in order to fit and construct new knowledge.

On the other hand, substantially means that teachers provide learner’s cognitive structure with the essence of new knowledge, new ideas and not the precise words used to express them. Thus, meaningful learning cannot depend on a restricted use of certain symbols in particular.

In other words, according to Ausbel's theory the teaching – learning process becomes student-centered, which requires students to be responsible participants in their own learning actively building content, relating new information with what they already have in their memory, while the teacher facilitates and promotes learning. It is then clear that in perspective, prior knowledge (the cognitive structure of the learner) is crucial for meaningful learning variable. **(Ponce Cáceres Vicente MSc 2007 p.27) “You can say that learning is achieved when the student can perform or apply effectively what he has learned in the same or different situations that he has to face”.**

The purpose of this research project matches Ausbel's proposal, which mentions that long time ago, learning was considered to be a synonym of change in behavior, because at that time cognitivism was a behavioral perspective of educational work. However, we can certainly say that human learning goes beyond a simple change of behavior; it leads to a change in the meaning of the experience.

2.2.2 Constructivism Theory

In addition to Ausbel's proposal, to develop this research project the constructivism theory has been taken into consideration, which suggests that humans construct knowledge and meaning from their experiences. Constructivism has to do with student-centered learning where students are active knowledge workers and are able to explore problems rather than being passive knowledge receivers. Consequently, students are required to work on task-based language activities to develop communicative competence.

Jean Piaget and Lev Vygotsky are two well-known psychologists in the development of constructivist theories. They share the common belief that classrooms

must be constructivist environments; however, there are differences in terms of their theories and distinctions as to how constructivism should be carried out in classrooms.

2.2.3 Piaget's Constructivism Theory

Jean Piaget (1896-1980), famous for his extensive research on developmental psychology, describes the learning process as a continuous interaction among existing schemes, assimilation, accommodation, and equilibrium, which create new learning.

Piaget explores four sequential stages of the psychological development of the young learner and believes teachers should be aware of these stages. During the Sensory-motor Stage, (before the age of 2) sensory experiences and motor activities rule. Intelligence is intuitive in nature and knowledge; it is acquired through mental representation during the Preoperational Stage (from age 2 to age 7). At the Concrete Operational Stage (from age 7 to age 11), intelligence is logical, conserved, and dependent on concrete references. The Formal Operational Stage (after 11 years of age) is the stage when abstract thinking starts and the learner starts thinking about probabilities, associations, and analogies.

Piaget's developmental theory of learning and constructivism are based on discovery. According to his constructivist theory, in order to provide an ideal learning environment, children should be allowed to construct knowledge that is meaningful for them. In this matter the role of teachers is very important. Instead of giving a lecture, the teachers in this theory function as facilitators whose role is to aid the student when it comes to their own understanding. This takes away focus from the teacher and lecture, and puts it upon the students and their learning.

The resources and lesson plans that must be initiated for this learning theory take a very different approach towards traditional learning as well. Instead of telling, the teacher must begin asking. Instead of answering questions that only align with their curriculum, the facilitator in this case must ask them so that the students come to the conclusions on their own instead of being given the answers. Also, teachers are continually in conversation with the students, creating the learning experience that is open to new directions depending upon the needs of the student as the learning progresses. Teachers following Piaget's theory of constructivism must challenge the students by making them effective critical thinkers and not being merely a "teacher" but also a mentor, a consultant, and a coach.

2.2.4 The Piagetian Classroom

Piaget believes that a constructivist classroom must provide a variety of activities to challenge students to accept individual differences, increase their readiness to learn, discover new ideas, and construct their own knowledge. Videodisks, CD-ROMs, and simulation software enhance learning, while telecommunication tools, like e-mail and the Internet provide contexts for dialogues and interaction within the classroom, the schools, and the community leading to the social construction of knowledge. **The Absorbent Mind, p 81, Chap 8. Maria Montessori: "The environment must be rich in motives which lend interest to activity and invite the child to conduct his own experiences."**

Students have the opportunity to be exposed to other ideas, cultures, and forums on global issues. Students can work on collaborative projects, which may come in the form of a networked writing project that enables them to receive and give instant responses. In an elementary Piagetian classroom, concrete learning experiences, such as drawing, drama, model building and field trips that involve hands-on opportunities to see, hear, touch, taste, and smell, are essential. These early activities and the use of tangible manipulatives and

visual aids serve as building blocks for more sophisticated tasks, such as reading comprehension.

Furthermore, many books have been written where Piaget and Vygotsky are seen as more or less opposites. However, it may be more useful to note some fundamental similarities. They may both clearly be seen as constructivists. Some of the differences between them can be explained by the fact that they had rather different research agendas. While Piaget was interested in epistemology and knowledge, Vygotsky was more interested in understanding the social and cultural conditions for human learning. Hence, his writings may be closer to the concerns of educators.

2.2.5 Vygotsky's Constructivism Theory

Vygotsky's Theory focuses on the importance of language and communication (1962). It was Vygotsky's opinion that language and thinking are inevitably linked, and even though they first appear independently in infants, they quickly merge into a single function as humans develop into fully social beings. For instance, adolescents will already be proficient communicators, but they may have difficulty completely comprehending adult communications because the social and sociocultural world of an adolescent is still very different from that of an adult in our society.

We as adults must take care to be specific and explain what we mean when we communicate with adolescents, making sure to choose our words so that they fit into a context that is meaningful to the adolescent. Thus, if the explanations and language used when giving a lesson are not clear, within the social context, the students cannot understand, and even the benefit of group interaction is removed.

In fact, this situation strongly supports Vygotsky's Theories (1962) that language and communication are vital to "cognitive development", or learning, and that the rate of development must be adapted to the students and their own communication proficiency and sociocultural context. **"Ideal cognitive development occurs in a social setting"**. (Vygotsky, 1962) Humans are social individuals. That is how we live and how we are best able to learn. Anyone who ignores this fact is simply not getting the whole picture of a human being; that is the basis of Vygotsky's theory. If a person were kept in total isolation, it would be tortured, and of course no learning would occur.

In order to understand the ongoing cognitive development of any human being, particularly an adolescent, one must take into account the social context in which it is occurring. For example, even the specific words that are commonly used in an adolescent's social circles affect what thoughts and ideas they will use to process any new information and relate it to their established body of knowledge (Vygotsky, 1962). This important view of Vygotsky's (1962), that students learn most effectively when they are given tasks which are a little too difficult for an individual to accomplish alone but can be mastered through social cooperation, is called teaching in the students' ZPD. What he means is that if the lessons and tasks given to a student are not close enough (proximal) to what the student finds challenging, then the student will not develop.

On the other hand, as time is limited, the content of the lesson must be carefully determined by identifying the concepts and skills that must be covered in the lesson; a "needs assessment" in instructional design terminology. Exactly what concepts and skills do students need to learn to complete an assignment successfully? Does the subject being studied usually require the use of books? Do I really need to teach the sequence? Should I be teaching the research process? Or should I be teaching students to find current information to answer a specific question?

In other words, a 45-minute lesson can include just three to four major concepts. Choose them carefully. Obviously, the concepts to be included should be determined by reviewing the assignment or syllabus. Since the constructivist learning is based on the principle that through activity students discover their own realities, our job as teachers is to facilitate that discovery; usually beginning our lessons with a question, a case, or a problem.

In conclusion, Vygotsky offers a profound understanding of cognitive development as a primarily social activity. He stresses the importance of language itself and of the sociocultural context in which development occurs. These factors are of particular importance to adolescents as they attempt to accomplish a transition from childhood to adulthood.

Considering active learning as suggested by these theorists, constructivist learning moves from experience to learning and not the other way around. In other words, constructivist learning is inductive; the activity leads to the concepts; the concepts do not lead to the activity.

Due to the variety of advantages, this theory presents us such enhancing communicative skills, encourages initiative through motivation, and incorporates hands-on learning, plus group work, individual application and lecture. We agree with this theory and it works as a foundation to develop this research project which focuses on constructivism as a philosophy of learning with the basis that by reflecting on our experiences, we construct our own understanding of the world we live in. **Maria Montessori: “Education...is acquired not by listening to words but by experiences upon the environment.”**

2.3 Conceptual Framework

2.3.1 Language Acquisition

It is known that motivation is essential not only when learning a language but also in every learning process. It is also said that students who are not motivated are more likely to fail in achieving their goals than those students who are motivated. According to Gardner's theory of integrative motivation and the socio educational model of second language acquisition, motivation is considered as a psychological quality that leads people to achieve a goal. For instance, the learner's mastery of a language can be a target. **(Richards and Schmidt 2002 p. 344) "Motivation is generally considered to be one of the primary causes of success and failure in second language learning"**

Gardner identified a number of factors involved in learning a second language: the social and cultural environment, individual differences of students such as intelligence, language aptitude, motivation and situational anxiety, and the context. Gardner sees motivation as a primary variable which has a great influence in the learner's success or failure when learning a second language. Indeed, we can say that it relates with this research project which aims to have an improvement in the teaching strategies used by teachers.

2.3.2 Methodological Strategies

Nowadays our country is considering improving teacher professionalism by providing specific skills to those working in the field of education in order to achieve more effective and quality actions. This research project aims to provide a set of methodological

strategies that are going to be helpful for teachers of the tenth upper basic education at “ VEINTIOCHO DE MAYO “ high school, so in that way the main beneficiaries obtaining meaningful English language learning will be the students. The methodological strategies used by teachers are extremely important to reach this learning. That is why in order to carry out our research we consider important to know or define what methodological strategies are.

According to Frida Diaz Barriga, **“The methodological strategies are procedures that the teaching agent (teacher) uses in a reflective and flexible way to promote meaningful learning achievement of students”** (“Teaching strategies for meaningful learning constructivist interpretation”, 2002). In other words these are the techniques, methods, or resources a teacher plans according to the needs of the students and the level objectives to be achieved. Teachers, who are committed with students’ learning, must choose the most appropriate methodological strategies according to the interests and needs of the students. That is why when planning a class it is necessary to take into account that students should be aware of their own learning; this means to move from dependence to autonomy, so teachers must plan activities where the students build their own learning.

The students’ experience helps the learning process. For that reason, activities should start from students’ prior knowledge. The practice of teaching and learning should be based more on procedures and practice than strict knowledge, since the theoretical contribution given by the teacher loses significance if it is not applied in a real context. **(Krashen Stephen 1981 p.1) "Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill."**

For these reasons these key concepts are the foundation of this research project as well as the presentation and classification of different methodological strategies used in the teaching process, such as the pre-instructional strategies, which try to influence the activation of relevant prior knowledge and experiences; co-instructional strategies, the function of which is to achieve learning comprehension; and post-instructional strategies, used at the end of the teaching and which allow students to assess their own learning. There are several activities that teachers can develop before, during and after the teaching and learning process. In this research project, we describe strategies by incorporating constructivist principles throughout lessons to transform the typical 45-minutes lesson into meaningful learning.

2.3.3 The Direct Method

Among some teaching methods and approaches, we will include the Direct Method, which aims to make second language learning process more like first language learning, i.e. lots of oral interaction, spontaneous use of the language, no translation between first and second languages, and little or no analysis of grammatical rules. Richards and Rogers (1986) summarize the principles of it as follows:

(Franke F. 1884) “A language could be best taught by using it actively in the classroom. Rather than using analytical procedures that focus on explanation of grammar rules in classroom teaching. Teachers must encourage direct and spontaneous use of the foreign language in the classroom. Learners would then be able to induce grammar rules. The teacher replaced the textbook in the early stages of learning. Speaking began with systematic attention to pronunciation. Known words could be used to teach new vocabulary, using mime, demonstration, and pictures”.

2.3.4 Audio-lingual Method

Many years ago the United States was involved in the World War II in which America became aware that people needed to learn foreign languages to be able to work in military operations. So the “Army Method” was developed to construct communicative skills through demanding language courses focusing on oral competence. Audio-lingual methodology owed its existence to the behavioristic models of learning, using the stimulus-response-reinforcement model. In other words it relies on repetition exercises to build patterns. It is believed that lots of practice of dialogue develops oral language proficiency, great importance is attached to pronunciation, grammar is taught by indicative analogy rather than deductive explanation, successful responses are immediately reinforced, and very little use of mother tongue by teachers is permitted.

However, this method also has its drawbacks, which emphasize the memorization of de-contextualized dialogues which do not provide communicative use, since the belief of working with drills forms habits. Considering some of the characteristics of the audio-lingual method we can say that this method is useful in some way with some of the strategies presented to develop this research project.

2.3.5 PPP Method

Regarding to this method, we consider that it is important to introduce a situation which contextualizes the language to be taught and this is what the PPP, which stands for presentation, practice and production, refers to. The first stage is the presentation of an aspect of language in a context that students are familiar with. The second stage is practice, where students will be given an activity that gives them plenty of opportunities to practice the new aspect of language and become familiar with it, while the teacher

monitors and the students receives limited and appropriate help from the teacher. The final stage is production where the students will use the language in context, in an activity set up by the teacher who by the way gives minimal assistance. As with any established methodology, PPP has its critics. However, despite strong argues, teachers find the PPP methodology easier to grasp.

2.3.6 Total Physical Response

This method was developed by the Psychologist James Asher in 1974. This method is based on the principle that people learn better when they are involved physically as well as mentally. In TPR students are required to respond physically to different commands. Once students have practiced a number of times, the teacher just gives the command and the students respond. In TPR teachers can use real objects, pictures, and objects for students to manipulate as they respond nonverbally. Commands become more complex as the students continue developing listening comprehension and knowledge of the subject.

It will be taken into account this method, which is based on the way that children learn their mother tongue, to develop this research project due to the opportunity that this method gives to the students to combine both verbal and physical aspects, so that at the end the students will be able to reproduce the language spontaneously.

2.3.7 Communicative Approach

The communicative approach is based on the idea that learning a language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be

used, and this will allow them to learn to use the language. In fact, language is used for communication and linguistic competence so the students must be actively engaged in activities that promote authentic communication, social interaction activities trying to understand and make themselves understood by others.

Despite that grammar structures are not presented as a rule, the teacher may note the errors during fluency activities and return to them later with an accuracy-based activity. For this reason, this approach is an important tool to help us in the development of this project, since the acquisition of a second language is more meaningful when it is presented through real communicative activities. **“Language development is similar to any other learned behavior; it is a result of external reinforcement that gradually shapes babbling into speech.” (Skinner, 1957, 1969; Whitehurst 1982)**

2.4 Definition of terms

CLT: Communicative language teaching (CLT), or the communicative approach, is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study.

EFL: English as a foreign language (EFL): English taught to people who need to learn it for their studies or their career, and who do not live in an English-speaking country.

Syllabus: An outline of the subjects in a course of study or teaching.

Drill: Intensive instruction or training in something, typically by means of repeated exercises.

Meaningful Learning: Meaningful learning is when the student relates the new information to the one he already owns, resetting and rebuilding both pieces of information in this process.

Rote Learning: It occurs when the learner memorizes new information without relating it to prior knowledge.

Psychological Theories: Psychology is the scientific study of all forms of human and animal behavior, sometimes concerned with the methods through which behavior can be modified. Since the middle of the 20th century, psychological views of teaching and learning have been dominated by behaviorist and then cognitive theory.

Behaviorism: The behaviorist view of learning was developed by John Watson (1878-1959) which emphasizes the repetitive conditioning of learners' responses. Learning is considered an automatic process which does not involve any cognitive process in the brain. Behaviourist Learning Theory is a process of forming habits; the teacher controls the learning environment and learners are empty vessels into which the teacher pours knowledge.

Cognitivism: As a reaction to behaviorism, the "cognitive revolution" in the 1950s combined new thinking in psychology, anthropology and linguistics with the emerging fields of computer science and neuroscience. Cognitive Learning Theory emphasised the learner's cognitive activity, involving reasoning and mental processes rather than habit

formation. Cognitive learning goes beyond the behaviorist learning of facts and skills. Learners are encouraged to work out rules deductively for themselves. It focuses on building a learner's experiences and providing learning tasks that can challenge, but also function as 'intellectual scaffolding' to help students learn and progress through the curriculum.

Constructivism: Developed by Jean Piaget, Lev Vygotsky and Jerome Bruner, constructivism emphasizes the importance of the active involvement of learners in constructing knowledge for themselves, and building new ideas or concepts based upon current knowledge and past experience.

Deductive Learning: Grammatical explanations or rules are presented and then applied through practice in exercises.

Inductive Learning: Learners are presented with examples. They then discover or induce language rules and principles on their own.

Assimilation: Assimilation is the process of using or transforming the environment so that it can be placed in preexisting cognitive structures.

Accommodation: Accommodation is the process of changing cognitive structures in order to accept something from the environment. Both processes are used simultaneously and alternately throughout life.

Brainstorming: A spontaneous group discussion to produce ideas and ways of solving problems.

ZDP: The zone of proximal development, often abbreviated ZPD, is the difference between what a learner can do without help and what he or she can do with help.

Epistemology: Is the branch of philosophy concerned with the nature and scope of knowledge and is also referred to as "theory of knowledge". It questions what knowledge is and how it can be acquired.

Needs Assessment: It is the process of identifying and measuring areas for improvement in a target audience. It takes place before the activity is designed. The purpose of a Needs Assessment is to make decisions regarding priorities for the program.

Prior Knowledge: The knowledge that stems from previous experience.

TBLL: Task-based language learning (TBLL), also known as task-based language teaching (TBLT) or task-based instruction (TBI) focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. Such tasks can include visiting a doctor, conducting an interview, or calling customer service for help. Assessment is primarily based on task outcome (in other words the appropriate completion of real world tasks) rather than on accuracy of prescribed language forms. This makes TBLL especially popular for developing target language fluency and student confidence. As such, TBLL can be considered a branch of Communicative Language Teaching (CLT).

2.5 Summary

In agreement with all these theories, the students are considered to be the center of the teaching and learning process, while the teachers are the facilitators to make this learning occurs. According to David Ausubel, the students have to be active, and teachers have to reinforce new learning by underlining, completing missing words, restructuring sentences, or by giving additional examples. As a result, the information which is learned meaningfully can be applied in a wide variety of ways to solve new problems or contexts; students can interchange knowledge in a transferable way. In addition, this theory is extremely related with the constructivist view.

A constructivist view does not lead to a simple set of rules for pedagogical practice. General agreement is that students need interaction with the physical world and with their peers to stimulate meaning-making. The teacher elicits students' initial beliefs about the subject to be studied. The teacher sets up situations that will cause disappointment with existing ideas, then the teacher guides and supports students as they make sense of these ideas and tools for themselves in cooperation with their classmates.

During this research project, it was taken into consideration some important aspects such as how students feel their English classes are, how well the English classes are planned, and whether or not students are requested to use the target language in their English classes; they were some of the most important questions to ask concerning the use of this methodology. Thus, the purpose of this research project is to develop a set of teaching strategies to provide students with meaningful learning through the creation of a methodological guide designed according to the teachers' needs found in the surveys, which will be used by teachers of tenth upper basic education level at Veintiocho de Mayo High School.

3. RESEARCH METHODOLOGY

3.1 Methods and Techniques

3.1.1 Method

This research is qualitative because it explores issues about the teaching and learning process, it collects data and pursues to understand a given research problem from the perspectives of the local population involved, in order to test the research hypothesis. It is also descriptive because it focuses on making careful, highly detailed observations or measurements of teachers' performance, and it is explanatory because the experiment conducted has a cause-effect relationship.

3.1.2 Techniques

The techniques used in this project are the following: the analysis of the statistical data of the students' performance, the questionnaire administered to both students and teachers, and finally, the observation checklist to evaluate the teachers' performance.

3.1.3 Procedures

The procedure for this research project was as followed: (1) a questionnaire was administered to both teachers and students. The questionnaires are shown in Appendix A. (2) The teachers' classes were observed in order to assess their teaching strategies using the observation checklist which is in Appendix B. (3) The pre- tests shown in Appendix C were administered to the selected student sample. (4) A class was taught using a guide of

teaching strategies in the grammar unit with the topics: possessive form of nouns, have/has, and the third person singular. (5) The post- tests shown in Appendix D were administered to the selected student sample. The guide of teaching strategies is shown in Chapter IV.

3.2 Research Population and Sample

Table 2. Sample Distribution

SUBJECTS	POPULATION	SAMPLE	PERCENTAGE
Students	883	120	100%
Teachers	3	3	100%

Prepared by: Paola Navarrete and Sandra Sánchez.

The research project was conducted at Veintiocho de Mayo High School. There were 2.464 students who represented the population of the upper basic level. However, we did not work with all the levels. Our research project focused on the tenth upper basic level. In this level we had 22 sections, with a total of 883 students. Our sample was the 20 % of this group. This means 120 students divided into 3 sections that were the subject of our study. Each of these sections had an average of 35 to 45 female students from this level.

3.3 Research Instruments

Table 3. List of Research Instruments

Formative assessment
Summative assessment
Observation checklist
Lesson plan
Questionnaire for teachers
Questionnaire for students

Prepared by: Paola Navarrete and Sandra Sanchez.

The research instruments that were used to develop this research project were: a set of teaching strategies that provided the teachers of the tenth upper basic level at “Veintiocho de Mayo” High School with new ideas to improve their teaching process in order to get meaningful learning from the students; formative assessment (pre-test) to monitor students’ learning, to provide ongoing feedback that can be used by instructors to improve their teaching; summative assessment (post-test) to evaluate students’ learning at the end of an instructional unit; an observation checklist that helped us to collect data and to test our hypotheses; the lesson plan used by the teachers that was evaluated with a rubric made by the authors of this project in order to assess the teachers’ performance during the class, and a questionnaire to identify the different strategies used by the teachers and the students’ needs.

3.4 Data Analysis Methods

For all the teachers, we took full notes of the lesson – what was taught and how it was taught. We made notes of how often, in what contexts, and for what purposes they used English during the lessons. We took notes of how they conveyed grammatical rules and lexical meanings. In addition, we made notes about classroom interactions and students' participation and involvement. Besides, we used an observation checklist which we adapted from a checklist developed by the English coordinator at COPOL (2014). We also added our own list based partly on the research questions and partly on our understanding of the key elements of EFL pedagogy by drawing on our experience as EFL teachers.

The checklist was used to note the pedagogic and teaching styles of each teacher and how they differed from one another. It enabled us to note how each teacher used the available teaching resources, such as the textbook and whether these were supplemented with other teaching materials, or were the sole source of teaching English. We were aware that the teachers all knew when we were coming; therefore it was likely that some would have made an extra effort in their teaching when we saw them. On the other hand, it would probably not have been possible for any of them to radically change their teaching styles simply because we were in the room. Finally, we put together both sets of data (my informal notes and checklist) for each teacher and wrote short notes taking into account the key features of the lesson contents, teaching styles and classroom dynamics for each lesson.

According to our own professional judgment, the teachers spoke too much in Spanish and used translation from L2 into L1 and made no real attempt to engage the students in an English-language environment. However, the main problem was not their

over-use of Spanish; it was their lack of teaching strategies that would engage the students' interest while enabling them to learn.

3.5 Resources, Timeline and Budget

3.5.1 Resources

Table 4. Materials for the development of the project

Laptop
Cd player
Worksheets
Printer
Photocopies
Textbooks

Prepared by: Paola Navarrete and Sandra Sanchez.

3.5.2 Timeline

CHAPTER I (INTRODUCTION)

Paola Navarrete and Sandra Sanchez searched for information about the main topic of the research project and wrote the introduction. Then they edited and reviewed it, and they made a final edition. It took three weeks to write this chapter.

CHAPTER II (LITERATURE REVIEW)

Paola Navarrete and Sandra Sanchez looked for information about the topic and wrote the literature review. They edited and reviewed the information and made a final edition of the literature review. This was done in three months.

CHAPTER III (METHODS)

In this chapter Paola Navarrete and Sandra Sanchez searched for information about the topic. Then they wrote about the methods, techniques, and research population and sample. They edited and reviewed the information, and made a final choice of the methods, techniques to be applied, and the research population and sample. It took a month to do this.

Paola Navarrete and Sandra Sanchez found information about the research instruments (teachers and students' surveys and classroom observation). They wrote and edited the teachers and students' surveys, classroom observation, and lesson plan. They made a final edition of this information. This was done in one month. Paola Navarrete and Sandra Sanchez administered the surveys to the teachers and the students. It took one day to do this. The results were tabulated in three weeks. Paola Navarrete and Sandra Sanchez made three classroom observations in three days. They searched for information to elaborate the pre-test for the students in a day. They were administered and tabulated within one week.

Paola Navarrete and Sandra Sanchez searched for information about the methodological strategies. They wrote and reviewed the information and made a final edition of this. They took one month to work on this.

Paola Navarrete and Sandra Sanchez looked for information to make a lesson plan. They took a day to write and edit the information to create the lesson plan that was taught in three classes applying the methodological guide. A post-test for the students was made in a day, and the application and tabulation of its results took three days.

CHAPTER IV (FINAL OUTCOMES)

This chapter was written by both researchers, Paola Navarrete and Sandra Sanchez, who analyzed and interpreted the data obtained from the surveys, described results, provided feedback, and gave recommendations. This took three weeks.

3.5.3 Budget

Table 5. Budget for the Project

CATEGORY	ACTIVITY	TOTAL
1. Travel Expenses		
Gasoline	Commuting to high school	\$50
2. Equipment		
Laptop	Make the project and worksheets	\$ 712
Cd player	Use it in demo classes	\$50
Printer	Print worksheet and project	\$60
3. Materials and Supplies		
Paper	Get copies, print the thesis, worksheets and methodological guide (2 000 papers approximately)	\$50
Text books	Prepare the lesson plan	\$40
Cardboard	Make flashcards	\$5
Flipcharts	Make materials for demo class	\$3
Markers	Used in the class to write on the board	\$5
Colored markers	Used for decorating and preparing the class	\$10
Total		\$985

Prepared by: Paola Navarrete and Sandra Sanchez.

4. FINAL OUTCOMES

4.1 Results and Findings

Students' Survey

Tenth Upper Basic Education Level - Third Section.

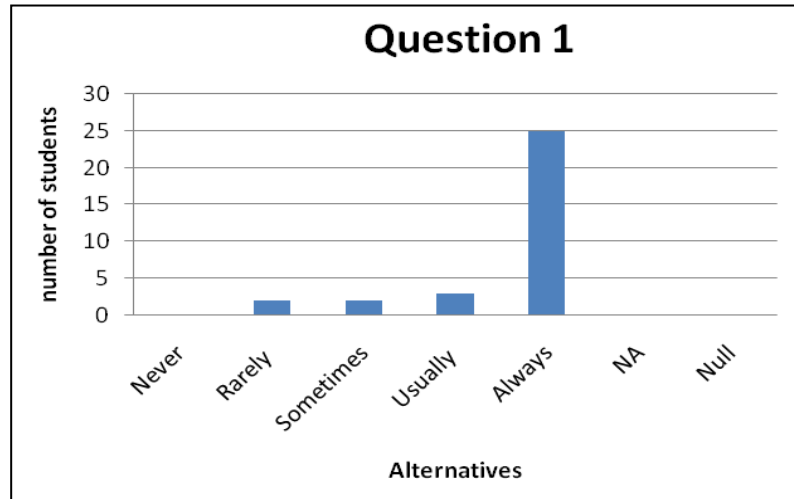


Figure 1. Is the teacher prepared for class?

Source: Students' Survey from 10th upper basic education level 3rd section

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 1, 25 students answered that the teacher is always prepared for the class, 4 students said usually and 2 students said sometimes; while 1 student considered that the teacher is rarely prepared for the class.

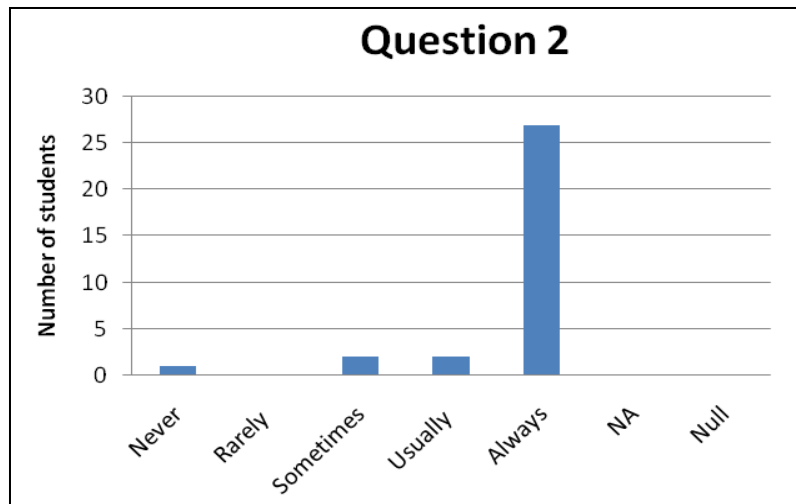


Figure 2. Does the teacher master the subject?

Source: Students' Survey from 10th upper basic education level 3rd section
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 2, 27 students answered that the teacher always masters the subject, 3 students said usually and sometimes, while 1 student considered that the teacher does not master the subject.

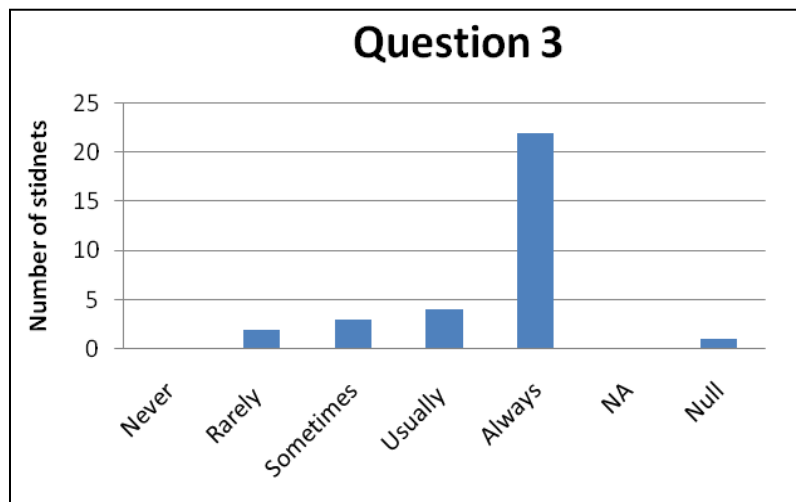


Figure 3. Is the teacher organized?

Source: Students' Survey from 10th upper basic education level 3rd section
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 3, 22 students answered that the teacher is always organized, 4 students said usually and 3 students said sometimes, while 2 students considered that the teacher is rarely organized.

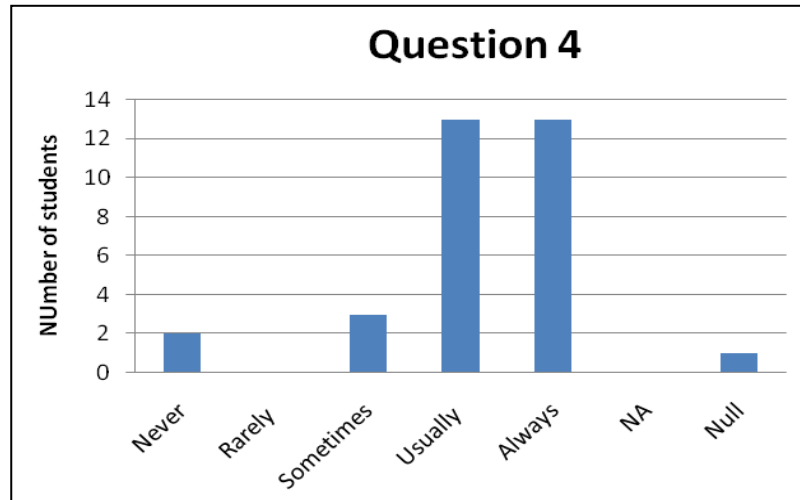


Figure 4. Does the teacher provide activities that promote student's critical thinking?

Source: Students' Survey from 10th upper basic education level 3rd section

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 4, 13 students answered always, 13 students said usually, and 3 students said sometimes, while 2 students considered that the teacher never provides activities that promote critical thinking. There is also a student who answered null.

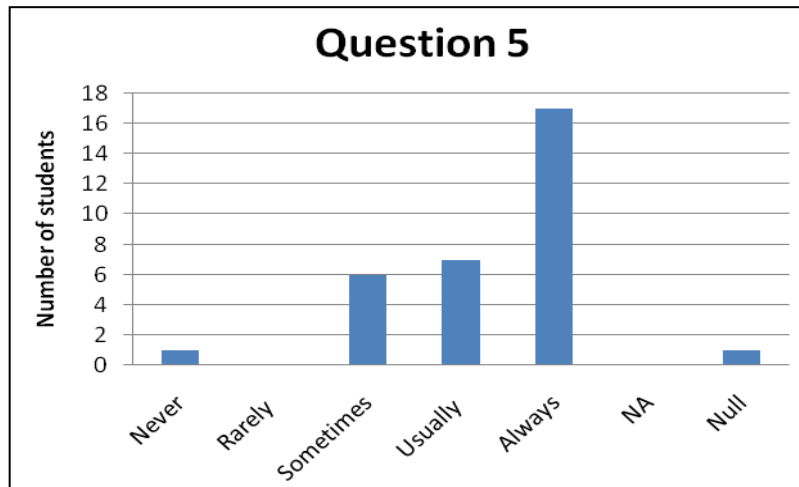


Figure 5. Does the teacher give clear instructions?

Source: Students' Survey from 10th upper basic education level 3rd section

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 5, 17 students answered that the teacher always gives clear instructions, 7 students said usually and 6 students said sometimes, while 1 student considered that the teacher rarely gives clear instructions. There is also 1 student who answered null.

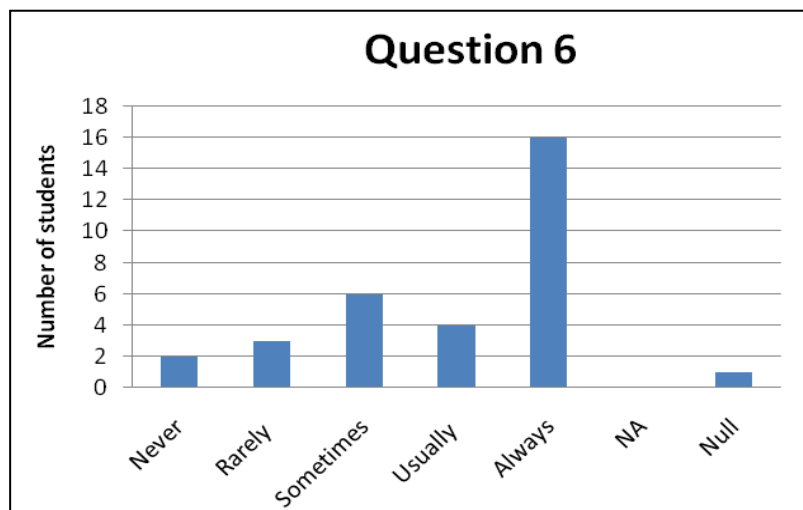


Figure 6. Does the teacher promote good classroom environment?

Source: Students' Survey from 10th upper basic education level 3rd section

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 6, 16 students answered always, 4 students said usually and 6 students said sometimes, while 3 students considered that the teacher rarely promotes a good classroom environment, and 2 said never. There is also 1 student who answered null.

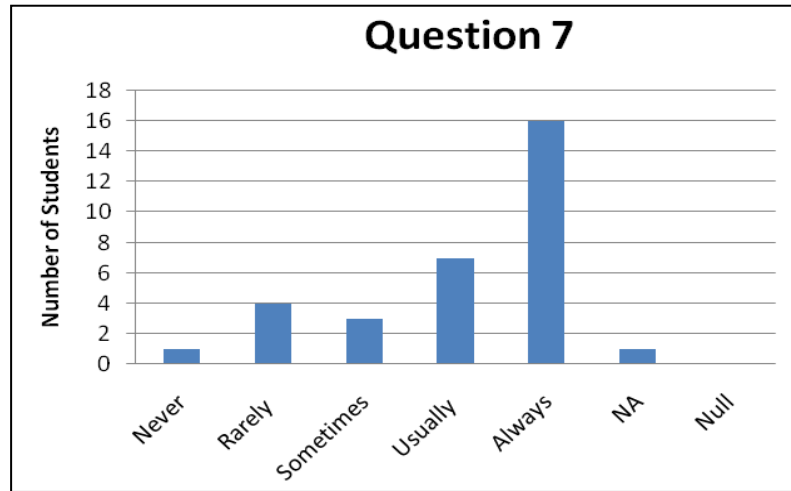


Figure 7. Does the teacher manage the time well?

Source: Students' Survey from 10th upper basic education level 3rd section
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 7, 16 students answered always, 4 students said usually and 6 students said sometimes, while 3 students considered that the teacher rarely promotes a good classroom environment and 2 said never. There is also 1 student who answered null.

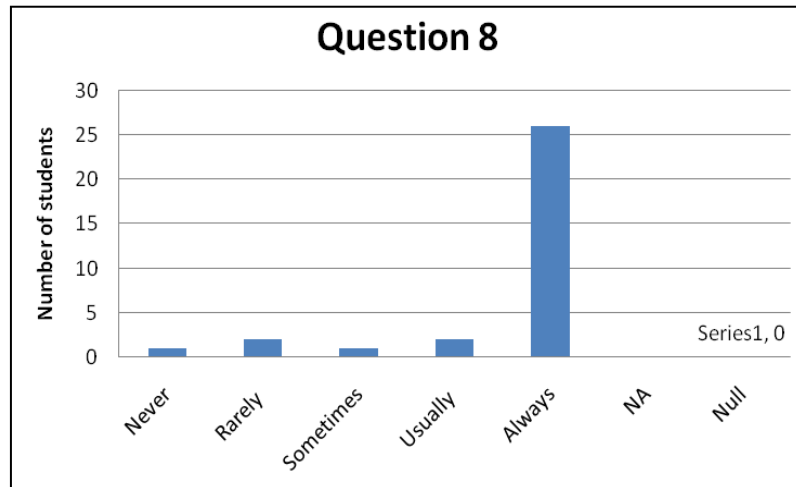


Figure 8. Does the teacher grade fairly?

Source: Students' Survey from 10th upper basic education level 3rd section

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 8, 26 students answered always, 2 students said usually and 1 student said sometimes, while 2 students considered that the teacher rarely grades fairly. There is also 1 student who answered never.

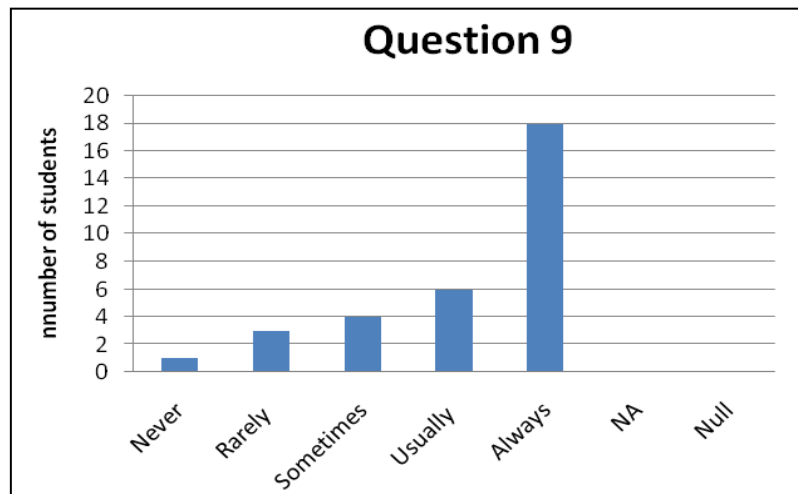


Figure 9. Does the teacher check homework and delivers it on time?

Source: Students' Survey from 10th upper basic education level 3rd section

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 9, 18 students answered always, 6 students said usually and 4 students said sometimes, while 3 students considered that the teacher rarely checks homework and delivers it on time. There is also 1 student who answered never.

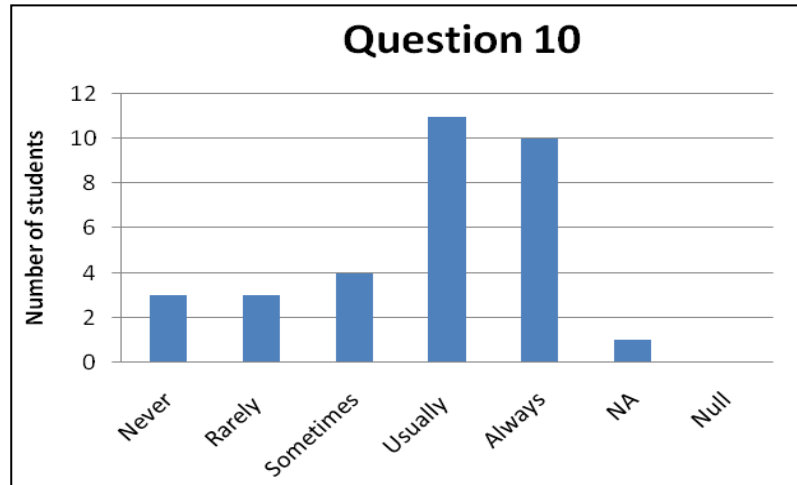


Figure 10. Is the teacher creative to develop classroom activities?
Source: Students' Survey from 10th upper basic education level 3rd section.
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 10, 10 students answered always, 11 students said usually and 4 students said sometimes, while 3 students considered that the teacher is rarely creative to develop classroom activities. There are also 3 students who answered never and 1 null.

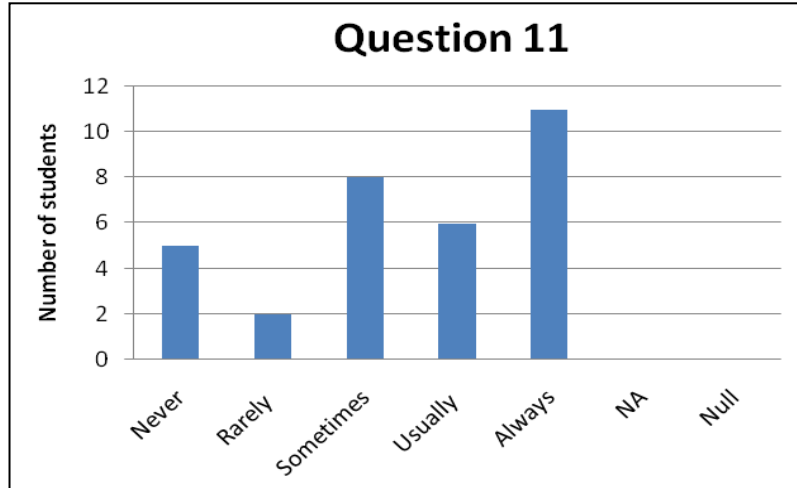


Figure 11. Does the teacher motivate the students to participate in class?

Source: Students' Survey from 10th upper basic education level 3rd section

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 11, 11 students answered always, 6 students said usually and 8 students said sometimes, while 2 students considered that the teacher rarely motivates the students to participate in class. There are also 5 students who answered never.

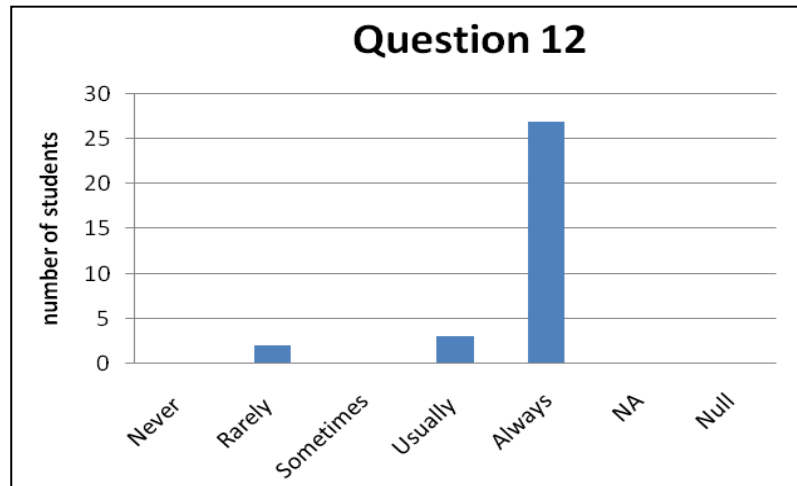


Figure 12. Does the teacher keep discipline in class?

Source: Students' Survey from 10th upper basic education level 3rd section

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 12, 27 students answered that the teacher always keeps discipline in class, 3 students said usually, while 2 students considered that the teacher rarely keeps discipline in class.

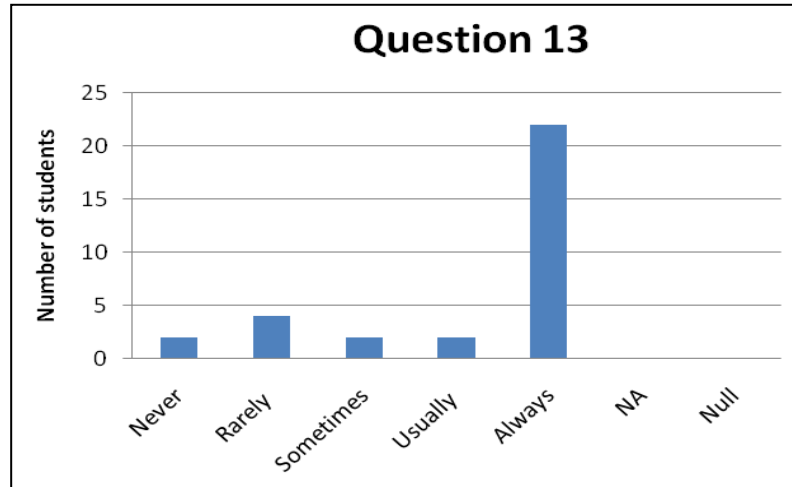


Figure 13. Does the teacher correct the students with respect?

Source: Students' Survey from 10th upper basic education level 3rd section

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 13, 22 students answered always, 2 students said usually and 2 students said sometimes, while 4 students considered that the teacher rarely corrects the students' mistakes with respect. There are also 2 students who answered never.

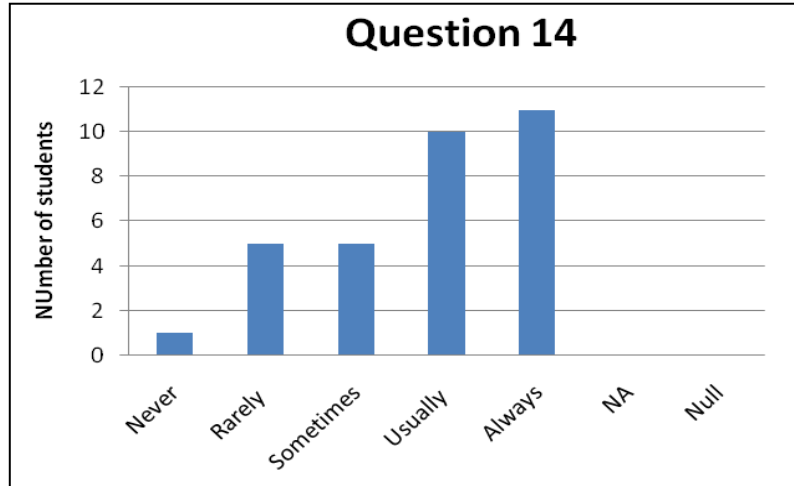


Figure 14. Does the teacher keep his work?
Source: Students' Survey from 10th upper basic education level 3rd section
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 14, 11 students answered always, 10 students said usually and 5 students said sometimes, while 5 students considered that the teacher rarely keeps his word. There is also 1 student who answered never.

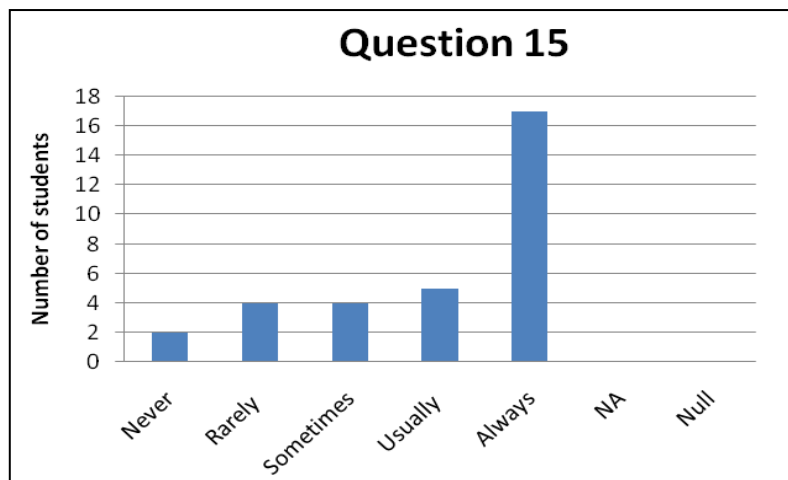


Figure 15. Does teacher understand and respect the students' points of view?

Source: Students' Survey from 10th upper basic education level 3rd section
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 15, 17 students answered always, 5 students said usually and 4 students said sometimes, while 4 students considered that the teacher rarely understands and respects the students' points of view. There are also 2 students who answered never.

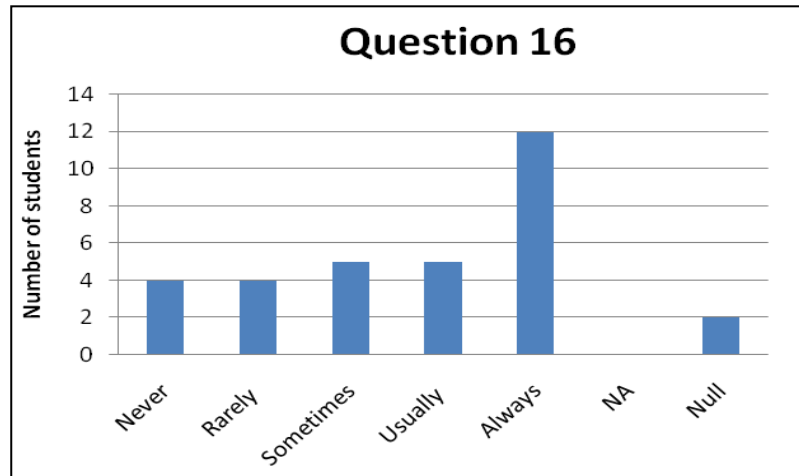


Figure 16. Does the teacher accept his/ her mistakes?
Source: Students from 10th upper basic education level 3rd section
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 16, 12 students answered that the teacher always accepts her mistakes, 5 students said usually and 5 students said sometimes, while 4 students considered that the teacher rarely accepts his mistakes. There are also 4 students who answered never.

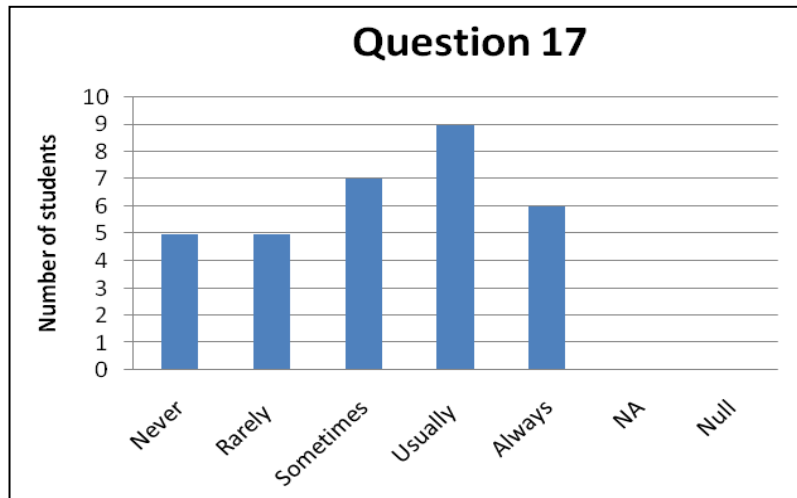


Figure 17. Does the teacher care about the students' needs?
Source: Students' Survey from 10th upper basic education level 3rd section
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 17, 6 students answered that the teacher always cares about the students' needs, 9 students said usually and 7 students said sometimes, while 5 students considered that the teacher rarely cares about the students' needs. There are also 5 students who answered never.

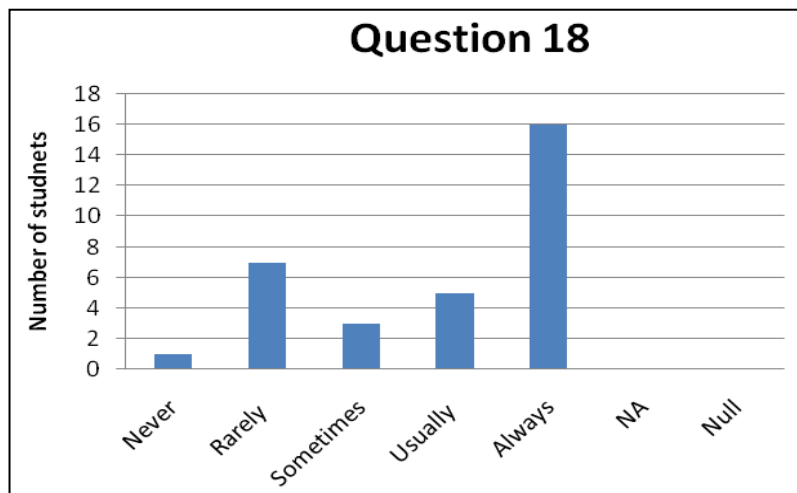


Figure 18. Does the teacher enjoy teaching and respect the students?
Source: Students' Survey from 10th upper basic education level 3rd section
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 18, 16 students answered that the teacher always enjoys teaching and respects the students, 5 students said usually and 3 students said sometimes, while 7 students considered that the teacher rarely enjoys teaching and respects the students. There is also 1 student who answered never.

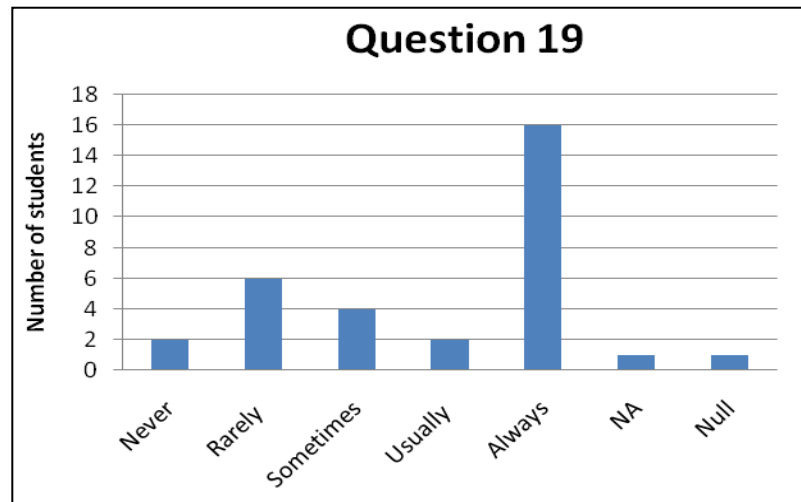


Figure 19. Does the teacher help the students when they need it?
Source: Students' Survey from 10th upper basic education level 3rd section
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 19, 16 students answered always, 2 students said usually and 4 students said sometimes, while 6 students considered that the teacher rarely helps the students when they need it. There are also 2 students who answered never, 1 student who answered null and 1 student who said it is not applicable.

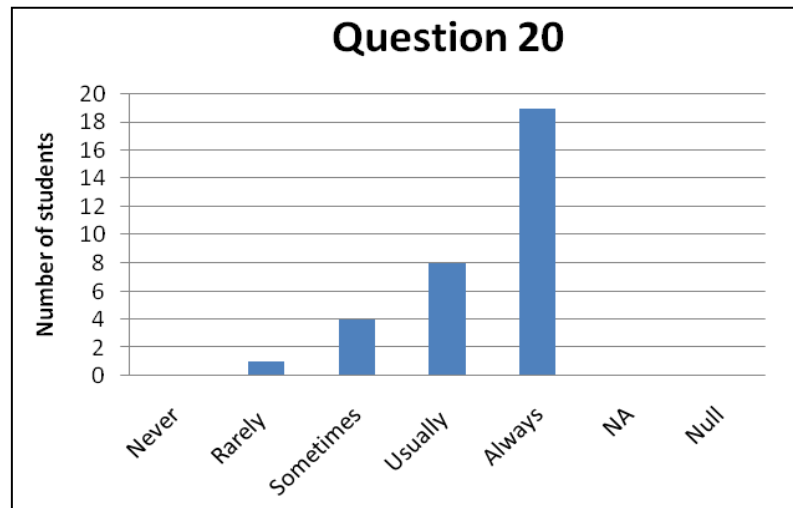


Figure 20. Do you feel you have learned a lot about the subject when the class is over?

Source: Students' Survey from 10th upper basic education level 3rd section
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 20, 19 students answered that they felt they had learned a lot about the subject when the class was over, 8 students said usually and 4 students said sometimes, while 1 student considered that she rarely felt she had learned a lot about the subject when the class was over.

Students' Survey

Tenth Upper Basic Education Level - Eighth Section.

Questions and Results

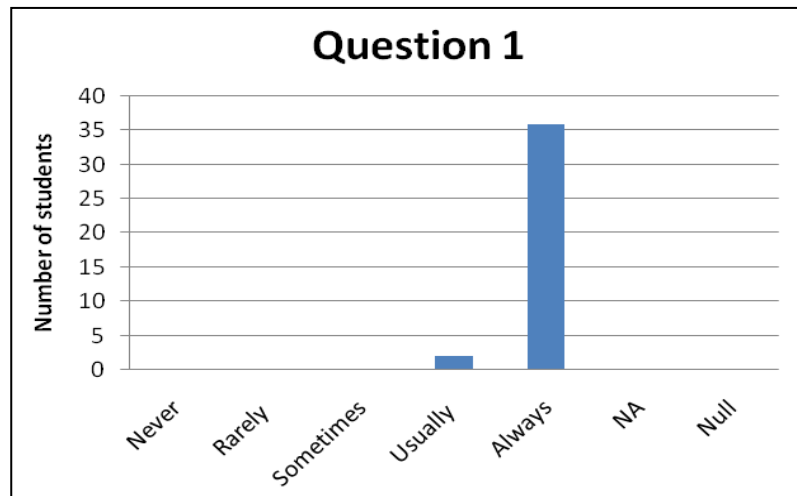


Figure 21. Section 8th. Question 1: Is the teacher prepared for class?

Source: Students' Survey from 10th upper basic education level 8th section

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 1, 36 students answered that the teacher is always prepared for the class, while 2 students considered that the teacher is usually prepared for the class.

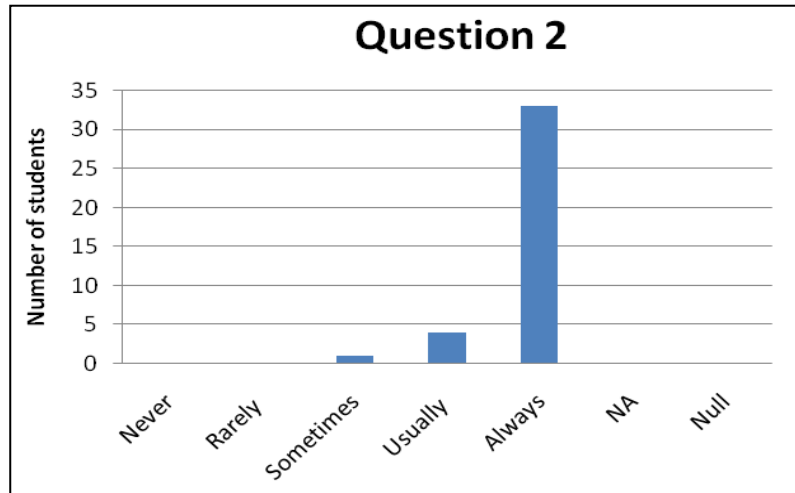


Figure 22. Section 8th. Question 2: Does the teacher master the subject?

Source: Students' Survey from 10th upper basic education level 8th section

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 2, 33 students answered that the teacher always masters the subject, 4 students said usually, while 1 student considered that the teacher sometimes masters the subject.

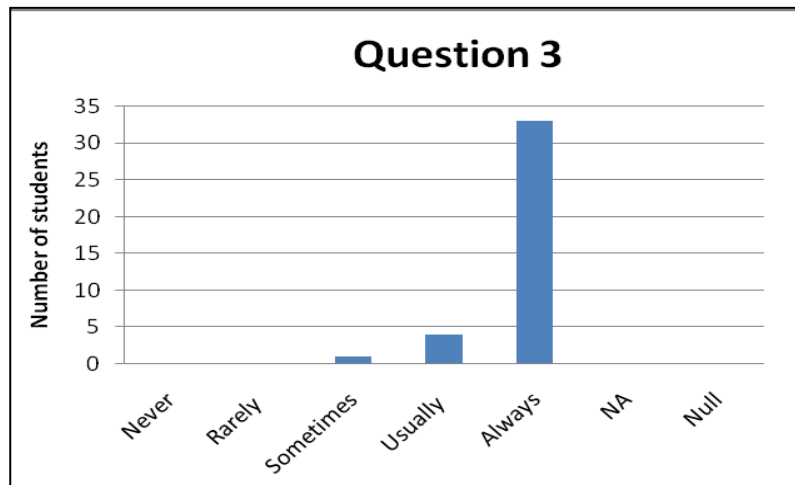


Figure 23. Section 8th. Question 3: Is the teacher organized?

Source: Students' Survey from 10th upper basic education level 8th section

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 3, 33 students answered that the teacher is always organized, 4 students said usually, and 1 student said sometimes.

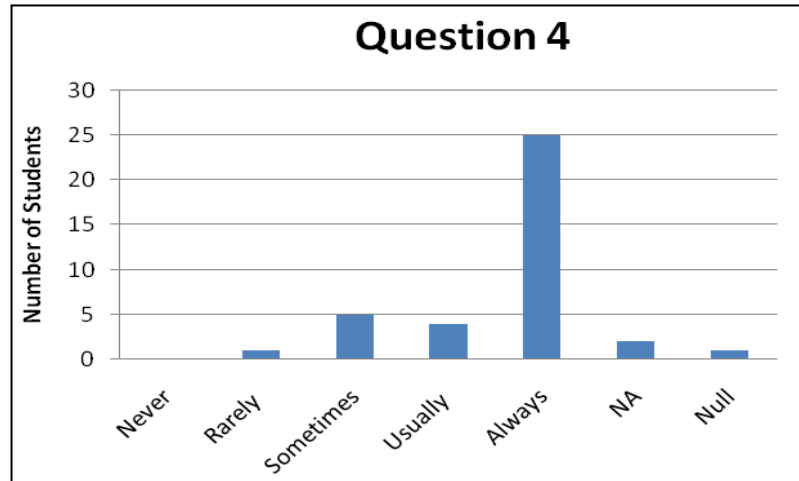


Figure 24. Section 8th. Question 4: Does the teacher provide activities that promote students' critical thinking?

Source: Students' Survey from 10th upper basic education level 8th section.

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 4, 25 students answered that the teacher always provides activities that promote students' critical thinking, 4 students said that the teacher usually provides activities that promote students' critical thinking, 5 students said sometimes, while 1 student said rarely. 3 students answered that it is not applicable and 1 answered null.

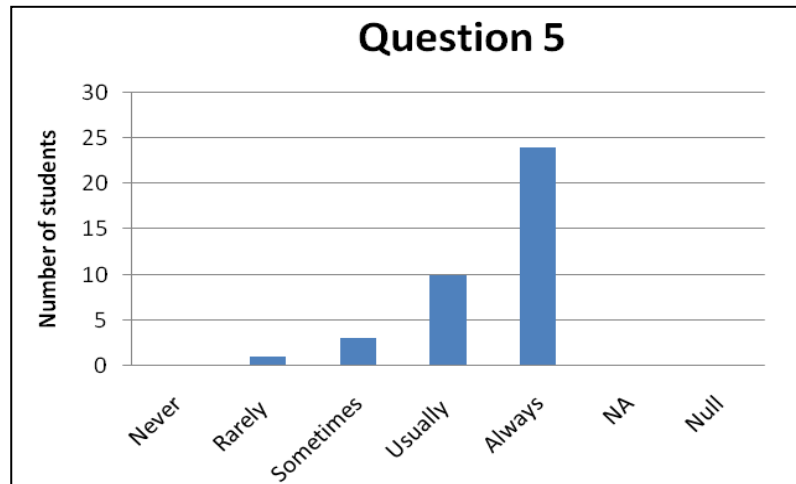


Figure 25. Section 8th. Question 5: Does the teacher give clear instructions?

Source: Students' Survey from 10th upper basic education level 8th section

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 5, 24 students answered that the teacher always gives clear instructions, 10 students said usually and 3 students said sometimes, while 1 student considered that the teacher rarely gives clear instructions.

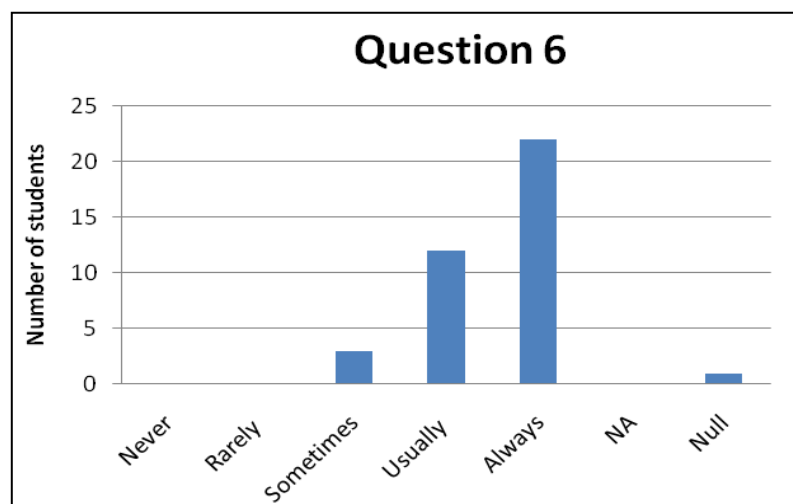


Figure 26. Section 8th. Question 6: Does the teacher promote a good classroom environment?

Source: Students' Survey from 10th upper basic education level 8th section

Prepared by: Paola Navarrete and Sandra Sánchez.

In question 6, 22 students answered always, 12 students said usually and 3 students said sometimes. There is also 1 student who answered null.

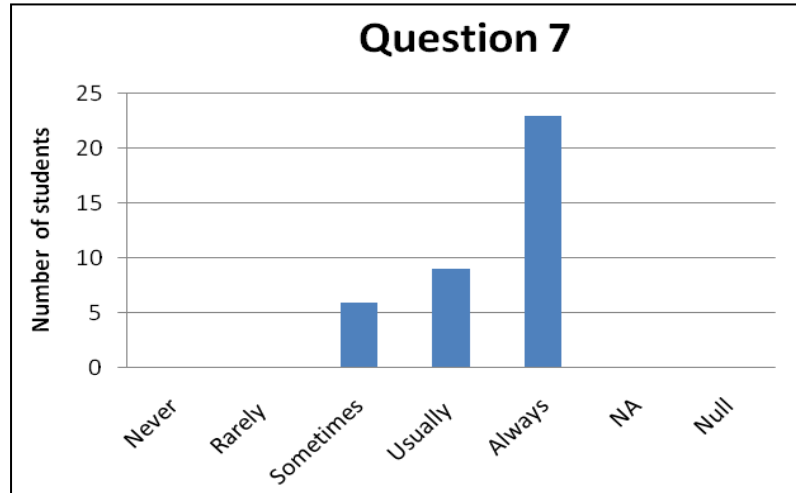


Figure 27. Section 8th. Question 7: Does the teacher manage the time well?

Source: Students' Survey from 10th upper basic education level 8th section

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 7, 23 students answered that the teacher always manages the time well, 9 students said usually, and 6 students said sometimes.

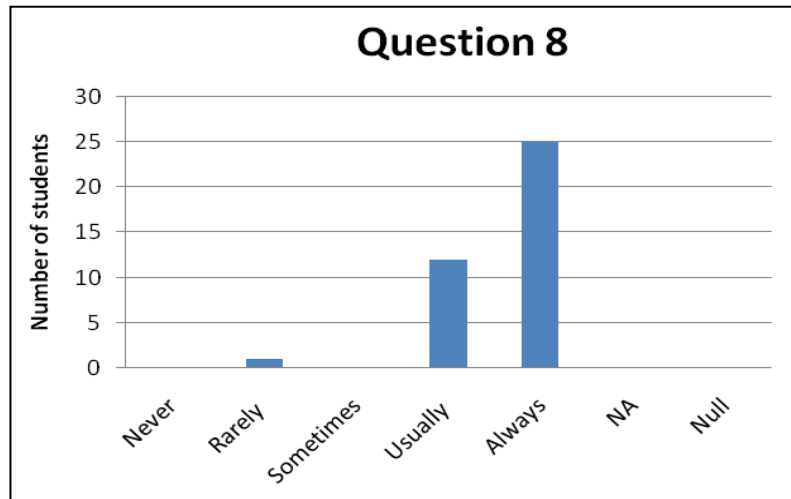


Figure 28. Section 8th. Question 8: Does the teacher grade fairly?

Source: Students from 10th upper basic education level 8th section

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 8, 25 students answered that the teacher always grades fairly, 12 students said usually, and 1 student said rarely.

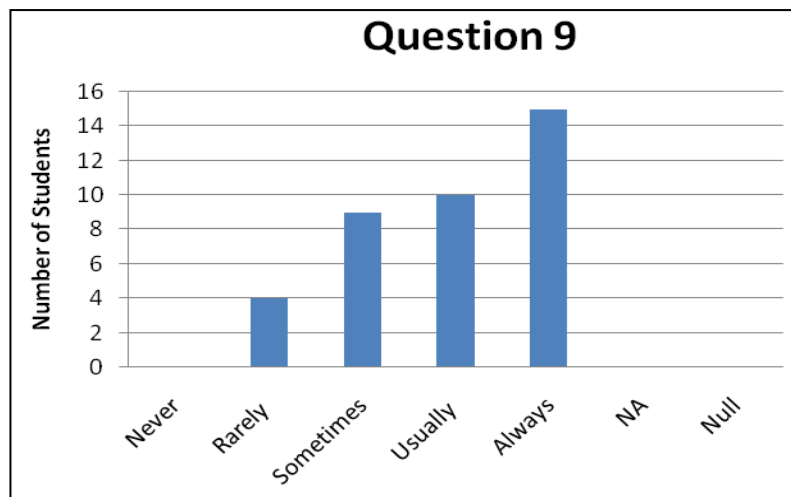


Figure 29. Section 8th. Question 9: Does the teacher check homework and delivers it on time?

Source: Students' Survey from 10th upper basic education level 8th section

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 9, 15 students answered that the teacher always checks homework and delivers it on time, 10 students said usually and 9 students said sometimes, while 4 answered rarely.

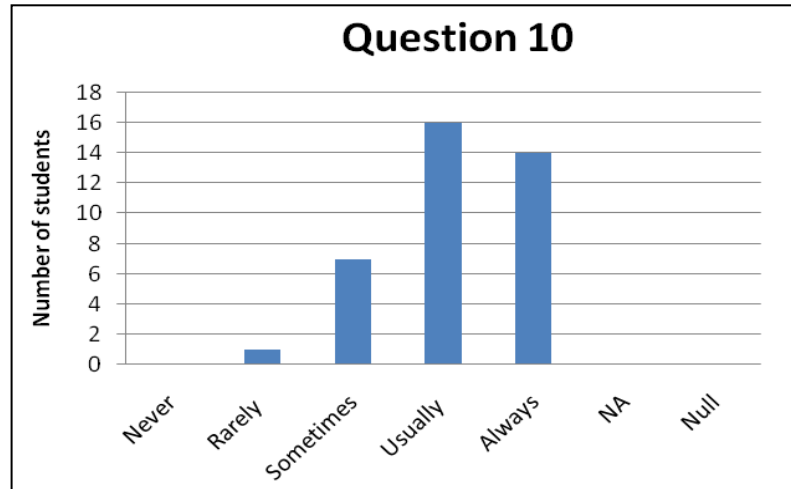


Figure 30. Section 8th. Question 10: Is the teacher creative to develop classroom activities?

Source: Students' Survey from 10th upper basic education level 8th section
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 10, 14 students answered that the teacher is always creative to develop classroom activities, 16 students said usually, and 7 students said sometimes, while 1 student said rarely.

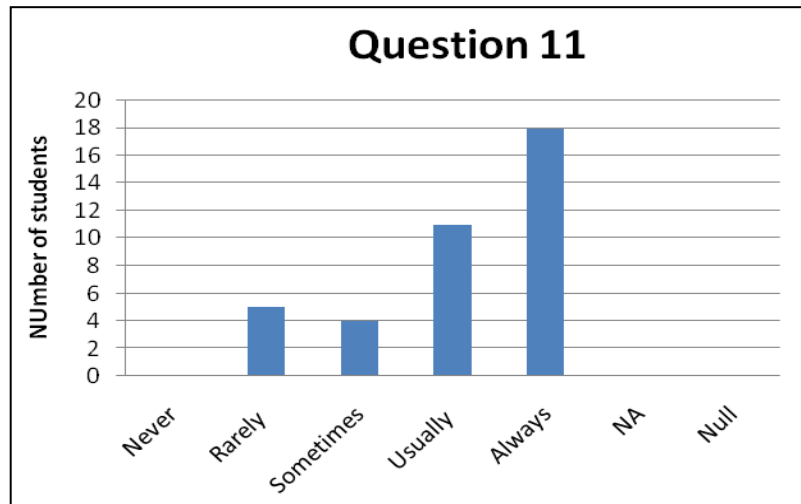


Figure 31. Section 8th. Question 11: Does the teacher motivate the students' participation in class?
Source: Students' Survey from 10th upper basic education level 8th section
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 11, 18 students answered that the teacher always motivates the students to have an active participation in class, 11 said usually, 4 said sometimes, while 5 said rarely.

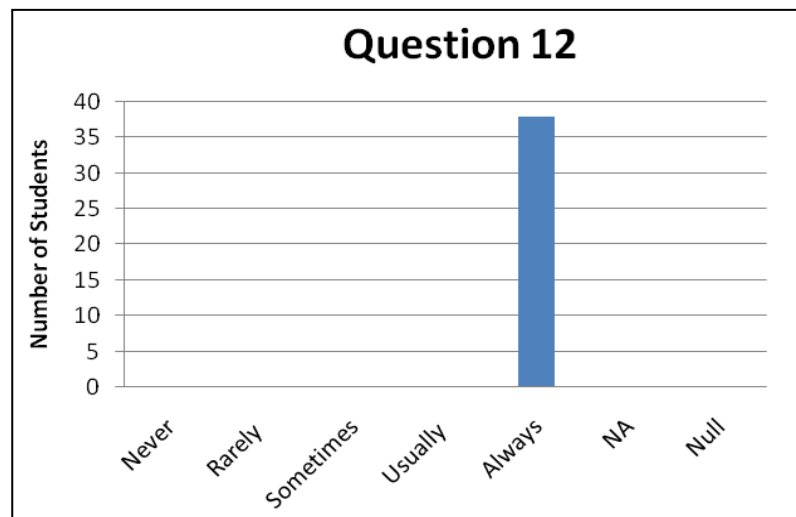


Figure 32. Section 8th. Question 12: Does the teacher keep discipline in class?
Source: Students' Survey from 10th upper basic education level 8th section
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 12, all of the students answered that the teacher always keeps discipline in class.

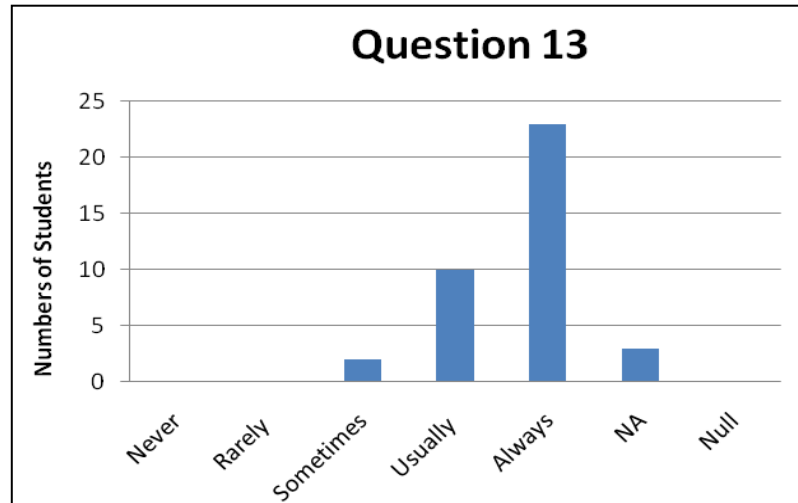


Figure 33. Section 8th. Question 13: Does the teacher correct the students' mistakes with respect?
Source: Students' Survey from 10th upper basic education level 8th section
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 13, 24 students answered that the teacher always corrects mistakes with respect, 10 students said usually, while 2 students said sometimes. There is also 1 student who answered not applicable.

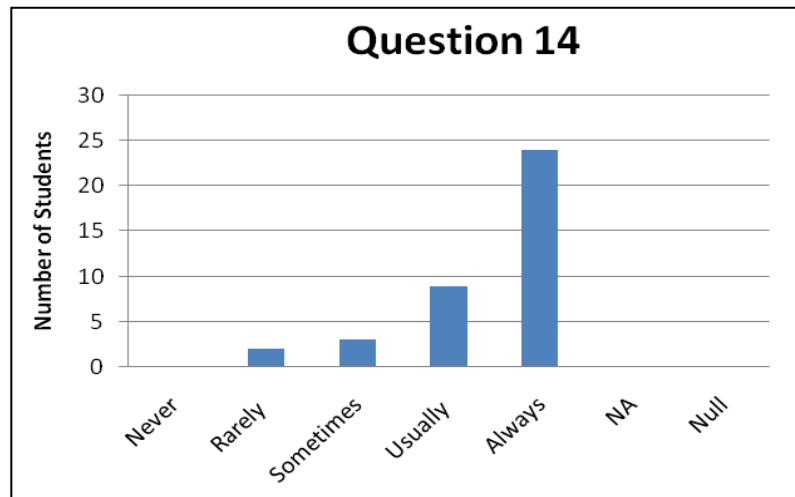


Figure 34. Section 8th. Question 14: Does the teacher keep his word?
Source: Students' Survey from 10th upper basic education level 8th section
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 14, 24 students answered that the teacher always keeps his word, 9 students said usually, while 3 students said sometimes. There are also 2 students who answered rarely.

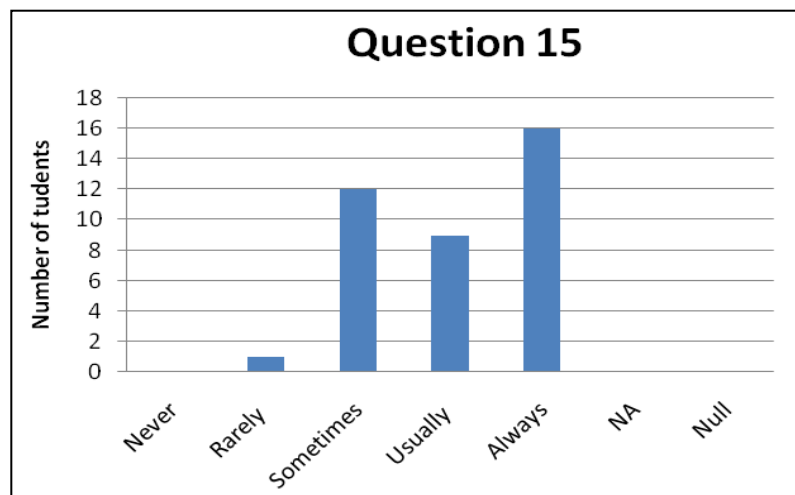


Figure 35. Section 8th. Question 15: Does the teacher understand and respect the students' point of view?
Source: Students' Survey from 10th upper basic education level 8th section
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 15, 16 students answered that the teacher always understands and respects the students' point of view, 9 students said usually, and 12 students answered sometimes. There is also 1 student who answered rarely.

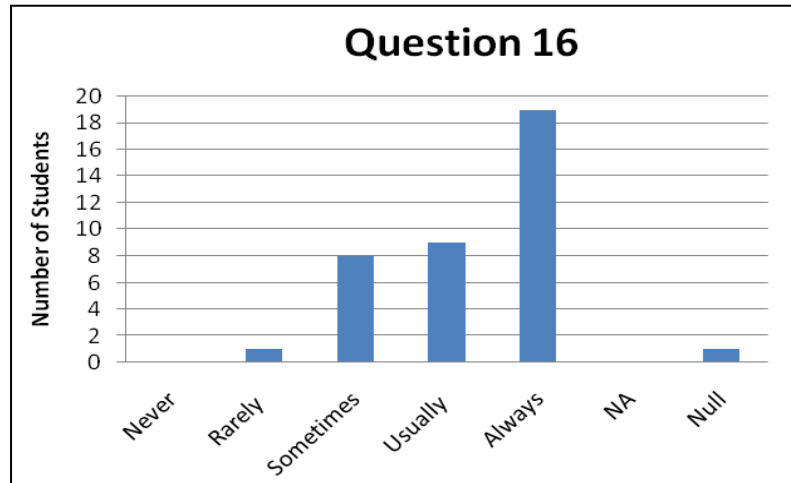


Figure 36. Section 8th. Question 16: Does the teacher accept his/her mistakes?

Source: Students' Survey from 10th upper basic education level 8th section

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 17, 19 students answered that the teacher always accepts her mistakes, 9 students said usually, 8 students answered sometimes, while 1 student answered rarely. There is also 1 student who answered null.

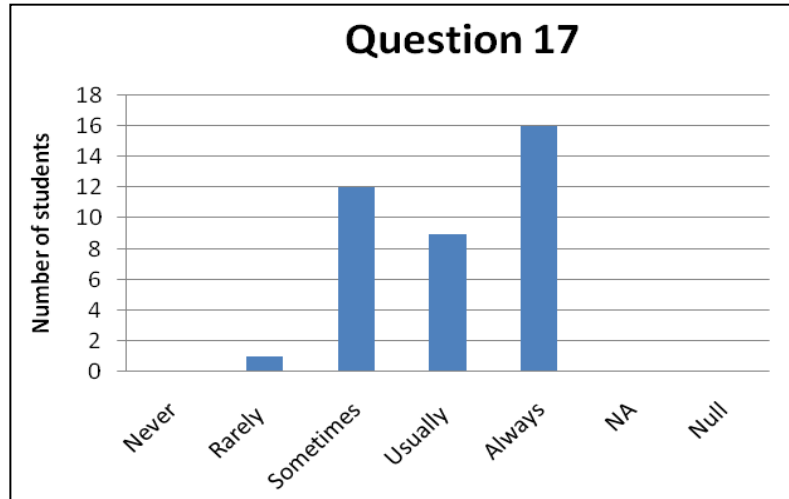


Figure 37. Section 8th. Question 17: Does the teacher care about the students' needs?
Source: Students' Survey from 10th upper basic education level 8th section
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 17, 16 students answered that the teacher always cares about the students' needs, 9 students said usually, and 12 students said sometimes. There is also 1 student who said rarely.

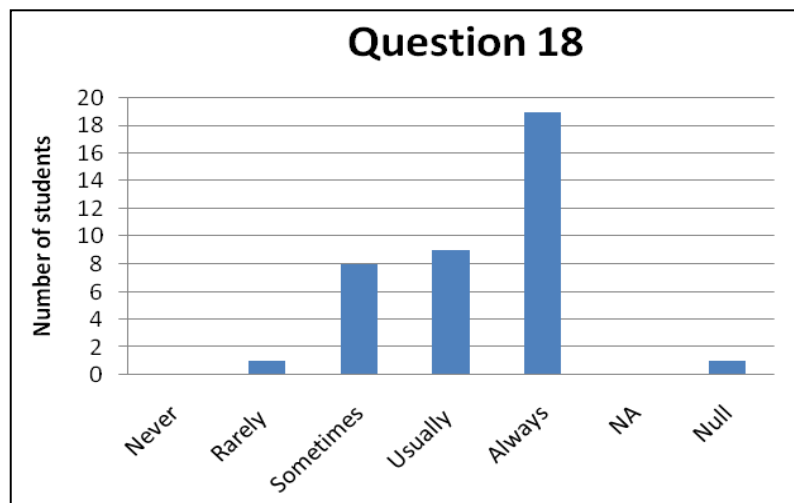


Figure 38. Section 8th. Question 18: Does the teacher enjoy teaching and respect the students?
Source: Students' Survey from 10th upper basic education level 8th section
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 18, 19 students answered that the teacher always enjoys teaching and respects students, 9 students said usually, 8 students considered that the teacher sometimes enjoys teaching and respects the students, while 1 student said rarely. There is also one student who answered null.

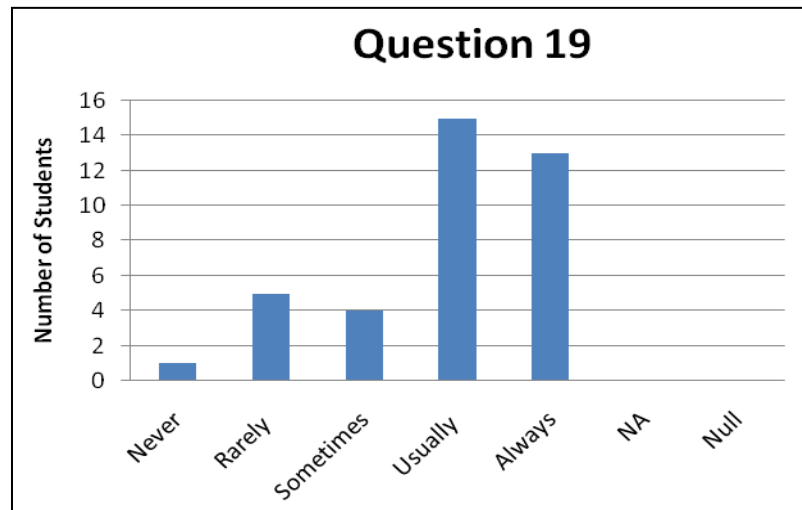


Figure 39. Section 8th. Question 19: Does the teacher help the students when they need it?
Source: Students' Survey from 10th upper basic education level 8th section
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 19, 15 students answered that the teacher usually helps the students when they need it, 13 students said always, 5 students considered that the teacher sometimes helps the students when they need it, and 1 student said never.

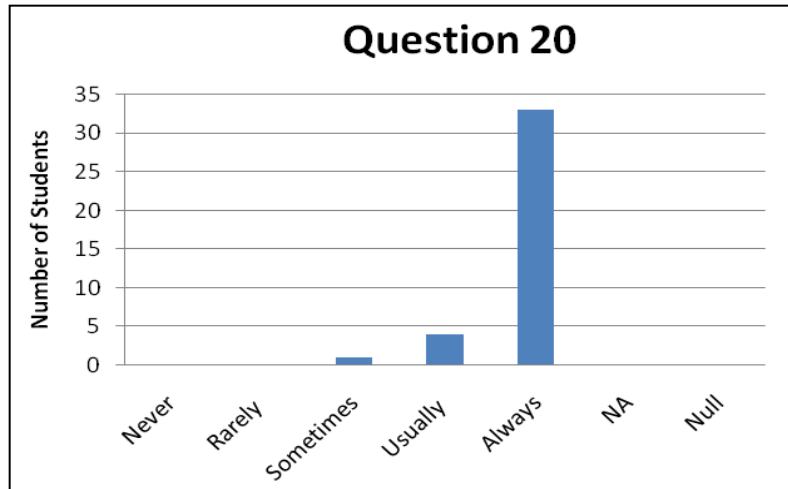


Figure 40. Section 8th. Question 20: Do you feel you have learned a lot about the subject when the class is over?

Source: Students' Survey from 10th upper basic education level 8th section

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 20, 34 students answered that they feel they have learned a lot about the subject when the class is over, 4 students said usually and 1 student said sometimes.

Students' Survey

Tenth Upper Basic Education Level - Fourteenth Section.

Questions and Results

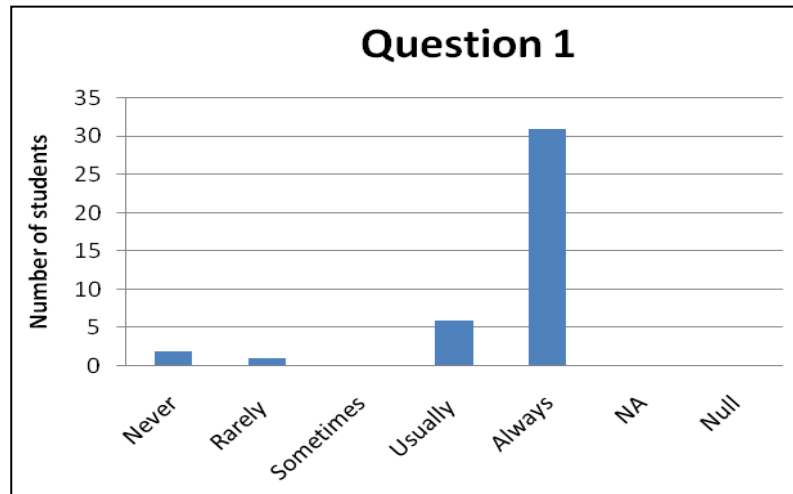


Figure 41. Section 14th. Question 1: Is the teacher prepared for the class?

Source: Students' Survey from 10th upper basic education level 14th section

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 1, 31 students answered that the teacher is always prepared for the class, 6 students said usually, and 1 student said rarely. There are also 2 students who answered that the teacher is never prepared for the class.

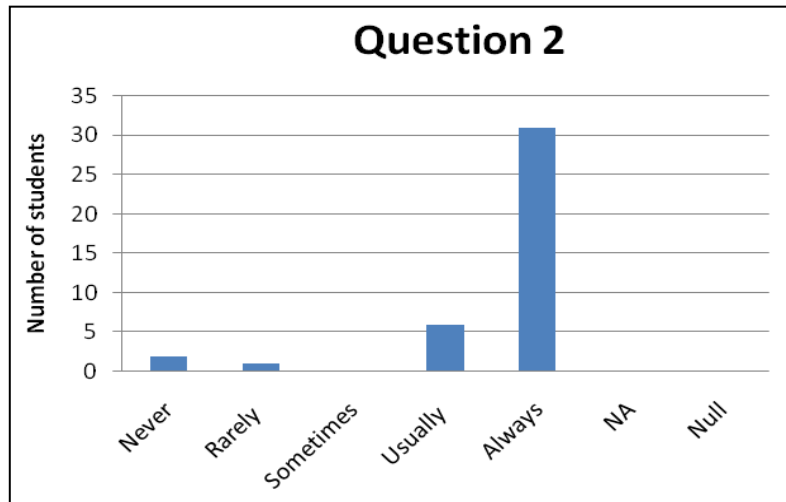


Figure 42. Section 14th. Question 2: Does the teacher master the subject?

Source: Students' Survey from 10th upper basic education level 14th section
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 2, 31 students answered that the teacher always masters the subject, 6 students said usually, while 1 student considered that the teacher rarely masters the subject. There are also 2 students who answered never.

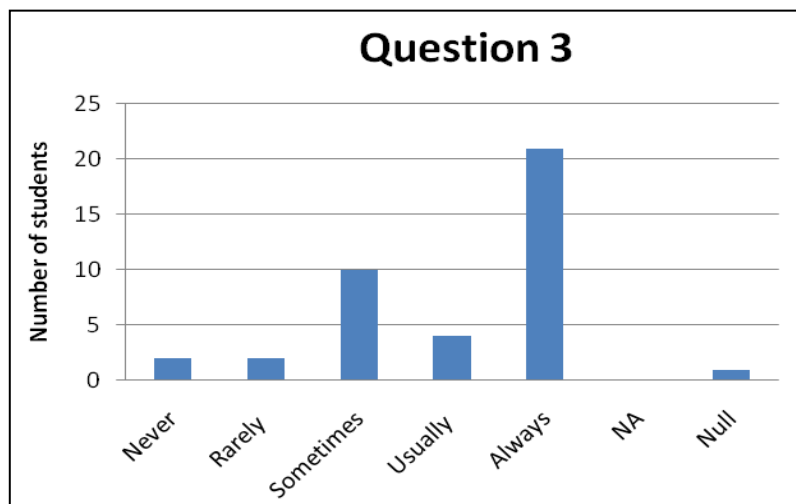


Figure 43. Section 14th. Question 3: Is the teacher organized?

Source: Students' Survey from 10th upper basic education level 14th section
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 3, 21 students answered that the teacher is always organized, 4 students said usually, 10 students answered sometimes, 2 students said rarely, and 2 students considered that the teacher is never organized. There is also 1 student who answered null.

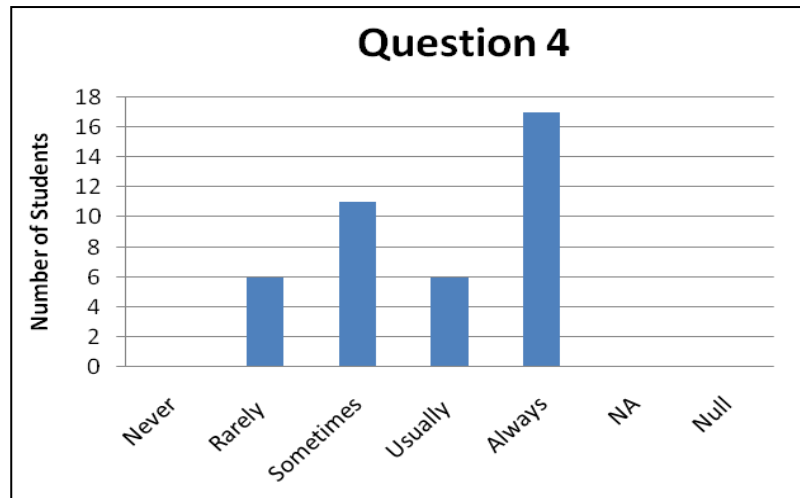


Figure 44. Section 14th. Question 4: Does the teacher provide activities that promote students' critical thinking?

Source: Students' Survey from 10th upper basic education level 14th section
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 4, 17 students answered that the teacher always provides activities that promote students' critical thinking, 6 students said usually, 11 students considered that the teacher sometimes provides activities that promote students' critical thinking, while 6 students said rarely.

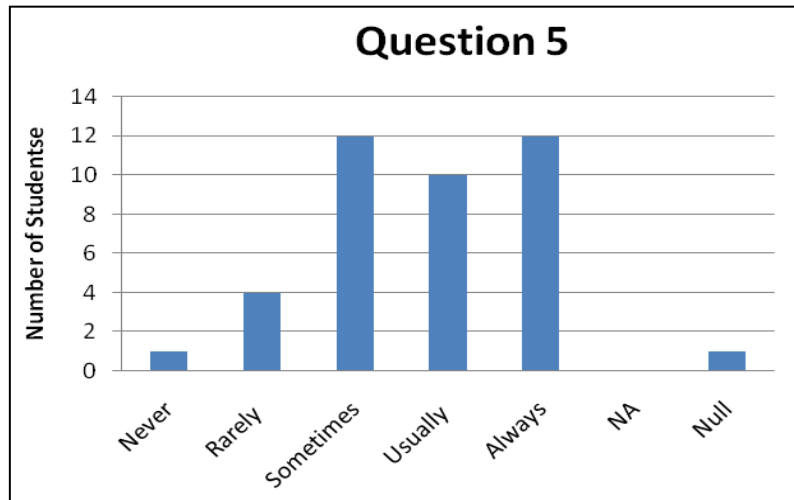


Figure 45. Section 14th. Question 5: Does the teacher give clear instructions?

Source: Students' Survey from 10th upper basic education level 14th section
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 5, 12 students answered that the teacher always gives clear instructions, 10 students said usually, 12 answered sometimes, 4 students considered that the teacher rarely gives clear instructions. There is also 1 student who said never and 1 student who answered null.

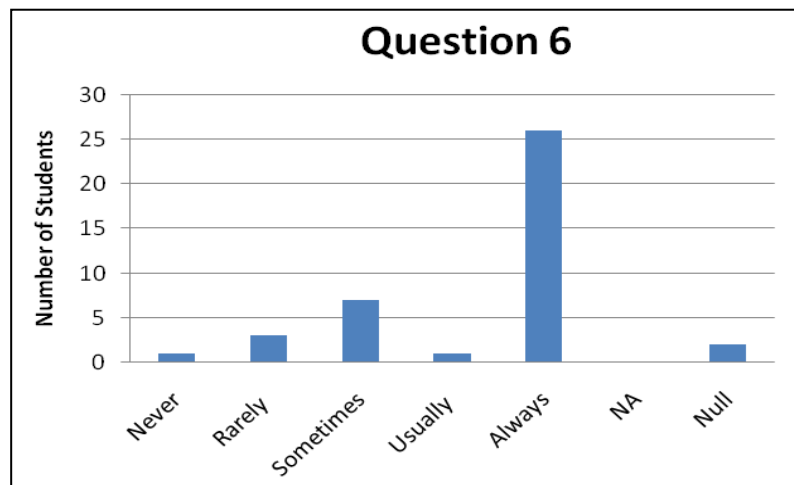


Figure 46. Section 14th. Question 6: Does the teacher promote a good classroom environment?

Source: Students' Survey from 10th upper basic education level 14th section
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 6, 26 students answered that the teacher always promotes a good classroom environment, 1 student said usually, 7 students answered sometimes, while 3 students considered that the teacher rarely promotes a good classroom environment. There is also 1 student who said never and 2 students who answered null.

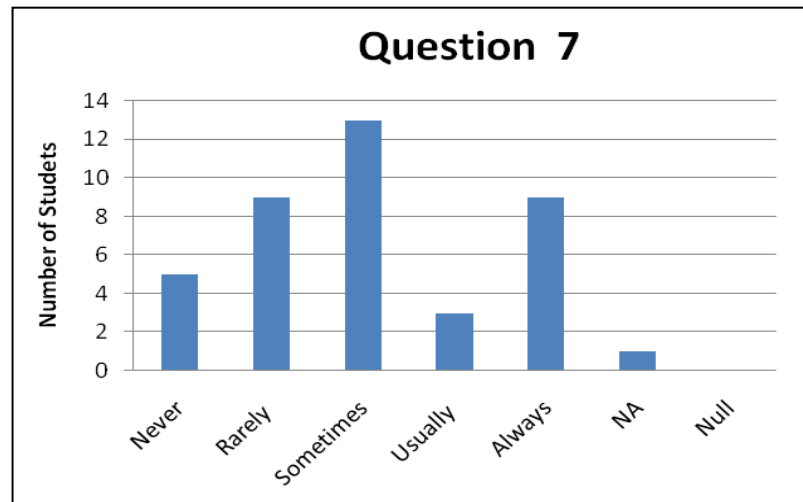


Figure 47. Section 14th. Question 7: Does the teacher manage time well?

Source: Students' Survey from 10th upper basic education level 14th section
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 7, 9 students answered that the teacher always manages time well, 3 students said usually, while 13 students considered that the teacher sometimes manages time well. 9 students said rarely, and 5 students said never. There is also 1 student who answered not applicable.

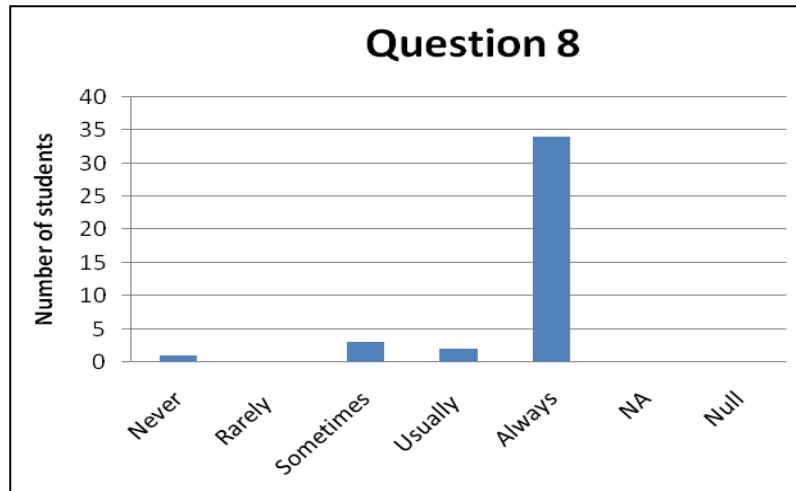


Figure 48. Section 14th. Question 8: Does the teacher grade fairly?

Source: Students' Survey from 10th upper basic education level 14th section
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 8, 34 students answered that the teacher always grades fairly, 2 students said usually, while 4 students considered that the teacher sometimes grades fairly. There is also 1 student who answered never.

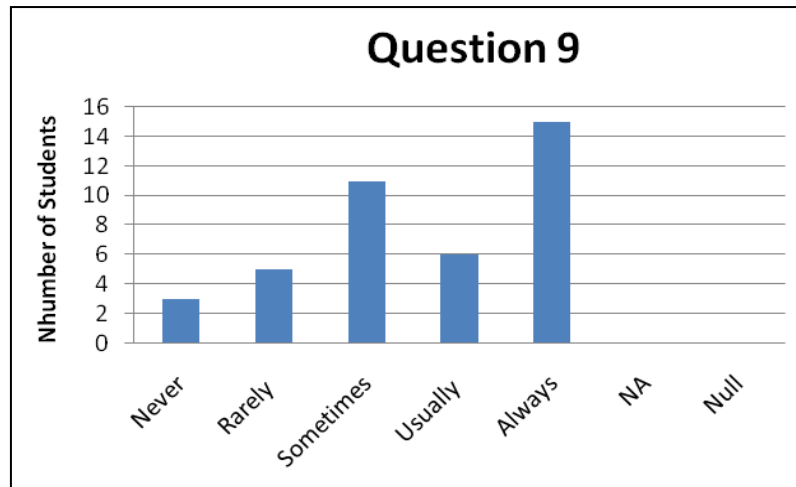


Figure 49. Section 14th. Question 9: Does the teacher check homework and deliver them on time ?

Source: Students' Survey from 10th upper basic education level 14th section
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 9, 15 students answered that the teacher always checks homework and delivers it on time, 6 students said usually, 11 students considered that the teacher sometimes checks homework and delivers it on time, while 5 students answered rarely. There are also 3 students who answered never.

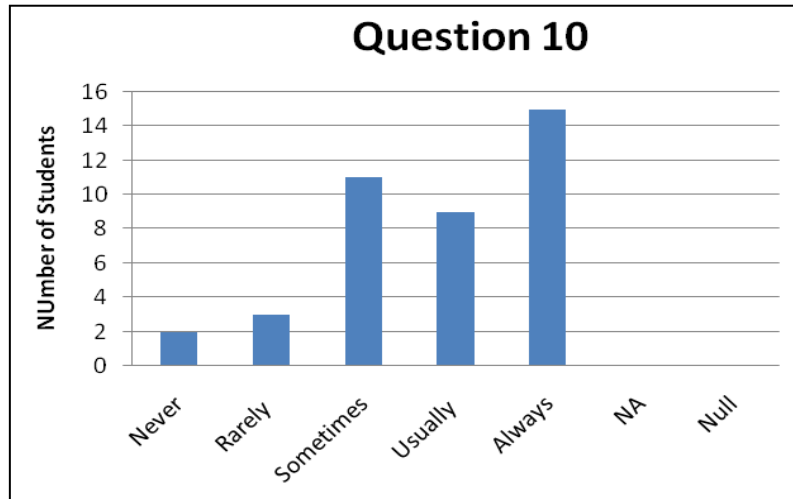


Figure 50. Section 14th. Question 10: Is the teacher creative to develop classroom activities?

Source: Students from 10th upper basic education level 14th section

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 10, 15 students answered that the teacher is always creative to develop classroom activities, 9 students said usually, and 11 students said sometimes, while 3 students said rarely and 1 student answered never.

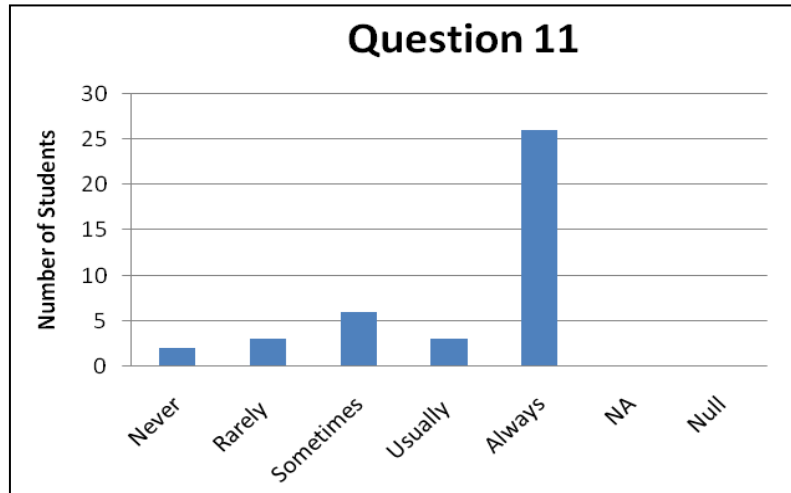


Figure 51. Section 14th. Question 11: Does the teacher motivate the students to have an active participation in class?

Source: Students' Survey from 10th upper basic education level 14th section

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 11, 26 students answered that the teacher always motivates the students to have an active participation in class, 4 students said usually, while 6 students considered that the teacher sometimes motivates the students to have an active participation in class. There are also 4 students who said rarely and 3 students who said never.

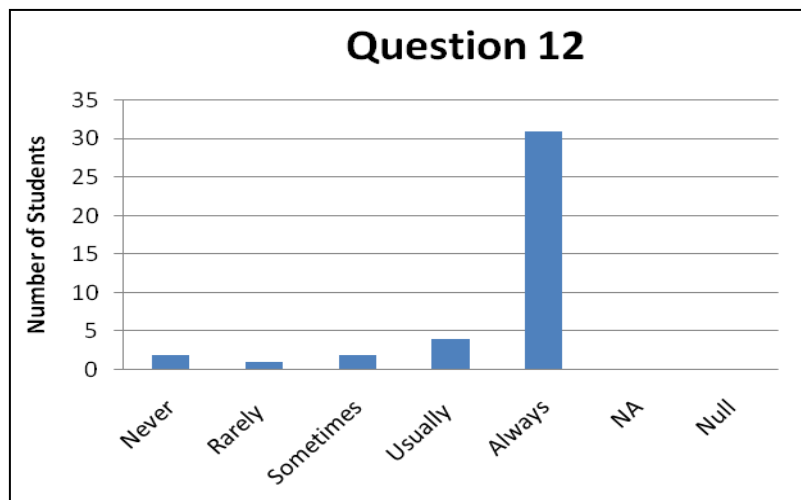


Figure 52. Section 14th. Question 12: Does the teacher keep discipline in class?

Source: Students' Survey from 10th upper basic education level 14th section

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 12, 31 students answered that the teacher always keeps discipline in class, 4 students said usually, and 2 students said sometimes. There is also 1 student who answered rarely and 2 students who said never.

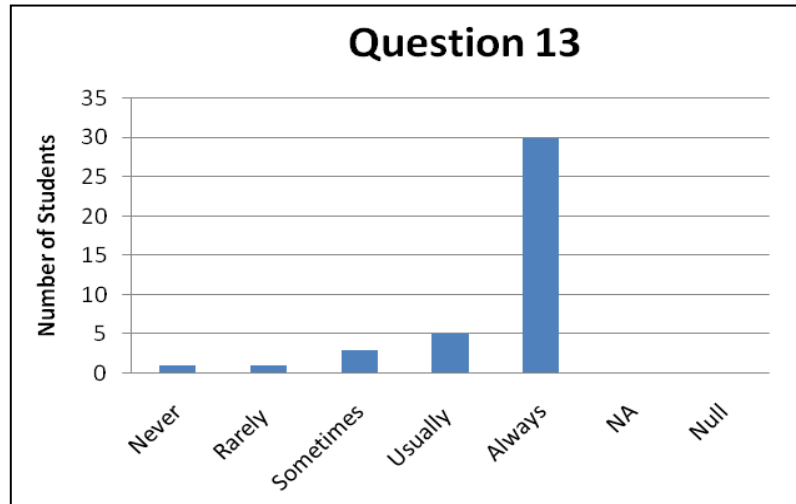


Figure 53. Section 14th. Question 13: Does the teacher correct the students' mistakes with respect?
Source: Students' Survey from 10th upper basic education level 14th section
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 13, 30 students answered that the teacher always corrects the students' mistakes with respect, 5 students said usually, and 4 students said sometimes. There is also 1 student who said rarely, and 1 student who answered never.

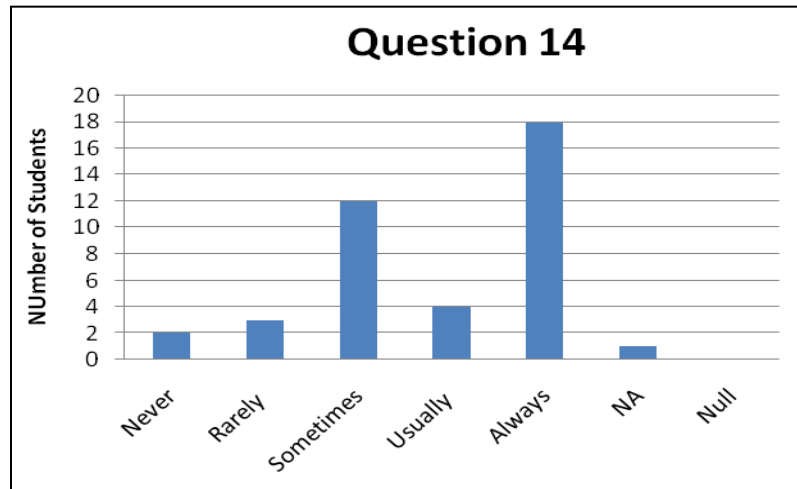


Figure 54. Section 14th. Question 14: Does the teacher keep his word?

Source: Students' Survey from 10th upper basic education level 14th section
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 14, 18 students answered that the teacher always keeps her word, 4 students said usually, and 12 said sometimes. There are also 3 students who considered that the teacher rarely keeps her word, 2 students who said never, and 1 student who answered not applicable.

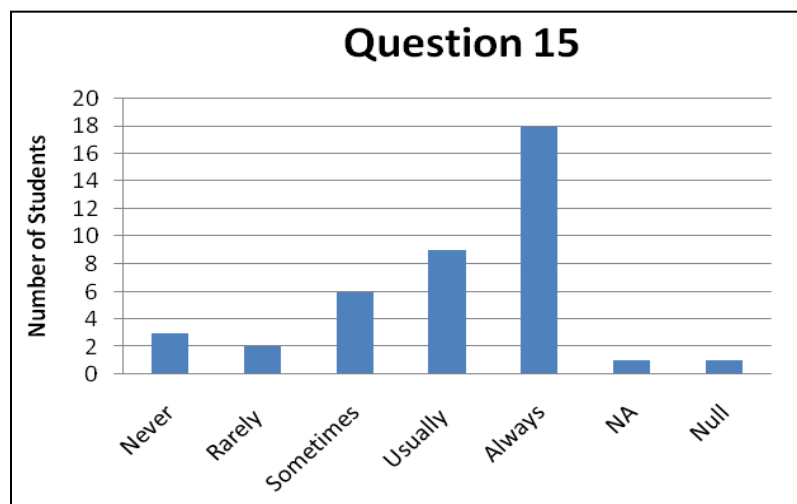


Figure 55. Section 14th. Question 15: Does the teacher understand the students' point of view?

Source: Students' Survey from 10th upper basic education level 14th section
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 15, 18 students answered that the teacher always understands and respects the students' point of view, 9 students said usually, 6 students said rarely, while 3 students considered that the teacher never understands nor respects the students' points of view. There is also 1 student who answered not applicable and 1 null.

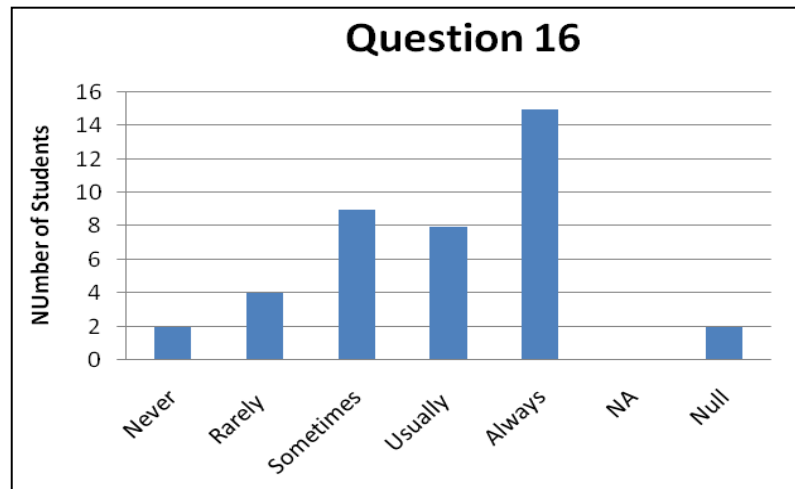


Figure 56. Section 14th. Question 16: Does the teacher accept his/her mistakes?

Source: Students' Survey from 10th upper basic education level 14th section

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 16, 15 students answered that the teacher always accepts her mistakes, 8 students said usually, 9 students answered sometimes, while 4 students considered that the teacher rarely accepts her mistakes. There are also 2 students who said never and 2 students who answered null.

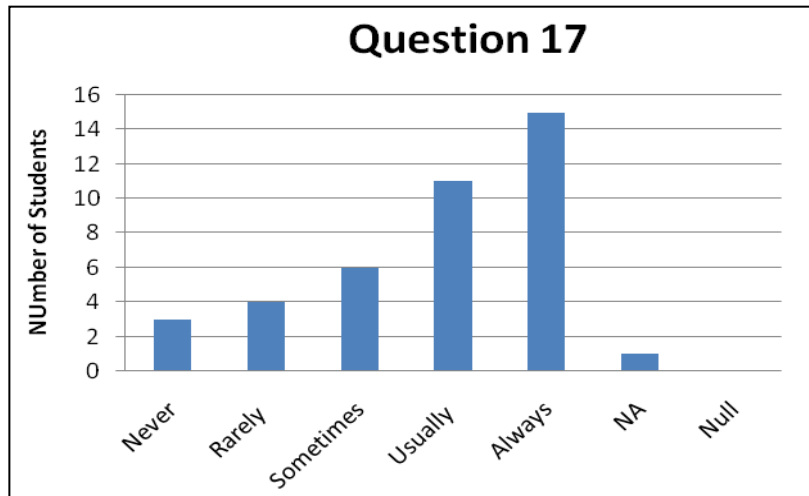


Figure 57. 14th Section. Question 17: Does the teacher care about the students' needs?

Source: Students' Survey from 10th upper basic education level 14th section.

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 17, 15 students answered that the teacher always cares about the students' needs, 11 students said usually, 6 students said sometimes, while 4 students considered that the teacher rarely cares about the students' needs. There are also 3 students who answered never and 1 student who said it is not applicable.

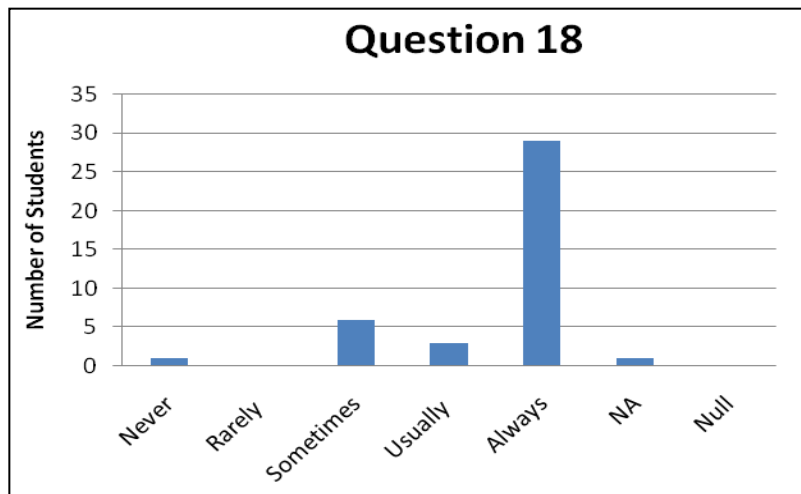


Figure 58. Section 14th. Question 18. Does the teacher enjoy teaching and respect the students?

Source: Students' Survey from 10th upper basic education level 14th section

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 18, 29 students answered that the teacher always enjoys teaching and respects the students, 3 students said usually, while 6 students considered that the teacher sometimes enjoys teaching and respects the students. There is also 1 student who answered never and 1 student who said it is not applicable.

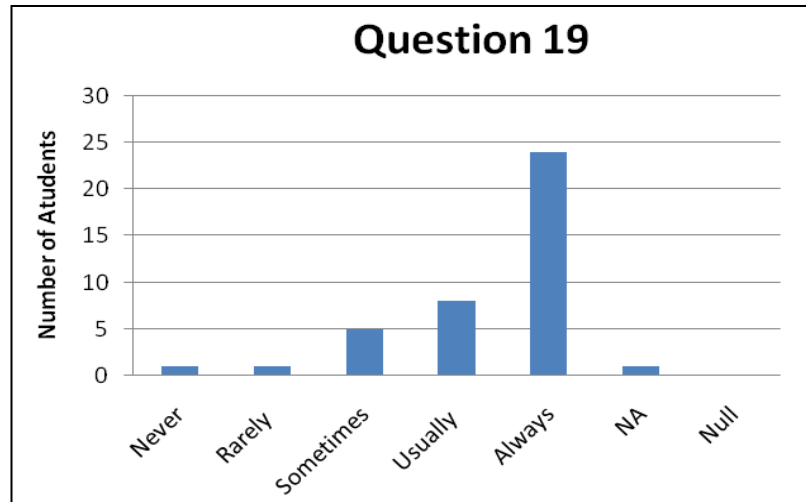


Figure 59. Section 14th. Question 19: Does the teacher help the students when they need it?

Source: Students' Survey from 10th upper basic education level 14^m section

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 19, 24 students answered that the teacher always helps the students when they need it, 8 students said usually, 5 students said sometimes, while 1 student considered that the teacher rarely helps the students when they need it. There is also 1 student who said never and 1 student who answered it is not applicable.

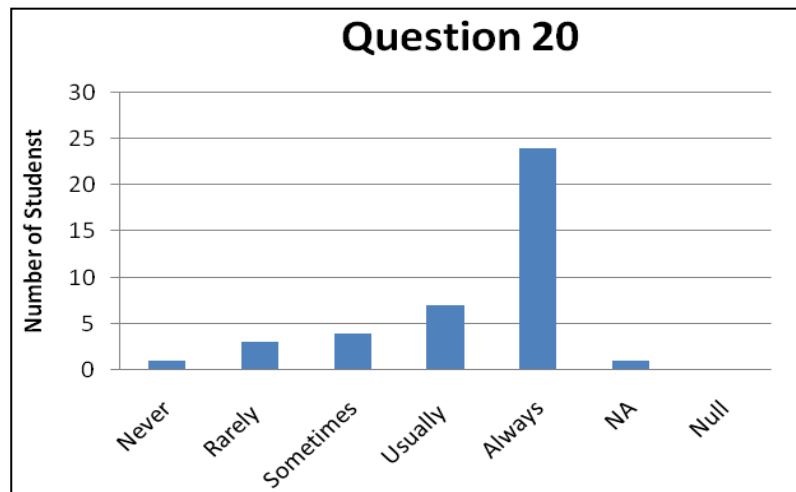


Figure 60. Section 14th. Question 20: Do you feel you have learned a lot the subject when the class is over?

Source: Students' Survey from 10th upper basic education level 14th section
Prepared by: Paola Navarrete and Sandra Sanchez

In question 20, 24 students answered that they feel they have learned a lot about the subject when the class is over, 7 students said usually and 4 students said sometimes, while 3 students considered that they rarely feel they have learned a lot about the subject when the class is over. There is also 1 student who answered that she never feels she has learned a lot about the subject when the class is over and 1 student who said it is not applicable.

Teachers' Survey

Tenth Upper Basic Education Level sections Third, Eighth and Fourteenth

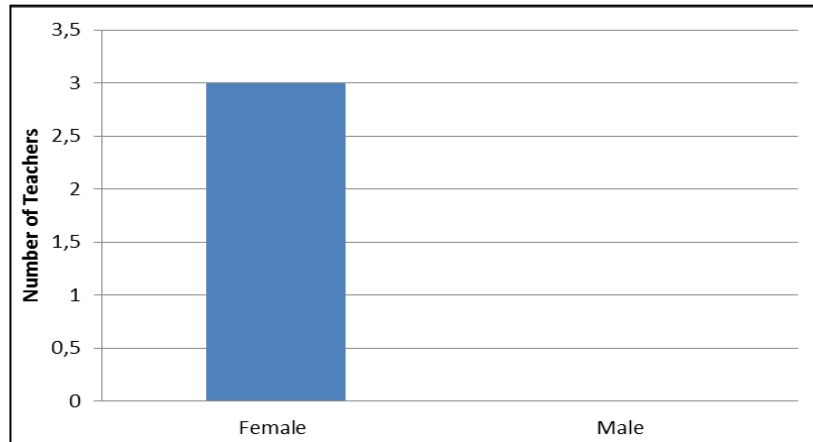


Figure 61. Teacher's survey. Question 1: What is your gender?

Source: Teachers from 10th upper basic education level 3rd, 8th, 14th sections

Prepared by: Paola Navarrete and Sandra Sanchez.

All of the interviewed teachers are females.

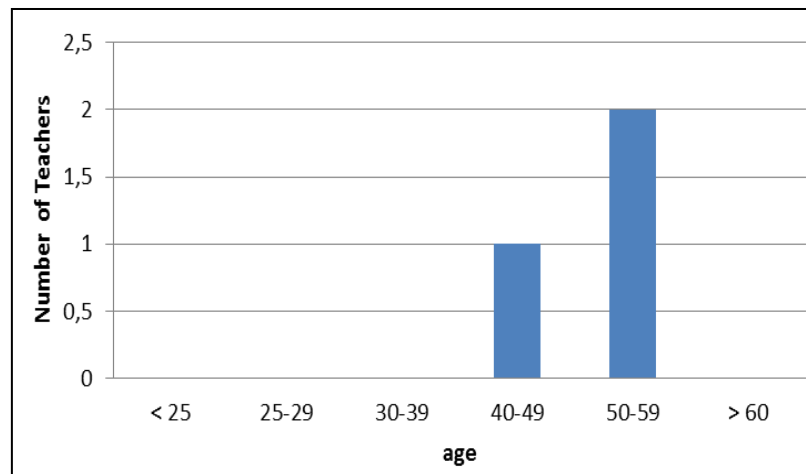


Figure 62. Teacher's Survey. Question 2: How old are you?

Source: Teachers from 10th upper basic education level 3rd, 8th, 14th sections

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 2, 2 teachers answered they are between 50-59 years old; while 1 teacher answered she is between 40-49 years old.

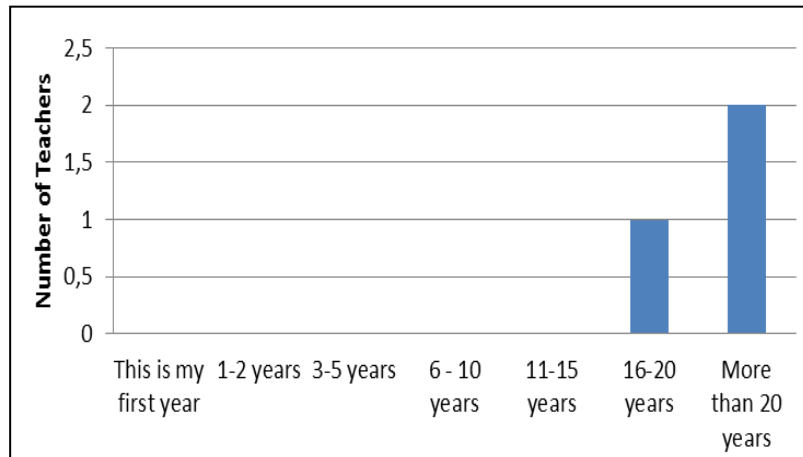


Figure 63. Teacher’s Survey. Question 3: How long have you been working as a teacher ?

Source: Teachers from 10th upper basic education level 3rd, 8th, 14th sections
Prepared by: Paola Navarrete and Sandra Sanchez

In question 3, 2 teachers answered they have been working as a teacher for more than 20 years, while 1 teacher answered that she has been working as a teacher for about 16-20 years.

SECTION 2: PROFESSIONAL DEVELOPMENT

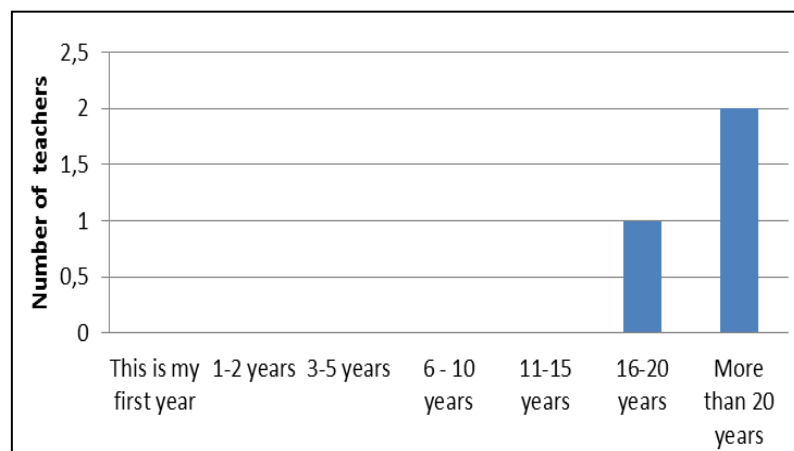


Figure 64. Teacher’s Survey. Question 4: How long have you been working in this institution?

Source: Teachers from 10th upper basic education level 3rd, 8th, 14th sections
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 4, 2 teachers answered they have been working in this institution more than 20 years, while 1 teacher answered that she has been working in this institution for about 16-20 years.

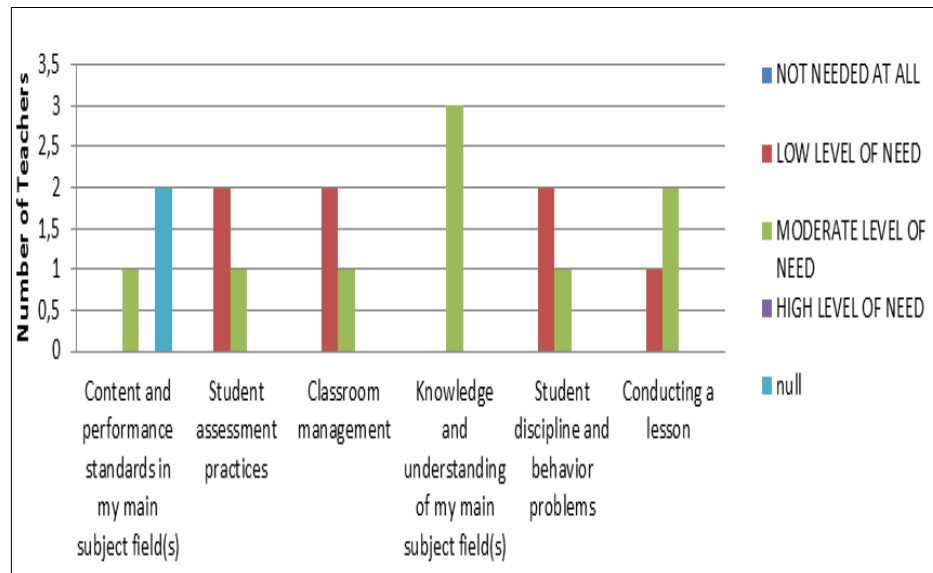


Figure 65. Teacher's Survey. Question 5: To what extent do you think you have needs in the listed areas?

Source: Teachers from 10th upper basic education level 3rd, 8th, 14th sections

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 5, we can see that all the teachers have needs in almost all the mentioned areas, being knowledge and understanding of the main subject field the one with more needs.

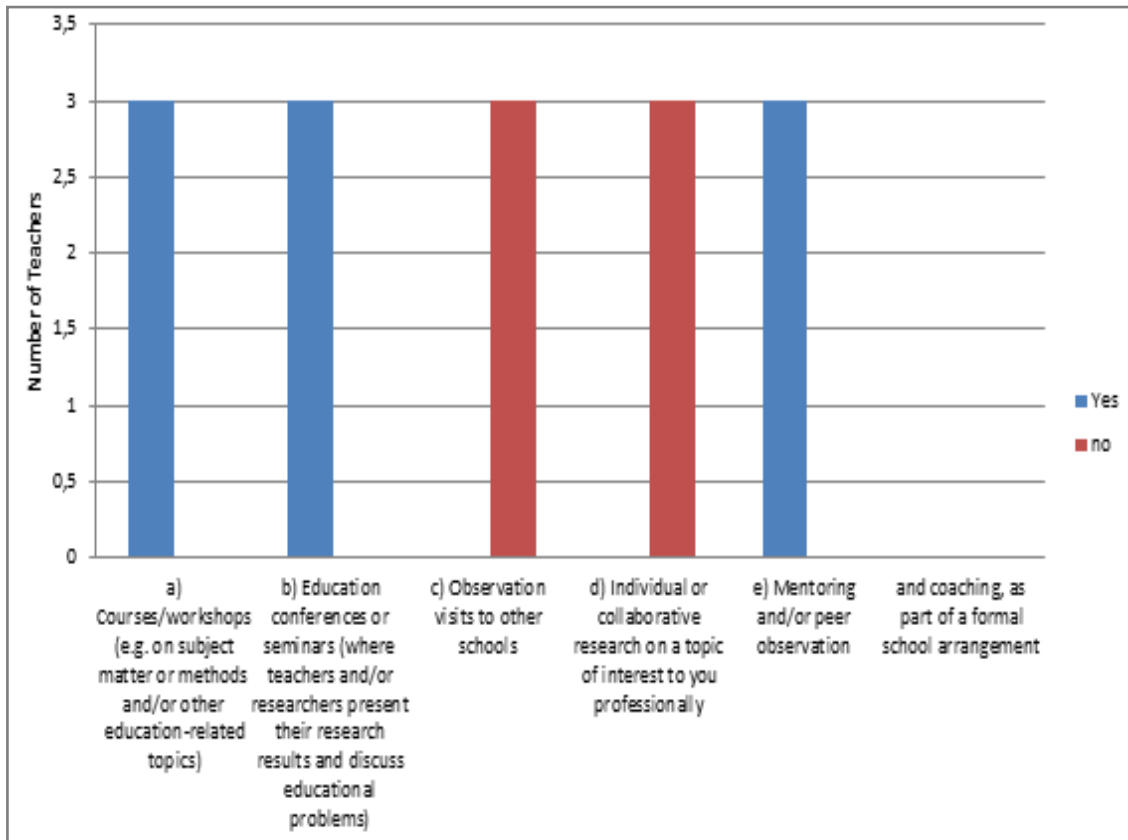


Figure 66. Teacher's Survey. Question 6: During the last 18 months. Did you participate in any of the following kinds of professional development activities?

Source: Teachers from 10th upper basic education level 3^{ra}, 8^{ta}, 14^{ta} sections

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 6, we can see that all the teachers have attended and participated in conferences, workshops, and have observed each other. None of them have visited other schools or collaborated in research projects.

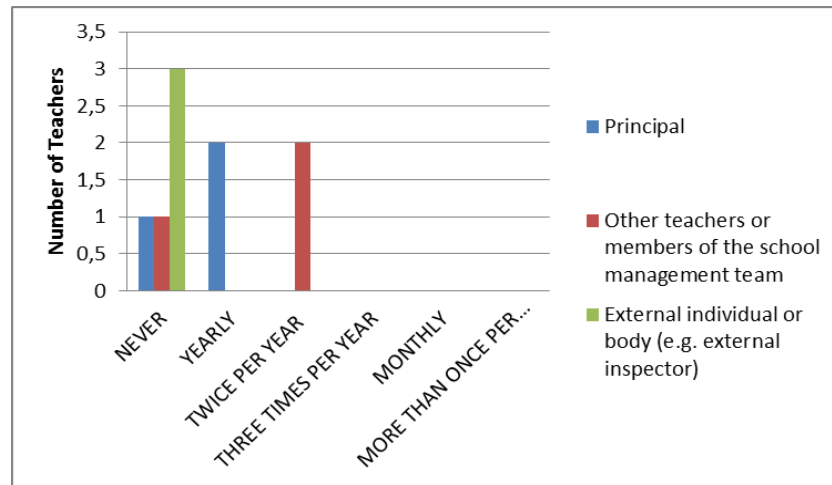


Figure 67. Teacher's Survey. Question 7: How often have you received appraisal and/ or feedback from your work as a teacher?

Source: Teachers from 10th upper basic education level 3rd, 8th, 14th sections

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 7, 2 teachers have received some kind of feedback by the principal in a year, 2 teachers have received feedback from other members of the school. None of the teachers have received appraisal or feedback from external evaluators.

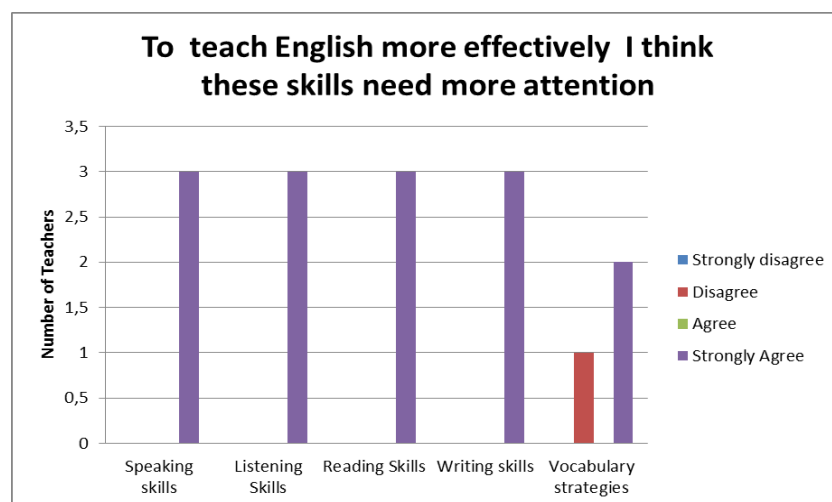


Figure 68. Teacher's Survey. Question 8: To teach English more effectively I think these skills need more attention

Source: Teachers from 10th upper basic education level 3rd, 8th, 14th sections

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 8, all the teachers agree that all the skills need more attention, 2 of them think that vocabulary strategies need more attention and 1 disagrees with that.

Classroom Observations Results

SECTION 1: BEGINNING THE LESSON

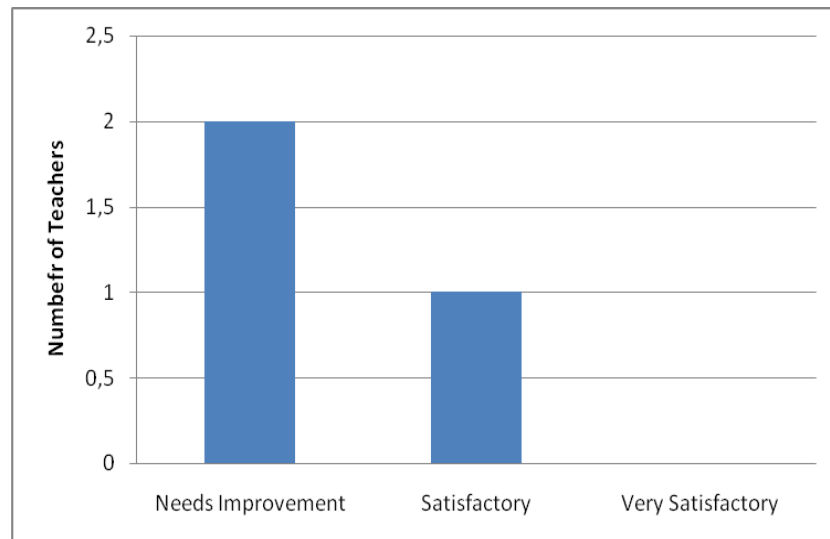


Figure 69. Classroom Observations Results. Materials are ready and prepared to be used

Source: Teachers from 10th upper basic education level 3rd, 8th and 14th Section
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 1, 2 of the observed teachers need improvement with the organization of the material to be used, while 1 teacher has a satisfactory organization of the material to be used.

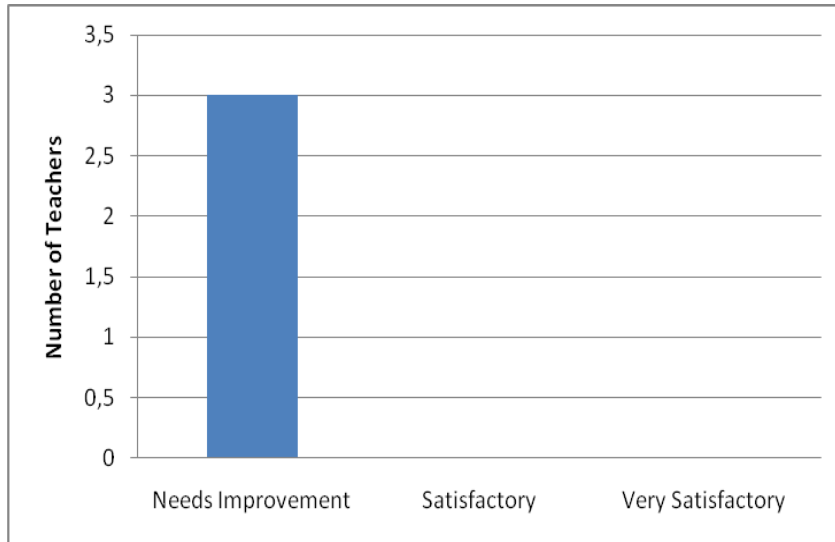


Figure 70. Classroom Observation Results. Begins the class on time.

Source: Teachers from 10th upper basic education level 3rd, 8th and 14th Section

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 2, all of the observed teachers need improvement to begin the class on time.

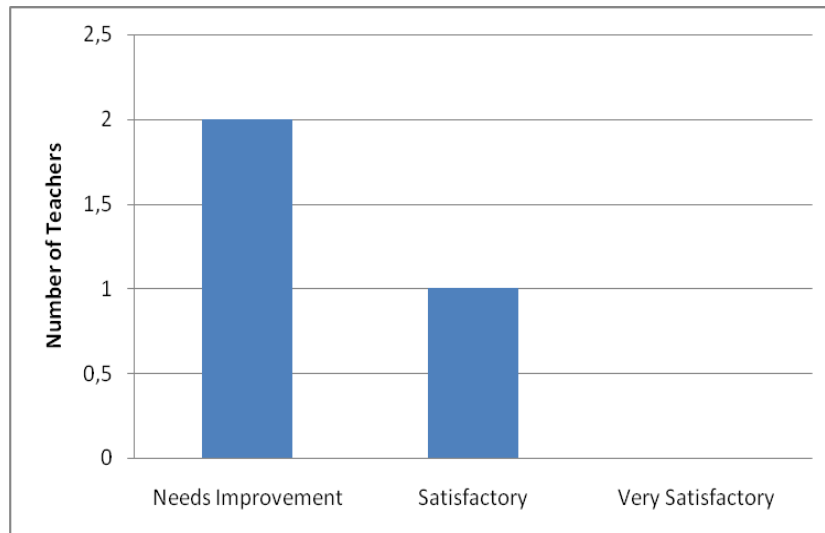


Figure 71. Classroom Observation Results. Engages the students with the topic of the class

Source: Teachers from 10th upper basic education level 3rd, 8th and 14th Section

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 3, 2 of the interviewed teachers need improvement to engage students with the topic of the class, while the other teacher does it in a satisfactory way.

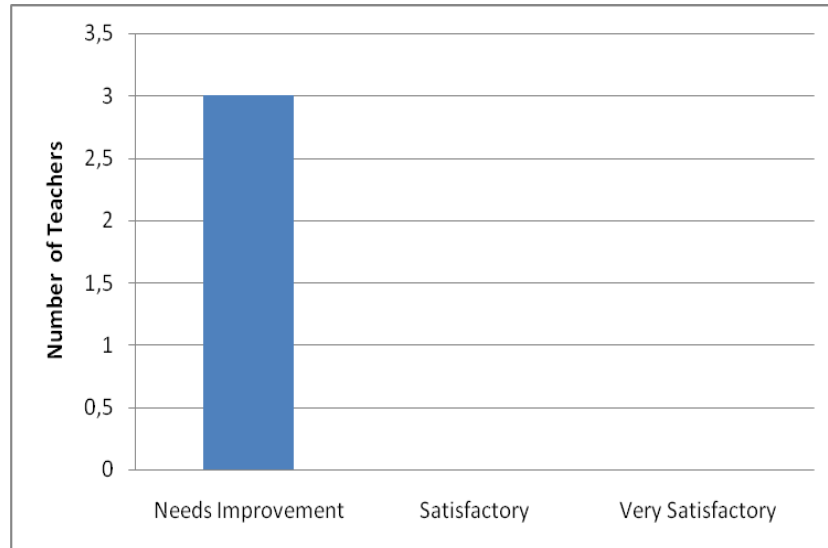


Figure 72. Classroom Observation Results. Checks prior knowledge and provides vocabulary support

Source: Teachers from 10th upper basic education level 3^{ra}, 8^{va} and 14^{va} Section

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 4, all of the observed teachers need improvement when they check prior knowledge and provide vocabulary support.

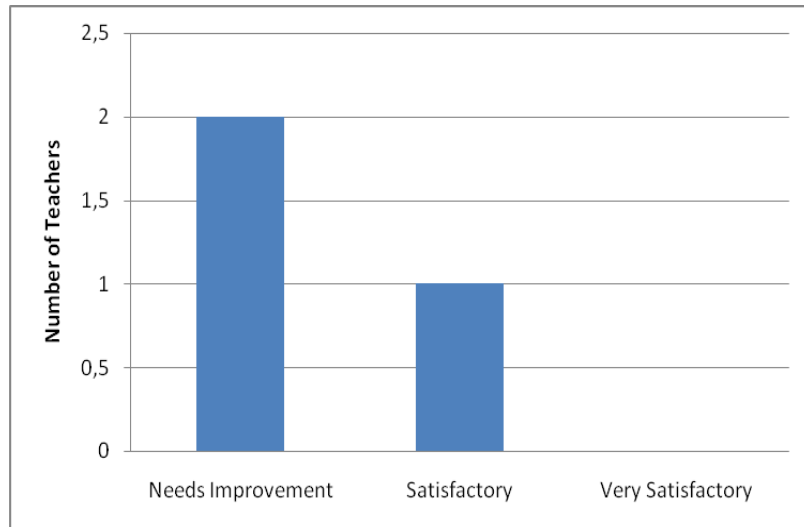


Figure 73. Classroom Observation Results. Makes a clear presentation of the topic.

Source: Teachers from 10th upper basic education level 3rd, 8th and 14th Section

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 5, 2 of the observed teachers need improvement in making a clear presentation of the topic, while 1 teacher makes a clear presentation of the topic in a satisfactory way.

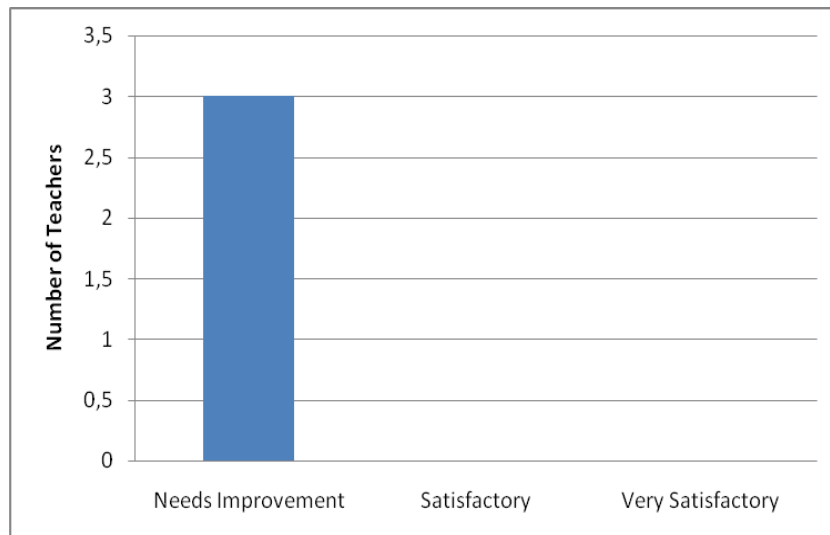


Figure 74. Classroom Observation Results. uses and provides supporting materials.

Source: Teachers from 10th upper basic education level 3^{ra}, 8^{va} and 14^{ta} Section

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 6, all of the observed teachers need improvement in the use of supporting materials.

SECTION 2: DURING THE LESSON

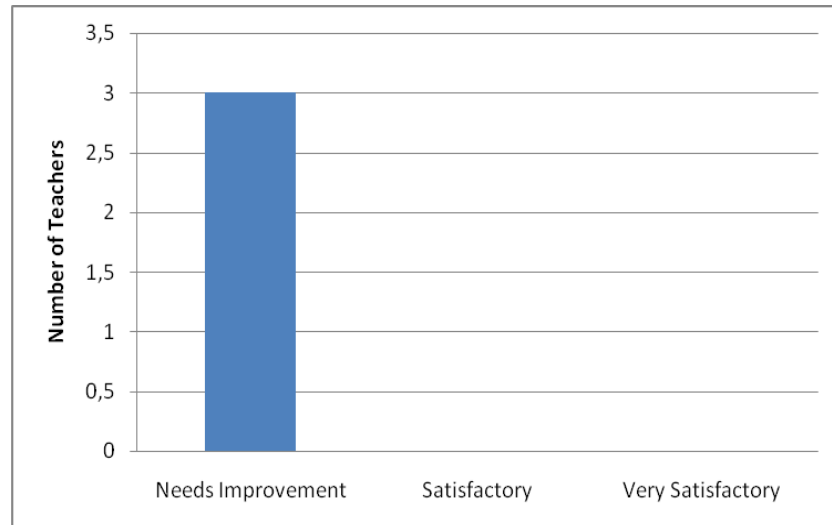


Figure 75. Classroom Observation Results. Present and follows lesson plan.

Source: Teachers from 10th upper basic education level 3rd, 8th and 14th Section

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 7, all of the observed teachers need improvement in the presentation and fulfillment of the lesson plan.

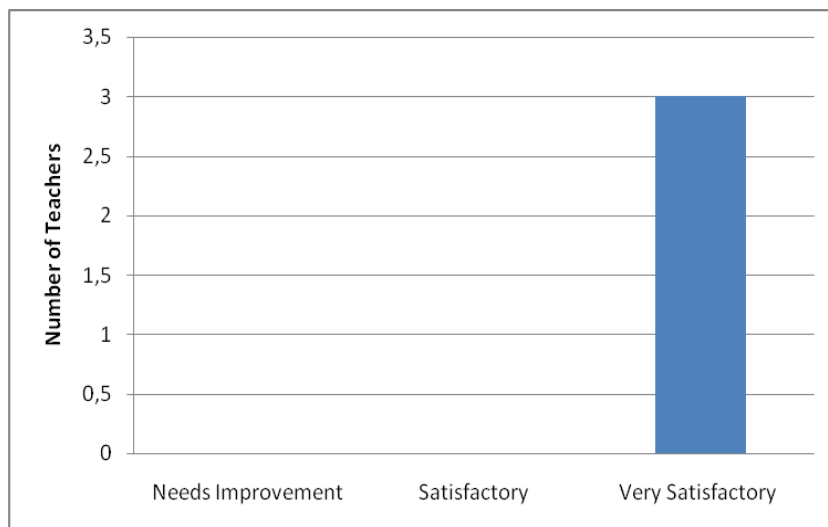


Figure 76. Classroom Observation Results. Keeps the students' attention
Source: Teachers from 10th upper basic education level 3rd, 8th and 14th Section
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 8, all of the observed teachers keep students' attention in a very satisfactory way.

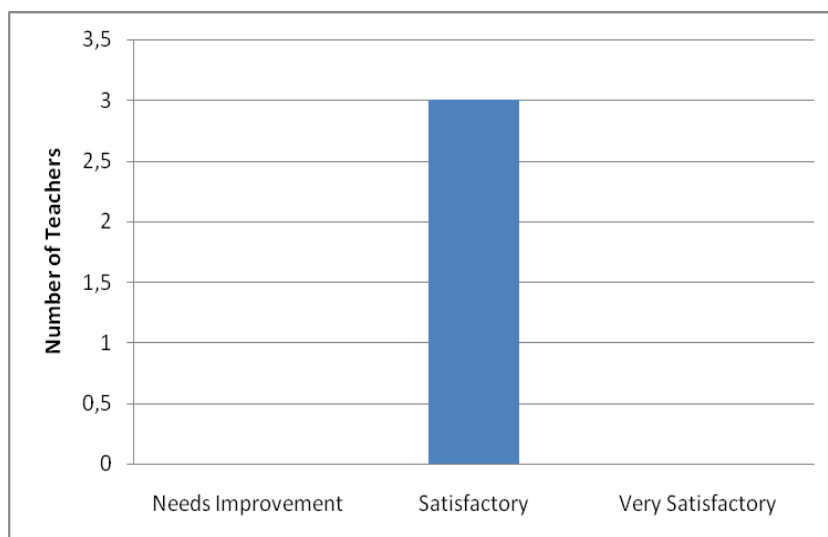


Figure 77. Classroom Observation Results. Promotes students' participation
Source: Teachers from 10th upper basic education level 3rd, 8th and 14th Section
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 9, all of the observed teachers promote students' participation in a satisfactory way.

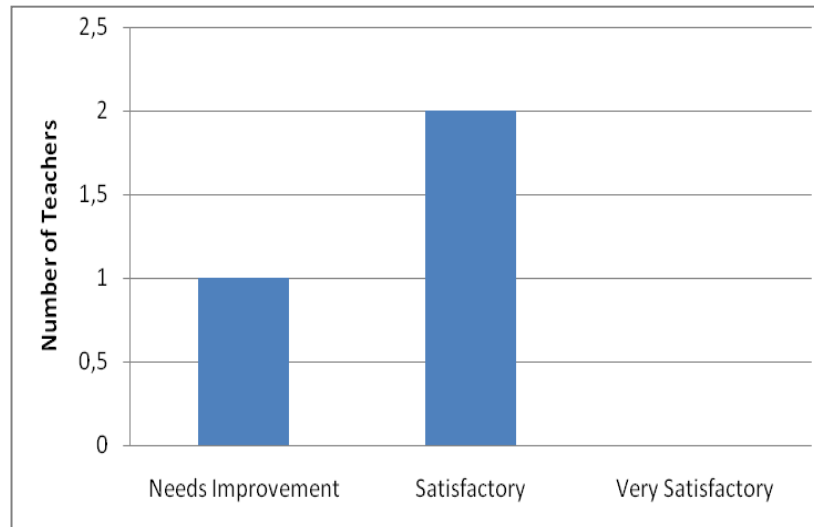


Figure 78. Classroom Observation Results. Prevents or handles misbehavior by continually moving around the classroom

Source: Teachers from 10th upper basic education level 3rd, 8th and 14th Section

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 10, 1 of the observed teachers needs improvement to prevent or handle misbehavior by continually moving around the classroom satisfactorily, while the other 2 teachers did it satisfactorily.

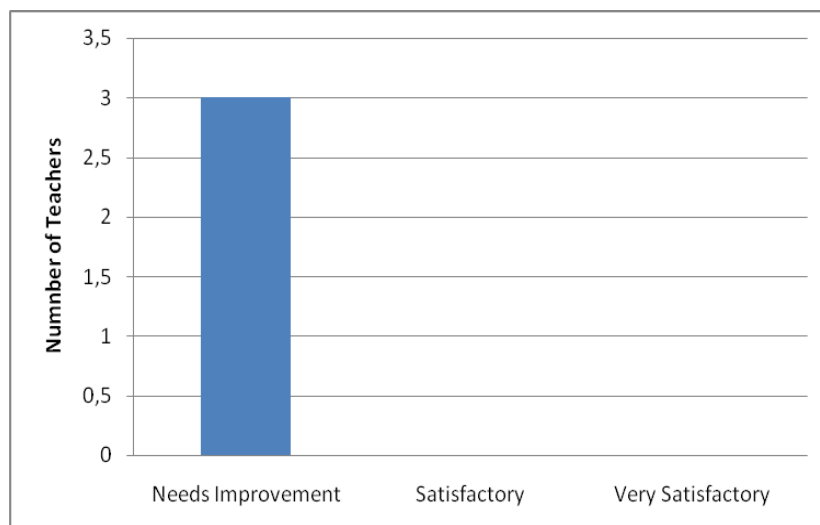


Figure 79. Classroom Observation Results. Provides clear instructions

Source: Teachers from 10th upper basic education level 3rd, 8th and 14th Section

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 11, all of the observed teachers need improvement to provide clear instructions.

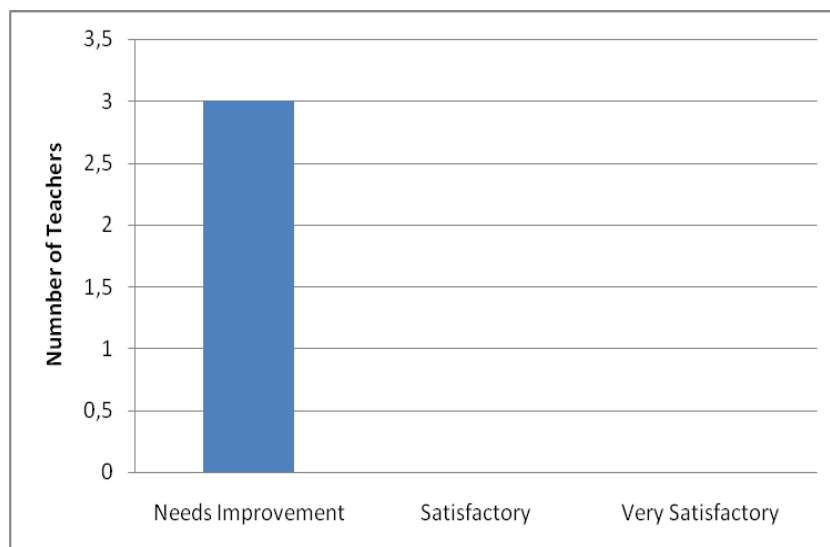


Figure 80. Classroom Observation Results. Provides meaningful activities

Source: Teachers from 10th upper basic education level 3^{ra}, 8^{ta} and 14^{ta} Section

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 12, all of the observed teachers need improvement in providing meaningful activities.

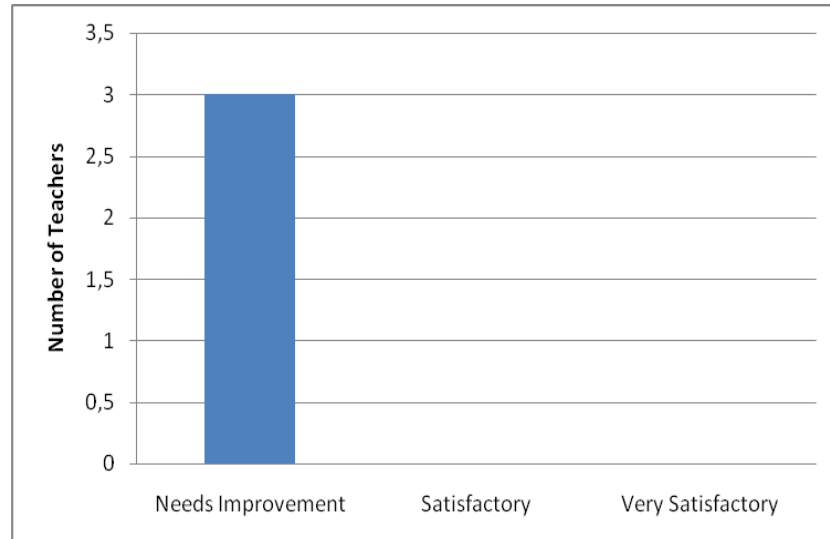


Figure 81. Classroom Observation Results. Promotes the use of the target language.

Source: Teachers from 10th upper basic education level 3rd, 8th and 14th Section

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 13, all of the observed teachers need improvement to promote the use of the target language.

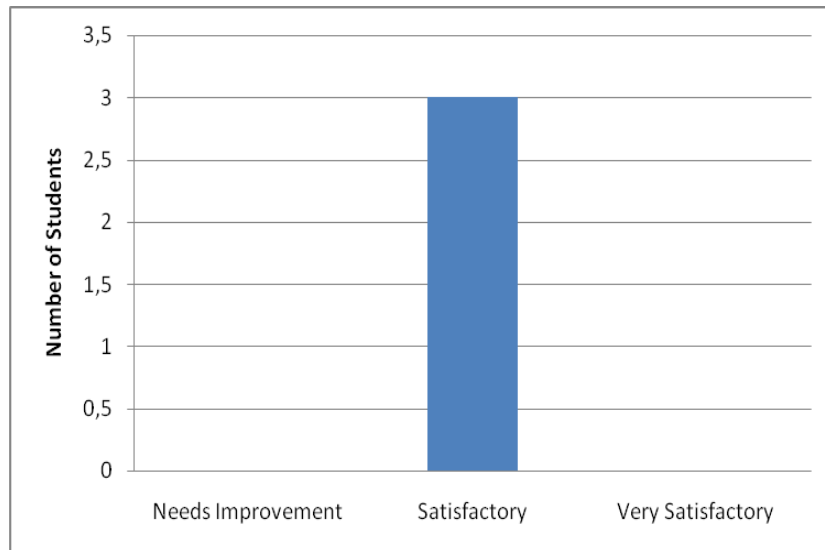


Figure 82. Classroom Observation Results. Monitors the activities.

Source: Teachers from 10th upper basic education level 3rd, 8th and 14th Section

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 14, all of the observed teachers monitor the activities satisfactorily.

SECTION 3: FINISHING THE LESSON

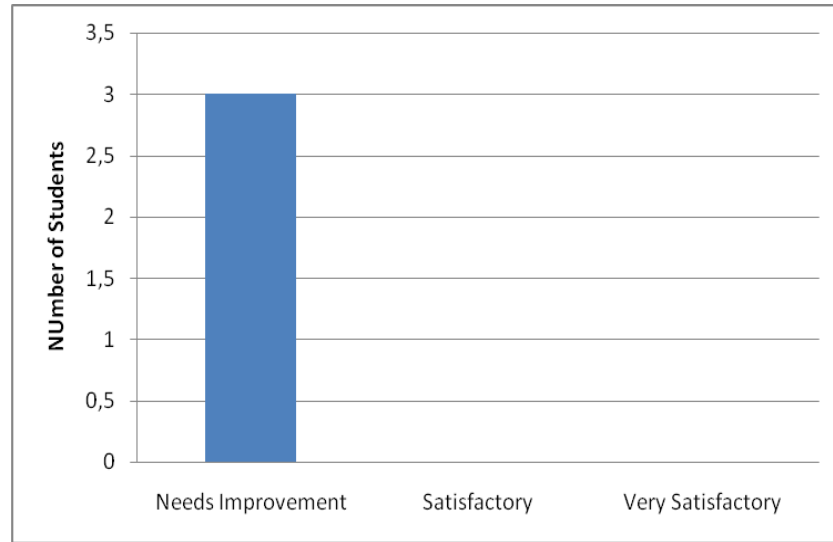


Figure 83. Classroom Observation Results. Summarizes the main points of the lesson.

Source: Teachers from 10th upper basic education level 3rd, 8th and 14th Section
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 15, all of the observed teachers need improvement in summarizing the main points of the lesson.

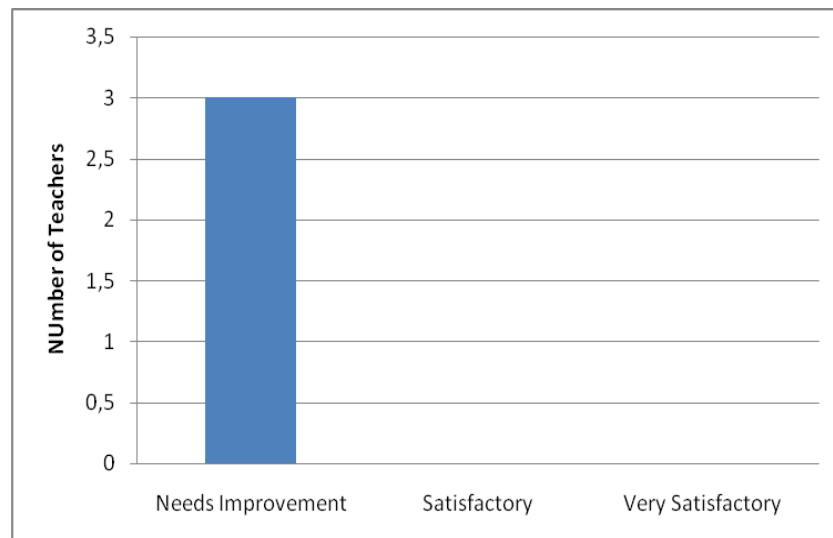


Figure 84. Classroom Observation Results. Corrects mistakes properly
Source: Teachers from 10th upper basic education level 3rd, 8th and 14th Section
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 16, all of the observed teachers need improvement in correcting mistakes properly.

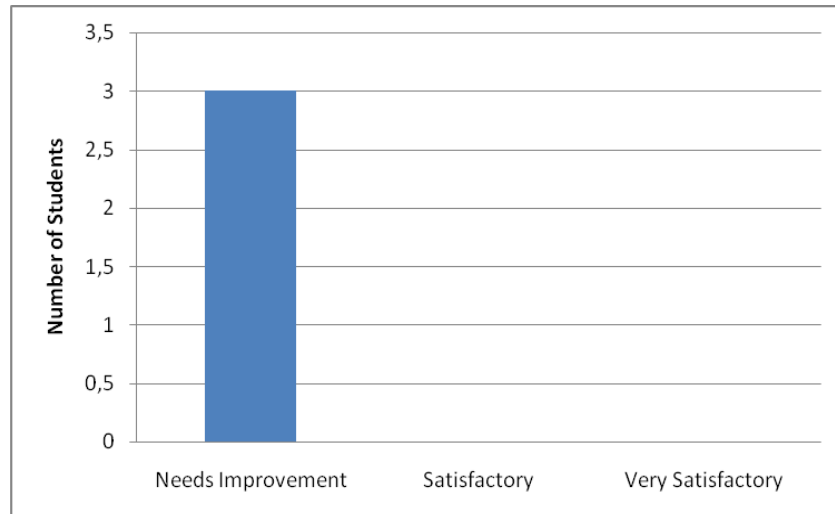


Figure 85. Classroom Observation Results. provides proper feedback
Source: Teachers from 10th upper basic education level 3rd, 8th and 14th Section
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 17, all of the observed teachers need improvement in providing proper feedback.

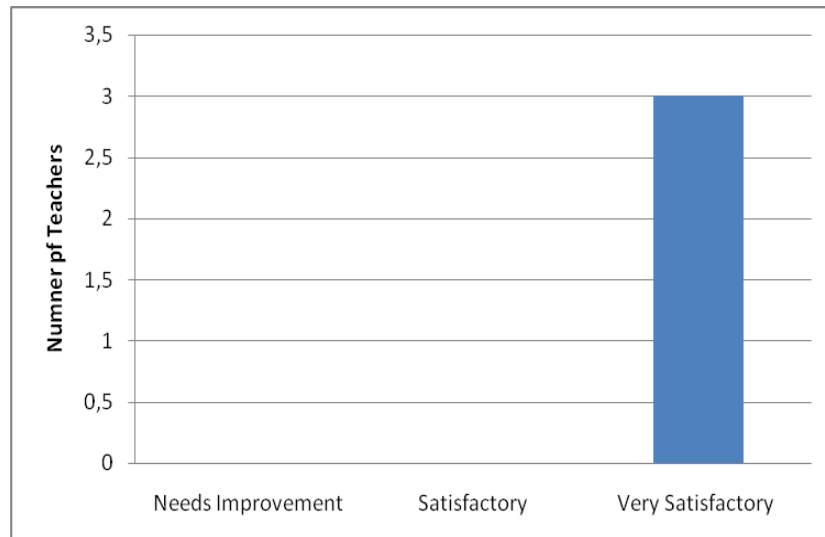


Figure 86. Classroom Observation Results. Tone of Voice
Source: Teachers from 10th upper basic education level 3rd, 8th and 14th Section
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 18, all of the observed teachers had a very satisfactory tone of voice.

SECTION 4: TEACHER'S USE OF ENGLISH

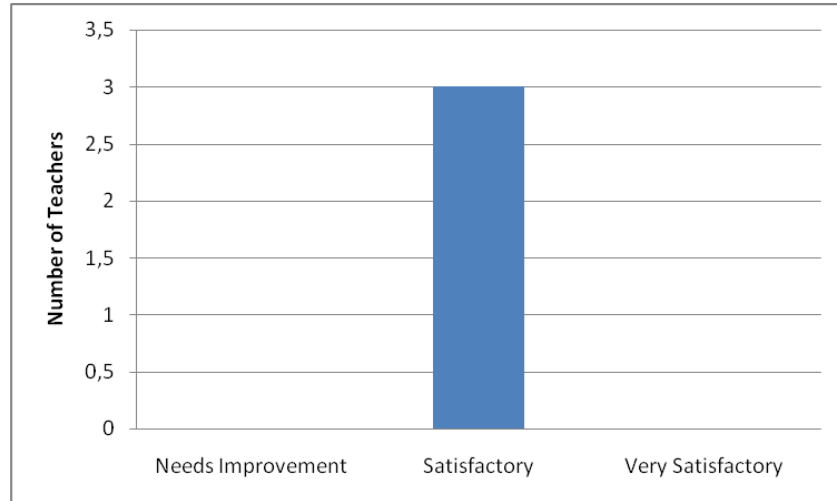


Figure 87. Classroom Observation Results. Pronunciation and Spelling.

Source: Teachers from 10th upper basic education level 3rd, 8th and 14th Section
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 19, all of the observed teachers had a satisfactory pronunciation and spelling.

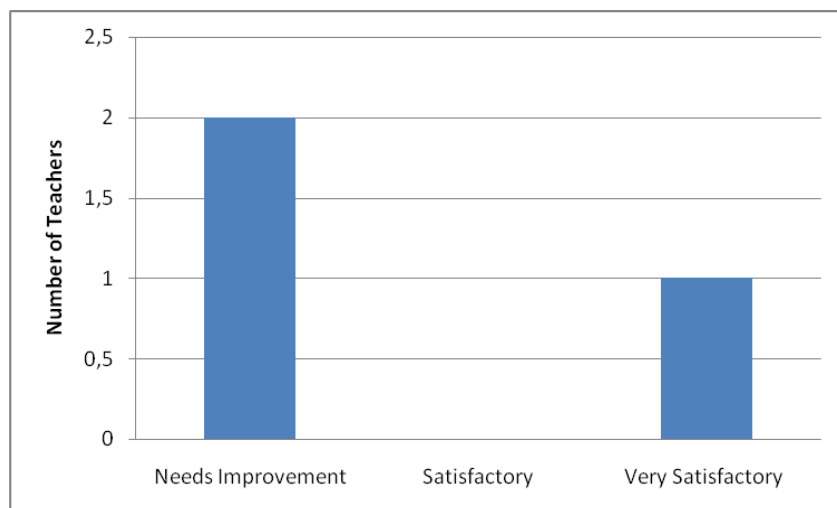


Figure 88. Classroom Observation Results. Speaks in English most of the time.

Source: Teachers from 10th upper basic education level 3rd, 8th and 14th Section
Prepared by: Paola Navarrete and Sandra Sanchez.

In question 20, 2 of the observed teachers need improvement in speaking English most of the time, while 1 teacher does it most of the time, and in a very satisfactory way.



Figure 89. Classroom Observation Results. Language Structure

Source: Teachers from 10th upper basic education level 3rd, 8th and 14th Section

Prepared by: Paola Navarrete and Sandra Sanchez.

In question 21, all of the observed teachers had a satisfactory level of language structure.

Pre-Test – Post-test Results

Tenth Upper Basic Education Level - Third Section.

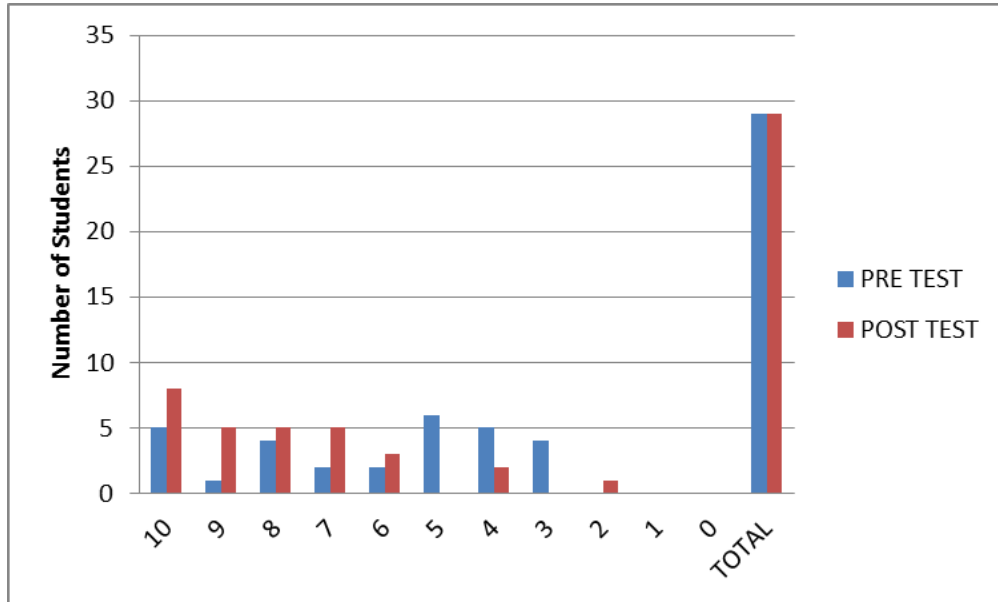


Figure 90. Pre test and Post test Results 10th Basic 3rd Section

Source: Students from 10th upper basic education level 3rd section.

Prepared by: Paola Navarrete and Sandra Sanchez.

In figure 90 it is shown that in the pre-test 12 students have grades in a range from 7 to 10, 2 students have 6 and 15 students have less than 6. In contrast, in the post-test most of the students have grades in a range of 7 to 10 passing the course, 3 students have 6 and 3 students have less than 6.

Pre-Test – Post-test Results

Tenth Upper Basic Education Level - Eighth Section.

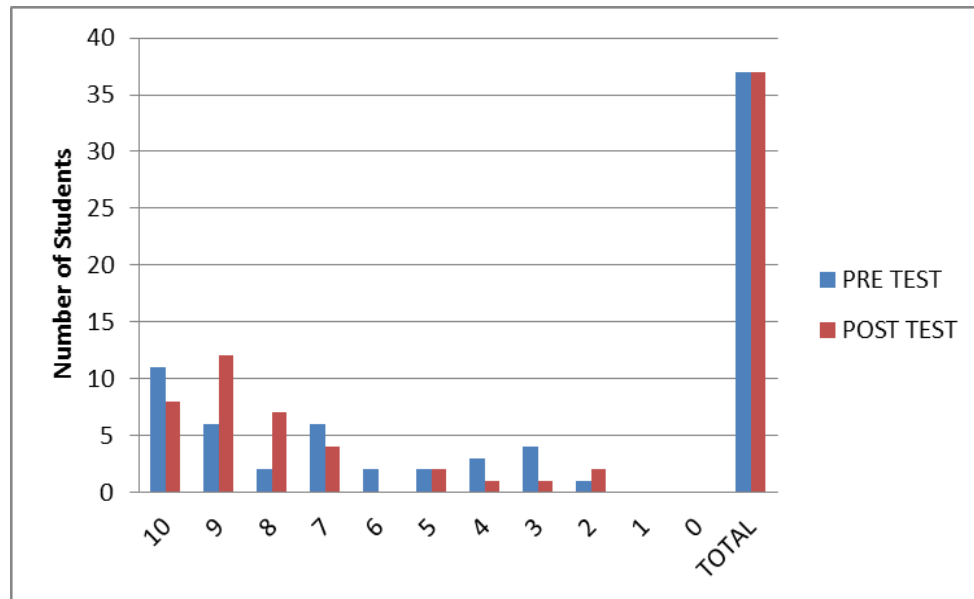


Figure 91. Pre Test and Post test Results. 10th Basic 8th Section

Source: Students from 10th upper basic education level 8th section.

Prepared by: Paola Navarrete and Sandra Sanchez.

In figure 91 it is shown that in the pretest 25 students have grades in a range from 7 to 10, 2 students have 6 and 10 students have less than 6. In contrast, in the post-test 31 students from the tenth upper basic education level section eighth have grades in a range of 7 to 10 passing the course, and 6 students have less than 6, failing the course.

Pre-Test – Post-test Results

Tenth Upper Basic Education Level - Fourteenth Section.

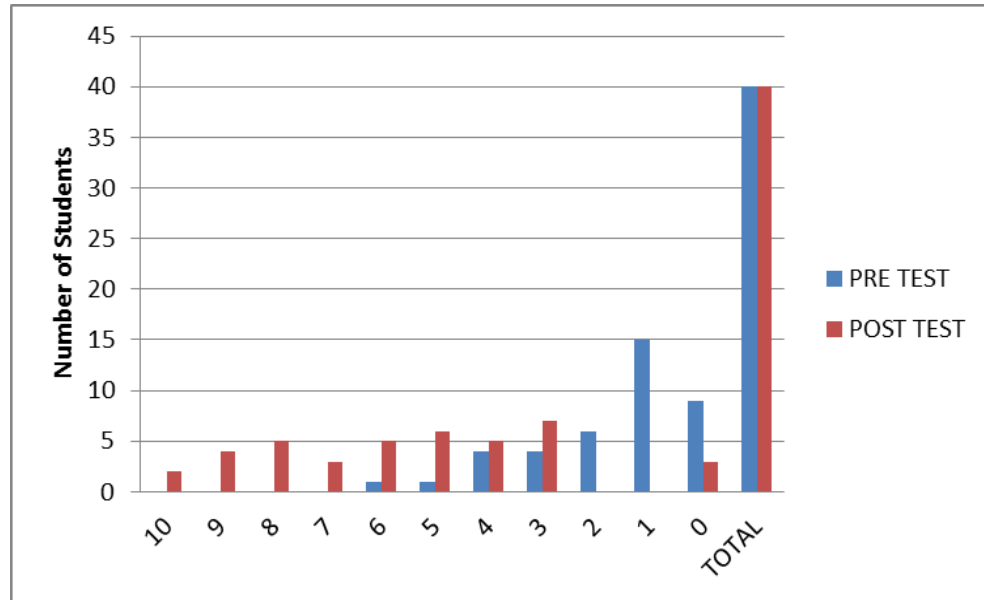


Figure 92. Pre Test and Post Test Results. 10 th Basic. 14th Section.

Source: Students from 10th upper basic education level 8th section.

Prepared by: Paola Navarrete and Sandra Sanchez.

In figure 92 it is shown that in the pre-test none of the students has grades in a range from 7 to 10, 1 student has 6 and 38 students have less than 6. In contrast, in the post-test 14 students from the tenth upper basic education level section fourteenth have grades in a range of 7 to 10, and 5 students have 6, and 20 students have less than 6.

4.2 Conclusions

This study conducted in a well-known public institution identified class size, grammar-based examinations, and the teachers' lack of exposure to authentic language as constraints on using CLT. Also, this study on English teachers perceived difficulties in adopting CLT, because of the predominance of text-centered and grammar-centered practices in public institutions, which does not provide a basis for the student-centered, fluency-focused, and problem-solving activities required by CLT.

Many are the factors found during the development of this research project that affect the meaningful English Language learning among the sample students, such as: teachers' level of English Language command, teaching methods and techniques, percentage of English Language used in class, class size and as a result of that, the limitation of the space and the seating arrangement.

During the classroom observations, both teachers and students were assessed. Teachers were not able to deliver their classes entirely in the target language. As a result, English was not used in most of the observed classes. Teachers did not follow the basic steps when delivering their classes. They were aiming to cover a topic rather than paying attention to students' specific needs. Teachers did not engage students with the topic or check their prior knowledge. Instead, they presented the topic directly. Throughout the classroom observations we realized that the classroom size was too limited; there was an average of thirty to forty students per class and teachers could not move around or practice group work activities.

Regarding the surveyed students, when we administered the survey they seemed to be nervous about it, they asked if it was going to affect their grades in the subject or in their teachers' performance assessment. According to the surveys, most of the students answered that their teachers have a good performance when delivering their classes, creating a good classroom environment and respecting their points of view.

It is important to mention that the results obtained from the classroom observations did not match the students' point of view about their teachers' performance during the teaching and learning process. We would also like to mention that according to the pre-test results and the teachers' observation rubric, the students did not show motivation or interest in class and they were not able to use the language in a meaningful way. On the other hand, when we taught the class using the methodological guide, the students seemed motivated and participated actively from the beginning until the end of the class. In the post-test, most of them were able to use the language in a meaningful way.

The results provided by the teachers' survey showed us that the teaching process must be updated. Therefore, teachers need to be trained to be able to motivate students, use different teaching strategies where students use critical thinking and apply the language in a meaningful way, and be rewarded to feel their work is worth.

To conclude we can say that according to the teachers and students assessed, the traditional methodological strategies used in English classes are not the most appropriate, since they are not able to use the language in real life situations after going through a mechanical learning.

4.3 Recommendations

The use of English Language in class should be mandatory, but not just only aiming the grammar application of language structures but also communication, i.e. English should be taught in a more realistic way where students are exposed to real daily life situations of their interest. In addition, it is also important to strengthen teachers' English level. As a result, students will get clear instructions and a good model to follow.

Taking into account the teachers' answers from the administered surveys we consider that teachers need to be constantly observed by a supervisor, coordinator or colleague, and in this way they can reinforce what they are doing correctly and improve their teaching performance using other teaching strategies. Classroom observations helped us realize the importance of following a lesson plan in any teaching – learning process. Class planning should be required and constantly checked so that teachers' activities developed in their classes will not merely depend on the textbook and the whiteboard, but in a wider variety of sources.

Regarding to time management, it is important to respect each other's schedule due to the short amount of time that they have in each class. However, teachers should take advantage of those days when they have two consecutive periods by working with more meaningful activities such as: role plays, group work, oral presentations, etc.

To conclude we could say that working in a public school is not as easy as it appears to be because there are many factors that affect the teaching – learning process. On the other hand, we cannot close our minds just because we do not have the resources we would like to work with. It is necessary to take advantage of the materials that we have and adapt them to our needs.

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**METHODOLOGICAL STRATEGIES GUIDE TO GET MEANINGFUL ENGLISH
LANGUAGE LEARNING**

AUTHORS: Paola Salomé Navarrete Llaguno

Sandra Vanessa Sánchez Vaca

JUSTIFICATION

Nowadays the English language is an important tool that is not only seen as a need, but also as urgency. No matter where or how old they are, the fact is that the English language will help students to get real success and increase their opportunities to get good jobs. This is one of the reasons why our government is looking forward to improving the quality of English Language Learning. Teachers have an important role here, they need to have or develop different abilities and strategies such as: classroom management, domain of the subject, use of creative strategies to be developed in their classrooms and other aspects that will allow an integrated education and also a meaningful learning for the students.

The educational practice of teachers should be based on the implementation of innovative educational strategies that are relevant to the current needs of society. It requires qualified and motivated teachers, committed to their teaching and capable of interacting with their social environment, being aware of their responsibility with the students' meaningful English language learning. Because, when a teacher does not use appropriate methodological strategies it is limited to a mechanical educational content repetition. These are the factors that the authors of this project found after making their research at VEINTIOCHO DE MAYO HIGH SCHOOL, where teachers from the tenth basic level taught English classes in a theoretical form changing the teaching learning process into something ambiguous and traditional; without real meaningful learning.

Therefore, proper strategies must be used in classrooms, where the achievement of the goals set by the teacher can be facilitated. In this sense, teachers must use methods and techniques that are relevant taking into account the space, time and audience to whom they are addressed. Taking into consideration all what has been mentioned before, we have

proposed a set of methodological strategies that will contribute with more motivating ways or learning, giving the students the opportunity of constructing their own knowledge.

This manual will provide the teachers with funny and meaningful activities; it will also help students to be motivated and aware of the new things they will learn developing meaningful English language, changing the traditional type of learning in a drastic way, making the teaching and learning process an entertaining activity where the students can learn by playing and constructing their own knowledge, so they can communicate using the language.

FOUNDATION

In agreement with the classroom observations and surveys administered to the teachers and students, we know that it is necessary to change the methodology that English teachers of the tenth upper basic level are using at VEINTIOCHO DE MAYO HIGH SCHOOL. Our proposal in this research project is aimed at teachers of this institution, so they can have a variety of methodological strategies or ideas to help them create more dynamic classes and provide the students with meaningful English language learning.

After teaching the girls from the tenth upper basic education level using the methodological strategies guide, we confirmed that their teachers must use didactic resources or motivating activities so it is easier for the students to learn. Motivation is important because it can lead to increased cognitive engagement and thereby enhance learning (Blumenfeld, Kempler, & Krajcik, 2006). When the students are motivated to learn something the brain processes this information very fast. For the students to obtain a significant knowledge in their studies, it is necessary to stimulate the brain applying activities in accordance with the students' age and level of knowledge.

OBJECTIVES

General Objective

To design a methodological strategies manual for the teachers of tenth upper basic level in order to provide them with a variety of techniques and activities to promote meaningful English language learning.

Specific Objectives

Search for different strategies, pre instructional, co instructional and post instructional, in different skills and components of the English Language (listening, speaking, writing, reading, vocabulary and grammar).

Use these methodological strategies taking into account students' age and level of knowledge.

Present a demo class using the methodological strategies guide in order to show teachers from the tenth upper basic education level, how to use them in their classes.

IMPORTANCE

The importance of this proposal is given due to the results of classroom observations and teachers' surveys where the authors of this project proved that the performance of teachers affect the achievement of meaningful English language learning of the tenth upper basic education students at "VEINTIOCHO DE MAYO" High School . For that reason this project is necessary for the teachers of this prestigious institution. Our proposal will provide a manual of methodological strategies that offers alternatives to

develop dynamic classes with activities that will promote students' motivation and therefore significant English language learning.

INTRODUCTION

Traditional Pedagogical models are characterized by repetitive and mechanical strategies to transmit knowledge, promoting the memorization of contents in the teaching-learning process without real meaningful learning. Teachers usually develop teaching and learning strategies which are teacher centered, being that the reason for which educational processes become a mere transmission of knowledge and not meaningful learning where students internalize knowledge that can be applied in any situation. Under those circumstances, teacher must look for different ways or strategies to provide their students with funny and meaningful activities, in order to promote the students' interest and predisposition to learn.

This is the most important reason that has motivated the authors of this research project to provide teachers with a set of methodological strategies to get meaningful English language learning. This material will be an important tool that will help teachers to identify, analyze and apply these strategies during the teaching-learning process. The following manual presents, in an organized and simple way, a variety of strategies to guide teachers in the teaching – learning process, being able not only for the teachers of the tenth upper basic level at VEINTIOCHO DE MAYO HIGH SCHOOL, but also for all the English teachers of this prestigious institution in order to provide them with ideas and alternatives that can be adapted to their teaching classes.

READING COMPREHENSION STRATEGIES

Reading is an important life skill that will help students to work and learn independently. It is critical in the educational success of all individuals. Students that do not have the adequate reading comprehension skills can struggle not only in language classes, but also in many subject areas such as science, math, social studies, etc. Reading is useful for language acquisition. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing. Reading texts also provides good models for English writing. At different times we can encourage the students to focus on vocabulary, grammar or punctuation (Harmer, 2007).

The role of teachers here is crucial, due to the responsibility they have in order to help their students develop certain strategies that will benefit them to get a real comprehension of what they read. In addition, teaching reading really needs a variety of comprehension strategies, which are to be used by the reader to understand the text. There are several strategies that teachers can use before, during, and after the reading process, that will keep the students engaged and help them develop specific skills that will provide them with meaningful learning.

PRE INSTRUCTIONAL STRATEGIES FOR READING

During the teaching and learning process we need to take into account strategies before getting into the real content of what students are going to do. Teachers must know that planning our class makes us develop activities before, during and after teaching. Strategies used before the teaching and learning process in reading and any other skill are called pre instructional strategies. These ones prepare the students and help them to be aware on what they are going to learn and how they are going to do it. They also try to influence in the activation or generation of previous knowledge. (Diaz, Hernandez, 2002).

Strategies that generate previous knowledge activate the students' background about certain content and will also help them to start constructing a new concept based on what they already know.

Stating the objectives of the lesson is one strategy used to develop expectations about the things that will be needed from the students to reach a specific goal. For example, in a reading class, students from a higher level could be required to learn how to infer from a reading text. The teacher in this case will start asking the students about inferring what they think it is, and then writing down their answers in order to gather their ideas and construct with them a concept that will be more meaningful because it is something that came from their previous knowledge. After they have built the concept it is necessary to ask them what abilities they think they need to develop to reach that objective, so from the beginning they know what they are expected to do and reach at the end of the lesson, they can even evaluate themselves at the end of each lesson in order to see if the objectives were reached or not and they can reflect and give suggestions about the things they need to work on.

Predicting is another strategy that activates the prior knowledge of the students since it helps them to mix what they know with the material in the text. Predictions are based on some clues found in the text such as pictures, maybe titles or plots found in the book or reading passage. We know that prediction is not a new strategy, but the way you present it or adapt it to catch the students' attention or interest will make this activity more meaningful. Here we have some activities that can be developed with your students:

Split image is an activity where students can work in pairs. In this activity student A, for example, can see one part of the images that will be seen or read in the text or passage, then he / she will describe or make predictions of what he / she thinks the book

will be about. On the other hand, student B is not allowed to look, and using the information from student A will build another prediction or descriptions and so on. In that way they can continue until the text is finished and will have a general idea that will be clarified after they read.

Think Sheets. This activity is based on checking key headings and chapter titles, so after students do that, they will construct questions based on the text. Then, you should allow students to think/pair/share and suggest answers prior to reading, and compare these after having read the text. Remember these activities will help them, related to their prior knowledge, build new one based on the new information acquired promoting meaningful learning and comprehension in this case of what they read.

True false activities are another alternative easy to practice with your students, because students here must name events that they think could happen in the story according to the images or plot seen in the cover of the book. They must say if they are true or false, creating an expectation that will be proved or corrected as they read the book or passage. In order to motivate them, the teacher can divide the class in groups and assign different pages where they will state sentences that can be true or false. The teacher can place their sentences on the board and the students will realize which of them match the text, and motivate them with extra points or give recognition in public by congratulating the groups with more success.

CO-INSTRUCTIONAL STRATEGIES FOR READING

This kind of strategies as we mentioned in the literature review are the ones that support the teaching process. They help the students to develop different abilities such as organizing information, getting the main idea from a text or passage, identifying and

solving problems, seeing connections through text or their own experiences, analogies, use of graphic organizers, etc. At this stage the strategies must be applied according to the content we have in the reading and they must also be adapted to the level of the students. We will recommend some strategies that can be used during the teaching process.

During the reading process it is extremely important to help the students to understand what they are reading. For this purpose we can apply the comprehension monitoring. In this strategy the students learn to be aware of what they understand and what they do not understand, by making notations to the text while they are reading. This strategy is also called INSERT (Interactive Notations to Effective Reading and Thinking).

INSERT uses the following code that will guide the students to be aware of parts of the text they don't understand:

- ✓ = Confirm what you already knew
- = Contradicts what you thought
- ? = Confuses you
- + = Something new

Putting this into practice is not difficult; it is just necessary to select a text, or work with the text you have been assigned to teach in class. Then, explain to the students how to use the strategy and the importance of monitoring their own reading. It is a good idea to place a poster in the classroom, so they can have a visual aid to use while they are reading. An example of this strategy can be seen in figure 1.

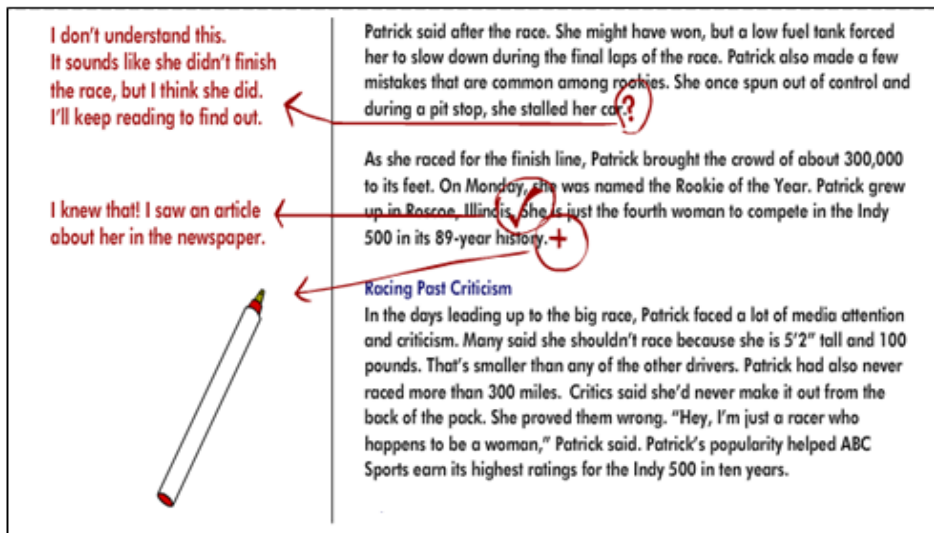


Figure 1: INSERT demonstration.

Source: Guided Comprehension: A teaching model for grades 3–8. Newark, DE: International Reading Association. McLaughlin, M., & Allen, M.B. (2002).

Using graphic organizers is also a good strategy to help the students understand by arranging important aspects of a topic, maybe concept or pattern, using labels because they have the function of presenting information in a concise way in order to highlight the organization and relationship of the concepts or things that are being read. (Bromley, DeVitis & Modlo, 1999). Graphic organizers also improve thinking skills from our students by encouraging them to generate new ideas, brainstorming about different topics, connecting parts, drawing conclusions, identifying causes and effects of events, analyzing problems and possible solutions in a text that is read, etc. This strategy will benefit the students in a variety of ways, so in order to use this strategy; the teacher must do the following things:

First, let the students realize the benefits of graphic organizers using one of them in a passage. Show the students there are a lot of graphic organizers that can be found in the web that can help them identify specific things, such as main idea and supporting details, cause and effect, sequence of events , main characters, plot and summary of a story, etc.

You can find models of graphic organizers in these web pages according to what the teacher would like to develop <http://goo.gl/4Q7TSU> and <http://goo.gl/pKI0dm>.

If it is necessary, complete a graphic organizer with the students and after the teacher has modeled how to use that, ask the students to work in pairs or groups to make the same graphic organizer with another passage. An example can be seen here:

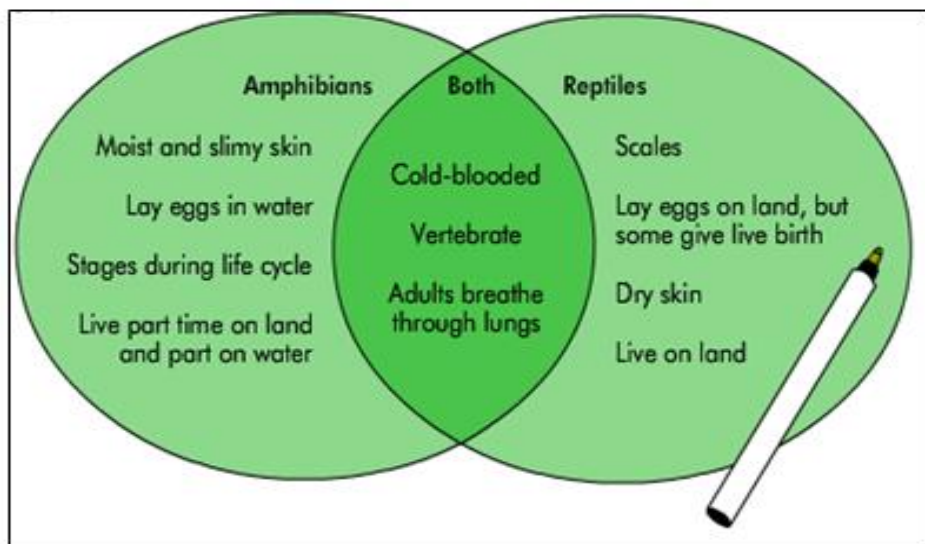


Figure 2: Venn Diagram (similarities and differences of amphibians and reptiles)

Source: Guided Comprehension: A teaching model for grades 3–8. Newark, DE: International Reading Association. Mc Laughlin, M., & Allen, M.B. (2002).

Questions and answering (QAR) is a tool for clarifying how students can approach the task of reading a text and answering questions, it helps them to realize and take into consideration the information in the text and information from their own background knowledge. QAR shows students the relationship between questions and answers, how to categorize different types and levels of questions (Right There, Think and Search; the Author and You and On My Own questions), as well as how the text does not have all the answers. Teaching how to use this strategy is the first step to follow, by introducing it maybe with a chart where the students can use it as a visual aid. Later, the teacher must

demonstrate the students how to apply the QARs by presenting the types of QARs. In figure 3 we can see an example of types of QAR:





<p>Right there Questions</p> <p>The answer is in the text. The words used to make up the question and words used to answer the question are found in the same sentence.</p> 	<p>Author and You Questions</p> <p>The answer is not in the story. You need to think about what you already know, what the author tells you, and how it fits together.</p> 
<p>Think and Search</p> <p>The answer is in the selection but you need to put together different pieces of information to find it. The answer comes from different places in the selection. The answer can be within a paragraph, across paragraphs, or even across chapters.</p> 	<p>On My Own</p> <p>The answer is not in the text. To answer the question readers need to think about the text and what they already know and put that together to find the answer.</p> 

Figure 3: Types of Questions and Answer Relationship

Source: The Reading Teacher. Raphael, T. (1986).

After showing them the chart, guide them or model them some questions using a text or passage from the ones found in your textbook. Finally, once they have practiced identifying the type of questions and how to answer them, provide opportunities for students to apply QAR in small groups or with a partner.

Reading - Aloud Plus (Jordan & Herrell, 2001) is a strategy used when students must read a text that is very difficult to understand. This strategy helps the students because it incorporates modeling of fluent, expressive reading and activating knowledge that helps students to make connections between text and personal experience (Short and Echeverria, 2004). How can the teacher do this? Well, reading aloud involves the teacher reading a text to the students and showing some visual support, maybe some periodic

paraphrasing of the things being read or rewriting as the plus or extensions to the read aloud.

Teachers must be aware on the following steps to develop this strategy: first, teachers must read in advance the text they are going to be using before reading it with their students. The purpose of this is to start choosing materials and extension activities that can help them to get the students' comprehension of what they are reading. It is important that teachers classify and select vocabulary that can be difficult to understand, so in that way the teacher may be a step ahead, by looking for an activity, extension or visual aid that can help the students get the idea of what they are reading. In case of using visual aids, teachers must prepare them in the forms of charts, pictures or posters.

The next step is to try to explain the students that they will listen to the teacher, but that they must pay a lot of attention because they will have to fully participate in the extension activities. After that, the teacher starts reading, stopping at appropriate places for clarification or displaying of visual aids that will help them relate the vocabulary used in the reading with some concepts or prior knowledge they might have. Then, the teacher reviews key concepts and vocabulary and leaves the visual aids displayed in the classroom, allowing the students to use them or refer back to during any follow up assignment.

Question generation is another strategy designed to prompt students to generate questions while reading and analyze the text deeply, requiring students to read a specific assignment, create questions designed to elicit important information from the passage and answer their questions. When teachers ask the students to create their own questions about a reading or passage, they are encouraged to read more actively and it helps them to focus their attention on key ideas. Five procedural prompts are often used to assist students in generating questions. These prompts are signal words (who, what, where), generic

question stems and generic questions (what is the main idea, what is a new example of _____, what conclusions can you draw), main idea, question types (answer is found in one sentence, answer requires integration of more than one sentence, answer requires background knowledge), and story grammar categories (setting, main character, character's goals, obstacles).

To develop this strategy teachers must first, select the text the students will read, preferably a text that might be interesting for them and the teacher. After that, the teacher must explain why generating 'think-type' questions will help comprehension and practice identifying the difference between think and locate questions. Later, the teacher has to make the students practice generating questions while providing feedback regarding whether they are good 'think-type' questions. Students must practice generating questions about the topic or passage being read. Then, the teacher has to teach the students how to monitor the strategy by providing students with questions to be used to monitor their own use of the question generation strategy, e.g. "How well did I identify important information?"

Finally, teacher should offer students practice and feedback, by giving them the opportunity to practice the whole process; that means, identifying important information, creating questions, monitoring the strategy use. During this process the teacher should provide with feedback.

POST INSTRUCTIONAL STRATEGIES FOR READING

Post instructional activities or strategies are the ones that are presented at the end of the teaching process. These strategies allow the students to integrate all the things learned during the teaching process and evaluate what they have learned. Post instructional

strategies done at the end of the process can be summarizing, using graphics, organizing and presenting what they understood; represent the passage through role-play, etc.

The magnet summarizing (Buehl, 1993) is a strategy that helps the students rise above the details and construct meaningful summaries in their own words. Magnet summaries involve the identification of key terms or concepts called magnet words from a reading which are going to be used by the students to organize the information into a summary. In order to develop this strategy successfully, the teacher must guide the students to: identify the most important ideas or look for key concepts that seem to organize the material. When the students have finished reading the material, discuss possible magnet words. Introduce the idea of magnet words by inquiring what effect a magnet has on certain metals, tell them that just as magnet attracts those metals, magnet words attract information.

Then, with the class select one word to serve as the magnet term; write it on a piece of chart paper, (When introducing the strategy, consider selecting the magnet words in advance rather than allowing students to generate the word choice.), with the class, generate additional words, ideas, and details from the short reading that support the magnet word. Record the details on the chart paper. After that, write a paragraph using the magnet word and the details. An example of this strategy can be seen in figure 4.

Magnet Summaries for History

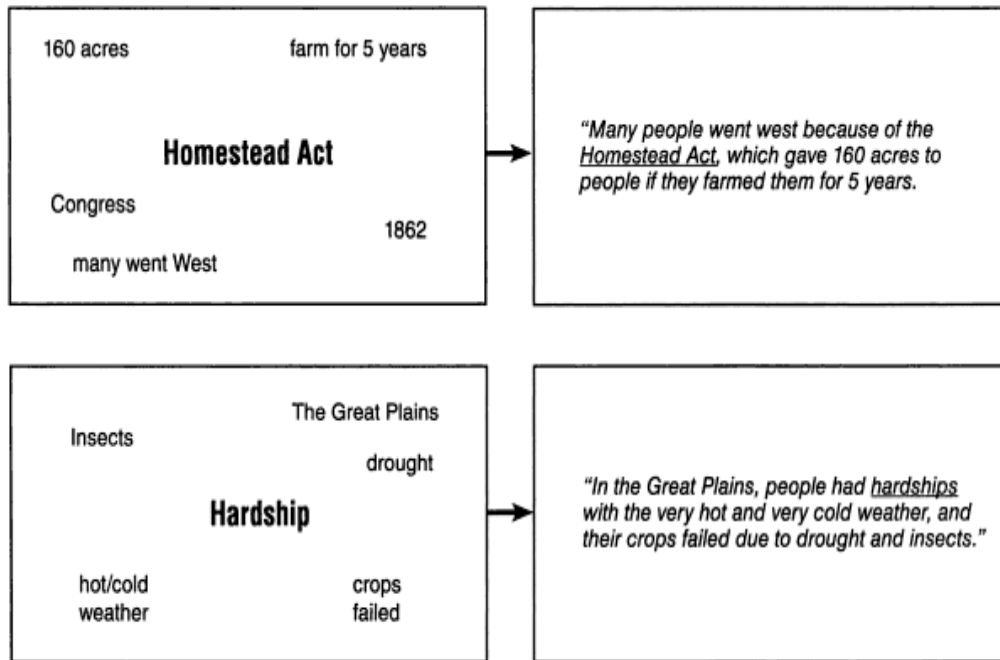


Figure 4: Magnet words sample

Source: Classroom strategies for interactive learning

Magnet summaries will help the students to identify which are the most important words on a text being read and in that way it will be easier for them to identify the main idea and the supporting details. Students also gain experience in reducing texts to their most essential elements, so in that way they can have a deeper reflection on the personal understanding of the text meaning.

KWL (Ogle, 1986) is a strategy that can work during the whole reading process (before, during and after). The strategy calls for students to determine what they already know about a subject, what they would like to know, and once they have come to the end of the lesson, what they learned. The strategy promotes the students to do a variety of activities such as listing what they know, which requires them to make connections with

prior knowledge determining what they expect to learn, which can require that they infer as they make predictions, ask questions, and identify important ideas and themes, to name a few. The tool is introduced at the beginning of a unit or before reading where the teacher asks them to take a sheet of paper and divide it into three columns and write K at the top of the left-hand column, W over the middle section, and L over the right-hand column.

After that, students should write everything they already know about the subject to be studied or the subject that they will read about. Students' answers may be shared with the class or worked in groups to discuss. Later, the students must read the text or passage assigned by the teacher and according to the things they have read, they must complete the part they want to know, things that were not so clear and they would like know about.

Finally, after the students have analyzed, the text or passage most of the questions they had were probably answered, so then the teacher will give them some time to discuss on the things that they learned from the passage or reading text. This strategy helps the students to constantly evaluate the reading and how much they understood from the passage or text.

VOCABULARY STRATEGIES

Vocabulary can be defined as “the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)” (Neuman & Dwyer, 2009, p. 385). As teachers we must know that vocabulary or words are like building blocks in language. By learning vocabulary we start to develop knowledge on the target language. It is important for teachers to realize that

learning words that does not mean to know the definition of isolated words. Teachers must remember that all learning occurs with the socio-cultural environment at home, community and in the classroom.

PRE INSTRUCTIONAL STRATEGIES FOR VOCABULARY

Teaching vocabulary needs to activate prior knowledge too and an easy way to start a class of vocabulary is to promote a game or activity that can make the students get interested in what they will learn. Here we can mention some activities that can be used before starting with the subject matter that in this case is to develop vocabulary activities.

One way to gain students' attention is through games that can activate their prior knowledge or simply the interest in the topic. This should be the first step, especially to teach vocabulary. Some activities before starting the vocabulary teaching process can be: Classifying words, this can help the students to identify the parts of speech of each word. In this activity the teacher can provide with a group of vocabulary words in context, this means that the words can be part of a sentence or part of a paragraph, from that paragraph the words can be in bold, so students can guess the meaning or try to classify the words in a chart previously presented by the teacher . An example can be illustrated in figure 5.

Learners need instruction to **widen** their range of strategies and use them. This training has the role of changing knowledge into **skill**. It is the independent use of these strategies which is the ultimate goal of strategy instruction.

Word	Noun	verb	Adjective	Adverb
Widen				
Skill	X			

Figure 5: Classifying Words
Source: Made by Sandra Sánchez

This strategy helps the teacher to see how much the students know about the words and get the correct use of each one; it also gives the chance to the students to clarify the correct use of the word in the sentence. The teacher will know what words need more reinforcement when presenting them.

Relating words is another strategy that can be used at the beginning of a lesson or class. In this strategy the teacher will try to make the students find other words that can be related with the vocabulary words they want the students to know. In that way teachers will relate previous knowledge of the students with the new knowledge they will acquire. The teacher could start with synonyms of the word before getting the one he or she wants the students to know.

Word mapping is another strategy that can be used before during and after the teaching and learning process, but it is usually applied at the beginning of the lesson. A word map is a visual display of words organized in a way that they can show relationship with other words. This is a very powerful method because it engages the students in thinking about the relationships between words (Graves, 2008). In order to apply this strategy in the classroom, teachers must follow the next steps: the teacher must select the words from the reading that will be taught. These words must be selected in advance, in order to classify those ones that will be the key to understanding the text the students are going to read. After that, the teacher can project a blank word map to the students and show them how to use it to build and explore relationships among words. Then, the teacher will complete each blank space and write the key word that will be taught. Once the words have been written the teacher will start asking the students questions in order to explore the relationships among words, trying to make them think about the meaning of a word or related words, by giving them examples, synonyms, antonyms, or finding meaning in the dictionary and finally draw a picture that represents what the word means. Once the activity has been shown the students will be able to practice and use the strategy. On figure 6 we can see an example of how word mapping can be used in the class.

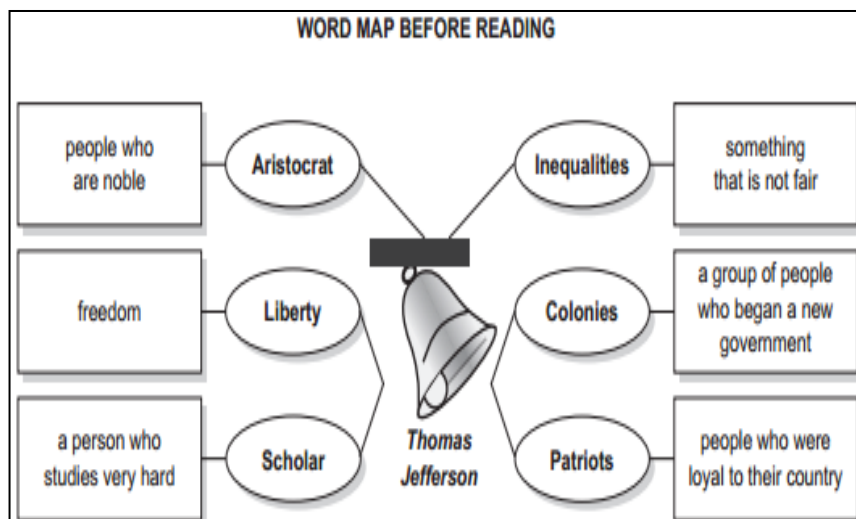


Figure 6: Word Map for vocabulary
Source: Thomas Jefferson by Cheryl Harness

CO- INSTRUCTIONAL STRATEGIES FOR VOCABULARY

The knowledge of the words is acquired incidentally, where vocabulary is developed through the immersion in language activities. In order to help the students get words into a deeper meaning, teachers can apply several strategies or activities that will help their students get a meaningful knowledge and use of the vocabulary words. Here we can mention some of the strategies that can be done:

Vocabulary Self -Correction strategy (Haggard, 1986) is a small group activity for word learning. The purpose of this strategy is to teach students how to make decisions about the importance of concepts and how to use context to determine meaning in order to promote long term acquisition of language. To develop this strategy with the students, the teacher should model the way the strategy must be done by selecting important words from the text that is going to be read and giving the students a strong rationale why the word has been chosen, maybe by telling them that the words were selected because they might not know the meaning and these words could be useful for them to use in future writings assignments. After that, the teacher must demonstrate the students how to get the meaning of the words by the context or maybe refer to a glossary in the book, diagrams or illustrations that can help them to determine the meaning of the selected words. Later, the teacher must write the word, the context in which the word was used, and the reason why the word was selected on a chart similar to the one in figure 6.

Once the strategy has been modeled, the teacher will divide the students in small groups, maybe three or four students per group, and assign them a passage from a text to read. In this text the students must choose one or two words they would like to emphasize from the text. Later, a person from the group can share the word they have chosen to the rest of the class and answer the following questions: “Where is the word found in the text? What do the team members think the word means? Why does the team think the word should be learned?”

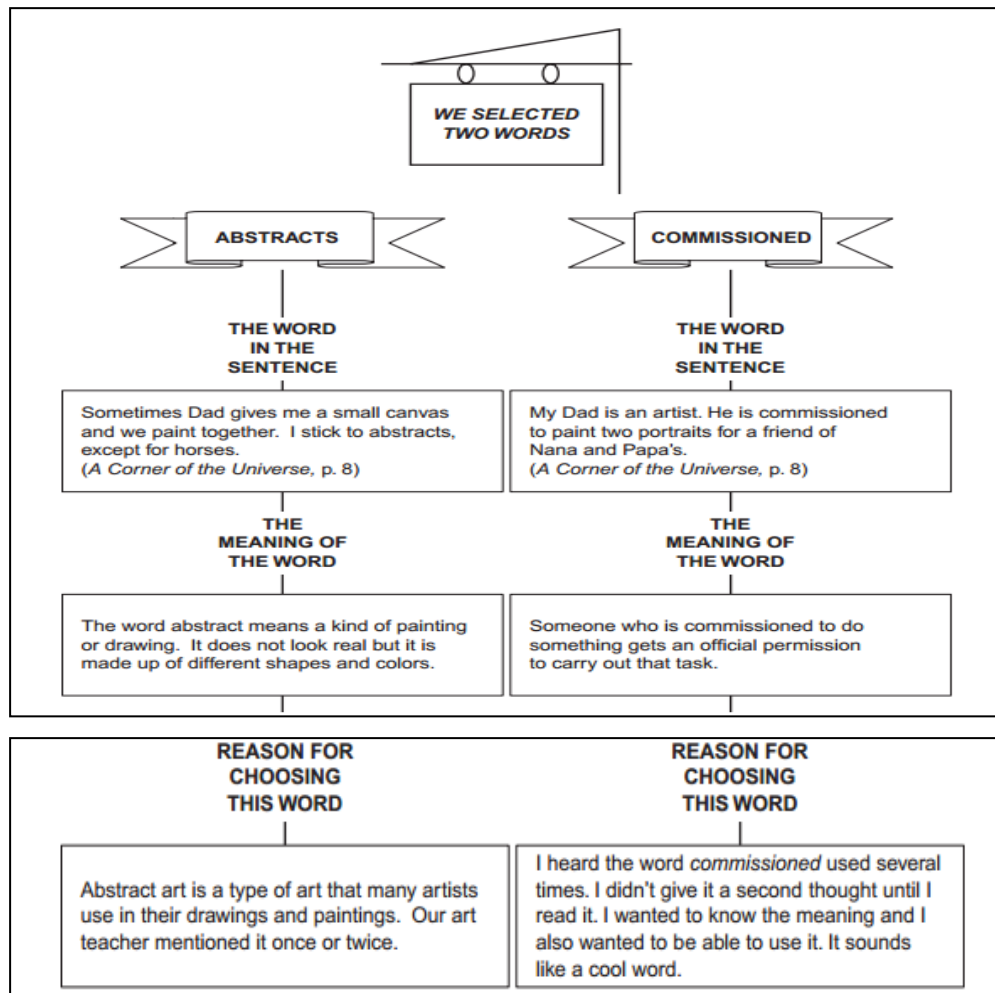


Figure 6: Self-Collection Vocabulary example.
Source: A Corner of the Universe by Ann M. Martin (2002).

This strategy will help the students to be engaged with their own learning and to get a deep meaning of the words they are learning, so in that way they will get a meaningful learning from this new knowledge that they have learned.

Definition map is a strategy that can be used to help the students visualize a word definition. It is a strategy for students to learn key concepts. Maps or graphics help students to understand the essential attributes, qualities, or characteristics of a concept (word). To develop this strategy the teacher should first model the development of a

Concept-Word Definition Map using a term from a previously studied cluster or learning experience or another term that is familiar to students. Then, display a blank Concept-Word Definition Map on chart paper, the chalkboard, or overhead transparency, and complete the parts with students. After that, the teacher must ask the students questions to complete the map: What is the vocabulary term (to be defined)? To what broader category or classification of things does it belong? What is it like? What are its essential characteristics? What qualities does it possess that make it different from other things in the same category? What are some examples of it? What is a synonym or antonym?

Later, the teacher will make the students work in pairs or triads to develop a concept-word definition for another vocabulary term. You may wish to support their work by providing them with words and phrases related to the targeted vocabulary term and have them discuss and place them on a Concept-Word Definition Map template. Finally, after students complete their map, they write a complete definition of the concept using information from their concept-word definition map. In figure 7 we can see an example of a concept word definition map that can help you to visualize the way it has to be worked.

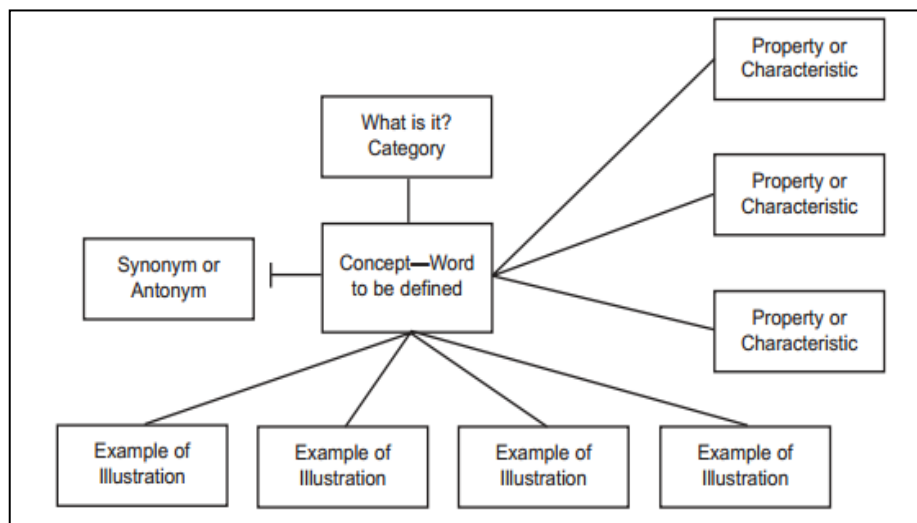


Figure 7: Concept definition Map example

Source: From Buehl, D. "Concept/Definition Mapping." Classroom Strategies for Interactive Learning (2nd Edition). Newark, NJ: International Reading Association, 2001

Word Family Tree is a strategy that involves students in the study of a concept/word by connecting it to its origins, to relate words that share a common root, to words that serve a similar function, and to situations in which the word is likely to be used. Putting into practice this strategy is not that difficult. The teacher only needs first to model the strategy using a blank template and completing it with the students using a concept/word previously studied or familiar to students. Then, when students are familiar with the process, assign target words to pairs of students to research. Finally the students share their findings with their classmates. Figure 8 will show an example that can help the teacher to be aware on how the strategy can be used.

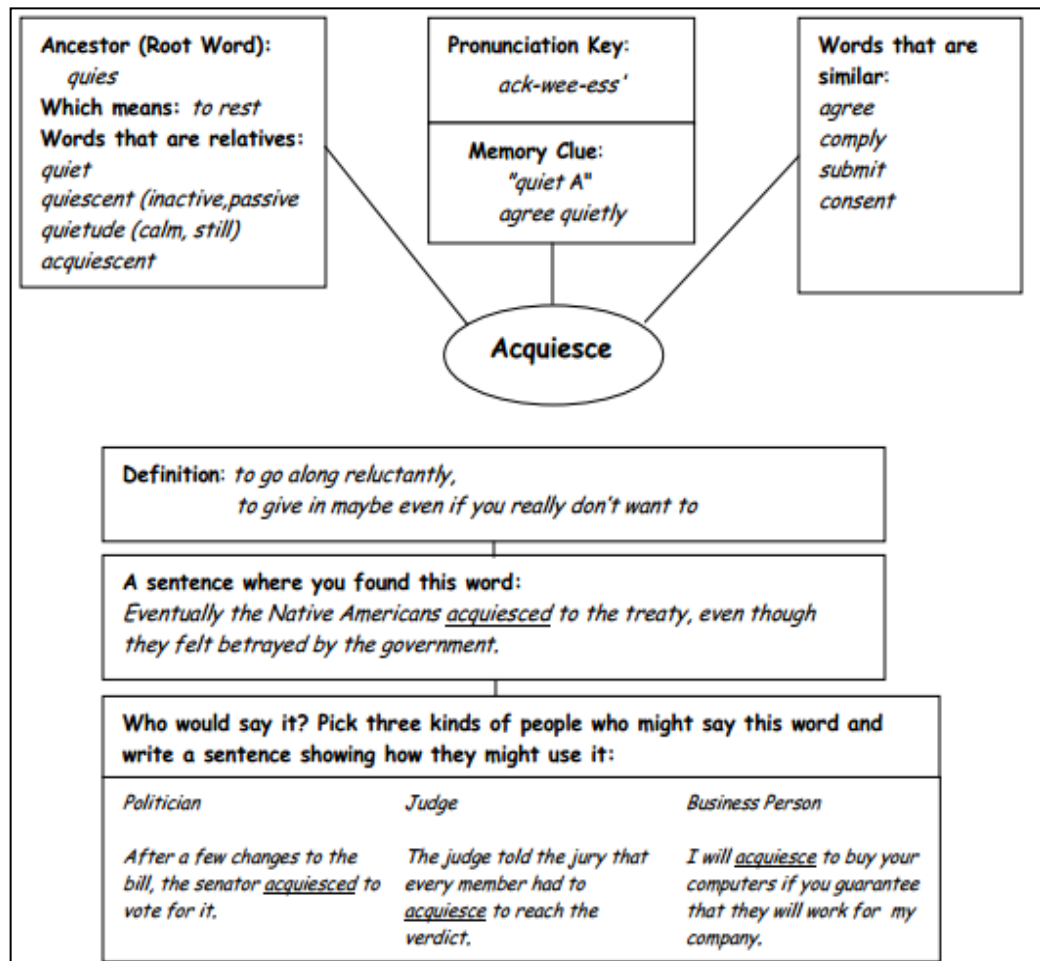


Figure 8: Word family Tree example

Source: From Buehl, D. "Word Family Tree." Classroom Strategies for Interactive Learning (2nd Edition). Newark, DL: International Reading Association, 2001.

CSI vocabulary is another strategy for understanding word meaning in context by identifying form and surrounding details. The aim of this activity is to use parts and clues from text in order to find meaning or given words. (Riedl, 2004). To develop this strategy it is necessary to follow the next steps: First, the teacher writes a list of words from the reading. The next step that the teacher will follow is to distribute the “evidence worksheet”. After that, the teacher will ask the students to scan the reading for the given words and they will need to underline and highlight the words. Then, teacher will tell the students they will be like crime scene investigators, because they need to search for the clues to find the missing definition of the words highlighted before and complete the worksheet given. The idea is that the students can collect evidence from the passage (prefixes or suffixes, root words, or surrounding words) that will help them to develop an idea of the words meaning.

Once the students have done this, they will develop a theory based on the evidence of the words meaning. Finally, the students will to consult an expert in the same way that a CSI would perform tests or would consult an expert to solve a crime. The students “Experts” will be other students, dictionaries, thesauri, Internet, translations, etc. Figure 9 will show the evidence worksheet that will help the students to develop the case of determining some word definition.





CSI: Vocabulary			
 Words	 Clues	 My theory/best guess	 Expert

Figure 9: CSI evidence worksheet

Source: Vocabulary instruction: a learning focused model. Boone, NC: Learning-Focused Solutions, Inc.

POST INSTRUCTIONAL STRATEGIES FOR VOCABULARY

The post instructional strategies are used of course at the end of the lesson. These strategies are easier to apply and need to be more relaxing. Strategies or activities that can show what they really learned at the end of the teaching and learning process in vocabulary. In this section we will provide with strategies based on games or activities where the students can show what they learned in a fun way. Writing sentences is a way to prove that vocabulary words have been understood after the whole analysis done during the process of getting the meaning of the word. Sometimes teachers might think that writing sentences tend to be boring, but the idea is to try to make this activity exciting for the students. How can the teacher do that? Well, the teacher can motivate the students to write challenging sentences especially for those at higher levels, in which they must answer questions such as what , where, when, as minimum. For example, the teacher will divide the students in groups.

Then, he can assign some words to them (minimum four) and ask them to write coherent sentences trying to answer the questions mentioned before. For instance, if the word is “role play”, the student might write a sentence saying, “I usually practice role plays in my acting class”. This sentence answers questions such as what (What do you do with role plays?), where (where do you practice?), and so on. Students with coherent and more complete sentences will win points; this is part of the motivation. There will be groups that just answer what or where, but the challenge is to try to answer as many WH questions writing their sentences as they can, and these sentences need to be coherent in accordance with the part of speech of the word and the context the word is in.

Role play (salesperson activity) is useful for extending and refining the students’ knowledge of learned vocabulary words. They are to apply their learned definitions of the

words in a new context, manipulating word forms and context to accommodate the vocabulary. To develop this strategy the students must already know a list of vocabulary words in a word family, so the teacher will divide the students in groups of three or four. Then, the teacher will assign a brand name product for example Mc Donald's, Hallmark greeting cards, I Phone, etc. After that, the teacher will divide the list of words among the number of groups, that is, for example if there are 40 words and there are 4 groups 10 words per groups are okay. Consequently, the teacher will perform a model of the activity for students to understand the structure. Showing an example of a commercial would be very useful for students.

Later, the teacher will ask each group to create a short "pitch" for their product. They must use all of the words assigned to their groups, making as many sentences as they need to use all of their words. Students may use different forms of the word given ("intuitive" instead of "intuition" for example). Students will need 2-3 minutes per word to plan their presentations. Finally, each group will present to the class by electing someone from their group to read aloud. When the students are prepared to read their presentations to the class, it is a good idea to play music from famous movie scores. The mood of the music should reflect the mood and tone of the commercials. This adds an authentic feeling to the activity and motivates the students to feel engaged with the class.

Word Wizard (Beck, McKeown, & Kucan, 2002) is a strategy to extend the meaning of vocabulary words into multiple contexts. This strategy can be a daily challenge for the students, where the teacher must select words that want to be reinforced or reviewed, so the aim of this activity is that the students can find context in the "real word" by searching for them in TV programs, newspapers or even in real life experiences. They will have to record them in a worksheet. To develop this strategy the teacher will have to make a chart for the class with a row for each student. This chart will also need to be divided by the number of weeks that the course or unit lasts. Then, the teacher will need to

write vocabulary words on small pieces of paper vocabulary words that will be reinforced from the unit. Papers will be folded in half and put in a “Sorting Hat.” Every day, the teacher will select a new student for the Wizing Challenge. The student will come up to the Sorting Hat to pick a word. The student will read in “the word” out loud to the class. The student’s job is to go home and listen for the word on TV, the radio, in conversations, etc.

The students can also use the word on their own, creating their own context. The student must report back to the class with his sentence. Students will achieve one of three wizard levels: Word Watcher, Word Warrior, and Word Wizard. A Word Watcher will be able to find the word, but cannot explain it. A Word Warrior could find the word and give a created example. A Word Wizard can provide a created or novel example and explain the class how to use the word and what the word means. Figure 10 can show you an example of how this strategy is developed.

Word Wizard



My Word	My sentence	Level

Figure 10: Word Wizard Example

Source: Vocabulary Portfolio EDUC 647. Hela, Ellouz, Rachel Lapp, & Mandy Reis 12/11/2009

SPEAKING STRATEGIES

Speaking is a productive aural / oral skill that consists of producing systematic verbal utterances to convey meaning (Nunan, 2003). Through speaking, the students are able to communicate and express feelings and opinions. The use of language is an activity which takes place within the confines of our community. We use language in a variety of situations. People at their work places, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in order to communicate well with one another. Any gap in communication results in misunderstandings and problems. Teachers must be aware of the importance of teaching speaking, in order to help the students to communicate properly. Sometimes it is a difficult job to try to make the students speak in the classroom, but a teacher must find the ways or strategies to achieve his or her goal, that in our case as English teachers is to make our students use the language in any situation. There are some strategies that can be applied during the teaching and learning process.

PRE INSTRUCTIONAL STRATEGIES FOR SPEAKING

As we know, these strategies are going to catch the students' attention so the first step to work on speaking activities is to be concerned about the engagement of the students. It means the techniques for catching attention or involving students, providing them with instructions and encouraging them to start the activity.

Total physical response (Asher, 1982) is a strategy that can be used at the beginning of the class to promote student speaking time, catching the attention of the students. For example, the teacher may want the students to talk about their routines and expects them to get involved in that topic. First, the teacher has to choose some vocabulary words that can be easy to mime or act out. These vocabulary words must be connected

with the topic he wants the students to talk about. The teacher can ask the students to form groups and choose a person that can act out the words that the teacher has already chosen in advance. The other members of the group might guess the action, and based on the actions done before, the teacher can have material to promote student talking time that can be in groups or in pairs. Do not forget that the teacher should first model the activity with a student in order to help the students realize what they have to do. Some prompts on the board can be helpful too to guide the students in the speaking process.

Realia is a term for real things that can be used in a classroom to promote speaking time before getting to the real topic. Bringing realia to the class can help teachers to promote discussion and expectations from the students in different ways. How can a teacher do this? Well according to the topic the teacher will talk about, the teacher can bring objects that are related to it. The teacher may ask the students to describe the use of the objects and maybe a small discussion can be made in groups. In this activity the teacher is creating an expectation of what the students will learn or what the next step of the speaking class will be. This motivates the students to participate and share ideas. The use of realia in the class supports English learners in a variety of ways. Teachers can use these resources to produce several speaking activities such as compare and contrast objects, where students have to identify and describe different characteristics of each object, and identify their usage.

CO INSTRUCTIONAL STRATEGIES FOR SPEAKING

Information gap activity is a strategy that can be used as motivation in the pre instructional stage, although it can also be used during and after the teaching and learning process. This strategy happens when two speakers have some incomplete information, and they can only complete it by sharing it. Because they have different information, there is a gap between them. An example of this strategy can be described and drawn, it is well

known, and in this activity one student has a picture that cannot be seen by his partner. The only thing that the partner has to do is draw the picture without looking at the original, so in that case the student that has the picture will give instructions and descriptions, and the drawer will have to ask questions.

Polling is a strategy that can also be useful to practice a controlled speaking activity. In this activity the students use surveys in order to make students interview each other. For example, students can design different kinds of questionnaires in which they want to obtain specific information about a topic (sleeping habits, favorite leisure activities, TV programs, etc.)

Role playing is another strategy that is very common and useful to promote speaking time among the students. For this strategy the teacher can make the students get involved in simulations or role plays where the students must prepare dialogues or conversations to act out real life situations. Each activity can be adapted according to the topic they are discussing in class, maybe to practice a specific structure if the teacher needs the students to practice grammar, or maybe a topic that wants to discuss in class and can be represented by a role play.

Moral dilemma is another strategy that can be used to make the students discuss a determined topic in which the students have to think and prepare and answer based on a situation, where they must also apply values. In this strategy the students are presented with a “moral dilemma” and asked by the teacher to come to a decision about which the best way to solve it will be. For example, the students get the situation that says that one student was caught stealing something in the classroom, so the students have to start discussing about the topic and suggest at least three different solutions for that situation.

POST INSTRUCTIONAL STRATEGIES FOR SPEAKING

Post speaking strategies are the ones that allow the students to practice using all of the language they know in situations that look like real settings. In these activities, students must work together to develop a plan, solve a problem, or complete a task. Some of the strategies that can be used are the following:

Discussion is a strategy that makes the students share ideas about a topic. It also gives the students the chance to discuss and find solutions for a topic. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read vs. people learn best when they travel”. Then each group works on their topic for a given period of time, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others.

Interviewing is another strategy where the students need to be prepared in two things. One of them is that they need to prepare a set of questions, and the other one is to select or decide well the person they will like to interview. For this activity it is a good idea that the teacher provides the students with a rubric, so in that way they can know what

kind of questions can be made. Conducting interviews with people gives students a chance to practice their speaking ability not only in class, but also outside, and helps them to become more social. It is a good suggestion that after the interviews each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

Argumentation is another strategy that can be applied with the students and needs preparation. An activity that is well known because the students can give many arguments is to debate. A debate is like a formal contest of argumentation between two teams or individuals. For this activity students need to be prepared by searching for information in order to have good arguments to defend the topic or statement they agree or disagree with. The idea is that the teacher can assign a determined statement, for example: "Cellphones should be allowed in class nowadays". Students must know the topic in advance and search for information to have everything ready for the day they will present their arguments. The idea is that they need to persuade the judge that what they defend is right, but to do that it is necessary to have a good argument. This strategy not only allows the students to develop their speaking, but also other skills such as researching skills and critical thinking skills.

LISTENING STRATEGIES

According to Howatt and Dakin (1974) listening is defined as the ability to identify and understand what others are saying, and it involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning. It has also been defined as an active process in which listeners construct meaning from oral input (Bentley & Bacon, 1996). Listening is an essential skill, directly linked to school success. It impacts greatly on one's ability to read, write, speak, and reason. That is why listening is one of the important skills in foreign language learning. Therefore, strategies for listening and the

ability to use them effectively are particularly significant in language learning.

PRE INSTRUCTIONAL STRATEGIES FOR LISTENING

Listening also needs a preparation in order to have a better comprehension of the things that are going to be learned, so pre listening activities are a good way to engage the students to the practice and a better comprehension of the topic. Teachers can use TPR directions, making predictions, dialogues, discussions, or vocabulary competition to tune their brain in the second language listening. Some of the strategies that can be used in the pre listening stage are:

TPR (Total physical response) is a strategy used by teachers to introduce vocabulary words or a situation that will be presented in the listening activity or just to get the students' attention. Mixing charades is an activity where students use TPR to simulate activities where they have to practice listening skills. In order to develop this activity the teacher needs first to invite two students who will work in pairs. In this activity students need some space to make gestures. Then, student A begins by pretending to do something such as swimming in the pool. After that, student B calls on the phone and asks, "What are you doing?" Immediately, student A claims to be doing something else. For example, student A says, "I am playing the piano" while actually pretending to be swimming in the pool. Later, student B begins pretending to do what student A just said (Playing the piano). The activity repeats as student A now asks student B, "What are you doing?"

The activity continues until one student does the wrong thing. They then switch partners. Students should listen carefully and try to change activities smoothly and quickly. After the activity, each student comes back to the seat and writes down the reflection. The

teacher will make questions such as what did you learn from this activity? Can you “hear” someone but still not really “listen”? Explain

Making predictions is a strategy that will help the students to be aware on what the listening will be about. To develop this activity the teacher can maybe use the class textbook listening exercises in order to encourage prediction. That shouldn't be a problem because many textbooks have listening exercises that are linked to the themes of their corresponding units, and often have an accompanying illustration that can guide the students to make their predictions about the things they will listen to.

Vocabulary competition is a strategy that will help learners to understand key words in the listening activity. However, it's essential to teach only five to ten words before listening, or the new words will distract listener's concentration in getting the main idea. This activity uses a form of competition to allow students to learn how to find out the most important words from the text cooperatively instead of learning passively. For this activity students need to work in groups to find out six new words listed in the textbook and write down the correct spelling. Then, the students need to identify any words they don't know but which are important in this lesson, and then explain the reasons why they are important in the lesson. Later, the students can complete a mind map KWL chart that can be seen in figure 11.

K (words I already knew)	W (words I don't know)	L (words a bit familiar to me)
Dumpling delicacy	Unemployed Aid stranded	Wonder Add factor

Figure 11: KWL sample for vocabulary
Source: Listening Strategies and Applications in EFL classrooms.

This activity helps the students learn to classify words learning new vocabulary and gaining more clues to understand what the listening text is about, improving their comprehension and listening skills.

CO- INSTRUCTIONAL STRATEGIES FOR LISTENING

During the listening practice the students need to be encouraged to monitor their level of comprehension, this means that during the listening activity students can match the information that they are listening to with the predictions they did in the pre listening activities. Some of the things that students can apply during this process are the following: Self-monitor is a strategy where the students must clarify the previous information obtained from the pre listening activities. One activity where the students can do this is by taking notes. Taking notes helps the students to work in four important elements: language, speed, organization, and accuracy. In order to develop this strategy it is first necessary to take notes in the language in which the person needs to use the notes; in this case, in English. This will help the note taker to remember precise terms and the context, and develop his or her English skills.

Then, the student needs to be aware of the speed of taking notes; an effective note taker is required to record information quickly. Thus, students will need to learn how to use abbreviations, initials, shorthand, key words, or symbols to represent the ideas more quickly and clearly. Later, it is a good idea for teachers to use a mind map to organize the notes, so the students can have a clear image and at the same time comprehension of what they have listened.

Asking questions is a strategy that helps the teacher knows if the information that is being listened to is understood. The teacher can prepare in advance a set of questions

related to the topic that will be heard , and after playing the recording ask some questions to the students to check understanding. This strategy can not only be done by the teacher. A variation of this strategy is to make the students create their own questions after listening, and then share them with the class, or maybe work in pairs in order to clarify any information that was not clear.

Problem solving is another strategy that will train the students to listen for details and listen for implied meaning. In this activity the teacher will give them a situation or problem to solve, so in that way the students have a reason or purpose to listen. Students need to be able to recognize and identify the main ideas and points of a speech. In order to get a better understanding of what the listening is talking about and have the chance to solve the problem that the teacher has given before. During the listening process the students can complete a chart of questions that the teacher has written in advance to keep track of the things that are important to listen to.

POST INSTRUCTIONAL STRATEGIES FOR LISTENING

Post instructional activities in listening give the students the chance to evaluate their level of comprehension, compare and discuss strategies, and reflect on the things they have listened to before. Some of the strategies that we can use at this stage of the lesson are the following: Paraphrasing is a strategy that helps the students to remember information, use the language and highlight important issues that were heard. To develop this strategy, the students need to share what they heard using their own words. This activity is better if it is done in pairs or maybe small groups of no more than four students. Once the students have joined together, they will have to share important things they got from the listening material.

Jigsaw listening is a cooperation strategy where the students work together in order to get an objective, which is to understand what is being listened to. For this strategy the teacher needs to make three groups, so students will listen to three different audio segments. It is good to have clear that all the segments are related, they belong to the same topic. The idea of this activity is that students need to assemble all the facts they have taken notes about by comparing what they have, in order to have a general idea on what they heard.

WRITING STRATEGIES

Writing is a productive skill, that can be difficult for many students, but like any complex job, writing can be easy if you have the right tools. Writing strategies are the tools writers use to do their work. A writing strategy can take many forms. It can be a formal plan a teacher wants students to follow in order to write a book report, or it can be something as simple as a trick to remember how a word is spelled.

PRE INSTRUCTIONAL STRATEGIES FOR WRITING

Pre writing can help the students with the writing process, in order to generate ideas and figure out the structure that they will need to develop. Pre writing can also help the students to go beyond into the topic they have to write about, think about an idea in a different way and organize thoughts so the students can create well done paragraphs. Some of the writing strategies that can be used are: Free writing is a strategy in which the student can generate a lot of information by writing without stopping. It allows the students to focus on a specific topic, but forces them to write so quickly that they are unable to edit any of your ideas.

In order to develop this strategy the teacher must ask the students to take out a paper, and assign a topic. The teacher must explain that spelling, grammar or punctuation will not be evaluated, but they will have to write as much as they can. Teacher should also tell them that if they reach a point where they can't think what to write about, they cannot stop; instead, they can write about their last thought over and over until they have something else to write. After five minutes of free writing students can read what they have done and underline the information that they think will be helpful for their paragraph.

Brainstorming is a strategy where the students also generate a lot of information in a short time. The idea is to gather all thoughts, ideas and fragments in the student's head and write them down in a paper. To develop this strategy teacher must ask the students to write down as many words that come to their mind when thinking of the topic. Students write many words in a limited amount of time and then they will select the information that will be useful to write a paragraph.

Clustering is also a strategy that helps the students to have an idea of what they will write about. Using this strategy the students will map out their ideas in a graphic way using circles and lines to show how many ideas can be connected to a central idea. To develop this strategy the teacher must put a topic on the board, and then the students should write words that are related to it. In that way, students will choose the words that they will use to start their drafts. Figure 11 can show an example of this strategy.

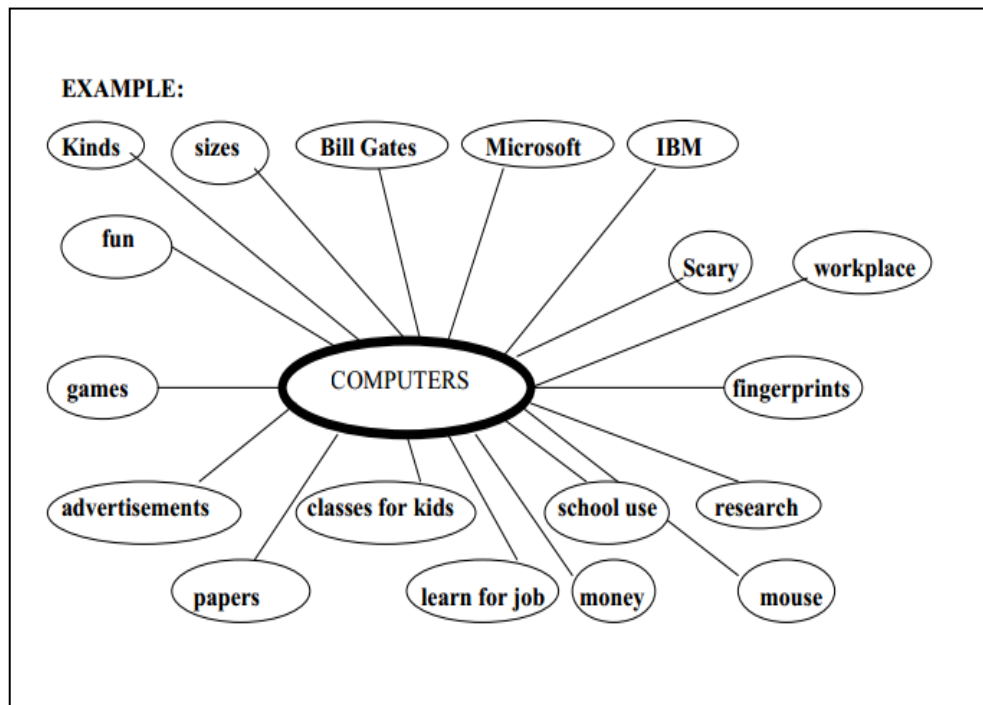


Figure 11: Clustering Example
Source: Made by Sandra Sánchez

CO- INSTRUCTIONAL STRATEGIES FOR WRITING

Once the students have an idea of what to write and how their information is organized, it is necessary to start with the second part of the writing process. At this stage, the students must start writing using the information obtained from the previous activity. For this stage, teachers can help or use the following strategies in order to guide the student to have an excellent writing process. Prompts in writing are very helpful in order to guide the students or give them an idea of how they need to write. Using prompts helps the students to guide themselves in the writing process. Prompts can be used at any level of the writing process. For example, before writing paragraphs it is important to write sentences using the correct structure; therefore, the teacher must give the students prompts,

so they have an example of the way they can write. Then the next steps will be to write a paragraph.

Once the teacher has presented the steps to write a paragraph, it is also necessary to use visual aid with a sample paragraph, giving the students the example of how the paragraph should be written. Using that visual aid as prompt will help the students to go on with a good writing process. Prompts can be used at any level and give the students a guide of what they have to do. They are very helpful for students to know what is expected from them in the writing process. In picture twelve we can see an example of a writing prompt to write a short paragraph introducing them.

My name is _____. I am _____ years old. I study at _____. I really like to _____. I don't like _____. This is just me. Can you tell me more about you?
--

Figure 12: Writing Prompt example
Source: made by Sandra Sánchez

Graphic organizers are very useful during the reading and also the writing process. In this methodological guide we mentioned before about the use of graphic organizers in reading, but both processes are extremely connected. It is true that graphic organizers help the students to put their ideas in order, so after the students have done that, the writing process starts flowing. During the writing process students must use the information gotten from their graphic organizers, so in that way they just have to arrange the information according the requirements asked by the teacher and start the writing process.

POST INSTRUCTIONAL STRATEGIES FOR WRITING

Post writing strategies are the ones that teachers apply in order to teach the students to have all the ideas sorted out properly after the finished writing. The objective of the post writing strategies is to make the paper or the final outcome from students' writing process as clear as possible. Some strategies that can be applied after the writing process are reading aloud, which is a strategy that can really help the writer realize if there is something wrong in what he or she wrote, it is a good idea if the students read to themselves, this means that they can read their piece of writing to a classmate, teacher or maybe to themselves, so in that way if something sounds awkward it means that there is something that needs to be revised.

Peer editing is another strategy that can be used at the end of the writing process, where the students get together in pairs and using a rubric given by the teacher can grade each other and provide the students with meaningful feedback. Teachers must be aware on teaching the student what a rubric is, how to use it, and why it is important to use it. The use of the rubric will depend on the kind of paragraph, essay, or piece of writing that the students are learning in the writing unit. Figure 13 shows an example of a rubric that can be used in the case of writing a paragraph.

Single Paragraph Rubric					
	1	2	3	4	Points
Topic Sentence (main idea)	*Topic sentence unclear * Incorrectly placed * Not re-worded in closing sentence	*Topic sentence unclear * Incorrectly placed * Re-worded in closing sentence	*Topic sentence unclear OR *Incorrectly placed *Re-worded in closing sentence	*Clear topic sentence * Correctly placed *Re-worded in closing sentence	
Supporting Sentences (details)	*No supporting details that relate to main idea	* One supporting detail that relates to main idea	* Two supporting details that relate to main idea	* Three or more supporting details relating to main idea	
Organization	*Details are not in logical or expected order	*Some details are not in logical order * Reader is distracted	*Details are in logical order * Order makes writing less interesting	*Details are in logical order * Order keeps the reader interested	
Mechanics and Grammar	* Six or more punctuation, capitalization, and spelling errors	* Three to five punctuation, capitalization, and spelling errors	* One to two punctuation, capitalization, and spelling errors	* No errors in punctuation, capitalization, and spelling.	
Legibility	*Writing is not readable	*Writing is not readable in places	*Marginally readable	*Readable handwriting	
				Total→	

Figure 13: Single paragraph rubric

Source: <http://teacherwrite.com/new-page/>

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Appendix A

Evaluación del Maestro

Profesor: _____ Estudiante: _____

Seleccione la calificación que Ud. estime conveniente de acuerdo a la siguiente escala:

1: nunca

2: rara vez

3: algunas veces

4: la mayoría de las veces

5: siempre

6: no aplica

¿Cómo el profesor enseña la materia?							
		1	2	3	4	5	6
1	El profesor está preparado para la clase						
2	El profesor domina la materia						
3	El profesor es organizado						
4	El profesor provee actividades que activan el pensamiento crítico						
5	El profesor da instrucciones claras						
6	El profesor conserva un buen ambiente durante la clase						
7	El profesor maneja bien el tiempo						
8	El profesor califica de manera justa						
9	El profesor entrega las tareas revisadas a tiempo						
10	El profesor es creativo en desarrollar actividades						
11	El profesor motiva a los estudiantes a participar activamente en clases						
12	El profesor mantiene la disciplina del						

	salón						
13	El profesor corrige al estudiante sin faltarle el respeto						

Interacción del maestro con los estudiantes y colegas							
		1	2	3	4	5	6
15	Los estudiantes pueden confiar en la palabra del profesor						
16	El profesor entiende y respeta el punto de vista de los estudiantes						
17	El profesor acepta sus errores						
18	El profesor es sensible a la necesidad de los estudiantes						
19	El profesor disfruta enseñar y respeta a los estudiantes						
20	El profesor ayuda a los estudiantes cuando ellos lo necesitan						
21	Ud. ha aprendido mucho de la materia						

Mencione actividades que le agraden de su profesor

Mencione algo en lo cual crea que su profesor deba mejorar

Gracias por tomarse el tiempo en responder los ítems y escribir su opinión con honestidad

Adaptado de: Source: 2005 National Schools of Character: Award Winning Practices.
Published and distributed by the Character Education Partnership.

TEACHER'S SURVEY

SECTION 1: BACKGROUND INFORMATION

These questions are about you, your education, and the time you have spent in teaching. To respond the questions, please mark the appropriate box.

1. What is your gender?

Female	
Male	

2. How old are you?

< 25	25-29	30- 39	40- 49	50- 59	60 +

3. How long have you been working as a teacher?

If possible exclude extended periods of absence (e.g. career breaks).

This is my first year	1-2 years	3-5 years	6-10 years	11-15 years	16- 20 years	More than 20 years

4. How long have you been working in this institution?

This is my first year	1-2 years	3-5 years	6-10 years	11-15 years	16- 20 years	More than 20 years

SECTION 2: PROFESSIONAL DEVELOPMENT

In this survey, **professional development** is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher.

Please only consider professional development you have taken **after** your initial teacher training/education.

During the last 18 months, did you participate in any of the following kinds of professional development activities, and what was the impact of these activities on your development as a teacher?

For each question below, please mark one choice in part (A). If you answer 'Yes' in part (A) then please mark one choice in part (B) to indicate how much impact it had upon your development as a teacher.

	Participation					
	(A)					
	Yes	No	No impact	Small Impact	Moderate Impact	Large Impact
a) Courses/workshops (e.g. on subject matter or methods and/or other education-related topics)						
b) Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational problems)						
c) Observation visits to other schools						

d) Individual or collaborative research on a topic of interest to you professionally						
e) Mentoring and/or peer observation and coaching, as part of a formal school arrangement						

Thinking of your own professional development needs, please indicate the extent to which you have such needs in each of the areas listed.

	Not need at all	Low level of need	Moderate level of need	High level of need
Content and performance standards in my main subject field(s)				
Student assessment practices				
Classroom management				
Knowledge and understanding of my main subject field(s)				
Student discipline and behavior problems				
Conducting a lesson				

SECTION 3: TEACHER APPRAISAL AND FEEDBACK

We would like to ask you about the appraisal (defined below) of your work as a teacher and the feedback (defined below) you receive about your work in this school.

In this survey, Appraisal is defined as when a teacher’s work is reviewed by the principal, an external inspector or by his or her colleagues. This appraisal can be conducted in a range of ways from a more formal, objective approach (e.g. as part of a formal performance management system, involving set procedures and criteria) to the more informal, more subjective approach (e.g. through informal discussions with the teacher).

In this survey, **Feedback** is defined as the reporting of the results of a review of your work (however formal or informal that review has been) back to the teacher, often with the purpose of noting good performance or identifying areas for development. Again, the feedback may be provided formally (e.g. through a written report) or informally (e.g. through discussions with the teacher).

From the following people, how often have you received appraisal and/or feedback about your work as a teacher in this school?

Please mark one choice in each row.

	Never	Less than one	Once every two years	Once per year	Twice per year	3 or more times per year	Monthly	More than once per month
Principal								
Other teachers or members of the school management team								
External individual(e.g. external inspector)								

SECTION 4: TEACHING PRACTICES BELIEF AND ATTITUDES

We would like to ask about your personal beliefs on teaching and learning. Please indicate how much you disagree or agree with each of the following statements.

Please choose one option

To teach English more effectively I think these skills need more attention	Strongly agree	Disagree	Agree	Strongly Agree
Pronunciation				
Speaking skills				
Listening Skills				
Reading Skills				
Writing skills				
Language Structure				
To teach English more effectively I would like to know or learn the following	Strongly Disagree	Disagree	Agree	Strongly Agree
Useful Games				
Easy English Songs				
Websites for useful teaching materials				
Useful teaching materials & tools (i.e., picture books & videos) and how to use them				
Motivating Students				

This is the end of the questionnaire.

Thank you very much for your cooperation!

Adapted from: DEVELOPING A TEACHER TRAINING PROGRAM FOR ELEMENTARY SCHOOL HOMEROOM TEACHERS IN JAPAN. ([http://hawaii.edu/sls/uhwps/26\(2\)/Kusumoto.pdf](http://hawaii.edu/sls/uhwps/26(2)/Kusumoto.pdf)). Analyzing Teachers Needs

Appendix B

TEACHER OBSERVATION FORM

Observer: _____ **Subject:** _____

Participant: _____ **Student's Level:** _____

ELEMENTS	LEVELS OF PERFORMANCE			
	Very Satisfactory	Satisfactory	Needs Improvement	
Class Process				
<i>Beginning of the lesson</i>				
Materials are ready and prepared to be used.				
Begins the class on time.				
Engages the students' with the topic of the class.				
Checks prior knowledge and provides vocabulary support.				
Makes clear presentation of the topic.				
Uses and provide supporting materials.				
<i>During the lesson</i>				
Presents and follows lesson plan.				
Keeps students' attention.				
Promotes students' participation.				

Prevents or handles misbehavior by continually moving around the classroom.				
Provides clear instructions.				
Provides meaningful activities.				
Promotes the use of the target language.				
Monitors the activities.				
<i>Finishing the lesson</i>				
Summarizes the main points of the lesson.				
Corrects mistakes properly.				
Provides proper feedback.				
<i>Teacher Use of English</i>				
Tone of voice.				
Pronunciation and spelling.				
Speaks in English most of the time.				
Language Structure.				

Observations:

Appendix C

Name: _____ Date: _____

10th Upper basic education Section: _____ Teacher: _____

Pre-test: 3rd Person Singular

1. Read the following verbs in Simple Present. Change them using the 3rd person singular rule. (5marks)



brush her teeth



Sleep



study



play



get up

Choose the verbs from above. Write a description of her daily routine.

Ex: She *gets up* at 7:00 o'clock. Then, She.....

2. Read the following paragraph and circle the correct form of the verbs in the Simple present tense. (5 marks)

There are five people in my family, and we all **(like/likes)** different kind of music. We **(have/has)** few things in common. My sister for example, never **(watch/watches)** T.V. because she **(spends/spend)** her time studying. On the other hand, my brother often watches T.V. just like me! My mother works as a teacher. She **(loves/love)** action movies. My father doesn't watch T.V at all.

Name: _____ Date: _____

10th Upper basic education Section: _____ Teacher: _____

Pre-test: Have/has

Read the chart and write 5 sentences using **HAVE/ HAS /DON'T HAVE/ DOESN'T HAVE (5 marks)**



	Math book	Ipod	Computer	Glasses
Cindy	✓	X	✓	X
Roberth	X	✓	X	X
Tommy and Tina	X	✓	X	X

EXAMPLE:

Cindy has a math book and a computer



Tommy and Tina don't have glasses

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Choose the correct option (5 marks)

- a) James is very lucky, he has / have a new computer now.
- b) Lorenz and Susan don't live in that old house, they has / have a new one.
- c) Do you really has/ have an iPhone 6? They are not in the market yet.
- d) Charles and Robert don't have / doesn't have any sister.
- e) She don't have/ doesn't have long hair anymore. Her hair is short now.

Appendix D

Name: _____ Date: _____

10th Upper basic education Section: _____ Teacher: _____

Post-test: 3rd Person Singular

1. Read the paragraph and write the verbs in the correct simple present form (5 marks)

Anne **(work)** _____ in a language school. She **(be)** _____ a teacher. She **(teach)** _____ English. Her students come from all over the world. Anne usually **(go)** _____ to school by bus. On the bus she **(have)** _____ time to correct a few tests.



2. Look at the chart and write 3 affirmative and 2 negative sentences about Lisa's week (5 marks)

Activity	Monday	Tuesday	Wednesday	Thursday	Friday
Play soccer	✓	✓	X	X	X
Do homework	✓	✓	✓	✓	✓
Go to swimming classes	✓	✓	X	✓	✓
Have English classes	X	✓	X	✓	X

Example: Lisa **goes** to swimming classes on Monday. (**affirmative**)

Lisa **doesn't play** soccer on Friday. (**negative**)

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Name: _____ Date: _____

10th Upper basic education Section: _____ Teacher: _____

Post-test: Have/has

1. Complete the sentences with HAVE / HAS. (5 marks)

- a. Mr. and Mrs. Davis _____ a house in the country.
- b. It _____ a small garden and a small swimming pool.
- c. They _____ two children, Adam and John.
- d. Adam and John are twins. They _____ blond hair
- e. They _____ a dog named Bruno.



2. Read and choose the best answer (5 marks)



Hi!

My name is Cristine and I 'm from London. I have thirteen years old. I

has/ have long dark hair and brown eyes. I don't have/ doesn't have a

brother or sister, but I have a lot of friends. And I has/ have a parrot. His

name is chip. He's only one year old and he has/ have beautiful green

eyes. Please write and tell me about you. How old are you? Do you have/ Does you have

a brother or sister?