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LICENCIATURA EN EDUCACIÓN CON ÉNFASIS EN INGLÉS

**TASK-BASED LEARNING APPROACH TO STRENGTHEN THE
ABILITY OF SPEAKING ENGLISH IN 9TH GRADE STUDENTS**

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CARTAGENA DE INDIAS D, T Y P

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**CARTAGENA DE INDIAS D, T Y P
2016**

NOTA DE ACEPTACIÓN

JURADO

JURADO

Dedicamos a ti Señor primeramente porque has sido tú el guía en este trabajo y en nuestras vidas. A nuestros padres y amigos por su total apoyo y quienes fueron el motor para el desarrollo de éste trabajo.

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Table of Contents

	Pág.
ABSTRACT-----	7
INTRODUCTION-----	8
CHAPTER I: METHODOLOGY-----	25
CHAPTER II: RESEARCH FINDINGS -----	30
CONCLUSION-----	45
REFERENCES-----	48
APPENDICES-----	52

TASK-BASED LEARNING APPROACH TO STRENGTHEN THE ABILITY OF SPEAKING ENGLISH IN 9TH GRADE STUDENTS

Abstract

Task-based learning is considered one of the most appropriate approaches applied to increase the oral communication skills. Thus, this research project will contribute to the strengthening of the speaking skill using role plays, conversation games and picture description activities through task based learning in the ninth grade of the Institución Educativa Foco Rojo. The research design is qualitative action research, the data will be collected through: survey, diagnosis stage, individual interviews (3 students) after intervention, a video or teacher's field journal while intervention is taking place and a questionnaire given to students to get their perception of the activities that were implemented.

Keywords: English, task based learning, speaking, oral activities.

Introduction

The teaching of English in some public schools in Colombia presents disadvantages for the students of this context due to the fact that they do not receive English classes at the elementary school. And when learners pass to high school they only receive one or two hours per week to learn this language. Average considered by the MEN (Ministerio de Educacion Nacional), “enough to develop student’s competence in the use of English in order for them to achieve an intermediate level of proficiency in English B1, according to the Common European Framework of Reference for Languages, which allows them to communicate in a clear and an effective way in real situations.

However, students’ oral communication skill in this context is not developed enough due to a set of factors such as the big number of students per classroom, deficiency of resources, the lack of interest that teachers and students have in the teaching English learning process and the English class focuses on grammar and learners translate word by word rather than oral activities.

In fact, the situation described above has been observed in ninth grade students of Institución Educativa Foco Rojo. Which is a public school located in the southeast area of Cartagena de Indias. As a consequence of this problem English language learning is difficult and unattractive for ninth -grade students who are not able to express themselves orally, they only pronounce isolated words and disconnected sentences making their production poor and meaningless.

Therefore, in order to know students' opinions about their English classes and the kind of activities used to develop oral tasks, a survey was conducted. Data gathered from this instrument informed that 80 % of students said they never perform activities related to their daily life activities and 15 % of students said they rarely use these activities. Real life experiences have also proved that human beings learn well when they are involved in the activities they are interested in. Students are not away from such real experiences. Students do not learn by attending classes where teachers fill in their minds with information while they are taking notes, but by becoming involved in the content to be learned.

Students are encouraged to learn what will come in exams. Learning for its own sake, or sharing one's knowledge with others in the class has no place in the English language classroom. It has also been noticed that the majority of the students in the classrooms are passive recipients and they rarely take the initiative for participation.

Also, data gathered from this instrument informed that 83% and figure four 85% of students said that English's activities tend to stress drilling patterns, reading texts and writing tasks but rarely have their students involved in speaking activities. In language classrooms, the focus is on grammatical rules, memorization of vocabulary, translation of texts and doing written exercises and classes are taught in the native language with little active use of English language.

Moreover, observations and the survey shown that in this school the leading teacher of this grade gives priority to make students develop reading and writing skills rather than

listening and speaking skills, tending to use more class time teaching grammar through reading and writing activities rather than applying speaking and listening tasks causing that the majority of eighth graders have difficulties to express their ideas in oral form.

For this reason taking advantage of our teaching practicum we wanted to establish communicative spaces in the second language where students adopted specific roles inside of their work groups, interacting and helping to each other in a reciprocal way to carry out proposed tasks through cooperative learning strategies. No real standard of speech expectation has been established for graduates. Although the existing instruction in speaking classrooms seems to have some effect on students' ability to communicate, it is the sense of both students and departmental instructors that speaking instruction could be more effective and result in a higher student standard in spoken communication.

Hence, it is disturbing that at the end of secondary education, learners have very basic knowledge about the language, and sometimes these are insufficient to enter at the level of higher education. Additionally, some of them try to choose studies that do not have an emphasis on English language. Within this context it is considered that tasks based learning approach allows teachers to create an attractive environment and a contextualized learning for students, and at the same time lead them to perform activities that promote their interest to communicate in the foreign language.

So, the purpose of the current research is to contribute to the strengthening of the speaking skill using role plays, conversation games and picture description activities

through task based learning in the ninth grade of the Institution Educativa Foco Rojo. This study was developed based on the following research question: what is the effect of using role plays, conversation games and picture description activities through task based learning on speaking skill in ninth grade students in a public school.

Some studies that have implemented oral activities through task based learning in improving the ability to speak English represent a significant support for the present project. Some of them are: Aliakbari and Jamalvandi (2010) considered on role-play as a praised technique in task based language teaching (TBLT) to investigate and display its effect on boosting EFL learners' speaking skill. Following the termination of the study, the findings indicated for a positive effect of TBLT-based role-play technique on the candidates' speaking skill.

Task-based language teaching (TBLT) has proved itself beneficial and effective in bringing about real situations of language use to take place and in satisfying communicative needs of learners while the former methods were unable to meet actual demands of learners to communicate in the target settings. Accordingly, it has been duly embraced by practitioners and material developers simply because it specially pays serious and real attention to oral abilities.

Hu (2013) conducted a study in order to identify in service language teachers' responses and perceptions about using task based teaching in their classrooms. Thirty public school English teachers were recruited in Beijing across school levels. Through

participant's interviews and classroom observations, the researcher tried to find out how Chinese teachers of English at different levels of teaching respond to using task based teaching. Results revealed that teachers actively accepted using task based teaching in their classes. Furthermore, those who actively used task based teaching demonstrated different instructional foci in terms of task selection and task implementation.

As Martinez (2007) investigated why students in Salvador public schools do not learn English. This study overviewed the conditions, variables and factors that impinge, for good or for bad, on the learning of the English language in the public schools of English language Salvador. More specifically, it analyzed how such factors hinder the achievement of the advanced level of communicative competence in the English language that students should achieve after completing the eleventh grade.

In addition, Velandia Moncada (2007) reported a case study that involved the implementation of a tutorial plan based on the methodology of learning tasks to support the development of oral proficiency of Inga indigenous student who had difficulties learning English.

The study reveals the similarity of the learning process of students in our institution with the indigenous community, since in both cases you do not have adequate resources for teaching English as tape recorders, video VIP, computers, recreational and educational that encourages and creates the need to speak the language. In addition, this research also implements the Task-based learning approach as a proposal to enhance the teaching and

learning of English. Which obtained a good result because it promoted and supported the oral production of a natural, meaningful way and autonomous learning for indigenous students.

The educational process in the teaching of English requires an effective and efficient teaching EFL approach. This being based tasks has become one of the main approaches to the teaching of English to develop communication skills , including the ability of speaking and creating an attractive environment contextualized student learning approach. Task-based language teaching (TBLT), as a rather newly favored perspective toward language pedagogy, has been receiving significance and attraction since its emergence, at 1980s.

It has, of course, undertaken gradual improvement over years. Task-based instruction (TBI) attempts to involve learners in actual use of language and through its instruction, effective communication in the target language is to be realized. It stands as an offspring of Communicative Language Teaching (CLT) introduced to language methodology. Richards (1999) points out that Task-based approach involves the use of tasks which engage learners in meaningful interaction and negotiation.

Task-based approach provides an appropriate set of strategies, activities and resources for the development of speaking skills , being this an important learning EFL axis , because through speaking students are able to interact and share with others, where language becomes an essential tool, whereby the use of a language a necessity.

There are three basic structures of TBL: Pre Task, in these first stage the teacher introduce the topic or the task, using different kind of resources or strategies like pictures, poster, role play and brainstorm .

The second stage is the Task Cycle in which the students have to complete a task in pairs or groups using the language resources that they have learned. In addition, the students prepare a short oral or written report to show the class what they have been doing; meanwhile the teacher can ask for advice to clear up the questions they ought to have.

The last stage is Language focus and feedback, during this, the students' shows the whole class a final orally report about the task, and the teacher helps the student to select, identify and classify common words and phrases to practice in a classroom. In this point, Ellis (2007), stated a task involves a primary focus on (pragmatic) meaning. Also the participants choose the linguistic resources needed to complete the task. And a task has a clearly defined, non-linguistic outcome.(pag. 68)

Speaking is something students do when they drill particular language patterns, but the oral skill is much more than this. It involves speaking and listening as a two-way process where responding is expected. According to Byrne (1991), oral tasks involve the productive skill of speaking and the receptive skill of understanding. It means that learners have to be taught to speak as well as to listen. (pag. 38). Both listening and speaking are such common activities in the daily routine that we seem to confuse ourselves as being experts when we are only users.

According to Nunan (1999), task-based instruction (TBI) uses tasks or stand-alone activities which require comprehending, producing, manipulating or interacting in the target language. The amount of listening, speaking, reading and writing involved to complete the problem posed by the task is dictated by the task itself; however, most complex (multi step) real-life tasks that take learners into the world outside the classroom will utilize all four skills. TBI helps learners explore the multitude of communication opportunities provided in their surroundings. The tasks themselves are scaffolded according to the cognitive demand required to complete them and can be carried out individually, in pairs or in small cooperative groups.

Also, Bygate (1987) states “Speaking is a skill that deserves as much attention as literacy skills in both native and foreign languages.” (page. 25). When students talk about a safe and convenient, can better interact in real life situations. Because of this, the aim of this project is to support the development of fluency in spoken English through Task-based approach, already that this approach allows the use of language in a relaxed, friendly atmosphere of trust and support.

In addition, Nunan (2001) distinguishes “between the real world and target tasks, which are communicative acts are achieved through language in the world outside the classroom and teaching tasks that are performed in the classroom”. (page.10).

This usually had a role in which the teacher uses the board and only your voice to teach his due, thus achieving what is commonly known as the transmission of knowledge

rather than learning, resulting in a low level of assimilation and what was learned only temporary and tends to forget easily. On the other the student hand is a recipient of the transmission performed by the teacher, learning is often limited to what can be saved because of listening and playing.

The goal of the language teacher is trying to develop teaching tasks that are as close to real-life tasks as possible, creating activities that are meaningful and relevant to students. This leads the teacher to take on a role of a guide. The teacher has a more passive position and often listens rather than speaks. It is the teacher's responsibility to monitor and help the students when needed. There's no denying that teachers should use TBL as much as they can because it provides practical linguistic skill building, and the student would be more engaged and motivated .

Considering that tasks of sharing personal experiences encourage learners to talk more freely about themselves and share their experiences with others. For example, after reading a selected material about one's childhood, learners can be encouraged to tell their own childhood. The resulting interaction is closer to casual social conversation in that it is not as directly goal-oriented as in other tasks. For that very reason, however, these open tasks may be more difficult to get going in the classroom.

According to Richards and Rodgers (2001) "role refers to the part learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationship between the participants". (page.32). in role playing activities,

each participant plays a role and must think, act and decide as you would play your character. Through this practical, you can actually experience the situation, reflect on their behavior and acquire skills to convey difficult in the abstract, through conventional classes. Thus, this approach increases the likelihood that new concepts are translated into noticeable changes in behavior.

Role playing allows people to make mistakes in a nonthreatening environment, they can test several solutions to very realistic problems, and the application is immediate. It also fulfills some of the very basic principles of the teaching-learning process such as learner involvement and intrinsic motivation. A positive climate often results in which one can see himself as others see him. The involvement of the role playing participants can create both an emotional and intellectual attachment to the subject matter at hand. Role playing can often create a sense of community within the class.

Role-play is a piece of activity exploited by different approaches to language teaching. It is a useful tool since through this activity, as Tateyama (1998) points out, more cognitive demands on learners' comprehension and production system are made and learners' ability to instantaneously incorporate sociopragmatic and pragmalinguistic knowledge in interaction are examined. This technique is virtually one of the ways we can give our learners the opportunity to practice improving a range of real-life spoken language in the classroom.

In relation to the technique in teaching speaking skill, role play is one of the techniques that can be used for this purpose. According to Freeman (2000) “role plays are very important in CLT method because it gives students an opportunity to practice communicating in different social contexts and in different social roles”. (Page 137).

In addition, Brown (2004) states that:

Role playing is a popular activity in communicative language-teaching classes. Within constraints set forth by the guidelines, it frees students to be somewhat creative in their linguistic output. In some versions, role play allows some rehearsal time so that students can map out what they are going to say and it has the effect of lowering anxieties as students can, even for a few moments, take on the person of someone other than themselves. (pag. 174).

Role-play enhances clarity in understanding, interest to participate and confidence to perform in students. It helps learners to empathize with the role he/she enacts and thus motivates the learner to have a better understanding of real-time problems and the solutions. It helps students practice speaking skills like debating, enacting, and reasoning and negotiating .Moreover it also helps them to adapt to unexpected situations in real-life.

In role play, the teacher needs to decide the context for the exercise and the roles that the students will play. If the students are taking human roles, the context is generally a

specific problem such as working in an office or dealing with persons. Lessons need to be carefully explained and supervised in order to involve the students and to enable them to learn as much as possible from the experience. However, a well-done scenario never runs the same way twice, teaches people things they might not ordinarily have learned, and tends to be fun for all involved. Role-playing exercises can be hard work for the instructor, both in preparation and in implementation, but the work tends to pay off in terms of student motivation and accomplishment.

Ellis (2003) clarifies that role-play tasks are examples of unfocused pedagogic tasks. Topics of unfocused tasks are drawn from real life. (pag. 67). Thus, in role-play tasks, students may act the roles of customer, patient, physician or businessman. Such roles are a good opportunity for language learning if they are structured well to stimulate learner's participation.

Describing picture is one of activity in teaching speaking English. In this activity, students must describe pictures in front of class. Every student gets one picture and must describe it. The purposes of this activity are to train students' imagination and retell story in speaking English. According to Harmer (2001) "*pictures* can be in form of flashcard, large wall pictures, cue cards, photographs or illustration, and projected slide". (page.36)

Pictures are one of the visual aids that can be used in teaching speaking. It makes something more interesting for the students. It also can be used in creating situation for speaking classes more clearly. Picture as aids are clearly indispensable for language teacher

since they can be used in so many ways. The teacher can teach vocabulary easily through pictures it means blackboard drawing, wall pictures, chart and flashcard.

There are several methods in teaching learning speaking. Picture is one of the ways to explain a real situation. It is very simple visual aids that can be picked up from the newspaper, magazine, internet, book, etc.

. a. The use of pictures in teaching speaking

Teacher is the most important actor in teaching learning, especially in English subject. He or she must have an ability to make an interesting class. Picture is one of teaching media that can make the students enjoy the lesson.

According Azhar Arsyad (2009)“Ideally, each classroom should have a file of pictures which can be used not only to illustrate the aspect of socio-cultural topics, but also gives interesting, meaningful, easy to prepare, and easy to organize”.(Page. 106).

b. The advantages of using pictures in teaching speaking

A picture is an excellent media in which this can be done pictures arouse play fullness to the students because pictures are interesting. The provide variety of fun and games, furthermore, it also means that the use of picture may offer parallel opportunities both for teacher-students and students interaction.

Gerlach and Elly (1980) state the benefit of using picture as follow:

- 1) Pictures are inexpensive and widely available.

The teacher can find picture easily, for example in the books, magazine, and newspaper, etc.

- 2) Pictures provide common experiences for an entire group of students. It means by using picture, teacher can involve all of students in his or her class.

- 3) Pictures can help prevent misunderstanding.

It means by using pictures, teacher can explain the new vocabularies to his or her students easily, so it prevents misunderstanding between students' perception and teachers' perception.

- 4) Pictures help the students to focus attention to the subject and make students active.

Task-based learning models for class lessons is based on Ellis models (2003) . He presented a model that focuses on meaning and real-world activities that demand learners to process language for real situations:

Table 1. A framework for designing task-based lessons (Ellis, 2003)

Pre-task: (consciousness-raising activities), Framing the activity (e.g. establishing the outcome of the task), Regulating planning time, Doing a similar task.

During task: Time pressure, regulating topic

Post-task: (Focused communication activities), Number of participants, Learner report, Repeat task, Reflection.

According to this model, English language development occurs when learners are given enough time to prepare and perform a task. There is some attention to form while communication takes place. Communicative tasks reflect three main approaches: consciousness-raising activities, focused communication activities and interpretation activities. In the pretask shows students the grammar they will master in the future and form is engineered by the design of the task.

On the other hand, during task stage focuses on communication activities, which means performance is crucial. The way teachers handle error correction and how students react to the task are important. Teachers are expected to let communication flow and find strategies to make error correction in such a way that indirect focus on form is accomplished.

Finally, students report to class. They may be exposed to any kind of input and then share with the group their understanding. Ellis' model also shows the conditions under which a task is performed. He suggests a number of ways to regulate tasks: for example time pressure, which is regulated by the amount of time given to learners to perform the task. Familiarity with a topic also influences task performance. If a topic is relevant to

students' own experiences, there are more chances of having engagement and intrinsic motivation.

Ellis (2005) outlined ten principles of SLA in instructed language learning. Rather than referring to work specifically focusing on TBL, this paper will consider the design of task-based units in relation to these ten principles. For example, Ellis argues that, “the opportunity to interact in the L2 is central to developing L2 proficiency” (principle 8). (pp. 19-20). And that this is more likely to be provided through ‘tasks’ than through exercises.

However, he also suggests that, “instruction needs to ensure that learners also focus on form” (principle 3) (p. 14). This author also highlights the need for extensive input (principle 6) and the numerous contributions of output (principle 7). In this ten principles appear that too much might be expected of “tasks”, and that a more holistic approach, involving the design of task-based units, flexible combinations of repeated tasks and supporting exercises, can better respond to his ten principles.

Designing task- based units also allows us to respond more effectively to the holistic nature of ‘pragmatic’ and ‘discourse’ competence without neglecting the need to focus, if not systematically, at least regularly, on atomistic aspects of “linguistic” competence and communicative enabling skills.

The design framework is very useful for planning task-based lessons. Teachers need to decide first on the basic format of the lesson, though sometimes it may be difficult to tell

the main activity of a lesson, as it is largely a matter of perception and to some extent arbitrary. Once the basic structure of a lesson has been decided, the specific options to be included in each phrase of the lesson can be considered.

Chapter 1: Methodology

The research took place at Institucion Educativa Foco Rojo . This public school has one or two groups of each level from preschool up to eleventh grade. The participants of this present study were students of ninth grade, they are 35 learners, twenty male and fifteen female and the students are between 14 and 15 years old. Most of the students of the institution belong to the socio economic strata 1 (lower economic class). They live in a context with many social, economic and affective needs. In general, the students have a good attitude towards the school.

On top of that, the teaching of English at Institución Educativa Foco Rojo focused on developing activities in which students' work was mostly centered on reading and writing processes. In the last levels of secondary school these activities had the additional purpose of training students for passing written tests. Consequently, learners' oral potential was not improved sufficiently. In others words, we identified that the ELT curriculum at the school stressed writing and reading practices neglecting speaking activities which could promote students' oral skills.

As already stated, for the purpose of our research project we decided to implement task based learning activities, following the well-known proposal by Ellis (2003). The author claims that TBL has three phases: Pre task, during task and Post task. The first phase introduces the class to the topic and the task by providing words and phrases related to the

topic. The second one encourages the holistic use of the language which favors an inductive, cognitive style to recreate natural learning conditions in the classroom. The last phase allows a closer study and assessment of the features used during the task cycle.

The research design is qualitative action research. Gay (2000) says:

Action research is a process in which individual or several teachers collect evidence and make decision about their own knowledge, performance, beliefs, and effects in order to understand and improve them. In other words, action research is not only to test a treatment, but also has the truth believing of the effectiveness of the treatment (pag. 47).

The data for this study was collected through five stages. Also, a rubric for assessing the students' oral social interaction was used to assess the students' performance before and after implementing the designed activities. This assessment rubric is proposed by Michelle Futrell, Health and Human Performance at the College of Charleston. The components of the assessment included fluency, grammar, vocabulary, contents and creativity.

The first stage consisted of class observations before the planned interventions, in order to analyze students and teacher's behavior during the English class, and identify the strategies and activities implemented to improve the language skills. During the observation, we used field notes to collect and organize information. Which is an instrument that serves to characterize and follow processes connected with direct

observations to identify the practical concerns, conditions and constraints that people confront and deal with. These notes were useful in our research project because they provided a means of recording behaviors. Furthermore, the field notes were written before planning the lesson, when writing about the reactions of the students about the video and after reflecting about the session.

As a second stage a survey was applied to the thirty five students, the objective was to identify the student's' preferences and interests related to the language skills with a special emphasis on the speaking one. We used a structured questionnaire as an instrument to collect information, formed by one open question and seven closed questions which dealt with students perceptions about their needs related to language skills.

In third stage, a diagnosis stage was applied with the purpose of discovering students' speaking level. For that, students did oral stories about their daily routines which served as a point of departure for analyzing their oral level. For this reason, this stage could help students become aware of errors and encourage the adoption of appropriate strategies to overcome the problem.

The school in where we developed this research project is based on the Common European Framework of Reference for Languages to know the level of students' oral proficiency and establish the topics that they may learn, according to this, the students of ninth grade should be able to: exchange personal information, talk about their family, describe their characters, describe actions in progress and describe past actions.

This activity consisted in a reading story about daily routines then students had to rewrite their daily routine and talk about it in class. This diagnostic provided more detailed information on a learner's strengths and weaknesses. It required descriptive analysis, both by impressionistic description and by rating specific aspects of language use. Such information is valuable for tailoring lessons more closely to learners' needs, and as a standard for evaluating progress at a later stage.

The results of diagnosis stage showed low-level proficiency, students have difficulties expressing themselves using accurate, fluent and even simple sentences. During the oral activity about daily routines grammar and pronunciation mistakes were evident. Some students seemed nervous when they forgot specific vocabulary or expressions. They laughed or simply did not talk, especially if they were in front of the tape recorder. Most of them who dared to participate learned by heart what they wanted to say.

Although a few students were confident doing the oral activity, others did not want to participate since they felt panic in front of their classmates. However, most of them were interested in activities which implied speaking and we observed learners' positive attitude towards the use of English.

The fourth stage comprised the Interventions. Nine sessions were taught to 35 students from ninth grade, developed from May 2nd to October 13th, 2015. Even though classes had a special focus on speaking, the other skills were also practiced.

The topic introduced was Daily routines. There were four lesson plans divided into 9 sessions (in a time limitation of 45 - 50 minutes) in which task -based speaking activities such as picture description, conversation game and role play were used. The implementation of these tasks took into account the following aspects:

1. National Standards established for Ministerio de Educación (MEN).
2. International Language standards by The Common European Framework of Reference for Languages (CEFR).

3. Determine theme or interest area
4. Plan final task or series of tasks to be done at the end of the unit.
5. Define unit objectives.
6. Specify contents and thematic aspects to be dealt with.
7. Plan the process determining communication

Tasks which lead to the final task

8. Select appropriate materials and sources
9. Plan instruments and procedures for the evaluation

And assessment process.

Chapter 2: Research Findings

With the information provided by the four instruments implemented, the data was analyzed to highlight the relevant information and establish the categories. The following categories summarize the findings before and during the intervention of the project .The results of the diagnostic stage and the teacher's reflection regarding observation and the most important findings during the development of the project based on the video and audio tapes and oral presentation of the students.

1. Before the implementation of the project

Through the classroom observations and the results surveys in 9th grade showed that there was not a context of communication and interaction in the classroom. Speaking was assimilated as an isolated product, students only repeated instructions and memorized dialogues.

During the classes the teacher was talking using the mother tongue and the students were only listening. As Willis (1996) holds, "in teacher-led classroom interaction is generally that of responding" (p.18). Students were only following the book and perceived nothing of interest in their classroom. Students could not find enough chances to experience the foreign language. As Willis (1996) suggests, "most of the opportunities for language use are taken by the teacher" (p.19). Willis also argues that in teacher directed lessons students cannot find the chance to experience the target language.

Students expressed as that the number of exercises were not adequate for them to improve their English adding that they could not learn much from their English classes at the beginning.

Also, students perceived speaking as an individual activity and they did not interact using the foreign language. It means, there were not clear or evident phases in the development of speaking. Learners were not able to communicate orally. Therefore, Students did not like their book which was a photocopied one. They mentioned that nothing was interesting in their book, the book was not important for them and was actually a very traditional one. Also there were only a few illustrations in the book to discuss with students. As Cook (1996) states “the choice of teaching materials should match with students’ motivation” (pag. 89).



Figura 1. Actividades que se plantea el uso del inglés en situaciones Reales

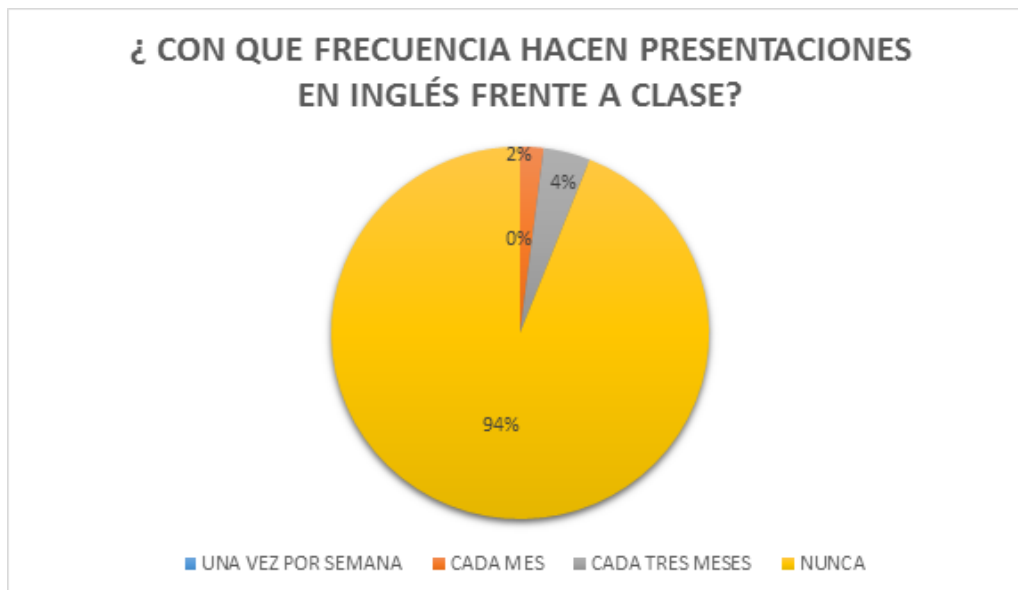


Figura 2. Aplicación de actividades Orales en el aula de clase

As shown in Figure 1 and Figure 2. The 80 % of students said they never perform activities related to their daily life activities and 15 % of students said they rarely used these activities. Real life experiences have also proved that human beings learn well when they are involved in the activities they are interested in. Students are not away from such real experiences. Students do not learn by attending classes where teachers fill in their minds with information while they are taking notes, but by becoming involved in the content to be learned.

Students are encouraged to learn what will come in exams. Learning for its own sake, or sharing one's knowledge with others in the class has no place in the English

language classroom. It has also been noticed that the majority of the students in the classrooms are passive recipients and they rarely take the initiative for participation.

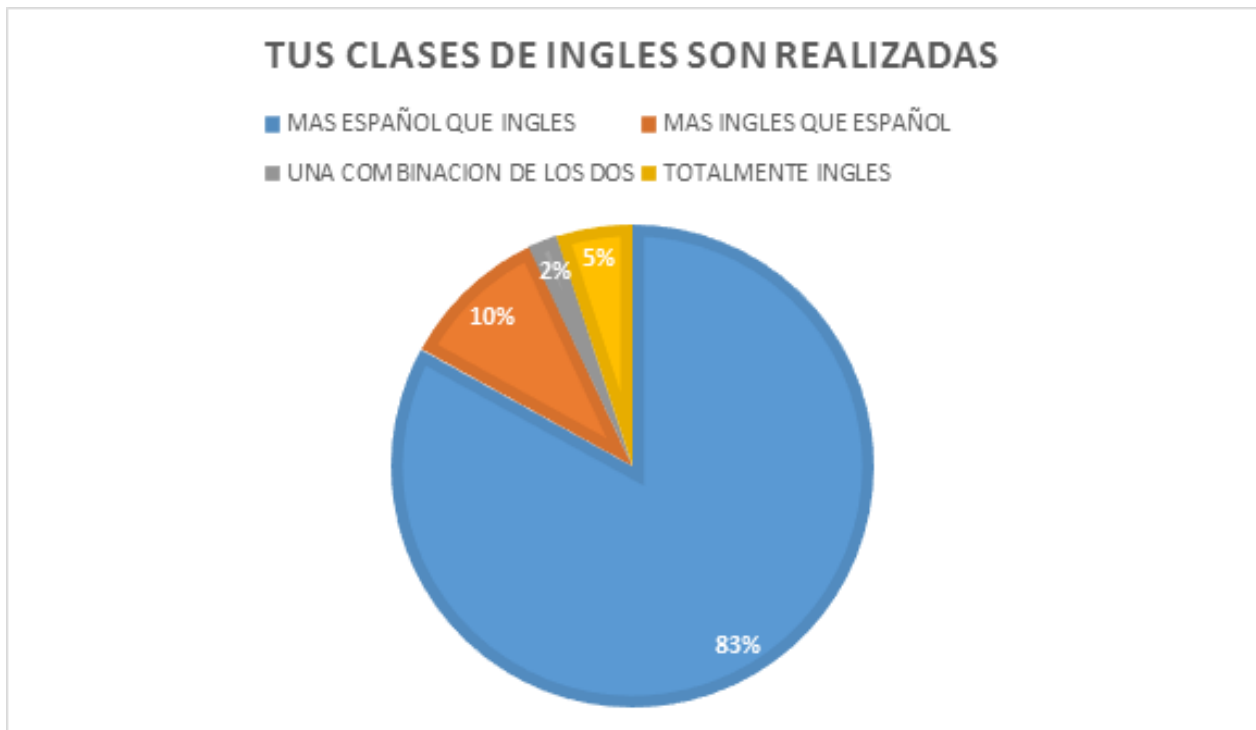


Figura 3. Percepción de los estudiantes hacia sus clases Inglés



Figura 4. Percepción de los estudiantes frente al tipo de actividades que se realizan en las clases de inglés

activities tend to stress drilling patterns, reading texts and writing tasks but rarely have their students involved in speaking activities. In language classrooms, the focus is on grammatical rules, memorization of vocabulary, translation of texts and doing written exercises. Classes are taught in the native language with little active use of English language.

Therefore, observations and the survey showed that in this school the leading teacher of this grade gives priority to make students develop reading and writing skills rather than listening and speaking skills, tending to use more class time teaching grammar through reading and writing activities rather than applying speaking and listening tasks causing that the majority of eighth graders have demonstrated difficulties to express their ideas in oral form.

For this reason taking advantage of our teaching practicum we wanted to establish communicative spaces in the second language where students adopted specific roles inside of their work groups, interacting and helping to each other in a reciprocal way to carry out proposed tasks through cooperative learning strategies. In the diagnosis stage, students did oral stories about their daily routines. This activity consists in a reading story about daily routines then students rewrite their daily routine and talk about this story in class. During the diagnosis stage, students' oral production was poor; because the students did not develop oral tasks in which they will be able to share their experiences such as talk about habits and facts. For this reason, when they talked about their story in class some students were afraid of making mistakes and speaking in front of others. Also, they did not know to apply basic vocabulary and simple structures and concepts related to time and daily activities. Also, they did not articulate in complete sentences a synopsis of the daily activities that they perform, indicating the time of day (morning, afternoon, evening, or exact time) and day of the week the activity is performed.

With this activity, we could see that some students had difficulties related to fluency .Although they tried as much as possible to keep correct word order, sometimes they did not remember specific words in their tales. It broke the narration of the story and the listeners became bored.

2. During the Pedagogical Intervention

We used a diary. It enabled us to reflect and rethink regarding our teaching practice and take notes about special or meaningful teaching experiences. Also, we used video clips and audiotapes that became useful tools in the research project because we could capture valuable information and analyze it at different times.

Picture Description

The students participated in a picture description activity talking about their daily routines. Series of pictures through pair work were used to attract and encourage the students to improve their ability to construct their understanding and the ability to speak English.

For this activity we gave students picture cards of daily routines. We allowed them to look at the pictures and answer questions related to them, then students sang a song and repeated it saying what daily activities people do according to the song. After that, the students drew a picture about their own daily routines. Later, they worked in pairs and talked about their daily routines.

While the development of these activities, the majority of the group was a little nervous to participate in oral activities. The first participants were volunteers. In order to

carry out this task, students required the following skills: to produce speech in a natural way using sentences about routine. In comparison to the diagnostic stage, we could perceive an improvement of sentence structure, the students pronounced short sentences and used some paralinguistic devices (gestures, eyes and hand movements). However, some of them did not handle cohesive devices. This fact gave us the idea to reinforce the use of linking words in oral production and take advantage of writing as a strength in the group. The students could write a draft of their oral composition in order to give them constructive feedback. It fostered improvement of word order, sentence structure and pronunciation.

At the end of the class, most students enjoyed it very much; they inquired about classmates, family and habits. There was a context of communication and interaction where students developed tasks focused on the practice of oral skills. Speaking involved learners' experiences and interests. The objective was the lesson was students will be able to give information about themselves and expressed their daily routine. During the activity, we noticed students improved their oral production. Now, they were able to connect sentences into meaningful and coherent texts. Gestures, tone of voice, hand and eye movements complemented their oral communication. This showed that it was positive to implement tasks where learners involved personal experiences.

Students were put in contact with some patterns of the foreign language which provided models and, at the same time, created a stimulating communicative context. In that way, they were motivated to communicate in English. For instance, in the

implementation of the first task the learners enjoyed listening to music and watching pictures of daily routine.

The activity shown that oral picture description it is an effective way for students to learn to develop vocabulary, grammar, fluency, intonation and rhythm.

It is for this reason that we consider speaking is seen as a social skill, where interaction, feedback and group work played an important role. Exposure, interaction, feedback were useful phases before oral production. They let students rehearse and refine their speech. Students perceived speaking as a developmental skill where pronunciation and grammar mistakes are part of the process of improvement.

Role Play

In order to continue improving the speaking skill, we applied a role play about daily routine. We told students what they were going to do during the lesson. First, learners listened and read a dialogue called “Max’s day” and they answered questions about it. After that, students got a written copy of the role-play “Max’s Day”. They read it once and practiced with the role play with the classmate. The students worked, listened for pronunciation, appropriated intonation, and corrected use of language. Finally, they acted out a dialogue with a partner.

During the role play, some students said that as they were confronted with a different situation, they experienced something new and interesting even though the

characters in role play were familiar to them. Other students felt a little nervousness in role plays, learners forgot their dialogues and it caused them embarrassment.

Also, we have found that students were enthusiastic about role play as it was different from other activities done in class. They showed remarkable improvement in their speaking ability and they were also found to be a little quite fluent. Learners became more confident to speak in the created situation of real life scenario. They shared their daily routine. In a large class room, role play was a good technique to use to observe the performance of a number of students in a limited time constraint. They were given feedback for further improvement.

The result of role play rubric shown 40% students used vocabulary expressions appropriately; 40% learners spoke with better pronunciation and intonation and 20% students used body language such as gestures, mimics in order to facilitate comprehensible communication. This activity indicated that learners speaking ability in role play was getting better. Activity such as Role-play helped these students to improve speaking skill by giving language system such as related vocabulary, pronunciation and grammar in pre communicative activity. The students planned the dialogue by using appropriate vocabulary, pronunciation and grammar; the students' response toward the implementation of role play in teaching speaking was good. It was shown by the students' motivation in the class they participated actively during the role play activity and the learners responded questions appropriately. For this reason, students were more confident at the moment to use

the target language. Even though shy students got involved in this oral activity .

Therefore, role play is a potential technique to be applied in speaking class.

- **Script Role play : Max's day**

Max: Good morning, Mom.

My sister sleeps a lot. When does she get up?

Mom: Max gets up at two o'clock in the afternoon.

Your sister goes to school at 7:00 am.

Max: What does my sister do all day?

Mom: She comes back at 6: 00pm. Then, she does her homework.

She watches TV. After that, she eat dinner and she goes to bed at 9: 00 pm.

Max: It sounds great to me!

Mom: Max is late. Do you play soccer today?

Max: Yes, I do. Oh mom. I take a bath Yes and I go with my friends at the stadium. I love mom.

Mom: I love Max.

Conversation Game

Taking into account that our students did not speak fluently or freely because they felt afraid of their partners' jokes, many of them were very shy and nervous about expressing themselves in front of the class. To avoid students' difficulties related to the speaking skills, we chose some conversation game.

We implemented three tasks cycle. First, the warm-up in which we broke the ice with a fun activity by presenting the general topic to the class. Second, the instructions and rules of the game were given to students and the game was carried out (during this part students had the chance to speak even more).

We could observe that we achieved integration because students worked with each other while participating in the different games; they helped each other in order to understand English better. In addition, students were involved in the activities because the conversation games were always motivating for them. Also, we could notice that self-confidence was one of the most important aspects mentioned by students after the conversation games were developed. Finally, they expressed their being able to develop their creativity by performing different roles during the story game.

Students admitted that they learnt more English thanks to the fun activities we implemented in class and learners manifested that they could learn new vocabulary. All of this helped them improve their speaking skill.

At the time we implemented the games we observed that the good atmosphere we promoted as well as students' motivation made it possible for students to speak and perform in a freer and more confident way. In addition, the students who didn't like to speak or participate during the English classes lowered their tension and anxiety and thus took part in the games.

The problems of the lack of an interactive and communicative context and speaking skills were addressed during implementation of the conversation games. Students had the opportunity to be active participants throughout the class. When students played games, they interacted with others thus improving their oral production in English.

We consider that games, in general, encouraged learners to improve their speaking skills, especially when these included group work, motivation and competition. Also we discovered that games are more than a function in the classroom; conversation helped this group to perform better, to feel confident and free in order to improve their English speaking skills.

Video about daily routine

Before presenting the video, we engaged the learners' interest in what they would be doing and we prepared them to do it successfully. We told the students or lead them to discover for themselves why they were viewing the video. Also, we did a pre-viewing reading activity vocabulary from the video about daily routine. While learners watched the video, we did 15 remain in the classroom with the learners to observe their reactions and saw what they did not understand, what they were intrigued by, and what bothers them. After the video, we reviewed and clarified complex points, encouraged discussion, explained and assigned follow - up activities included in their writing composition about their daily routine.

The result of the assessment process in which a rubric was used showed that this activity was considered successful when: 86 % of the students reached at least a good level of speaking qualification for each language element when they performed their role play in front of the class, and 86% of the students fulfilled 5 of 7 indicators of high self-confidence students when they involved in the instructional process as well as when they performed the conversation. Also, 86% of the videos were attractive in terms of design, layout and neatness. The videos included all 10 pictures of student doing daily routines organized somewhat well. Also, the videos used 10 daily routine vocabulary words with 1-2 vocabulary or spelling mistakes and 86% of the learners used some grammatical mistakes during the video.

Therefore, the rubric from the post video about their daily routine and the field notes revealed that the activities that we implemented before showing the videos were enjoyed and successfully completed by the students.

Conclusion

To sum up, Task Based Learning is one of the greatest types of learning for people to start to learn a foreign language. According to the material it is very important to take the focus away from speaking skill so that, student might develop better abilities to do things in English and they would have a significative process, with this, teachers are able to promote a real communication in where learners are with less anxiety, and they will learn so much better .

Students should keep in mind that their goal is to challenge themselves for the pleasure of practicing their learning. That is what really counts for their lives since school should not be the place for doing what others command, but for trying under the auspices of their teacher their habit of acting autonomously and talking about their ideas according to the task life poses them.

This research suggests that in the context of second language learning the practice of teaching English language needs to be changed. The traditional methods of language teaching and using grammar translation methods have to be replaced with modern methods such as task based learning.

The oral activity must be improved by taking speaking as first step because it encourages learners using English as medium to communicate. Students should be provided

with specific learning opportunities in the classroom through activity-based teaching in which students should be given tasks in groups and pairs.

The implementation of teaching English in this action research using series of pictures description, role play, conversation game and a video tape through individual, pair work and group work as teaching strategy could nurture the students' motivation in improving their ability to speak English.

By applying Task Based learning through three activities had made the improvement of the students' motivation and speaking skill. The most important thing was that this task had increased their understanding of meaning and interaction. In other words, they were not only encouraged to talk something with their classmates, but also to interact in a real context.

Another conclusion we drew from our analysis is that letting learners observe a model during the task cycle is an excellent guide to better understand the purpose and possible outcome of a task.

We understood that although learners must be exposed to ideal or accurate pieces of the target language. When a teacher makes use of activities that have been specially designed to incorporate several language skills simultaneously (such as reading, speaking, listening, and writing), they provide their students with situations that allow for well-rounded development and progress in all areas of language learning.

Through daily activities, teachers provide learners with opportunities to develop each skill: students listen (to the teacher use the target language, to a song, to one another in

a pair activity), speak (pronunciation practice, greetings, dialogue creation or recitation, songs, substitution drills, oral speed reading, role play), read (instructions, written grammar drills, cards for playing games, flashcards) and write (fill-in-the-blank sheets, sentences that describe habits , a dialogue script). For this reason, four skills activities in the language classroom serve many valuable purposes: they give learners scaffolded support, opportunities to create, contexts in which to use the language for exchanges of real information, evidence of their own ability (proof of learning) and, most important, confidence.

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Appendices

Encuestas a estudiantes

INSTITUCIÓN EDUCATIVA FOCO ROJO

Fecha:

Grado

Nombre y apellidos _____

1. ¿Cómo describes tus clases de inglés?

2. Tus clases de inglés son realizadas :

- a) Más español que inglés
- b) Más inglés que español
- c) Una combinación de los dos
- d) Totalmente inglés

3. En tus clases de inglés la interacción se da entre:

- a) Estudiante- estudiante
- b) Estudiante- docente

c) Ambos casos

d) No hay ninguna interacción

3. La mayoría de los trabajos se realizan en:

a) Actividades para realizar en parejas

b) Actividades Individuales

c) Actividades para realizar en grupos

d) Actividades para realizar en casa

4. ¿En tú las clases se realizan actividades en las que se plantean situaciones relacionadas con tu vida diaria?

a) Casi siempre

b) Nunca

c) Rara vez

d) Siempre

5. ¿Con qué frecuencia hacen presentaciones-exposiciones en inglés frente a la clase?

a) Una vez por semana

b) Cada mes

c) Cada periodo académico

d) Todas las clases

6. Cuál es el número de estudiantes en tu clase de inglés

a) Quince

- b) Veinticinco
- c) Treinta
- d) Más _____

7. Las evaluaciones realizadas por el profesor son:

- a) Exámenes
- b) Quizzes
- c) Actividades orales (Exposiciones)
- d) Actividades extra clase

8. ¿Qué tipo de actividades se realizan con más frecuencias en tus clases de inglés?

- a) Conversaciones
- b) Videos
- c) Escritura
- d) Listening
- e) Monólogos

9. ¿Cuántas horas de inglés ves a la semana?

10. ¿Qué tipo de recursos usa tu profesor de inglés para desarrollar la clase?

- a) Libros
- b) Presentaciones en power point
- c) Videos
- d) Talleres

Encuestas a docentes

INSTITUCION EDUCATIVA FOCO ROJO

1. ¿Cuál es su estrategia para enseñar inglés?
2. Cuál crees que es necesario impulsar más, teniendo en cuenta la realidad cartagenera? ¿Cómo y con qué actividades crees que se podría promover más esta habilidad?
3. ¿Cuándo hace clases, cumple con los planes y programas que da el ministerio? ¿Cómo los complementan o adaptan a las realidades de las distintas escuelas?
4. ¿Cuáles son las mayores dificultades a las que crees que se ven enfrentados los docentes de inglés y cómo sugerirías enfrentarlas?
5. Y en el caso de los niños ¿Cómo lo hacemos para que no se desconcentren? ¿Cómo hacemos que se concentren la mayor parte de la hora de clase?

6. ¿Cómo pueden hacer un buen uso de la tecnología los docentes de inglés? Da un ejemplo.

7. Elige de entre todas las actividades que has realizado en aula u cuéntanos en qué consiste. Puede ser para cualquier nivel.

LESSON PLAN

UNIDAD N°1: DAILY ROUTINES

Estándar general



- **Estándares específicos**
- Identifico ideas generales y específicas en textos orales, si tengo conocimiento del tema y del vocabulario utilizado. **1.**
- Comprendo la información implícita en textos relacionados con temas de mi interés.
2
- Contestó, en forma escrita, preguntas relacionadas con textos que he leído. **1, 2**
- Narro historias cortas enlazando mis ideas de manera apropiada. **2**

- Me arriesgo a participar en una conversación con mis compañeros y mi profesor. 2, 3

- Hago exposiciones ensayadas y breves sobre algún tema académico de mi interés. 2

- **Competencia**

- Identifico ideas generales y específicas en textos orales, si tengo conocimiento del tema y del vocabulario utilizado.

- Comprendo la información implícita en textos relacionados con temas de mi interés.

- Contestó, en forma escrita, preguntas relacionadas con textos que he leído.

- Narro historias cortas enlazando mis ideas de manera apropiada.

- Me arriesgo a participar en una conversación con mis compañeros y mi profesor.

- Hago exposiciones ensayadas y breves sobre algún tema académico de mi interés.

- **Goal**

- Students will be able to interpret and use the language related to time, habitual actions in order to keep an ongoing conversation about daily routines and schedules.

- **Indicators of achievement**

- Name about daily routines.

- Use the prepositions before and after.

- Identify important ideas in a story.

- Use reading strategies to comprehend and appreciate story.

- Write complete sentences that include a subject, a verb and complement.

- Identifies an associate's time expressions from audio sources to different moments of the day.

- Appropriately asks and answers questions dealing with daily routines and habits.
- Confidently exchanges information about their daily schedule for personal activities at home and school.
- Understand when someone describes their activities and routines
- Ask and answer simple questions about daily routines/activities
- Describe what I do daily (school, home).

Course: 8 grade

Main objective: To provide a communicative space using Task Based Learning to improve speaking skills in students of eighth grade at Colegio Foco Rojo.

Specific objectives: To establish the level of speaking skills of students of eighth grade at Colegio Foco Rojo using a diagnostic test.

Topic: Daily routines

Time: 45 minutes

Estándares específicos:

- Narro historias cortas enlazando mis ideas de manera apropiada. 2
- Me arriesgo a participar en una conversación con mis compañeros y mi profesor. 2, 3
- Hago exposiciones ensayadas y breves sobre algún tema académico de mi interés. 2

Main Aim:

- Students will be able to talk about daily activities people do.

Subsidiary aims:

- To read unit language in a context
- To read for understanding and enjoyment.
- To read and draw conclusions.

PROCEDURE**Warm up (5 minute)**

- Ask seven students to come up of the front of the class. Give each student an index card with a different day of the week written on it. Have students arrange themselves in the order of the days of the week.
- Have students ask each other riddles about their days of the week. Model: I am the day before Tuesday. What day am I? (Monday).

Sequence (20 minutes)

- Students listen to and read a short story, answer questions about it, and the discuss ideas related to it.
- Students talk about the questions with a partner. **(10 minutes).**

Tell students to ask and answer the questions about the story. Explain that doing this can help them understand the story better and connect it to their own lives.

Closing (10 minutes)

- Re-write the story using own information about daily routines.

Materials: Index cards, clock, paper, and colors, audio.

Assessment: Divide the class into groups and have students to talk about the story.

The teacher monitors and correct mistake then ask them to write their own story about their daily routine.

Lesson plan # 1 Picture description

My daily routine

PROCEDURE	SKILL	OBJECTIVES	TIME
A. PRE-TASK			
<ul style="list-style-type: none"> Display a cardboard of plastic clock and set the time for 7:00. Say: This clock shows the time, it is seven. Then have students look at the pictures. The pictures show thing we do. What does the girl do at 6: am in the morning? Change the clock to show 7: 10 and ask students to act out waking out in the morning what the girl does in the morning. 	Speaking Listening	This warm-up task aims <ul style="list-style-type: none"> To activate prior world knowledge and motivate Ls by creating expectations. To provide Students with the necessary language input 	15 Minutes
B) WHILE TASK			
<ul style="list-style-type: none"> Students sing a song and talk about daily activities people do. Students name the times of day. 	Listening Speaking	<ul style="list-style-type: none"> To integrate listening and speaking. To motivate Ls by visual aids Skills integration 	20 min

<ul style="list-style-type: none"> ● Read the direction aloud. Play audio and have students listen and read the song lyrics. ● Check comprehension, use the cardboard clock and flashcard, have students act out Kate's morning. Ask where is Kate at 7: 30? (Sleeping on the bed); what does she do at 7: 55? (Gets on the bus). 		<ul style="list-style-type: none"> ● To check comprehension ● To encourage communication ● To encourage peer correction 	
<ul style="list-style-type: none"> ● Read and complete ● Students listen to the song again and fill the blank. ● Students work with a partner. Listen. Look at the pictures. Ask and answer. (10 minutes). ● Play audio again. Have students repeat the questions and answer. Then model asking a similar question: what time does she play soccer? 	Reading Listening Writing	<ul style="list-style-type: none"> ● To encourage Students act out a 'real-life' reading. ● To check comprehension ● To promote Students' interaction ● To strengthen student's speaking skills ● Skills integration (listening & speaking) 	20 minutes

C) POST- TASK

<ul style="list-style-type: none"> Place the picture card in different places I of n the classroom. Have students stand next to a card. Give an inflatable ball or other soft object to the student standing in front of the first picture card. Have him or her the activity and time and say a sentence. Model: it is a seven o'clock in the morning. She wakes up. Then have students toss the ball to the student standing next to the picture cards that show the time that comes next. 	<p>Listening Speaking</p>	<ul style="list-style-type: none"> To engage Ls in a speaking game 	<p>20 Min</p>
<ul style="list-style-type: none"> The teacher asks the students to draw a picture about their own daily routines. Later, the teacher asks the students to work in pairs. The teacher explains the students have to talk about their daily routines. 	<p>Listening Speaking</p>		<p>15 minute</p>

LESSON PLAN # 2. Role play about daily routine

PROCEDURE	SKILL	OBJECTIVE	TIME
<p>A. PRE TASK</p> <ol style="list-style-type: none"> Students will listen to and read a story “Max’s day”, answer questions about it, then act out a dialogue with a partner. Have students tell what they see in each story frame. Ask: <i>who do you think these two people are? (a mother and her son)</i> Help students name the room the characters are in and any furniture recognize. Point to and read the story little aloud. Explain that that this story is about a mother and her son in their home. The boy is asking his mom questions about her sister. Play audio story. Have students listen and follow along. 	<p>Speaking Listening</p>	<p>This warm-up task aims to</p> <ul style="list-style-type: none"> * To activate prior world knowledge and motivate Ls by creating expectations. * To provide Students with the necessary language input. <p>Learners will be able to:</p> <p>Presented the information in English.</p>	<p>60 MINUTE S</p>

<p>5. Play audio again, pausing from time to time so that students can repeat what they hear.</p> <p>6. Use questions to check for understanding. Ask: <i>What time does Max get up? (two o'clock in the afternoon) When does Max come in from outside? (seven o'clock) What does my sister do all day? (she goes to the school, she does her homework.)</i></p>			
<p>B. WHILE TASK</p> <p>1. Pair students to read and act out the dialogue.</p> <p>2. The teacher will submit a written copy of the role-play. After students read it once, have them switch roles and repeat.</p> <p>3. As students work, listen for pronunciation, appropriate intonation, and correct use of language.</p> <p>4. Model sentences correctly and</p>	<p>Writing Speaking Listening</p>	<p>To integrate listening and speaking.</p> <p>To check comprehension</p> <p>*To encourage communication</p> <p>*To encourage Students act out a 'real-life'.</p> <p>*To promote Students' interaction</p>	<p>60 MINUTES</p>

have students repeat them.		<p>*To strengthen student's speaking skills</p> <p>Learners will be able to :</p> <p>*communicate the information using as much as a possible sequencing.</p>	
<p>C. POST TASK:</p> <p>* When the students are ready ask them to present their role play. Finally ask students some comprehension question about they heard.</p>	<p>Writing Speaking Listening</p>	<p>To integrate listening and speaking.</p> <p>*To check comprehension</p> <p>*To encourage nunication</p> <p>*To encourage Students act out a ‘real-life’ reading.</p> <p>*To promote Students’ interaction.</p>	

		<p>*To strengthen student's speaking skills</p> <p>Learners will be able to :</p> <ul style="list-style-type: none">• Perform a role play dealing with the topic of daily routine	
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Lesson plan # 3. : Conversation game about daily routines

PROCEDURE	SKILL	OBJECTIVE	MINUTES
<p>A. PRETASK</p> <p>*Start with a guessing game. Before class print out the flashcards for morning routines. Start with an easy one – "brush my teeth" – look at the card but don't show it to anyone. Do the action for brushing your teeth and ask "What do I do?" Who ever answers first is the winner. Try and elicit the English or if not, teach "brush my teeth". For the next card, the winner can look at the card and do the action. Again, elicit / teach the English. Continue until all the cards / actions have been guessed.</p> <p>*Teacher distributes a worksheet about daily routines and teacher asks students: What do you do every day? And students say: I go to school every day.</p>	<p>Reading</p> <p>Writing</p> <p>Listening</p> <p>Speaking</p>	<p>This warm-up task aims to</p> <ul style="list-style-type: none"> * To activate prior world knowledge and motivate Ls by creating expectations. * To provide Students with the necessary language input <p>Learners will be able to :</p> <ul style="list-style-type: none"> * Read and write at least 10 sentences to describe frequent activities. * Describe their routine activities 	<p>60 MINUTES</p>

<p>* Teacher distributes a worksheet to fill out about action's daily routine (take a shower, brush my teeth, do the homework etc) and then students write phases such as I eat breakfast at 7: am; I take a shower at 8: oo am.</p> <p>* Teacher asks learners sit on a circle and teacher invites students to share their worksheet orally.</p> <p>Students sit on a circle and describe their daily routine.</p>			
<p>B. WHILE TASK</p> <p>*Put the cards randomly on the board (stick on with blue-tak or tape) and draw a circle around each card. Start by chorusing each card quickly ("wake up", "Wake up"). Go through chorusing all the cards at least three times, getting quicker and quicker as you go. Next, point to a card and say "What's this?" Get everyone to say the card together. Point to each card and get the class to shout out the verbs together as you touch each card.</p>	<p>Reading</p> <p>Writing</p> <p>Listening</p> <p>Speaking</p>	<p>This warm-up task aims to</p> <ul style="list-style-type: none"> * To activate prior world knowledge and motivate Ls by creating expectations. * To provide Students with the necessary language input <p>Learners will be able to :</p> <p>+* Read and write at least 10 sentences to describe frequent</p>	<p>60 MINUTES</p>

<p>* Finally, remove one card from the board – the circle it was in will still be there. Point to the empty circle and again say "What's this?" – get everyone to shout out together the missing card. Point to other cards and elicit them, slowly removing all the cards from the board leaving just their circles. See if everyone can remember the words without any cards being there!</p> <p>*Put the cards back on the board, at a height that everyone can reach. Model the game first – select a student and say "Touch put on my shoes". The student should go to the board and touch the correct card. Then get the student to do the same for you. When everyone has got the idea put them in pairs and get each pair to stand at the other end of the room. In pairs, each student says a verb phrase as their partner runs to the board and touches the right card.</p> <p>* Give out a large sheet of paper to each student and model the activity. Draw things you do in the morning (e.g. brush your teeth, eat toast, watch TV) – it doesn't have to be just the activities from the flashcards / song, anything that you do is good. Then encourage</p>		<p>activities.</p> <p>* Describe their routine activities</p>	
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each student to draw what they do. As they are drawing, go around the class asking questions (e.g. What's this? Do you really eat chocolate for breakfast? Etc.). At the end, get everyone to stick their sheet of paper on the classroom walls. Pair up students and get them to try and guess what the pictures are.			
<p>C. POSTASK</p> <ul style="list-style-type: none"> • The teacher asks the students to draw a picture about their own daily routines. • Later, the teacher asks the students have to work in pairs. The teacher explains the students have to talk about their daily routine. • In this stage, the teacher asks the students to write a little composition. • The teacher asks the students to use partner's information. • The teacher writes some keywords on the board to help student's comprehension. • Example: I WAKE UP AT 7 O'CLOCK. IN THE MORNING, I EAT BREAKFAST... 	<p>Reading</p> <p>Writing</p> <p>Listening</p> <p>Speaking</p>	<p>This warm-up task aims to</p> <ul style="list-style-type: none"> * To activate prior world knowledge and motivate Ls by creating expectations. * To provide Students with the necessary language input <p>Learners will be able to :</p> <ul style="list-style-type: none"> * Read and write at least 10 sentences to describe frequent activities. * Describe their routine activities 	60 MINUTES

Lesson plan # 4.Video about daily routine

PROCEDURE	SKILL	OBJECTIVE	TIME
<p>PRETASK</p> <p>--Teacher says: Seat students in pairs and tell them they may ask five and only five questions about their partner's daily life: their age, studies, journey to school.</p> <p>--When they have asked and answered their questions, ask them to write "A Day in the Life" of their partner in the first person, as if they were their partner. They should use the information they got from their partner as a springboard.</p> <p>--When they have finished they should give their descriptions to their partner, read the description of their life and then tell their partner if it is a good description of their everyday life.</p>	<p>Writing</p> <p>Speaking</p> <p>Listening</p> <p>Reading</p>	<p>Students will be able to describe their daily routine through a short video.</p>	<p>60 MINUTES</p>
WHILE TASK			

<p>--Ask students to say what they do on a normal day. Get each student to explain something they do on a normal day.</p> <p>--When they have finished writing their sentences they should read them to their partner, for example: --The teacher tells her students that they are going to watch a short film called MY DAILY ROUTINE in which a young couple talk about their daily activities.</p> <p>---Tell your students you are going to show the film again. This time you are going to pause at each situation and the teacher asks students questions about video for example: WHAT TIME DOES SHE GET UP? WHAT DOES SHE DO IN THE MORNINGS?</p> <p>-----Tell students they should watch the film and note down as many of the activities the young couple would do.</p>	<p>Writing</p> <p>Speaking</p> <p>Listening</p> <p>Reading</p>	<p>Students will be able to describe their daily routine through a short video</p>	<p>60 MINUTES</p>
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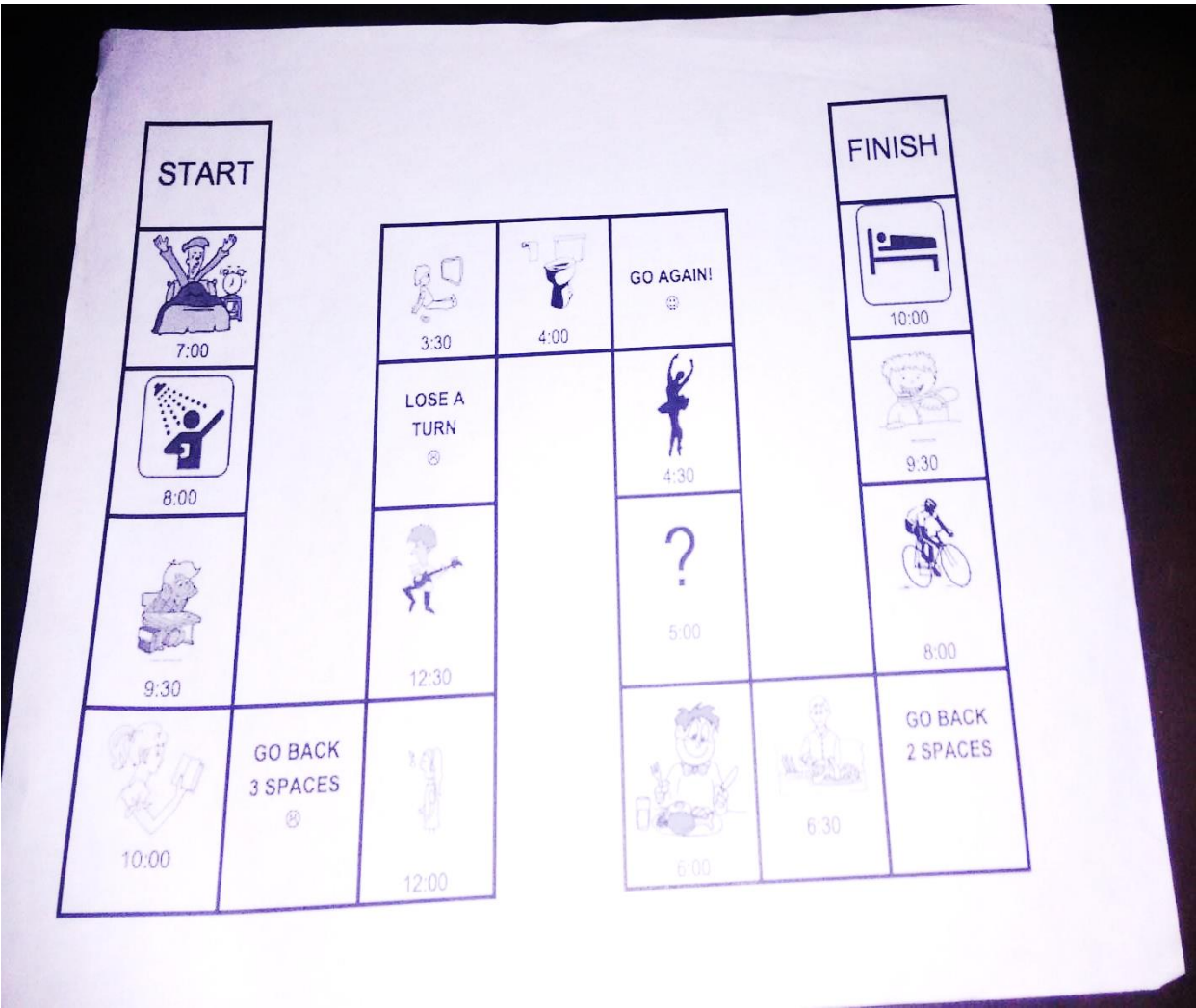
<p>POSTASK</p> <p>--Teacher assigns an activity that students must complete at home. For home where Students They will describe their daily routine through a short video (about 3 and 5 minutes) and they will show their film in class.</p> <p>--The teacher gives students the rubric that I'll use for the evaluation of the video :</p> <p>GRAMMAR PRONUNCIATION VOCABULARY CREATIVITY CLARITY</p>	<p>Writing Speaking Listening Reading</p>	<p>Students will be able to describe their daily routine through a short video</p>	<p>60 MINUTES</p>
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Oral Rubric

CATEGORY	Excellent	Good	Satisfactory	Needs Improvement
Presentation – Speaking Fluency	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words. Verbs are conjugated without any problems. It is easy to understand what they are saying.	Speaks clearly and distinctly all (95-85%) the time, but mispronounces one or two word. Verbs are conjugated with very few problems. It is somewhat easy to understand what they are saying.	Speaks clearly and distinctly most (85-75%) of the time. Mispronounces several words. Verbs are conjugated with several problems. It is sometimes difficult to understand what they are saying.	Often mumbles or can not be understood OR mispronounces more than one word. Verbs are conjugated (if at all) with many problems. The presentation is hard to understand and may not be understood.
Pictures, Attractiveness and Creativity	The presentation of the video is exceptionally attractive in terms of design, layout, and neatness. It includes all 10 pictures of student doing daily routines organized very well.	The video is attractive in terms of design, layout and neatness. It includes all 10 pictures of student doing daily routines organized somewhat well.	The video is acceptably attractive though it may be a bit messy. It includes 8-9 pictures of student doing daily routines organized well.	The video is distractingly messy or very poorly designed. It is not attractive. It includes 7 or less pictures of student doing daily routines organized well.
Daily Routines Vocabulary	The presentation of the video uses at least 12 daily routine vocabulary words or more absolutely correctly with no vocabulary or spelling mistakes.	The video uses 10 daily routine vocabulary words with 1-2 vocabulary or spelling mistakes.	The Video uses 10 daily routine vocabulary words with 3-4 vocabulary or spelling mistakes.	Video uses 10 daily routine vocabulary words with 5-6 vocabulary or spelling mistakes.

Grammar	There are very few grammatical mistakes on the poster in the description in regard to reflexive verbs, accents, non-reflexive verbs or major grammatical points (100-90%).	There are a few grammatical mistakes on the video in the description in regard to reflexive verbs, accents, non-reflexive verbs or major grammatical points (89-80%)	There are 4-6 grammatical mistakes on the poster in the description in regard to reflexive verbs, accents, non-reflexive verbs or major grammatical points (79-70%).	There are more than 6 grammatical mistakes on the poster in the description in regard to reflexive verbs, accents, non-reflexive verbs or major grammatical points (-69%)..
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Tasks



Name MARYORIS MARIMON

Class 9-01

SIMON'S DAILY ROUTINE

Read and draw the time in the clock.

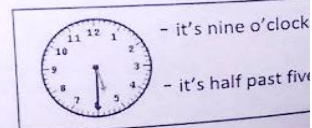
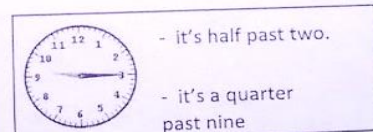
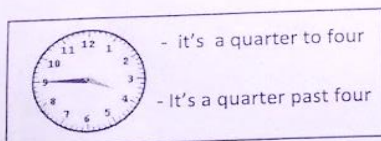
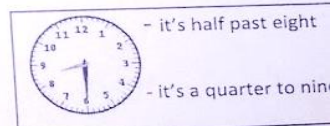
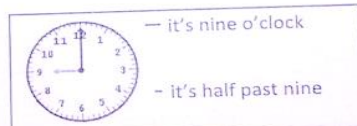
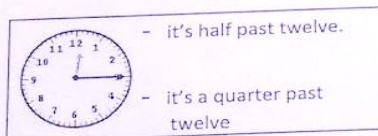
Hi, I'm Simon and I'm nine years old. I get up at seven o'clock every morning. I put off my pyjamas, I wash my face, I brush my teeth and I put on my clothes. I have breakfast at half past seven. I eat toast with jam and I drink hot chocolate and orange juice. I go to school at a quarter to eight. I go to school by bus. At school I read and write. I have lunch at school at twelve o'clock and I go home at four o'clock. I play with my friend and I watch TV at six o'clock. I have dinner with my family at half past seven in the evening. Then I take off my clothes and I put on my pyjamas. At nine o'clock I go to bed.



TRUE OR FALSE?

	TRUE	FALSE
Simon is nine years old.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
He gets up at eight o'clock.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
He eats toast and jam for breakfast.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
He drinks milk for breakfast.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
He goes to school by bus.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
He has lunch at school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
He has dinner with his family.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
He goes to bed at eleven o'clock	<input type="checkbox"/>	<input checked="" type="checkbox"/>

3) Circle the right time:



MARYORIS MARIMON SIMON 9:01 PM

Unit 6 Test

Name _____

1. Listen. Write the number.







2. Look. Read and write.



gets dressed gets up goes to bed goes to school

1. She _____ at 9:00.
2. She _____ at 7:00.
3. She _____ at 8:00.
4. She _____ at 6:00.

Daily routine

Write in the blanks with the words in the box

Take a shower	Brush my teeth
Eat breakfast	Wake up
Do the home work	Play



Wendy Montenegro.
Dobrievs Morale

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Daily Routines

Match the words with the pictures by inserting the correct number into the circle :

 <p>6</p>	 <p>7</p>	 <p>3</p>	 <p>10</p>
 <p>12</p>	<div style="border: 1px solid black; padding: 10px;"> <ol style="list-style-type: none"> 1. go home 2. have lunch 3. have breakfast 4. have dinner 5. take a bath 6. wake up 7. wash 8. watch TV 9. go to bed 10. go to school 11. start school 12. do homework 13. get dressed 14. play soccer </div>		 <p>8</p>
 <p>9</p>			 <p>1</p>
 <p>13</p>			 <p>14</p>
 <p>11</p>			 <p>4</p>