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Influence of six different language learning strategies on the language learning experience of a group of low beginners of English whose main motivation is to help their school children at home

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Dedication

To God Almighty

To Roy

"Give a man a fish and you feed him for a day. Teach him how to fish and you feed him for a lifetime."

Ancient Chinese Proverb

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ABSTRACT

The objective of this research study is to investigate the influence of teaching six language learning strategies to a group of seven beginning adult students at a public primary school in San José, who share one personal purpose: learn English to help their school children at home. The group received fourteen weeks of learning strategies training set into a great variety of classroom activities, while receiving English lessons. Questionnaires were administered to the students at the beginning and at the end of training. The analysis of the preliminary questionnaire provided comments, recommendations, and critical opinions to define students´ own learning strategies and enhance their communicative skills. The connotation of the research study is that language learning strategy preparation should be integrated into the regular teaching program starting from the beginning levels to help students turn into more effective learners.

Resumen

Los estudiantes que cuentan con el apoyo de sus padres a nivel académico pueden llegar más lejos en su aprendizaje; de hecho, cuando los padres se involucran activamente en la educación de sus hijos, el rendimiento académico mejora al igual que sus logros en general. Igualmente, la participación de los padres influye en la actitud del niño hacia la escuela y afecta positivamente el concepto que este tiene de sí.

El último informe para Costa Rica, sobre el estado de la educación, en el año 2006, presentó una investigación que abarcó a doscientas familias; para tal efecto, se tomó en cuenta aquellas cuyos hijos asisten a jardines infantiles del área metropolitana de San José. Específicamente, se analizó la incidencia del ambiente familiar en el mejoramiento de los resultados de los estudiantes. En dicho informe, se diseñó y se aplicó la *Encuesta sobre Ambiente Familiar* (EAF), de la cual se obtienen las siguientes observaciones:

- "... Las habilidades de lenguaje y pre-lectoras se correlacionan positivamente con el nivel socioeconómico y la educación de los padres, de tal forma que los niños y niñas que provienen de familias con mejores condiciones socioeconómicas logran aprender más fácilmente que sus compañeros que proceden de ambientes familiares menos favorables, que tienden a ofrecer menor estímulo al prepararlos para la educación formal"(2009: p. 45).

- "Hay una brecha amplia entre las expectativas de los padres con respecto a los logros educativos de sus hijos y la capacidad de los hogares para apoyar ese desempeño [...] Esto los hace vulnerables a tener bajo rendimiento, repetir algún grado y, probablemente, desertar antes de concluir su educación básica".

- "Es necesario establecer mecanismos bidireccionales de comunicación entre el hogar y la escuela, con el objetivo de acercar el sistema escolar a las necesidades de las familias.[...] Las

> experiencias de otros países en el desarrollo de talleres o cursos para fortalecer el papel de la familia en el proceso educativo, así como la creación de nuevas oportunidades para que los padres y madres participen en las actividades escolares, ha contribuido a alinear las expectativas del hogar y la escuela, lo que finalmente contribuye al aprendizaje de los alumnos (...)".

De acuerdo con las observaciones anteriores, la familia, como agente social, desempeña un papel valioso en el desarrollo educativo de sus hijos. Por esta razón es importante proveerla de más y mejores métodos los cuales le permitan ser un ente que le apoye y a la vez fortalezca pero que a la vez le fortalezca en el proceso de aprendizaje.

En la actualidad, la enseñanza del idioma Inglés se encuentra dentro del currículum oficial escolar. El día 8 de mayo de 1997, el Ministerio de Educación Pública lo declaró como materia básica en primero y segundo ciclos. Su principal objetivo es que la mayoría de los niños costarricenses, sobre todo en áreas rurales, turísticas y zonas marginales, tengan acceso al aprendizaje de esta lengua; con el fin de proporcionar un nivel cultural que les brinde mejores oportunidades profesionales.

Este gran paso en la educación primaria se convirtió, asimismo, en un nuevo reto, que lleva a los profesores de un idioma extranjero a enfrentar diversas barreras; específicamente, cuando se enseña a niños en edad escolar, ya que algunos son susceptibles a ser influenciados por los prejuicios y malas experiencias que han tenido sus padres con el idioma,lo cual se traduce en una mala disposición y temores al aprendizaje que, consciente o inconscientemente, son heredados a los hijos. Esos prejuicios se ven reflejados en una resistencia al aprendizaje y, en muchos casos, aversión que provoca una continua contienda entre el profesor y el alumno.

Al adoptar las observaciones anteriores del *Estado de La Educación*, donde se destaca el papel importante de la familia en el proceso educativo, emerge una problemática que atañe la relación escuela-familia y que consiste en que la mayoría de los niños no cuentan con un apropiado refuerzo académico en el hogar. De tal manera, lo aprendido en las clases del idioma Inglés no se interioriza a través de la práctica, pues los padres no cuentan con las herramientas apropiadas para su debido apoyo. Por esta carencia, el niño va perdiendo la continuidad del proceso y, por ende, se reflejará en su incapacidad de adoptar las estructuras idiomáticas más complejas que se le presentarán en secundaria.

Por esta razón, y tomando como plataforma las observaciones anteriores, este trabajo investigativo es relevante, debido a que su fin primordial es ofrecer al encargado del apoyo académico del niño, que no cuenta con el conocimiento básico del inglés, estrategias que le permitan asumir un rol más trascendente en el aprendizaje del educando a su cargo.

Con este proyecto, el miembro de la familia se verá beneficiado, no sólo porque aprenderá Inglés a nivel básico, sino que también desarrollará estrategias correctas para practicar con los niños en casa; de tal manera, se creará una comunicación abierta y activa, la cual incrementará la capacidad de aplicar un aprendizaje significativo junto con el del niño.

El énfasis de este estudio consiste en explorar distintas estrategias de instrucción, necesarias para un aprovechamiento del aprendizaje del idioma Inglés. Dichas estrategias serán las siguientes:

1. Estrategia Cognitiva: repetición
2. Estrategia Cognitiva: anotar
3. Estrategia de Memoria: crear enlaces mentales
4. Estrategia de Memoria: aplicar imágenes-agrupar
5. Estrategia Social: cooperación
6. Estrategia Comunicativa: compensar

Este proyecto se basará en el Enfoque Comunicativo, ya que brinda especial importancia a la comprensión auditiva, con el fin de desarrollar una competencia comunicativa en los estudiantes, más que el solo dominio de la gramática. Para implementar este método, es necesario que el material esté contextualizado y que sea auténtico, pues permitirá una negociación espontánea y real del significado en situaciones verdaderas que podrían darse en la vida de los estudiantes. Algunas actividades que son utilizadas en este método, para el desarrollo de la destreza auditiva, se encuentran ejercicios como: contestar preguntas, escuchar descripciones, conversaciones cortas, además seguir instrucciones y órdenes. Actualmente, este es uno de los enfoques adoptados por el Ministerio de Educación Pública para la enseñanza en las escuelas públicas de Costa Rica, por su dinamismo e integración de las cuatro destrezas básicas: escuchar, hablar, leer y escribir.

Sobre el tema a investigar se presentan dos líneas de acción: la primera, cumple un alcance social, ya que se pretende entregar a personas del sector educación pública, quienes no cuentan con conocimientos en el idioma Inglés por diversas razones. La segunda consiste en la medición del alcance que tienen las estrategias de aprendizaje aplicadas en el aula para la enseñanza de dicha materia. Por lo anterior no se pueden destacar estudios clave anteriores.

Sin embargo, el Ministerio de Educación ha provisto a las instituciones públicas con orientaciones metodológicas en esta área, las cuales deben transmitir los docentes a los padres de familia, para que todos se involucren activamente en el proceso. Lamentablemente, aún no se ha desarrollado un plan o programa donde el padre reciba la enseñanza del idioma, como lo plantea esta investigación, donde lo aprendido en el aula por el participante pueda ser puesto en marcha en el hogar con el niño.

Para el desarrollo de las estrategias es importante destacar que se enfoca en medir la efectividad de las estrategias aplicadas a los padres de familia o encargados y, por lo que podríamos llamar una reacción en cadena, la mejora del rendimiento en el aprendizaje del inglés en los estudiantes a nivel escolar.

Es importante destacar la experiencia que se da en países de habla inglesa con altos niveles de inmigrantes, pues nos enseña la importancia de abrirse al conocimiento y adquisición de nuevas lenguas. El siguiente texto, reproducido en una radio de Managua, Nicaragua sobre un programa educativo de inglés llamado *Sed de Saber* que se desarrolló

en Tucson Arizona, Estados Unidos, es un ejemplo de la importancia de la adquisición de una segunda lengua:

> *"María Tomaine no quería ser la única persona en su casa que no hablaba inglés con fluidez. Su marido Paul no habla español, como Tomaine, y la lengua principal que emplean sus hijos para comunicarse en la escuela es el inglés. Así que Tomaine aprovechó un programa gratuito que ofrece la escuela en su distrito, la cual considera que los padres que hablan inglés pueden sentirse más cómodos al acercarse al sistema que educa a sus hijos, y pueden ayudar a los niños con sus deberes. Tomaine figuró entre más de 60 personas que completaron el programa* Sed de Saber, *ofrecido a los padres de familia cuyos niños están en las escuelas primarias Los Ranchitos, Drexel, Los Amigos, Ocotillo o Rivera. [...]Tomaine sentía que tenía la obligación de aprender inglés para ayudar a sus hijos. "Yo quería mejorar mi inglés porque deseaba ayudar a mis hijos con sus tareas", dijo. Sus niños, Sabrina, Paul y Melody, y su marido, la alentaron a tomar las clases. Luego de completar el programa, Tomaine dijo que se siente más cómoda en la escuela de sus hijos, y también le resulta más fácil el realizar sus actividades diarias, como visitar al médico o comprar abarrotes".*

CHAPTER I

Introduction

An intense global economic competition is a fact in this new century. The world seems to be going towards knowledge-based economics, where the predominant language is English. If Costa Ricans do not want to be left behind in the economic race, they have to be competent in English and, in this way, master the leading language currently used in business, science, technology, computers, publishing, and education. Year after year, the government in power has recognized the need to become a developed nation. If Costa Ricans really wish to have this status, they should have some command of English to build and strengthen the country's scientific and technological infrastructure.

Currently, in Costa Rica, teaching English is part of the official curriculum at primary schools. In 1997, the Ministry of Education (MEP) approved English as a basic subject in the first and second cycles (Córdoba, Coto, & Ramírez, 2005). The main objective was to give most Costa Rican children, especially from rural, tourist, and marginal areas, access to instruction in this language and to provide them with a cultural level that would result in better career opportunities. In this context, parents come to play an important role in helping their children meet this challenge positively by getting actively involved in their children's educational process. The 2006 Costa Rican report on education, *Estado de la Educación* affirmed that there is a wide gap between parents' expectations regarding their children's educational achievements and their own ability to support that performance [...]. Additionally, it stated that there is a need to establish mechanisms for bidirectional

communication between homes and schools, with the aim of bringing the school system to the educational needs of the families. In this sense, families come to be social agents that play a valuable support role in children's educational development. In contrast, many parents feel excluded from the educational process, either because the school system simply does not know how to reach out to them, or because they do not get involved and feel intimidated by their lack of knowledge of the new language. One way to achieve parents' participation in this process is offering them instruction in the language their children are learning as well as the tools to properly help them. The present study is intended to know how the teaching of six different language learning strategies will help a group of parents (true low beginners in the English learning) whose main motivation is to learn the language and to practice it with their children at home. A lot must be considered to do this because these learners have different characteristics and needs among themselves. In this context, Brown (2001) points out that Communicative Language Instruction takes into account the person's whole cultural and educational background, which indicates that learners' needs should be the primary goal in language instruction. This situation leads ESL/EFL teachers to face one of the most difficult tasks in education: to find new ways and strategies to work with this nontraditional group of learners.

The different methods, and theories developed by linguistic and psychological schools of thought that have influenced the learning and teaching of English as Second or Foreign Language have searched for one of the major questions in the second language acquisition area: "Why do some learners acquire languages better than others?" As a result,

a very important shift has taken place in the field of language education, which is less emphasis on teaching and more on learning. A consequence of this shift is the special attention and use of language learning strategies. This means that learners' needs are now the basis of instruction in the teaching of a new language and that learning strategies could be very powerful for guiding students. Rubin (1975) and Stern (1975) conducted a study on language learning strategies and since then, the idea that language learning strategies could be "an extremely powerful learning tool" for the learners has become stronger (O'Malley, Chamot, Stewner-Manzanares, Kupper, & Russo, 1985, p. 43).

Cohen stated that learning strategies are "the steps or actions selected by learners either to improve the learning of a second language, the use of it, or both" (Cohen, 1996, p. 2). In 1989 Oxford presented the Strategy Inventory for Language Learning (SILL) questionnaire, a research instrument employed to estimate how learners use various strategies when studying a language. Oxford's organization of strategy groups is classified as follows: Memory, Cognitive, Compensation, Metacognitive, Affective, and Social strategies. (Oxford, 1989.) According to Rigney (1978) and Oxford (1990), language learning strategies are often-conscious steps or behaviors used by language learners to enhance the acquisition, storage, retention, recall, and use of new information. Many other studies explore language learning strategies to identify the characteristics that determine good language learners (Fillmore, 1979; Naiman, Frölich, Stern, & Todesco, 1978; O'Malley, Chamot, Stewner-Manzanares, Küpper, & Russo, 1985; Oxford, 1990; Politzer & Groarty, 1985; Prokop, 1989; Rubin, 1975). Nevertheless, the attention of these

researchers has usually been directed on teaching English more to proficient learners than to low beginners, which has not been widely researched. As a result, there is a lot of information about the analysis of proficient students and their strategies to learn a new language, but it is insufficient when it comes to low beginners. To provide such information, ESL/EFL teachers face one of the most significant challenges: to implement more dynamic and innovative strategies with this segment of learners.

The present study is developed in a real context to learn how the teaching of language learning strategies can impact or influence a group of low beginners. The group of students is comprised of parents from *República Argentina* School, a primary public institution located in San José. An important issue in the present study is the participants' immediate goal, which is to learn the language in order to help their children practice it at home. The main purpose of the present research is to adapt six different language learning strategies to the needs of the group of students in order to determine how the use of these strategies influences students´ learning process.

Background and Justification of the Study

There are two main reasons for this study. The first reason refers to the special needs and learning conditions of the research group. This group of parents has a common motivation for enrolling the program: their desire to learn English and help their children practice it at home. Secondly, there is an evident lack of English courses that consider the special needs of this kind of students. Most English courses are prepared for very specific purposes; for example, there are language programs for people working in healthcare,

business people, and others who want or need to learn English for work related reasons. In other words, the present study may be so far the only investigation of a group of parents learning English and learning strategies in Costa Rica to this date. This study is intended to provide a greater insight into the instructional needs of a group of low beginners by exploring how the language learning strategies affect their English learning experience.

Nowadays, teaching and learning English as a foreign language (EFL) is very popular in Costa Rica. This language is necessary in the fields of technology, science, education, business and international communication. Since Costa Rica joined the Free Trade Agreement with the USA (CAFTA) in 2009, English has become more important to, and needed by, Costa Ricans. In fact, English is a required subject in the five years of high school, and in the six years of elementary school as well.

The Methodological Approach used in Costa Rica's public education is eclectic, since it integrates basically the following approaches: Communicative, Total Physical Response, Cooperative Learning, Multiple Intelligence Theory, and Learning Styles. However, most English language classrooms are teacher-centered, and little room is left for students to become independent or active learners. This situation calls out for what Nunan (1998) refers to as a shift from "teacher-centered practice" to "learner-centered pedagogy". In other words, the new language instructors must face the challenge of preparing classroom activities that engage the student's mind; that means, in the sense of this study, to teach learning strategies that would empower students to take the control of their own learning. The main points a teacher must focus on are the following: students learning styles and

specific instruction in learning strategies. According to this, optimal language learning takes place when teachers focus on learners' needs and consider individual differences, goals, and personality. Thus, in the sense of this study, this means creating a student-centered environment that would help build, maintain and best utilize learner's motivations towards language learning, and at the same time learning strategies that help students in their learning process. Designing communicative activities that cover those needs will encourage students to be part of a more inviting and motivating learning process.

Since the participants in this research study are parents between 24 and 48 years old who mostly joined the program to fulfill the personal goal of learning the language to help their children, it is very important that course materials and topics are appealing to their needs. In addition, this group of students has other similar objectives for language learning. Tomlinson (1998) stated that the language instructor must consider it important to determine group preferences in order to design and define material, activities and strategies meeting the student's needs and characteristics. The group also shared one common cultural aspect since most of them are Nicaraguans, have children at a public primary school and are highly interested in learning the language. They attend English classes willingly and often at some financial sacrifice, although the course is free. Occasional absences and their lack of punctuality are due more to family obligations or health problems than to absence of motivation. Consequently, as they are a highly motivated group sharing common characteristics and incentives, they are expected to take advantage of this Basic English

course, which is based on teaching learning strategies and where students are empowered to establish their own learning progress.

The second important reason concerning the absence of English courses that teach learning strategies to true beginning learners is a fact in many EFL settings in Costa Rica. Most language courses are prepared for individuals with previous experience or work-related reasons, but there is little opportunity for low beginners instruction on how to learn the language. For that reason, the present research is meant to establish the influence that teaching learning strategies has on the learning experience while learning the basics of the English language. In this respect, Chamot (2004) stated:

> Few researchers have addressed the issue of language of instruction in teaching learning strategies to second language learners. This is not an issue in learning strategy research in first language contexts, as the strategies are taught in the students' native language. In second and foreign language contexts, however, this is not the case. Beginning level students do not yet have the L2 proficiency to understand explanations in the target language of why and how to use learning strategies. Learning strategy instruction should not be postponed until intermediate or advanced level courses because beginners also need strategies that can make their language learning more successful and increase their motivation for further study. (p. 14)

In other words, explicitly teaching learning strategies can help language teachers make students improve their mastery of the target language starting from the lowest levels.

The main goal of the present research study is to determine whether teaching learning strategies helps students consciously control how they learn and consequently be efficient, motivated, and independent language learners (Chamot, Barnhardt, El-Dinary, & Robbins, 1999). Andrew Cohen (as cited in Chamot, Foster, Gonglewski, Bartoshesky, & Keatley, 2009) cited the following:

> From my own research experience (most recently in the domain of study abroad), it would appear that enhancing language learners' systematic use of strategies has an impact on their language learning. It also seems to be the case that explicit mention of the role that a given strategy plays in the given situation is beneficial in order to ensure that the learners might transfer the strategy to another situation where it could apply. (personal communication, 2005)

In this sense, explicitly teaching learning strategies means sharing responsibility for the students' learning with students themselves, which provides them with independence in their own learning process.

Objectives

General Objective

The objective of the present research is to implement six different language learning strategies with a group of low beginners of English as a foreign language, whose main motivation is to learn the language to help their children at home.

Specific Objectives

At the end of the present research study the following objectives will be achieved:

1. To identify the needs of a group of low beginners of English as a foreign language by applying Language Learning Strategy Instruction as a teaching approach.
2. To determine whether the use of six specific learning strategies effectively meet the participants' needs to improve their learning experience.

Purpose of the Study

The purpose of this research study is based on the belief that teaching learning strategy could be beneficial to seven low beginners. It involves teaching learners a selection of six learning strategies: repetition, annotation, visualizing, grouping, asking for clarification or help, and compensation. This research examines the range of beginners' responses to the teaching of six different language learning strategies in the English language. The study is, therefore, based on an exploration of the following questions:

1. Can beginners be taught learning strategies to communicate in English?
2. Which of the six strategies proposed is effectively used by beginners?
3. What is the influence of the use of each strategy in the learning process?

CHAPTER II

Literature Review

The use of language learning strategies is not new. Thousands of years ago, ancient storytellers used strategies to train themselves; as a result, they appealed to mnemonic tools to remember the narrative. Nowadays, learning strategies are considered one of the main facilitators on trying to learn a foreign language. When Naiman, Frohlich, Stern, and Todesco (1976) came up with the idea that the difference between "good" and "poor" language learners seemed to be the use of strategies, researching about strategy use when learning a language became important in such a way that many researchers started writing about the topic.

Language learning strategy has been defined and classified by many authors (Ellis, 1994; O'Malley et al., 1985; Oxford, 1990; Rubin (1975), Sterm (1992); Wenden & Rubin, (1987). For instance, Rubin (1975) one of the first researchers in this subject brought forth a very broad definition of learning strategies: "the techniques or devices which a learner may use to acquire knowledge" (p. 43). Furthermore, in 1981 Rubin established two different kinds of learning strategies: direct and indirect. She divided direct learning strategies into six types: clarification/verification, monitoring, memorization, guessing/inductive inferencing, deductive reasoning, and practice. Indirect learning strategies were divided into two types: creating opportunities for practice and production tricks because, according to Rubin, they indirectly contribute to the learning process. Later, in 1987, Wenden & Rubin, in their research *Learner strategies in Language Learning*, mentioned that proficient

learners are concerned about their language learning process and that this situation makes them look for the tools they need to improve their language skills. The basis of their methodology for the collection of information on learning strategies was verbal reports. With their research, they intended to achieve an autonomous language learner. Wenden and Rubin (1987) concluded that there are three types of strategies that learners used, and the contribution can be direct or indirect to the language learning.

I. Learning Strategies

1. Cognitive Learning Strategies
    a. Clarification / Verification
    b. Guessing / Inductive Inferencing
    c. Deductive Reasoning
    d. Practice
    e. Memorization
    f. Monitoring
2. Metacognitive Learning Strategies
    a. Planning
    b. Prioritizing
    c. Setting goals
    d. Self-management

II. Communication Strategies

III. Social Strategies

Rebecca Oxford (1990), in her work *Language Learning Strategies: What Every Teacher Should Know*, stated that "learning strategies are steps taken by students to enhance their own learning" (p. 1). Later, this definition will be extended to include "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations" (Oxford, 1990, p. 8) According to Oxford's Language Learning Strategy System (Oxford, 1990, p. 17), the classification is oriented at developing communicative competence. She established two main classes: direct and indirect, which are further subdivided into 6 groups:

I. Direct strategies

1. Memory strategies
    a. Creating mental linkages
    b. Applying images and sounds
    c. Reviewing well
    d. Employing action
2. Cognitive strategies
    a. Practicing
    b. Receiving and sending messages
    c. Analyzing and reasoning
    d. Creating structure for input and output
3. Compensation strategies
    a. Guessing intelligently

b. Overcoming limitations in speaking and writing

II. Indirect strategies

1. Metacognitive strategies
   a. Centering your learning
   b. Arranging and planning your learning
   c. Evaluating your learning
2. Affective strategies
   a. Lowering your anxiety
   b. Encouraging yourself
   c. Taking your emotional temperature
3. Social strategies
   a. Asking questions
   b. Cooperating with others
   c. Empathizing with others

In the same way, in 1985 O'Malley et al defined learning strategies as "operations or steps used by a learner that will facilitate the acquisition storage, retrieval or use of information" (p. 23) Additionally, they classified twenty-six strategies into three subgroups: metacognitive, cognitive, and socio-affective. The professor of Applied Linguistics at Newcastle University, Vivian J. Cook, presented O'Malley & Chamot maximal list of strategies, starting from O'Malley et al (1985) in the following way:

A. Metacognitive strategies: 'higher order executive skills that may entail planning for, monitoring, or evaluating the success of a learning activity' (O'Malley & Chamot, 1990, 44)	*advance organisers*: planning the learning activity in advance - "You review before you go into class". *directed attention*: deciding to concentrate on general aspects of a learning task. *selective attention*: deciding to pay attention to specific parts of the language input or the situation that will help learning. *self-management*: trying to arrange the appropriate conditions for learning - "I sit in the front of the class so I can see the teacher". *advance preparation*: planning the linguistic components for a forthcoming language task *self-monitoring*: checking one's performance as one speaks - "Sometimes I cut short a word because I realize I've said it wrong". *delayed production*: deliberately postponing speaking so that one may learn by listening "I talk when I have to, but I keep it short and hope I'll be understood". *self-evaluation*: checking how well one is doing against one's own standards *self-reinforcement:* giving oneself rewards for success
B. Cognitive strategies	*repetition*: imitating other people's speech overtly or silently. *resourcing*: making use of language materials such as dictionaries. *directed physical response*; responding physically 'as with directives'. *translation*: 'using the first language as a basis for understanding and/or producing the L2' *grouping*: organising learning on the basis of 'common attributes'. *note-taking*: writing down the gist etc of texts. *deduction*: conscious application of rules to processing the L2. *recombination*: putting together smaller meaningful elements into new wholes. *imagery*: visualising information for memory storage - "Pretend you are doing something indicated in the sentences to make up about the new word". *auditory representation*: keeping a sound or sound sequence in the mind - "When you are trying to learn how to say something, speak it in your mind first". *key word*: using key word memory techniques, such as identifying an L2 word with an L1 word that it sounds like.

	contextualisation: 'placing a word or phrase in a meaningful language sequence'. *elaboration*: 'relating new information to other concepts in memory'. *transfer*: using previous knowledge to help language learning - "If they're talking about something I have already learnt (in Spanish), all I have to do is remember the information and try to put it into English" *inferencing*: guessing meanings by using available information - "I think of the whole meaning of the sentence, and then I can get the meaning of the new word". *question for clarification*: asking a teacher or native for explanation, help, etc.
C. Social Mediation strategies:	*cooperation*: working with fellow-students on language

Taken from http://homepage.ntlworld.com/vivian.c/SLA/L2_learning_strategies.htm

Chapter III explains how the six selected learning strategies were incorporated into the design of the study.

The word "strategy" is an ancient Greek term that means *"strategia"*, and it refers to the art of war. Strategy specifically implies the best organization of troops, ships or aircraft in a planned operation. The tools to achieve success of strategies are "tactics." Strategies and tactics share important concepts: to plan, to compete, to consciously manipulate and to move toward a specific target. In teaching and learning, the word strategy refers to a plan, step or action that is taken to fulfill a specific objective. MacIntyre (1994) asserted that the term strategy implied active planning in pursuit of some goal, something that would not occur automatically. Furthermore, he said that the use of language learning by the student is a conscious action. He also provided a different perspective of defining language learning strategies as "the actions chosen by language students that are intended to facilitate

language acquisition and communication" (p. 190) Consequently, this definition concentrates on the learners' intention and choice of using language learning strategies.

According to this, O'Malley & Chamot (1990) mentioned the need for material and curriculum development for learning strategy instruction in ESL/EFL. For these authors, the ultimate instruction pattern for explicit learning strategy instruction is as follows:

1. Presentation (modeling)
2. Explanation of its use
3. Guided practice
4. Consolidation
5. Independent practice
6. Application of the strategy to new tasks.

This instruction pattern must be conducted regularly during the language classes. Also, it is important to mention that interest and motivation are very important factors for the success of learning strategy instruction. In this manner, applying learning strategies in the ESL/EFL classroom is mainly the language teacher's responsibility. Nevertheless, further research on a more effective way to motivate and train teachers to incorporate learning strategy instruction in their ESL/EFL classroom is needed.

Cohen (1998) in his book *Strategies in Learning and Using a Second Language* explains some methods to investigate language learning and language use strategies: 1. Oral interviews and written questionnaires, 2. Observation, 3. Verbal report, 4. Diaries and dialog journals (a reader who responds to the learner's writing) 5. Recollective studies:

thinking back to some prior language experience and attempting to reconstruct what it was like, and 6. Computer tracking. Cohen's point of view reinforced what the question of the present study is because, according to him, strategies must be inserted into language lessons, drawing attention to the fact that they must be explicit. He explained that when learning strategies are implicit and thus not explained, modeled or reinforced by the language instructor, there is no strategy training and learners may not notice the use of the strategy at all. He also suggested the specific role that the language instructor may assume to facilitate the effort.

Consequently, the present study focuses on the teaching of six different language learning strategies and the corresponding explanation to the students on how to apply these strategies in their personal situation. It is expected that when the instructor introduces and reinforces language learning strategies in class, the students may improve their performance in their language skills. Accordingly, students should be given the opportunity to understand how they can learn the language they are studying more effectively and efficiently, and according to the different taxonomies presented, there is a broad variety of strategies that learners can use to meet their language learning needs.

As previously stated, a group of low beginners learning English may not be the main target of researchers probably because the amount of communication strategies that can be used by beginning learners is evidently restricted; for instance, it is impossible for students with low knowledge of a language to paraphrase. It appears that the most effective strategies are those that permit beginning learners to start and keep a conversation going.

Fillmore (1979) establishes the importance that social and cognitive strategies have for beginners by recommending the following: "get some expressions you understand and start talking; make the most of what you've got; join a group and act as if you know what's going on" (quoted in Skehan, 1989, p. 75). Furthermore, Dornyei (1995) suggested that time-gaining strategies such as pause fillers, among others, are helpful to maintain the communication going in very difficult moments. What is more, Grenfell and Harris (1999), add that the teaching of pause fillers and turn-taking expressions is necessary since the very beginning of the instruction in order to help the learner find a way to get into a conversation and to encourage peer participation. This is the reason why this study is aimed at demonstrating that teaching these strategies could be very effective for beginning learners, since it may help students begin a positive degree of interaction in the target language.

Many language instructors have expressed their concern about the improvement of English skills in low beginners because they are expected to be resistant to use the target language in spite of an effective language instruction. In conclusion, rather than supporting and promoting the use of communication strategies, the focus of common English classes seems to have discouraged teaching of learning strategies to beginners. However, the present study is intended to determine that learning strategy teaching could be beneficial to a group of low beginners during the learning experience.

CHAPTER III

Methodology

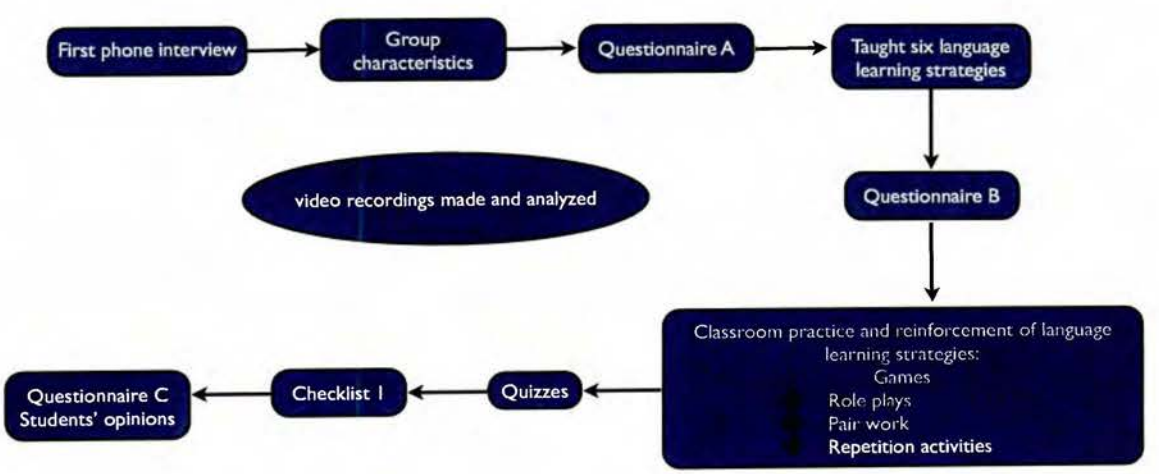
Qualitative research

Within a qualitative research it is possible to find out the "why" to many questions; also, it is possible to find out what people's opinion about certain new product or service is; how they react before certain stimuli or concepts, how they feel when watching a specific T.V. show or about a determined emotional issue. In other words, any topic related to social sciences will best fit within a qualitative research method. The present study follows the guidelines of this kind of research because it accomplishes the characteristics described by Fraenkel and Wallen (1996):

1. Preference for hypotheses that emerge as the study develops.
2. Preference for definitions in context or as the study progresses.
3. Preference for narrative descriptions of procedures.
4. Preference for logical analysis in accounting for variables.
5. Unwillingness to tamper with naturally occurring phenomena.

Nevertheless, researching language learning strategies has a major difficulty, which is that they cannot usually be observed directly. In other words, the learner's behavior is the only way data can only be inferred. According to Ellis (1986, p.14) "It is a bit like trying to work out the classification system of a library when the only evidence to go on consists of the few books you have been allowed to take out." In this sense, the main issue is to establish a means to record and follo these data, to interpret the situation; Ellis (1986, p.

188) describes this as "stumbling blindfold round a room to find a hidden object." As a result, many researchers look for a technique to accomplish this task. The most common one has been collecting data from successful language learners; what they do that the other language learners do not. Contrary to this, the present investigation involves a group of students, who according to the information provided in a previous interview, are in lower levels of formal education, and have never received any English course before, because as they said, courses were too hard for them, and also too expensive. In this manner, with the information they can provide while learning the new target language, the present study is intended to find out how the explicit teaching of six language learning strategies impacts them. It is the purpose of this research study to determine if there is any significant change in this group of adult beginning learners in response to the explicit teaching of language strategies as well as to the implementation in different circumstances after sixteen sessions of training. The training took place during the second semester of year 2010 and it is outlined in the following plan:



Setting and Participants

This project is part of the EFL teaching practicum of the Licenciatura degree program in English of the School of Modern Languages of University of Costa Rica (UCR). The target population of this research work was a group of seven mothers who wanted to help their children with English at home. The study was carried out at Escuela República Argentina located in Barrio México, San José. In this course, two week lessons were taught by the practicum teacher from the Licenciatura program. For this research study, the practicum instructor contacted the principal of the school by phone and explained the general idea regarding the investigation. The instructor of the study presented a note to the principal of the school in order to have her approval about the place and time the course could take place in the school. Since, there is no formal English courses for adults in this facility, it was necessary to start looking for participants who would meet the specific and necessary characteristics for the present research work. To select them, it was necessary to present the project to the school population as a free course of Basic English for adults. The goal was to enroll at list twenty five participants in order to end up with approximately fifteen or ten students at the end of the program to meet the objectives. Thus, six-hundred fifty flyers were sent with the school students to their homes. Then, every interested parent was interviewed by phone in order to know their expectations about the course and their proficiency level in English. At the beginning, there were a total of twenty-eight people *willing* to take the course. At the end, the students who enrolled in the investigation showed a natural enthusiasm towards learning English and shared a main characteristic: they had no

previous knowledge of the target language. In fact, their academic level was similar, between sixth grade of primary school and ninth year of high school. The final group of participants consisted of seven students, all of them female participants, between twenty-five and fifty years old. They know each other since they have their children at the same school. The enrolled students' interests and occupations were very similar, since most of them are housewives.

The learners participating in this research study were willing to take part in it even they had not received any English classes ever. In the first lesson, the instructor explained the methodology to be used and how they would work during the following fourteen weeks of the course. Everybody agreed on the rules and instructions provided by the teacher and signed the form: "Consentimiento informado para los participantes de la Investigación" (Appendix B). Also, the instructor administered the *Cuestionario Informativo para participantes del curso básico de Inglés de la Escuela República Argentina 2010* (Appendix B) on personal information related to the students' level in the English language. Besides, they were instructed about the use of the language learning strategies with a theoretical explanation called Estrategias de Aprendizaje en el idioma Inglés (Appendix D). This information was submitted to the students in order to establish the field they would be working during the investigation.

Supervising professor

Licenciada Eugenia Soto Suárez was the supervising and collaborating professor for this research project. She is a professor of the Licenciatura in English Teaching Program in

the School of Modern Languages at the University of Costa Rica. She provided valuable recommendations about group management strategies to improve oral communication.

Researcher's role

Since the investigation took place out of the campus of UCR, the practicum teacher was in charge of establishing the place for the investigation, teaching the entire course and planning all lessons, as well as of gathering information to design, select and/or adapt activities. The instructor applied several data collection instruments intended to determine the learners' needs, motivations and interests. Some of the instruments used were questionnaires, field notes, and checklists. With the information obtained in the questionnaires, the instructor adapted activities, contents and materials intended to improve the language skills. Since there was no textbook to work with, the researcher looked for the needed material in order to provide the students with the necessary tools to work in class and athome as well. The students were taught English as a Foreign Language based on the curriculum of Ministerio de Educación Pública (MEP). However, the chosen topics from the curriculum were favorably modified to be applied to the students' needs. The materials, which were mainly to teach children, were the appropriate ones to engage the students into learning strategy instruction according to their main goal in learning English: to help their children at home.

Instruments

Cohen and Scott (1996) mention: strategies interviews and written questionnaires, observation, verbal report, diaries and dialogue journals, recollective studies, and computer

tracking as approachers to assessing language learning strategies. In the current research project, observation and questionnaires were the instruments used. They were intended to record data on the group characteristics, their knowledge about the task and the way their oral skill and class participation could have been affected as well.

- Group Characteristics: *Cuestionario Informativo para participantes del curso básico de Inglés de la Escuela República Argentina 2010* (Appendix C). It was designed to know the background and demographic information of subjects in terms of age, gender, literacy level and English level .
- Questionnaire A: *Cuestionario de Evaluación previo de las estrategias de aprendizaje. This is an adaptation of Strategy Inventory for Language Learning (SILL) (Oxford, 1990) (Appendix E).* There are two modified versions of the SILL, one for foreign language learners whose native language is English (80 items) and the other one for learners of English as a second or foreign language (ESL/EFL, 50 items). In this present research study, the ESL/EFL 50 items version 7.0 of SILL was adapted to be employed as an instrument to investigate EFL beginners' use of language learning strategies. SILL is a well founded and valid questionnaire and it appears to be the only language learning strategy questionnaire well checked for reliability in multiple ways (Oxford, 1996). The version 7.0 of SILL contains 50 items and is divided into six sub scales. However, for the purpose of the present investigation the following sections were modified: (a) memory strategies (items 1 to 9), (b) cognitive strategies (items 10 to 23), (c) compensation strategies (items 24

to 26), (d) metacognitive strategies (items 30 to 36), (e) affective strategies (it was not considered), (f) social strategies (items 39 to 44). The thirty-nine SILL items were evaluated on a five-point Likert scale ranging from 1 to 5. The number that results shows how often the learner uses the strategy.

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

Questionnaire B: *Cuestionario de estrategias de aprendizaje con preguntas abiertas sobre contenidos y destrezas lingüísticas (Appendix F)*. This questionnaire was exclusively designed to obtain learners' self-reports on the use of the six different direct learning strategies. Students answered about their own learning strategies in communicative situations and vocabulary. Additionally, they had to respond about the learning strategy they felt better working with.

- Materials that are developed to test learners' performance on vocabulary retention (Appendix G). They were applied as quizzes, which were intended to test the different topics learned during the course. With them the instructor could assess the students' performance and the reliability of the learning strategies.
- Instrument to inform students about language learning strategies: *Estrategias de Aprendizaje en el idioma Inglés, Explicación Teórica (Appendix D)*. With this

information, students were able to choose the strategy according to the goal of the lesson.

- Observed data: Some of the information collected was through videotaping activities. Selected classroom activities were recorded to analyze the use of learning strategies while students were working. For this purpose, the instructor took written records of direct observations as field-notes made at the "heat of the moment," as things were happening.
- Checklist 1: *Hoja de Cotejo (*Appendix H). It was designed to evaluate learning strategies used by the subject of study during communicative activities. Checklist 1 was completed based on the supervisor's observations.
- Questionnaire C: Students' opinion (Appendix I). It was used to determine the students' personal perceptions about the effectiveness on the language learning strategies instruction.

Questionnaire A used in this study included items that evaluated only memory, cognitive and compensation strategies used by the learners. However, questionnaires alone seem unlikely to provide sufficient detail on the learner's strategies preference. According to Chamot (1999), since learning strategies are mental processes with few observable manifestations, the teachers' job is to find ways to make the strategies as concrete as possible. In this manner, activities were always focused in the use of a strategy by the learner. Furthermore, some video records were made in order to analyze the use of strategies while working.

The selected learning strategies for the present study are:

1. Cognitive strategy. Practice. Repetition
2. Cognitive strategy. Practice. Annotation
3. Memory Strategy. Creating mental linkages
4. Memory Strategy. Applying images. Grouping
5. Social Strategy. Cooperation
6. Communicative strategy. Compensation

As mentioned before, the choice of learning strategies must be based primarily on the special needs of the group of learners. For the present research study the selection of these strategies was based on the condition of beginning learners, adults with a low level of formal education and little experience with the target language. Additionally, from the three direct learning strategies Memory strategy was selected with two of its three subcategories: grouping and imagery. Grouping was introduced as the first subcategory of memory strategy by familiarizing learners with this term and then providing different groups of words (colors, days of the week, numbers, feelings and emotions). Varied activities were carried out in order to master this strategy. As far as imagery is concerned, learners practiced lists of vocabulary words with the use of imagery; afterwards, they were exposed to flashcards in order to provide them with the correct image of the word.

With the compensation strategy, the instructor worked with greetings and leavings, language classroom, and fillers. Students were taught a number of classroom expressions, requests for help, clarification and repetition, phrases expressing agreement and

disagreement pause fillers, greetings and leavings and vocabulary by topics among others. During every lesson class opportunities were provided for learners to practice and utilize the strategies during pair-work tasks including role-plays, bingos, and memory games. A number of these interactions were recorded and transcribed. Constantly, the instructor raised awareness of strategies students could later apply in different situations. As O'Malley and Chamot (1990) recommended, this was made to enhance the effectiveness of the strategy instruction.

Evaluation

In order to test students' performance on the language learning, the evaluation was carried out through different quizzes and oral production activities. Every quiz was graded. Even though there won't be a grade at the end of the course, just a participation certificate, tests were used to measure the effect of the strategies in the student's learning process. Those quizzes were applied every two weeks, and they were scheduled in the scheme of work and coincided with the end of each topic in a space called recycling lesson (Appendix G). At the beginning, the tests were individual, later on they were in pairs. Usually, quizzes were a general or a review graded practice about the topic that was studied the previous lesson. At the end, the students completed a final Questionnaire C to express their personal opinion about the strategies that have been taught during the course. They answered some questions concerning the task for the present study.

1. Do you think working with a partner helps to improve your spoken English?
2. Which English words or phrases do you use to ask for help or clarification?

3. Do you think repeating helps you learn or memorize a new word?

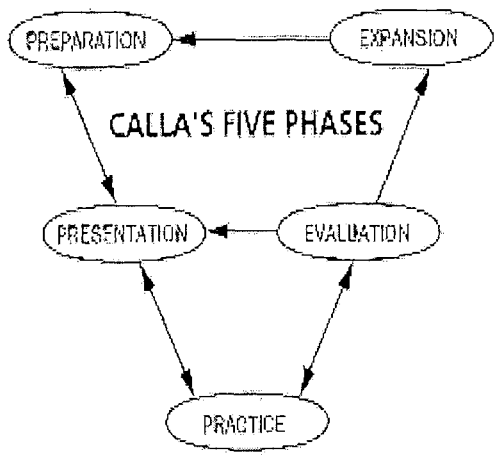
4. Why are pictures and images important while learning a new language as English?

Finally, the analysis of the applied Questionnaire A at the beginning of the course and Questionnaire C at the end of the course helped to compare the students' opinions before and after the implementation of language learning strategies. The instruments assumed that students' improvement are related to the active involvement in their own learning process by applying the strategies they considered were useful for them.

Procedures

Six language learning strategies were carried out to collect data for this research project within a fourteen-lesson class program during three months and a half. Every strategy was supplemented with a series of classroom activities focused on students' needs, interests and level. Since there was no book for instruction, the material was exclusively prepared for every lesson purpose and according to the analysis of the students' needs; the students worked in class with photocopies and materials provided by the instructor. At the beginning of the course, a file was provided for every student who enrolled the course.

According to Oxford (1990), Chamot (1998) among others authors, language learning strategies should be taught in a process that they named Strategy Instruction. Besides, Chamot, Barnhardt, El-Dinary and Robbins recommended an instructional framework in their work The Learning Strategies Handbook (1999) and it is presented in the following chart:



(From *The Learning Strategies Handbook* by Chamot, Barnhardt, El-Dinary and Robbins)

They called it as CALLA's Instructional Framework and follows five different phases: Preparation, Presentation, Practice, Evaluation and Expansion. With this instructional framework they suggest the importance of a reasonable sequence of the learning process. This model of instruction shows how important is to demonstrate the natural process of learning and its importance for beginning learners who are not yet able to be in charge of their own learning. When the strategy selection is supported with a framework like the presented above, it may produce appropriate instruction for teaching learning strategies, as in the present research study that involves low beginners. The instructional framework was worked as follows: direct teaching, modeling and practicing of each strategy with reminders. This sequence allows the language instructor to go from highly explicit instruction in applying strategies, to a lower instruction so that students can begin to assume greater responsibility in selecting and applying appropriate learning strategies.

With the Costa Rican English educational issues in mind mentioned in the Background Section, it is also important to realize that most of the academic research done in this area is focused on teaching methodologies, class size, classroom management, alternative assessment, appropriate learner behavior, among others. The current study will point out to a new direction; to observe beginning learners working with language strategies and to know how these strategies influence the learning process of the students. Many research findings indicate the value and necessity of strategies for language learning (Chamot & O'Malley, 1994; Oxford, 1990; Oxford & Leaver, 1996), but no work has been done in a public school, focused on teaching parents of EFL primary students, whose main interest is to learn the language and with it, to help their children at home. In this way, and according to the literature research, many strategy instruction models have been created to provide step-by-step strategy training for teachers to be incorporated in their language classrooms and provide learners with the necessary tools to improve their learning process (Chamot & O'Malley, 1994; and Oxford, 1990).

Selected Strategies

Since the participants in the present investigation were true beginning learners, it is necessary to mention that the level of the English course is the lowest, and it was focused on listening and speaking. The procedure of the practice of each language learning strategy to which each data collection instrument was applied and described is as follows:

1. **Cognitive strategy. Practicing. Repetition:** This strategy was carried out with the topics of *greetings, introductions and leave-takings*. It was presented with the general

objective that by the end of the class students would be able to greet each other in different ways, introduce people and say where they are from. The instructor demonstrated the new learning strategy and explained how and when to use it. Consequently, the teacher explained that it is very important to repeat the greetings structures to assimilate the vocabulary and to learn the correct pronunciation. In this sense, the teacher read the structure and students repeated out loud. Also, it is beneficial that the students understand that this strategy can be used to identify and memorize many more different structures so that they can decide when to use it in the future. The classroom activities to achieve this strategy were group-work based, and in a circle each student had to introduce herself to the classmate on her left, so they continued in a chain introducing and greeting each other. As to the evaluation part, the students self-evaluated their use of learning strategy and how well the strategy was working for them. For example, they self-monitored their learning while practicing in pairs. At the end of the lesson, the instructor expanded the learning strategy with new situations, such as anticipating the next topic to study; as a result, students would be able to apply the strategy to achieve the goals.

2. **Cognitive strategy. Practicing. Annotation:** This strategy was presented in order for students to learn the subject pronouns. The objectives for this lesson strategy were that by practicing the subject pronouns in written exercises, students would be able to recognize and use them in a proper way. The students worked with word search puzzles, and by practicing in pairs, they completed different exercises writing the

subject pronouns more than once. While the students were working, the importance of this strategy was established by emphasizing the urgency to learn the correct spelling of the words and creating a link between the pronunciation and the word itself. The instructor contributed to help in the evaluation of this strategy by checking students' performance during the pair work and the correction of the written exercises.

3. **Memory Strategy. Creating mental linkages:** As mentioned in the previous chapter, Oxford (1990) suggests memory strategies to aid learning. Many investigations have demonstrated the effects of memory strategy instruction on vocabulary learning. The most common research design has been to test the effectiveness of one strategy against other strategies used to learn vocabulary. In the present case, the memory strategy was applied to learn vocabulary about feelings and emotions. To present the objectives, it was necessary to establish the importance of expressing likes and dislikes, feelings and emotions in culturally appropriate ways. By the end of the lesson, students were able to verbally express their feelings to their classmates correctly. The instructor asked students to mentally make an image of the word, and to try to relate the new word they heard with the mental image. Next, the instructor presented flashcards in order to establish a link with the mental image and the word. Then, she asked the students to repeat the vocabulary several times in order to obtain the correct pronunciation. The flashcards illustrated the emotion or feeling and the word in a very visible way.

4. **Memory Strategy. Applying images. Grouping:** According to Oxford (1990), this process in which the student relates the vocabulary word with mental images benefits the learner in four ways.

    1. visual patterns are over verbal to mentally retain group of words
    2. it is also the way to efficiently transmit information to long-term memory
    3. additionally, in order to retrieve verbal information it is most efficient by using mental images
    4. as in the present investigation, most learners prefer visual learning.

This strategy aims to retain as much vocabulary as possible by grouping the words according to their semantic map. The students worked on classifying lists on the basis of some common characteristic.

5. **Social Strategy. Cooperation:** Cooperating with others issues a rich potential for second language learning. The learners were instructed in this learning strategy by offering some form of help, defining what to do, when, with whom, how, how long, and so on. This is important in the special case of beginning learners because building bridges of understanding, friendship and mutual trust is transcendental for further training.
6. **Communicative strategy. Compensation.** This strategy searches the comprehension of the target language by the low beginning learners. The deficiency students have in grammar and vocabulary can be compensated by the use of this strategy. In this

project, it was the intention to teach learners a list of phrases to be used during classroom time. The students participated in different activities such as dialogues and information gap activities, among others, in order to practice the learned phrases.

Research Questions

The following research question guides the current study:

Question 1:

How does the teaching of six different learning strategies affect a group of low beginning students in their language learning experience?

Three sub-questions were also addressed:

A. Can beginning learners be taught strategies for communication while learning English?

B. In the range of six strategies, which ones could be effectively employed by beginners?

C. What is the effect of the explicit teaching of strategies in the learning process?

CHAPTER IV

Results and Discussion

The present chapter presents the results about adult beginning learners' use of learning strategies. While there were a number of problems in the design and carrying out of the project, interesting information did result. After discussing a number of the inconveniences in the study, the three key questions will be addressed.

As Cohen and Scott (1996) stated, a major difficulty of collecting data on learning strategies throughout observation is that only a few strategies are behavioral; that implies they are not observable because many of them occur at a cognitive level. Even though this is a disadvantage, for the present research it represented the initial way to gather data from the students in order to establish the strategies they were already implementing in their own learning. After every class, the instructor observed the videos and wrote about the impressions on strategies used by the learners before and after they received the instruction.

The data gathered through the observations, interviews, written questionnaires, checklists, quizzes and video recordings were analyzed in terms of learners' overall use of strategies in order to find the answer to the central research question: *How does the teaching of six different learning strategies affect a group of low beginning students in their language learning experience?* The findings revealed that, in terms of learning strategy affectation, this nontraditional group of learners are, in general, low strategy users.

The first questionnaire (see Appendix B) determined the characteristics of seven students of the Basic English Course regarding age, nationality, academic level and English level. This information is presented in Table 1.

Table 1

Characteristics of the participants in Curso Básico de Inglés República Argentina, EFL Practicum at UCR, 2010

Student's Characteristics			
		Percentage	**Number of students**
Age	20-30	14%	1
	31-40	43%	3
	41-50	43%	3
Nationality	Costa Ricans	43%	3
	Nicaraguans	57%	4
Academic Level	Secondary	57%	4
	Primary	43%	3
English Level	0	57%	4
	Low	43%	3

Note: N=7 students

Source: Cuestionario Informativo Participantes del Curso Básico de Inglés de la Escuela República Argentina.

Table 1 shows a group of students between thirty and fifty years old. They are mothers of children in primary school. Just two of them work out of the house, and the rest are stay-at-home moms.

This informative questionnaire also provided information about the participant's literacy, which as shown in the table was low. They are mostly students who finished ninth grade of secondary education, and only one of them graduated from high school. Consequently, their level of English is low too.

Table 2

Frequency range of Language Learning Strategies of the participants in the Curso Básico de Inglés República Argentina, EFLPracticum at UCR, 2010.

Strategy	Score	Frequency range
Part A. Memory strategies (mental links, grouping)	3.6	High
Part B. Cognitive strategies (repetition, annotation)	2.4	Low
Part C. Communicative strategies (compensation)	3.0	Medium
Part D. Metacognitive strategies (goals and progress)	2.2	Low
Part E. Social strategies (cooperation)	3.0	Medium
Mean of overall strategy use	**2.8**	**Medium**

Source: Questionnaire A. Adaptación del Cuestionario de Evaluación previo de las estrategias de aprendizaje (SILL).

According to Oxford (1990) the answers to the questions were scored from (1) Never or almost never true of me to (5) Always or almost always true of me, and the scale is as follows:

High	Medium	Low
4,5 a 5,0 Always or almost always true of me	2,5 a 3,4 Somewhat true of me	1,5 a 2,4 Usually not true of me
3,5 a 4,4 Usually true of me		1,0 a 1,4 Never or almost never true of me

As shown in Table 2, in this previous questionnaire of language learning strategies the range of overall strategy use is medium range. The participants of the study showed high use of Memory Strategies (M=3.6), and medium use of Communicative Strategies (M=3.0) and Social Strategies (M=3.0), and low use of Cognitive Strategies (M=2.4), and Metacognitive Strategies. According to Oxford (1990), "Language learning strategies that directly involve the target language are called direct strategies"(p.37). Also, she states:

> Memory strategies, such as grouping or using imagery, have a highly specific function: helping students store and retrieve new information. Cognitive strategies, such as summarizing or reasoning deductively, enable learners to understand and produce new language by many different means. Compensation strategies, like guessing or using synonyms, allow learners to use the language despite their often large gaps in knowledge (p.37).

With this previous information it is important to note that the students prefer to use direct strategies, more exactly with memory strategies. For them it is much easier to use mental links and to group the vocabulary in English in order to learn the language. Even though the results showed this tendency it is important to note that there was only one

student who chose the highest score when selecting her own learning strategy and it was the only student who finished high school.

In the first part of the questionnaire, Memory Strategies, the answers reveal that the students were applying the learning strategies at very different levels of frequency to remember the vocabulary words in a more effective way. That means that they normally connect new information to what they already know, and they take advantage of the mental pictures and location of the new words in order to remember. In the second part, Part B the results display that cognitive strategies are of low use for the participants in this study. They practice the sounds in English, but only during class sessions. That means that the participants seldom say or write new English words several times while they are learning English. The answers to part C. Communicative Strategies, show that the participants use each this group of strategies in order to compensate for missing knowledge at medium frequency use level. The results show that students make guesses to understand unfamiliar English words, and use gestures for the words they cannot think of.

Participants' answers for the questions in Part D. Metacognitive Strategies, reveal that the strategies in this section are not applied at all. They usually do not care about their own goals or progress. It is hard for them to organize and evaluate their learning frequently. It is difficult for them to notice when they make a mistake when practicing the language, to pay attention when someone is speaking English, to try to be better learners of English, to look for opportunities to read in English as mush as possible, to have clear goals for improving their English skill and to think about their progress in English, but there is some

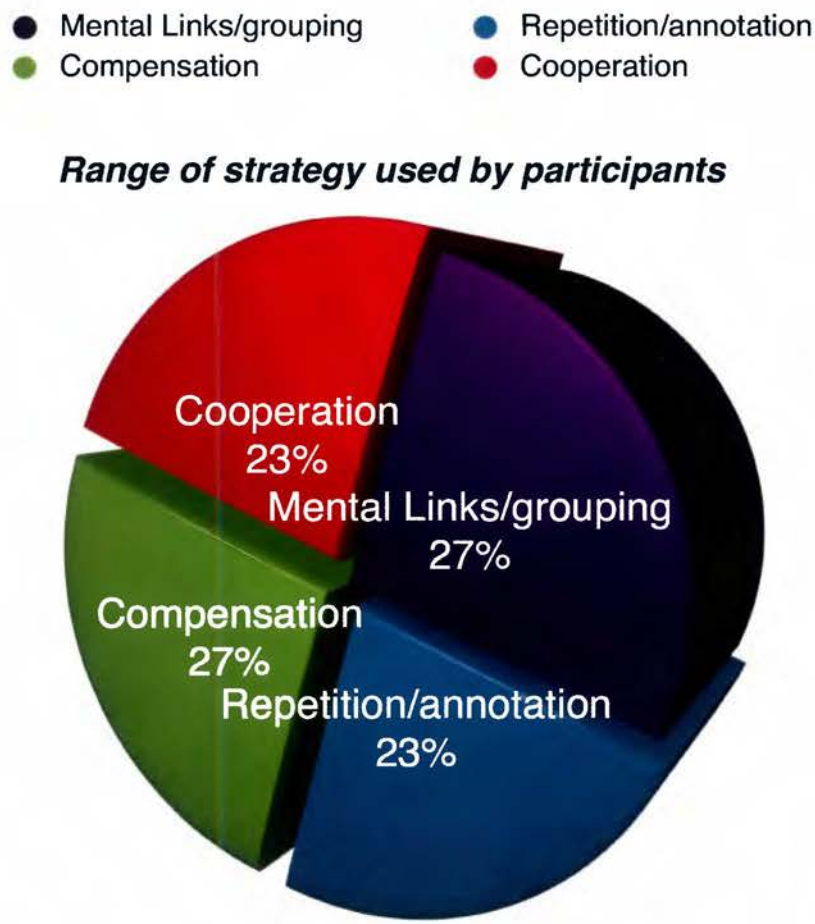
evidence that they do not work on this area. They rely much on teacher's instruction rather than manage their own learning by themselves. They are very weak in all the planning, monitoring and evaluation strategies mainly because they have not been trained to do that. In Part E. Social Strategies, the results suggest that students are comfortable when learning with others. The data show that the students mostly prefer strategies such as: asking the other person for repetition, asking for correction and practicing English with other students. The answers also show that they do not use the strategy to ask questions in English at all.

This previous overall evaluation of strategy use demonstrates that the participants frequently use Memory Strategies (Part A). Additionally, it shows that Communicative Strategies and Social Strategies (Part C and E) are strategies they use to remember vocabulary words or phrases more frequently than Cognitive (Part B) and Metacognitive strategies (Part D).

Questionnaire A (see Appendix C) which served as the basis for Figure 1, summarized the previous evaluation of learning strategies applied to the students. The results derived from the questionnaire display the six different strategies worked during the study and the preference of use by the participants at the beginning of the course. This figure shows that all students have a remarkable tendency to choose the mental links and learn by using grouping strategies and compensation such as the use of phrases to ask for repetition or clarification. Cooperation, repetition and annotation have a second place of importance for this group of students when learning the language.

Figure 1

Range of strategy use by the participants in the Curso Básico de Inglés República Argentina, EFL Practicum at UCR, 2010.



Source: Questionnaire A. Cuestionario de Evaluación previo de las estrategias de aprendizaje (SILL, Oxford, 1990)

Table 3

Results of Questionnaire B about communicative skills and learning strategies' use in the Curso Básico de Inglés República Argentina, EFL Practicum at UCR, 2010.

Table 2

	Strategy	Percentage	Number of students
Communication skill	Repetition	57%	4
	Annotation	29%	2
	Cooperation	14%	1
Pronunciation	Repetition	71%	5
	Annotation	29%	2
Vocabulary	Annotation	57%	4
	Repetition	43%	3
Applied strategy		Annotation	

After the six sessions on strategies instruction, Questionnaire B (See appendix D), represents the feedback provided by the learners. Table 3 provides the participants' responses. The students read the following situations and answered according to their own use of the strategies they already knew and practiced.

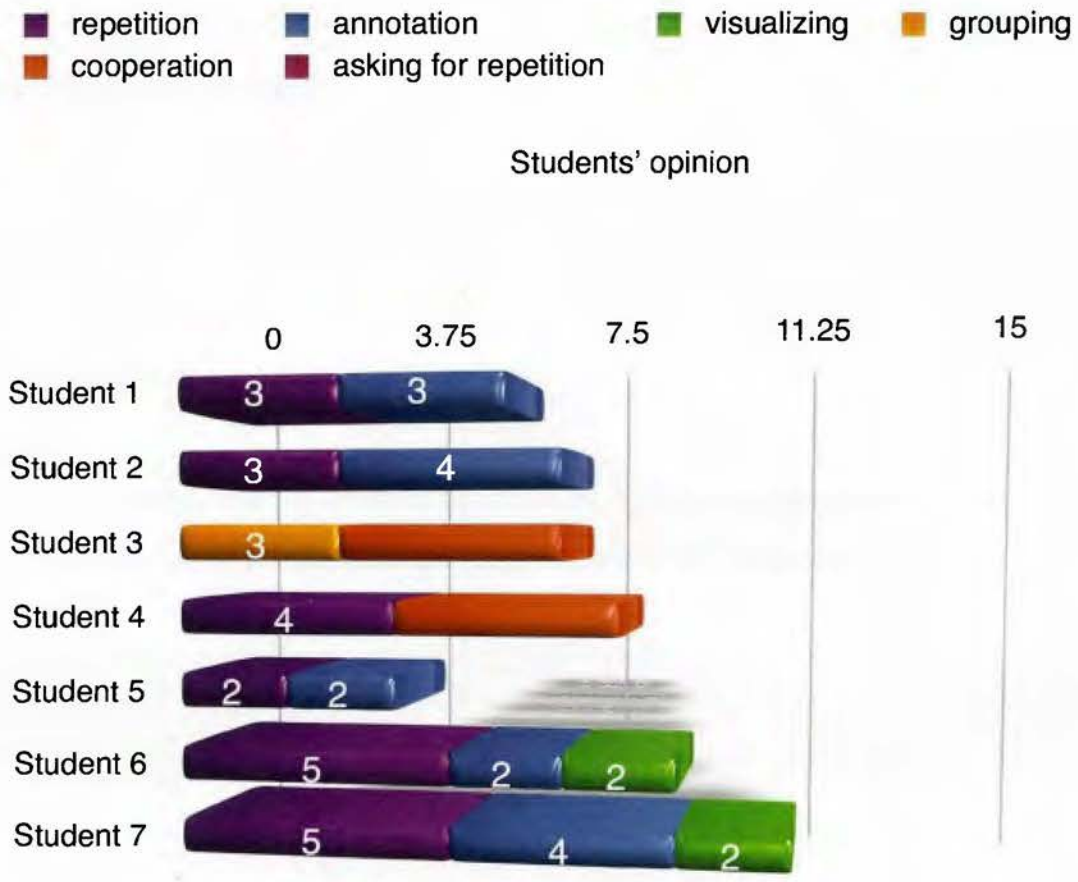
- Situaciones Comunicativas: ¿Qué hace para aprender frases de saludo y despedidas que se necesitan en una conversación en Inglés? (Hello!, Good morning, How are you? Good bye!)

- Pronunciación: ¿Qué hace para aprender la pronunciación de una palabra? (Yellow, name, my, I´m)
- Vocabulario: Tiene que aprenderte el significado de las siguientes palabras (los días de la semana): Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday,¿qué trucos o estrategias emplea para hacerlo? ¿Cómo las practica?
- Utilice una estrategia de aprendizaje con la cual se sienta familiarizado para aprender el siguiente vocabulario: Días de la semana: Domingo= Sunday, Lunes= Monday, Martes=Tuesday, Miércoles=Wednesday, Jueves=Thursday, Viernes= Friday, Sábado=Saturday.
- Mencione cuál fue la estrategia que utilizó y como le ayudó a aprender este vocabulario.

The participants found the cognitive strategy of repetition to be most helpful when learning the pronunciation of words, followed by repetition and annotation for communicative situations and vocabulary learning. The social strategy of speaking to people was marked by two students as an important strategy and another one referred to making flashcards as a very helpful strategy for her particular style of learning.

Figure 2

Results of Questionnaire C, for participants of the Curso Básico de Inglés República Argentina, EFL Practicum at the University of Costa Rica, 2010.



Source: Questionnaire C

With Questionnaire C (See Appendix E) the participants expressed their opinion about the strategies they learned and practiced during the research program. They had to say what of the six strategies taught in class had been more effective for them. The results show that just three of the seven students mentioned three strategies: repetition, annotation

and visualizing. The rest of the students just referred to two: repetition and cooperation. Just one student annotated that grouping is a good strategy for her to use. Another important issue is the range of use, just two students marked repetition as a major strategy to learn English giving it five points as the highest range of use. Only two students marked repetition as major strategy to learn English giving it five points as the highest range of use. Accordingly, with the information provided in the previous chapters it is necessary for the students to understand how to learn the language in order to be more independent students. In this case, the students are not clearly aware of their own learning process because they could not explain their in the last questionnaire.

Table 4

Quizzes. Materials that were developed to test learners' performance on vocabulary retention in the Curso Básico de Inglés República Argentina Practicum at UCR, 2010.

STUDENT	Quiz 1 Practice	Quiz 2 20pts	Quiz 3 10pts	Quiz 4 30pts	Quiz 5 20pts	Quiz 5 20pts	Total 100%
1	-	5	--	20	20	19	64
2	-	15	8	15	20	10	68
3	-	9	5	15	17	12	58
4	-	12	3	25	20	18	78
5	-	3	5	10	20	11	49
6	-	19	4	30	19	20	92
7	-	18	--	20	10	--	48

Table 4 shows the results of six quizzes administrated to evaluate vocabulary retention. The participants passed through different evaluation processes during the investigation work, showing the results as a final grade in the course. Even though the students completed the evaluation forms as quizzes or graded practices, in which they received feedback from the instructor, they just received a participative recognition at the end of the course. These instruments were aimed at measuring the grade of retention of the students in the different topics learned during the teaching process. Also, they provided the opportunity to highlight the use of strategies when there were reiterative mistakes.

Table 5

Checklist to evaluate the use of learning strategies by students during communicative activities in the Curso Básico de Inglés República Argentina, EFL Practicum at UCR, 2010.

Strategy	*Students*						
	1	2	3	4	5	6	7
Ask for help.	no	no	no	yes	no	yes	yes
Ask for clarifications.	no	no	no	no	no	no	no
Use phrases to confirm.	no	no	no	no	no	no	yes
Use compensation phrases	no	no	no	no	no	yes	yes
Ask questions	no	no	no	yes	no	yes	yes
Work with others to complete tasks	yes	yes	yes	yes	no	yes	yes
Use memorized phrases	yes	yes	yes	yes	no	yes	yes

Note: Completed by instructor's observation from video recordings.

Table 5 draws on data from the observation of the students' performance during strategy training lessons, as well as from the interview data. First, and according to the information analyzed in the present table, it shows that the learners made low use of strategy of compensation. They wanted to learn every single word in Spanish, and pronunciation was the hardest part to work with them. In some cases because the students had problems even with Spanish as the native language. Second, there was also evidence of some strategies such as asking for help and remembering the previous vocabulary. During the strategy training, the students treated many of the training activities as games, and they received prizes to motivate them. Most of the activities done in fact included game-like elements, such as guessing, and learners responded well to this. Finally, the activities enabled the learners to practice the target communication strategies, but some of them did not elicit examples of this strategy. This may have been because they are still very dependent learners and they needed to be reminded constantly to use the strategy because they were not able to apply it by themselves.

Overall, learners' responses to the strategy training were positive, but they did not practice them during the class unless they were reminded. They expressed that they understood the strategies and thought they were very useful; one student even said that they are "like tricks", but it was hard for them to apply the strategies. This situation may be due to the low level of English they have and for their low literacy as well; additionally, two lessons per week is too little time for them to practice. The positive fact is that they expressed their awareness of some changes in their speaking after the strategy training.

Discussion

The present study has shown that previous to the strategy training some of the learners were able to use certain learning strategies: mental links- grouping and compensation, while others realized they did not posses any knowledge of them. Nevertheless, in the initial sessions the use of learning strategies was limited and their interaction was zero; after some sessions, a few students incorporated some communication and memory strategies they had been taught, although their use depended on the communicative function of the phrase and on the nature of the activity. Oxford (1990) with her taxonomy of language learning strategies established that direct strategies (working with the language itself) enhance primarily the learning of vocabulary and pronunciation. This represented the necessary evidence that explicitly teaching communication strategies can have some impact on learners' retention of vocabulary and use of prefabricated phrases. O'Malley and Chamot (1990) and O'Malley et al (1985) confirm that most language learning strategies are used for vocabulary (followed by pronunciation) tasks. There was a notable use of greetings and reference to emotions and feelings when they practiced in pairs. These findings support Dörnyei and Thurrell's (1994) belief that it is possible to teach communication strategies and Chamot's (2004) idea that learning strategies should not be postponed to advanced level courses because beginners needed to increase their motivation. Nevertheless, on the measure of mean of strategy use by practice, there was no evidence of improvement following the strategy training. However, learners interacted a little bit more and used more English, but there is no precise evidence that strategy training improved the

learners retention of vocabulary and the speech they produced because they were limited by their low literacy condition.

Limitations

The main limitation for this study was time. Because of the low literacy level in this group of learners. There was too much work to do, besides language teaching, regarding many other basic academic tasks. This group of learners were mothers who for many years had not studied by themselves at all. Another significant limitation refers to the participants' desertion and absences. At the beginning of the research study, 28 students were enrolled in the course. At the end, just seven students finished the course, but their lack of punctuality caused that lessons never started on time. In that case it was necessary to make constant reviews for the late or absent people. Additionally, they do not have the discipline to study at home or even the structure to make reviews by themselves. The group presents problems when reading and writing in their native language. This obviously affected their performance when learning a foreign language.

The school infrastructure also posed problems for the study, especially the noise of the school children during recess, among others. Additionally the group met at the library of the school, so there were always people walking around; also, there was no whiteboard to work with so the instructor had to work in different places of the room to make space and write when it was necessary. Furthermore, it was really hard to find audio or visual material for this group of non-traditional learners.

Another limitation in the present research study was factors related to the affective domain: learner's emotional state of mind and attitude. The students participating in the research used to complain about the difficulty of learning English. They were reluctant in many ways to the new language. Also, the personality factors played an important role during the investigation because 95% of the group was very shy people and it was difficult to make them even repeat the words.

Additionally, in the present research study it was necessary to eliminate objectives and adapt the program several times because of the little progress plus lack of practice of the students. This could be the main factor that affects the instruction of the learning strategies and the possible application of more and variety activities during the investigation.

Summary of Results

The present research study draws attention to the challenges of identifying the impact of learning strategies on low literacy and beginning learners of English. Despite the strategy training lessons, there was no evidence that learners were able to manage greetings and leave taking phrases or classroom language in an effective way. The lack of use of this compensation strategy represents an important limitation for the study. It was necessary to use a wider range of criteria in examining the use of learning strategies while practicing because they tended to avoid the use of English and spoke in Spanish even to ask a simple question.

The results of the present research work can be summarized as follows:

- students did not use classroom language, and this was an unsuccessful strategy.
- students incorporated some memory strategies when using flashcards.
- students used fewer social and communication strategies than memory ones.
- students' use of strategies was related with factors such as personality and their general ability in the language.
- students believed that working with their classmates promotes learning.
- students reported they used strategies like repetition and annotation at home.

Suggestions for further research

The findings derived from the current study may suggest some implications and the following suggestions can be made:

1. It is important for the beginning learners to know about the strategies, how they can apply them and under what circumstances they should be used.
2. The language instructors should teach the learning strategies to help students. It is necessary that teachers do more in-depth interviews with individual learners.
3. It is advisable for each language teacher to detect what language learning strategies the students have so they help them compensate the missing areas in their strategy preference and use.
4. More innovative ways should be found in order to motivate students to generate material for their own use to apply the strategies.

5. A second course would be a great continuation of the present study, providing the researcher with much more information about the enhances of learning strategies in the target language.

As stated by the results of this research work, some participants revealed that they do not use any strategies for their English learning even though they know them. Despite this, some students reported that they do not know there are strategies for language learning and do not know how to use them either. Consequently, it is the teacher's responsibility to help learners in their understanding of language learning strategies, and the motivation it implies in order to get the students involved in the process of learning English.

CHAPTER V

Conclusions

Numerous individual language learner variables that have been studied quite extensively in EFL for many years have contributed to an understanding of the impact that Language Learning Strategies have in the students' language proficiency. Additionally, a vast majority of early research has found a positive association between increased learning strategies utilization and improvement in the students language skills. A number of researchers including Atkinson, 1985; Bejarano, 1987; Chamot & Kupper, 1989; Cohen & Hosenfeld, 1981; Oxford, Crookall, Lavine, Cohen, Nyikos & Sutter, 1990; have stated the important effects of training in the use of language learning strategies. It is clear that students can be trained to use strategies, and those research studies suggest that learners improve their language performance. From the present study, it can be deduced that learning strategies may be effective tools for a non-traditional group of EFL learners.

Actually, the present study is a first attempt to work with a group of low beginning students, mothers of public school children, learning English and using strategies. This project shows that a low literacy adult group of learners was already using a number of learning strategies in a medium range of use. It also suggests that many learners, even low beginning ones, can benefit from the corresponding instruction, if in fact they wanted to learn more effectively.

As mentioned in previous chapters, it was difficult to measure the impact of the explicit teaching of six different language learning strategies because of the low literacy of

the participants; they are mostly students who finished ninth of secondary and only one of the seven students is graduated from high school. However, students demonstrated some awareness in the learning process and participated in two or three minute dialogues, including a final personal presentation in which they showed a summary of the vocabulary learned during the course in a five sentence personal description. This showed that they are having and retaining much more vocabulary at this moment than when they started the research study.

As to the use of strategies, the participants showed a very low frequency of the ones taught, but this is closely related with their low literacy. They recognized the benefits of putting the strategies into practice in class and at home as well. Actually, they mentioned that they were practicing at home with their children and the strategies really worked for them. In their comments in questionnaire C, the students expressed their personal opinions about their favorite learning strategy, and how they have special preference for two specific ones: repetition and compensation. Yet, it is a fact that the students were not able to use them during the process of learning in a consistent way. However, considering the low beginning level of English of the participants, it is important to emphasize the importance of the vocabulary retained by the students, which provided them with the necessary tools to answer questions in a short conversation about personal information. For instance the learners stated that it would be difficult for them to remember the vocabulary if they did not use a strategy; besides it helped them to retain the meaning and the spelling of the words as well.

A main aspect, obtained by the present study, is to take into account the necessity of both teacher and students of being aware of the fact that these strategies are real processes common to everybody, and that they are used by the student in order to improve their learning, sometimes in an unconscious way. In the present research project the teaching of learning strategies had an intentional goal to directly help the students participating in the study and indirectly to help their children at home. This situation implied a plan of action and a selective use of the proper resources and available capacities. For this reason there was a strong necessity to create a coherent syllabus to be used in the present study based on the CALLA model instruction (Chamot, A. U. & O'Malley, J. M. (1994).

As a conclusion, certain strategies can clearly be taught and subsequently utilized by many, although not all, beginning language learners. For example, most of the students can by repeating and using classroom phrases effectively, retain much more vocabulary, but they undoubtedly need to participate in a wide variety of communicative tasks. In this sense, the cognitive strategy repetition and annotation, tested by formal evaluation as quizzes and by the questionnaires, turned out to be the most effective strategy used by the learners. On the other hand, the memory strategies mental links and grouping was placed second and compensation and social strategies had the least effect on the vocabulary retention of students. This means that they made a twist in their preferences of use of each strategy after instruction, and application in particular subjects. For instance they started to work with the differences between the pronunciation and the writing of vocabulary words in English, they learned the difference and personally choose the strategy to be used.

Getting students ready and adapted to work with learning strategies when the occasion requires may take a little time. Yet, this research study indicated that it was worthwhile to work direct strategies because they work with the language itself and their vocabulary retention enhances. Additionally, being aware of more learning strategies can help to improve students' productive use of language for communication purposes.

In relation to the objectives of the study, it is important to note that the implementation of six different language learning strategies with a group of low beginners succeeded. Every lesson plan had an emphasis on each specific strategy and the students, showed a clear comprehension of all. After each strategy that was taught, there were a phase where the students had to demonstrate how much they comprehended a topic through specific exercises that helped them reinforce and work with the language. Thus, every specific quiz or graded practice was made in order to find the needs of each student, and in this way to look for a reinforcement on the topic by the use of the strategy. According to the last objective, which was to determine whether the use of six specific learning strategies effectively meet the participant's need to improve their learning experience, the answer is clear: they do have a positive influence in their learning. Nevertheless, at this level of proficiency they are not able to be independent students.

The present research study based its purpose on the belief that teaching learning strategies to low beginning students would be beneficial to them. In this sense, the answer to the following questions can be stated as follows:

1. Can beginners be taught learning strategies to communicate in English? Yes, strategies can and should be taught to beginners. But, as stated above, there are a lot of considerations for each particular group of students that can vary the results; even so, the benefits of the learning strategies are noticed because of the results showed in the present study.
2. Which of the six strategies proposed is effectively used by beginners? There is no concrete answer for this question. The students in this research showed that their preference at the beginning of the study was for Mental links (grouping) and Compensation (prefabricated phrases), leaving repetition-annotation and cooperation as the less used. However, after the teaching of the six learning strategies and based on students' opinions, it can be said that six out of seven participants mentioned the repetition and annotation as the main strategies being used, and less emphasis on communicative strategies. Nevertheless, it can be said that with the instruments of observation it was difficult to determine the learners' use of strategies because they did not use them frequently during the lessons; in this sense this aspect was difficult to measure. The positive fact was that they expressed awareness of some changes in their comprehension of the language after each strategy training.
3. What is the influence of the use of each strategy in the learning process? The influence of teaching learning strategies to this group of beginning learners was positive. At the end of the course the students demonstrated that knowing how to learn effectively gave them self-confidence and made them feel better when there was a difficult topic. The

comments the students expressed during the last lesson, clearly show that they are highly motivated to continue with the process of learning English as a foreign language.

Finally, language learning strategies were the most important variable influencing the performance of the participants in the present research study. Yet, much more investigation is necessary to determine the precise role of strategies in the learning process of a non-traditional group of learners.

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APPENDICES

APPENDIX A

UNIVERSIDAD DE COSTA RICA

ESCUELA DE LENGUAS MODERNAS

Licenciatura en Lengua Inglesa

Course Program

I. **Name of the course:** Curso Básico de Inglés.

Requisites:	none
Students' level:	true beginners
Schedule:	Tuesdays from 9:00 am to 10:50
Number of weeks:	14
Población meta:	Padres de Familia y/o encargados de la Escuela República Argentina.

II. Description:

This course introduces students to the English language through the skills of listening and speaking. Students will learn six language learning strategies to facilitate their comprehension of the language. They will expand their oral communication. Students will learn parts of speech as nouns. The course will also address the learners to develop learning strategies and techniques in order to help children practice the language at home.

III. General objective:

Curso Básico de Inglés points to the presentation and practice of English as a reply to social exchanges in a communicative structure at the basic level of proficiency. Students will be able to apply basic grammar and language functions to communicate appropriately about themselves, personal presentation and likes in simple everyday situations.

IV. Specific objectives

Upon successful completion of this course, the participant will be able to:

- demonstrate understanding of short oral passages and conversations
- demonstrate learning of basic vocabulary, simple verbs and common phrases to use in everyday life
- develop and use language learning strategies for the improvement of their language skills

V. Methodology

Curso Básico de Inglés followed the Strategy Training called CALLA's Instructional Framework consisting of five different phases: Preparation, Presentation, Practice, Evaluation and Expansion. A variety of methodologies will be used, including lecture/ presentation, group work, question and answers, demonstrations, practical sessions (hands-on practice), small and large group exercises, role plays and simulations.

Participants will be given reading material, and they will be required to complete it since on which they may be tested in order to understand their level of knowledge and understanding in key areas.

VI. Evaluation:

- Class attendance and active participation during the class time.
- Teamwork
- One-on-one speaking assessment
- Presentations
- *Quizzes

*Note: The quizzes won't be used for a final grade. At the end of the course, the students will get a participation certificate.

VII. Bibliography

Asher, James, PhD *"Learning Another Language through Actions*: The Complete Teacher's Guide Book. Sky Oaks Productions, Inc.2000

Brumfit, C.J y K. Johnson (eds.) ***The Communicative Approach to Language Teaching.*** Oxford University Press. 2000

Ministerio de Educación Pública. ***Programa de Inglés I y II Ciclos.*** Costa Rica: 2004.

Electronic References

- Adult ESOL lesson plans: www.palmbeach.k12.fl.us
- For English teachers of the world: www.english to go.com
- Guidelines for Teaching English to Young Children www.educastur.princast.es/keltic/documentos/cong/robin. pdf
- in2english: www.in2english.com.cn
- Teaching English to children: www.countryschool.com/ylresources.htm

Time for English Net: From teachers to teachers: http://www.timeforenglish.net/resources/index.htm

Teaching English to Young Learners: Reflections on a decade (1990-2000) www.britcoun.org/english/eyl/article02.htm

Chronogram

Date	Topic	Task
8/10/10	Welcome	Presentation of the course. Greetings introduction.
8/17/10	1. Socializing: Greetings	Using appropriate greetings, introductions, and leave-takings. **Cognitive Strategy:** repetition
8/24/10	2. Socializing: Greetings	**Recycling**
8/31/10	3. Socializing: Feelings and emotions/colors	Oral Quiz 1/ Recognize and identify emotions/feelings and colors. **Strategy**: Visualization (mental pictures)
9/7/10	4. Socializing: Feelings and emotions/colors	**Recycling**
9/14/10	5. Classroom language	Quiz 2/ Recognizing vocabulary used in the classroom **Communicative Strategy:** asking for repetition
9/21/10	6.Classroom Language / Food	**Recycling** / Identify certain food items and express likes and dislikes
9/28/10	7. Food / Days and months	Quiz 3/ Recognizing and identifying days and months. **Cognitive Strategy:** grouping
10/5/10	8. Food / Days and months What are you doing?	**Recycling** / Action Verbs / numbers until 12
10/12/10	9. What are you doing? Talking on the phone	Oral Quiz 4/ Present progressive sentences and numbers Basic vocabulary for phone conversations **Strategy**: Visualization (mental pictures)
10/19/10	10. What are you doing? Phone conversations	**Recycling**
10/26/10	11. Birthday/months/ordinal numbers	Quiz 5/ Use ordinal numbers to say birth dates. **Strategy**: cooperation
11/2/10	12. Personal Presentation physical description	Sharing information about: personal information and physical descriptions. **Strategy**: asking for clarification
11/9/10	13. Personal presentations / Christmas song	Oral Quiz 6/ Recycling personal presentations / Song: Rudolph the red-nosed Reindeer.
11/16/10	14. Song and Final presentations	**Recycling Activity. End of classes**

APPENDIX B

Instrument 1

Consentimiento Informado para Participantes de Investigación

El propósito de esta ficha de consentimiento es proveer a los participantes en esta investigación con una clara explicación de la naturaleza de la misma, así como de su rol en ella como participantes.

La presente investigación es conducida por Ivannia Sandí Bermúdez, de la Universidad de Costa Rica. La meta de este estudio es medir el impacto de la enseñanza de ocho estrategias de aprendizaje del Inglés en un grupo de estudiantes de nivel principiante.

Si usted accede a participar en este estudio, se le pedirá responder preguntas en una entrevista (o completar una encuesta, o lo que fuera según el caso). Esto tomará algunos minutos de su tiempo. Lo que conversemos durante estas sesiones se anotará o grabará, de modo que el investigador pueda transcribir después las ideas que usted haya expresado.

La participación es este estudio es estrictamente voluntaria. La información que se recoja será confidencial y no se usará para ningún otro propósito fuera de los de esta investigación. Sus respuestas al cuestionario y a la entrevista serán codificadas usando un número de identificación y por lo tanto, serán anónimas. Una vez transcritas las entrevistas, los cassettes con las grabaciones se destruirán.

Si tiene alguna duda sobre este proyecto, puede hacer preguntas en cualquier momento durante su participación en él.

Desde ya le agradecemos su participación.

Acepto participar voluntariamente en esta investigación, conducida por_____. He sido informado (a) de la meta de este estudio y la forma de proceder para recabar información.

Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento. De tener preguntas sobre mi participación en este estudio, puedo contactar a _____ al teléfono _____.

Nombre del Participante (en letras de imprenta) Firma del Participante

---

Número de cédula Fecha

APPENDIX C

Instrument 2

CUESTIONARIO INFORMATIVO PARA PARTICIPANTES DEL CURSO BASICO DE INGLES DE LA ESCUELA REPUBLICA ARGENTINA 2010

Estimado estudiante: el propósito de esta ficha informativa es proveer al investigador de su información personal; sus fines son académicos única y exclusivamente. Su colaboración será muy valiosa y se agradece de antemano su participación.

Nombre completo: _____

No. de identificación: _____

Fecha de nacimiento: _____ Edad: _____

Lugar de nacimiento: _____

Lugar de residencia: _____

Lugar donde labora: _____Horario:_____

Estado civil: _____

Número de hijos: _____Edades:_____

Nivel académico: ___escuela (6to grado)___Colegio (9no año) ___Bachillerato

¿Ha estudiado antes Inglés en algún instituto o colegio? _____

¿Hasta qué nivel llegó?_____

¿Por qué motivos no concluyó?_____

Antes de iniciar el curso ¿había escuchado sobre estrategias de aprendizaje?_____

¿Cuál es su motivo personal al inscribirse en este curso de inglés?

_____

_____

APPENDIX D

Instrument 3

Estrategias de Aprendizaje • Explicación Teórica • Septiembre, 2010

1. **Estrategia Cognitiva. Practicar. Repetición:** Con las estrategias de repetición mantiene el material en un circuito permanente en la memoria a corto plazo y ayuda a transferirlo a la memoria a largo plazo. Sirve para identificar y para memorizar.

2. **Estrategia Cognitiva. Practicar. Anotación:** Se basa en escribir la información que se presenta de manera oral. Esto se puede hacerse de diversas formas: escribiendo la misma palabra en varias ocasiones, en sopas de letras, dictados, *etc.*

3. **Estrategia Directa. Uso de Imágenes:** La utilización de fotografías o dibujos resulta más eficaz que la equiparación de las palabras a sus correspondientes términos en la lengua materna. Para ello, procederemos a buscar material que represente a las palabras o simplemente, las dibujaremos; este recurso resulta apropiado, especialmente, a la hora de memorizar palabras que denominan objetos,también puede ser adecuado para retener términos verbales que expresan acciones cotidianas. Otra alternativa a esta técnica es visualizar mentalmente la palabra.

4. **Estrategia Directa. Crear enlaces mentales. Agrupamientos:** Se basa en agrupar palabras de acuerdo a su campo semántico, por ejemplo frutas, colores, etc. El cerebro registra con más facilidad lo que está estructurado que aquello que está desorganizado. Además de retenerlo durante más tiempo, lo evoca también con mayor rapidez y fidelidad. Este principio se puede adecuar al aprendizaje y enseñanza del vocabulario inglés ,mediante la observación de una regla muy sencilla: «se obtienen mejores resultados en la memorización de palabras si se utiliza algún sistema para agruparlas»..

5. **La estrategia de cooperación** Consiste en solicitar la ayuda de los otros participantes de la situación comunicativa (interlocutor). El aprendizaje cooperativo es particularmente provechoso para cualquier estudiante que esté aprendiendo un segundo idioma. Las actividades de aprendizaje cooperativo estimulan la interacción entre pares, lo que ayuda al desarrollo del lenguaje y al aprendizaje de conceptos y contenidos. Se practica en trabajos en equipos o en role play.

6. **Estrategia de Comunicación. Compensación. Uso de términos prefabricados:** Se emplean Patrones prefabricados-memorización de frases. "How do you say....in English?"

Adapted from: Jiménez, R.M. (1994). Estrategias mnemotécnicas para la enseñanza y el aprendizaje del vocabulario del inglés. *24, (pp.79-88)*

APPENDIX E

Questionnaire A

CUESTIONARIO DE EVALUACIÓN DE LAS ESTRATEGIAS DE APRENDIZAJE

¿Qué estrategias de aprendizaje utilizas tú? Estas aprendiendo inglés, pero ¿sabes cómo lo haces?
En los apartados (A-F) que se incluyen a continuación, están recogidas las diversas estrategias que pueden utilizarse en el aprendizaje de un nuevo idioma. Léelas cuidadosamente y valórelas de 1 a 5, según el siguiente baremo:

1. No lo hago nunca o casi nunca
2. Generalmente no lo hago (= menos de la mitad de las veces)
3. Lo hago a veces (= más o menos la mitad de las veces)
4. Lo hago a menudo (= más de la mitad de las veces)
5. Lo hago siempre o casi siempre

Elige la puntuación que corresponde a lo que tú haces realmente y no a lo que piensas que deberías hacer o a lo que hacen los demás. Ten presente que todas las actuaciones mencionadas son aceptables, que no hay unas correctas y otras equivocadas, que todas son estrategias que podemos o no utilizar al aprender una lengua. Si tu resultado indica que tú te sirves de un número limitado de estrategias, la lectura de este documento te proporcionará, sin duda, algunas ideas para mejorar tu aprendizaje.

Cuando aprendo algo nuevo (palabras, reglas gramaticales, etc.)	1	2	3	4	5
APARTADO A					
Asocio la palabra nueva con la que ya sé					
Coloco la palabra nueva en una oración de modo que pueda recordarla					
Hago frecuentes repasos					

Coloco la palabra nueva en un grupo junto con otras palabras que de alguna manera son similares (frutas, colores)					
Asocio el sonido de la palabra nueva con el sonido de una palabra familiar					
Recuerdo la palabra haciéndome una clara imagen mental de ella o haciendo un dibujo					
Visualizo mentalmente cómo se escribe la palabra					
Uso fichas en las que pongo la palabra nueva en un lado, y la definición (o dibujo), en el otro					
Repito o escribo muchas veces la palabra					
APARTADO B	**1**	**2**	**3**	**4**	**5**
Practico las nuevas expresiones con frecuencia, diciéndolas o escribiéndolas					
Intento imitar la manera de hablar de los nativos					
Leo un diálogo o una historia varias veces, hasta llegar a entenderlo					
Practico los sonidos que son difíciles para mí					
Utilizo las palabras familiares en nuevas frases					
Busco ocasiones para hablar inglés					
Miro la tele, escucho la radio...					
Intento pensar en inglés					
Escribo notas, cartas, mensajes en inglés					
Uso el diccionario como ayuda para entender lo que leo					
En clase, tomo notas en inglés.					
Hago resúmenes de lo que aprendo					
Para entender el significado de una palabra nueva, la divido en partes que entiendo					
Busco semejanzas y diferencias entre el inglés y mi lengua materna					

Soy prudente, no transfiero automáticamente palabras o conceptos de mi propio idioma al inglés					
APARTADO C	1	2	3	4	5
Trato de entender lo que leo, sin traducirlo palabra por palabra a mi propio idioma					
Cuando hablo, si no encuentro la palabra que necesito, hago gestos para explicar lo que quiero decir					
Cuando no conozco la palabra que necesito, pregunto a mi interlocutor cómo puedo decir lo que quiero expresar					
APARTADO D	1	2	3	4	5
Busco ocasiones para utilizar mis conocimientos de inglés					
Me fijo en los errores que cometo e intento no volver a cometerlos					
Hago esfuerzos para mejorar mi manera de aprender: leo libros y discuto mis opiniones sobre el aprendizaje con otras personas					
Dedico todo el tiempo que puedo al estudio del inglés					
Busco personas con quienes pueda hablar inglés					
Reflexiono sobre los progresos en mi aprendizaje, compruebo lo que sé y lo que no sé					
APARTADO E	1	2	3	4	5
Cuando no entiendo algo, pido a la otra persona que hable más despacio o que repita					
Pido que me corrijan si cometo errores al hablar					
Repaso con mis compañeros lo que he aprendido					
Hago preguntas en inglés durante la clase					
Hablo ingles con mis compañeros					
Tengo interés por la cultura de países de habla inglesa.					

PUNTUACIÓN

- Pon tu puntuación en la casilla que hay al lado de cada número
- Suma la puntuación de cada apartado y divide el total obtenido por el número de frases: obtendrás así tu media personal para cada apartado
- Cada apartado corresponde a un grupo de estrategias. Lee el resumen y compara tus medias personales con la clave para saber qué grupo de estrategias sueles utilizar con más frecuencia.

RESUMEN DE LAS ESTRATEGIAS MENCIONADAS

Apartado	Estrategias mencionadas	Media personal
A	Recordar de manera más efectiva (agrupar, hacer asociaciones, contextualizar las palabras nuevas, utilizar imágenes, hacer repasos, etc.)	
B	Utilizar procesos mentales (repetir, utilizar lo que es familiar de manera nueva, tomar notas, hacer resúmenes, hacer deducciones y comparaciones, etc.)	
C	Compensar fallos en los conocimientos (Utilizar todos los elementos que puedan ayudar a comprender lo que lee y oye, buscar una comprensión global y no de cada palabra en particular, utilizar sinónimos o gestos para hacerse comprender, etc.)	
D	Organizar y evaluar el aprendizaje (fijar objetivos, identificar sus necesidades de aprendizaje, repasar lo aprendido, practicar la lengua dentro y fuera de clase, evaluar los progresos, etc.)	
E	Controlar sus emociones (Dominar su ansiedad, darse ánimos, anotar lo que siente al estudiar, discutir su estado de ánimo con otras personas, etc.)	
F	Aprender con los compañeros (Pedir que le corrijan, reconocer las necesidades y las emociones de los demás, cooperar con el grupo. etc.)	

Clave de valoración de las estrategias utilizadas

Uso frecuente	**Uso moderado**	**Uso muy limitado**
4,5 a 5,0 (lo hago siempre/ casi siempre) 3,5 a 4,4 (lo hago a menudo)	2,5 a 3,4 (lo hago a veces)	1,5 a 2,4 (generalmente no lo hago) 1,0 a 1,4 (no lo hago casi nunca / nunca)

Completar esta encuesta te ha permitido descubrir de qué estrategias te sirves al aprender ingles. Recuerda que todas las estrategias indicadas son buenas, que unas no son mejores que otras; simplemente no las empleamos todas, ni en la misma proporción, pues cada uno tiene su manera personal de aprender.

Ten presente también que una buena utilización de las estrategias de aprendizaje depende de varios factores: edad, personalidad, nivel de conocimientos alcanzados, objetivos y necesidades de aprendizaje, experiencias anteriores, etc. Sin embargo, en la lista hay seguramente estrategias que tú no has utilizado hasta ahora y que te pueden ser de mucha utilidad.

Adapted from: http://www.santurtzieus.com/gela_irekia/materialak/laguntza/nolaikasi/evaluacion_estrategias.htm

APPENDIX F

Questionnaire B

Cuestionario de estrategias de aprendizaje con preguntas abiertas sobre contenidos y destrezas lingüísticas.

Participante: _____Fecha: _____

Situaciones Comunicativas

1. ¿Qué haces para aprender frases de saludo y despedidas que se necesitan en una conversación en inglés? (Hello!, Good morning, How are you? Good bye!)

_____

_____

Pronunciación

2. ¿Qué haces para aprender la pronunciación de una palabra? (Yellow, name, my, I'm)

_____

_____

Vocabulario

3. Tienes que aprenderte el significado de las siguientes palabras (los días de la semana):

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday,

¿Qué trucos o estrategias empleas para hacerlo?

_____

_____

¿Cómo las practicas?

Utilice una estrategia de aprendizaje con la cual se sienta familiarizado (a) para aprender el siguiente vocabulario:

Dias de la semana:

Domingo= Sunday	Miércoles= Wednesday	Sábado=Saturday
Lunes= Monday	Jueves=Thursday	
Martes= Tuesday	Viernes=Friday	

Meses del año:

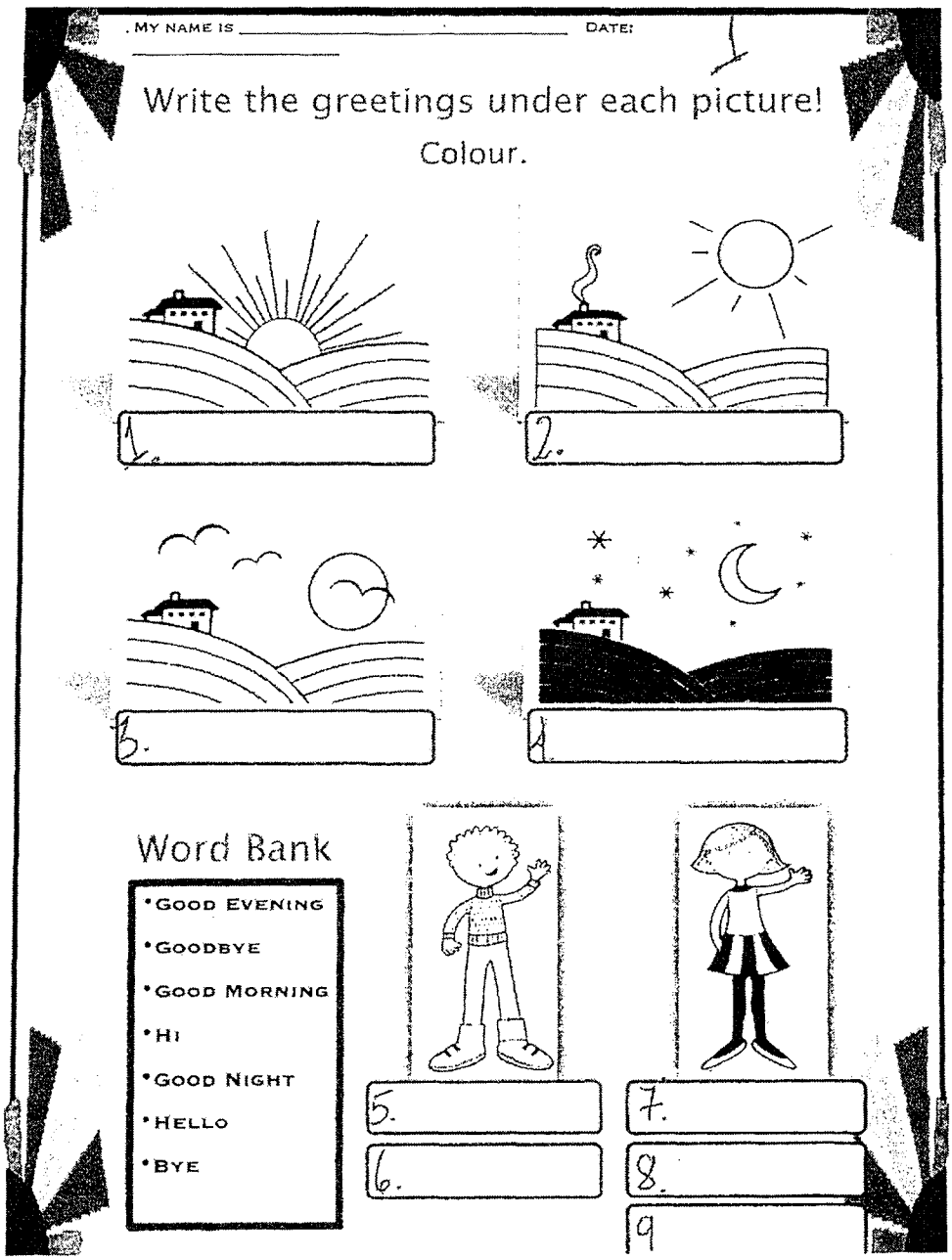
Mes	**Month**
Enero	January
Febrero	February
Marzo	March
Abril	April
Mayo	May
Junio	June
Julio	July
Agosto	August
Septiembre	September
Octubre	October
Noviembre	November
Diciembre	December

Mencione cuál fue la estrategia que utilizó y cómo le ayudó a aprender este vocabulario._____

Elaborated by Ivannia Sandí

APPENDIX G

Quiz No. 1



Images taken from: www.listening.com

APPENDIX G

Quiz No. 2

Individual Practice: ***Emotions and feelings***

I. Read the questions and answer in a complete way.

1. Question: What is your name?

Answer: _____

2. Question: Where are you from?

Answer: _____

3. Question: How are you today?

Answer: _____

4. Question: What is your favorite color?

Answer: _____

II. Look at the following pictures. Write the name of each emotion or feeling.

Example: **tired**

_____

_____

_____

III. Colors. Look at the picture. Answer the following question in a complete way. Look at the examples.

Examples: Are they green? No, they aren't. They are purple.

Is it blue? Yes, it is blue.

1. Are they green? _____

2. Is it black? _____

3. Is it green? _____

4. Is it yellow? _____

5. Is it pink? _____

6. Is it black? _____

7. Is it orange? _____

8. Is it white? _____

9. Is it purple? _____

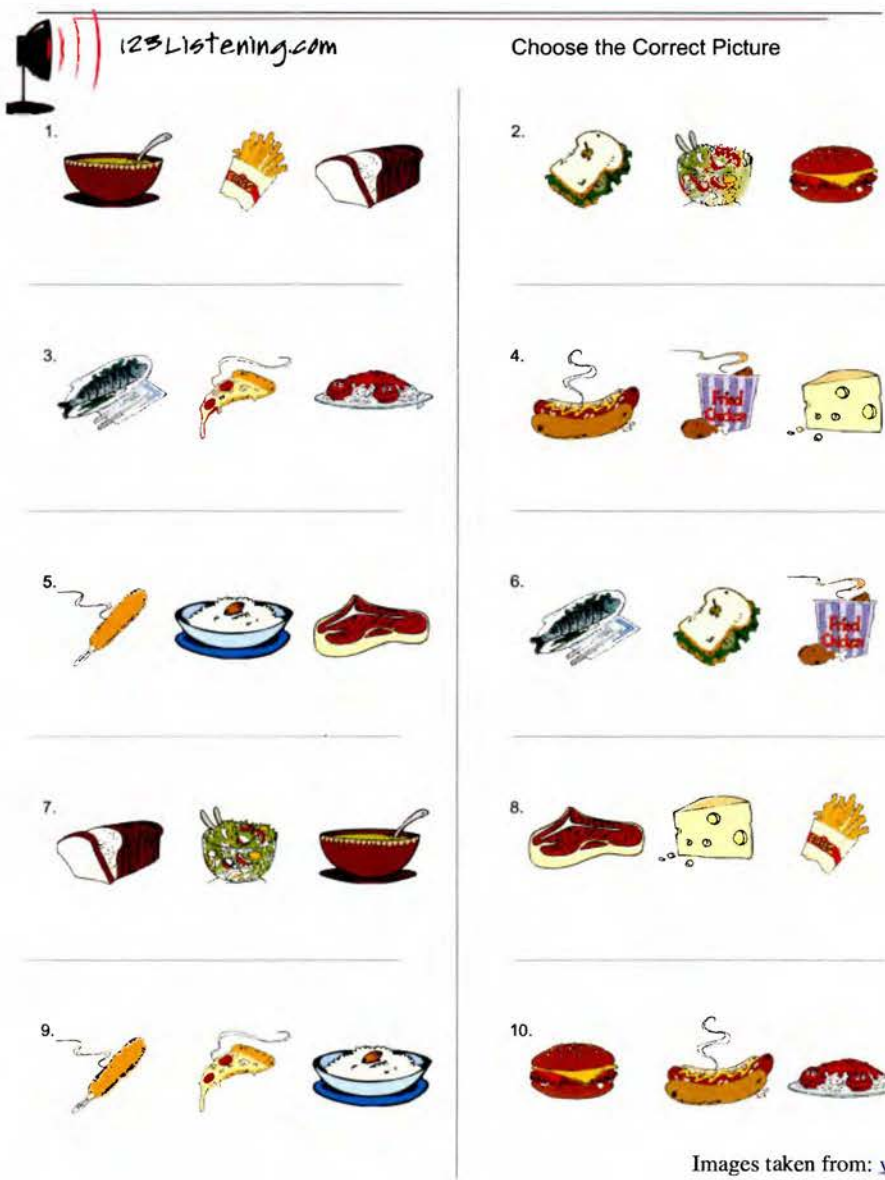
10. Is it brown? _____

Elaborated by Ivannia Sandí. Images from: http://www.google.com/imghp

APPENDIX G

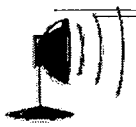
Quiz No. 3

Topic: Food
Name: _____
Instructions: You will listen to the word three times. Circle the correct picture. Write the word on the line.



Images taken from: www.listening.com

Instructions: You will listen the a question and an answer. Write the correct answer. Choose the word from the word bank below:



Choose from the words below and write the words.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Word Bank:

salad	french fries	cheeseburger	
fish	sandwich	corndog	spaghetti
cheese	chicken	pizza	steak
hotdog	bread	rice	soup

Images taken from: www.listening.com

APPENDIX G

Graded Practice Review 4

1). Read the sentences to the left. Write the correct answer.

Mary

John

Mary:	Good morning!	John:_____
Mary:	My name is Mary.	John:_____
Mary:	How are you?	John:_____

2. What to say...

Example: I a person is introduced to you, you say: **How do you do?**

a). If someone ask you, What's your name, you say: _____
b). In the morning, you say: _____
c). In the afternoon, you say: _____
d). In the evening, you say: _____
e). When you leave, you say: _____

3. Answer the following questions as complete as you can.

a) What is your favorite color? _____
b) What is your favorite food? _____
c) Are you happy or sad? _____
d) Do you like watermelon? _____
e) Do you like soup? _____

4. Write the days of the week in order:

1._____ 4._____

2._____ 5._____

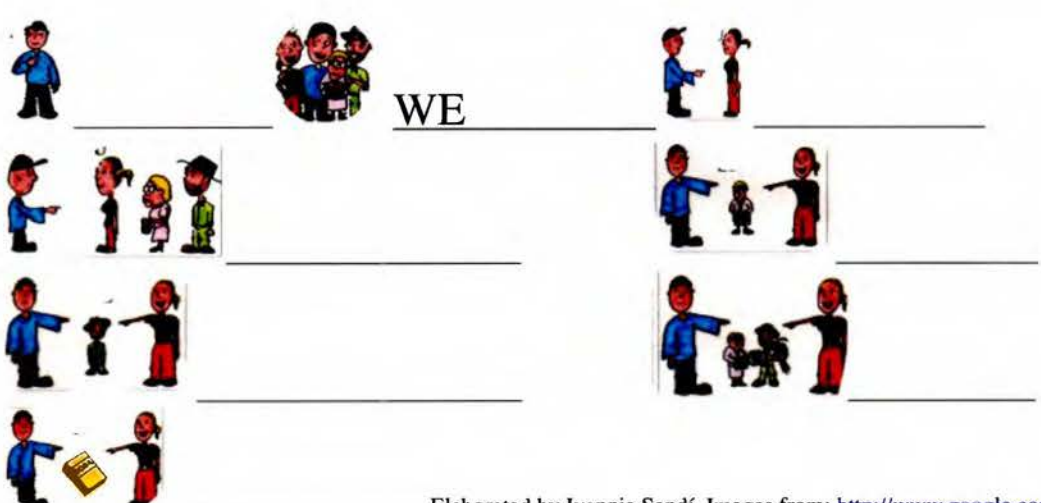
3._____ 6._____

7._____

5). Look at the following classroom language. Match them with their corresponding Spanish version by writing the number next to the correct answer.

1. How do you say ... in English?	( )	Puede ayudarme por favor?
2.Can you say that again, please?	( )	Puede repetir eso, por favor?
3. Can you repeat that, please?	( )	Lo siento. Yo no entiendo.
4. I am sorry. I do not understand.	( )	Muchas gracias.
5. How do you pronounce it?	( )	Podría decir eso otra vez, por favor?
6. Can you write it on the board, please?	)	Esto es correcto?
7. What should I do?	( )	Que tengo que hacer?
8. What does this mean?	( )	Como se pronuncia eso?
9. Can you help me please?	)	Podría escribirlo en la pizarra?
10. Is this right correct?	( )	Como se dice ..... en Ingles?
11. I can't hear you.	( )	Que significa eso?
12. I'm sorry I'm late.	( )	No entiendo
13. Thank you very much.	( )	No puedo escucharte.
14. I don't understand.	( )	Lo siento, llegue tarde

6). Look at pictures. Write the correct pronoun.



Elaborated by Ivannia Sandí. Images from: http://www.google.com/imghp

APPENDIX G
Graded Practice Review 5

What are you doing? Choose the correct verb form in the following sentences:

1. She _____ in her garden. (works / is working)
2. Leave me alone I _____ to work. (try / am trying)
3. I _____ what she's saying. (writing / am not writing)
4. How is the weather? 'It _____.' (rains / is raining).
5. What ____ he doing? (are / is).
6. She _____ to see you now. (come / is coming)
7. He _____ praying to God. (is / are)
8. It _____ me too much time to finish the job. (is taking / are taking)
9. His company closed so he _____ for work. (are look / is looking)
10. _____ your meal? (Is you enjoying / Are you enjoying)

Answer the questions:

1. What is he doing? _____
2. What are they doing? _____
3. What is she doing? _____
4. Is he writing? _____
5. Is it eating food? _____
6. Are they working? _____

7. Are you reading? _____

8. Is she cooking lunch? _____

9. Are they playing? _____

10. What is he doing? _____

11. What is she doing? _____

12. What are they eating? _____

13. What is he eating? _____

14. What is she eating? _____

15. What are they doing? _____

Elaborated by Ivannia Sandí. Images from: http://www.google.com/imghp

Practice What are you doing?

Work in pairs. Read the sentence. Choose the correct option. Write it on the space.

1. We _____ for our English test at the moment.

( ) study	( ) are study	( ) are studying

2._____ TV now?

( ) Does he watching	( ) Is he watching	( ) Watching he

3. My friends _____ this week.

( ) travels	( ) are traveling	) is traveling

4. They _____ the exam right now.

( ) are checking	( ) isn't checking	(don't checking

5. _____ you with your homework?

( ) Is she helping	( ) Do she helping	( ) Helps she

6. What _____ home so early?

( ) does he doing	( ) are he doing	( ) is he doing

7. We _____ lunch now.

( ) is eating	( ) are eat	( ) are eating

8. Mary _____ me with my homework. She is not here.

( ) helping	( ) isn't helping	( ) helps

9. _____ to dinner this evening?

( ) Is they coming	( ) Are they come	(Are they coming

10. My friends _____baseball at the school.

( ) plays	( ) are playing	( ) is playing

APPENDIX G

Graded Practice Review 6

Review Quiz 6

Curso Básico de Inglés
Escuela República Argentina
Teacher: Ivannia Sandí

Answer the following questions in a complete way. 1pt each correct answer.

1. What is your name? _____

2. How are you today? _____

3.Where are you from? _____

4.What is your favorite color? _____

5. What is your favorite fruit? _____

6. What is your favorite vegetable? _____

7. When is your birthday? _____

8. What is your phone number? _____

9. What day is today? _____

10.When is Christmas day? MM/DD/YY _____

Numbers: Listen to your teacher. Write the numbers you hear:

a. _____ b. _____ c. _____

d. _____ e. _____ f. _____

Actions: What are they doing?

She is_____

It is_____

They are_____

He is_____

Elaborated by Ivannia Sandí. Images from: http://www.google.com/imghp

APPENDIX H

Check List

Nombre_____ **Fecha**_____

Propósito: Evaluar las estrategias de aprendizaje utilizadas por el sujeto de estudio. Instrucciones: Lea las siguientes descripciones de acuerdo a la actitud del estudiante apoyo en clase marque la casilla correspondiente. Adicionalmente anote sus observaciones de acuerdo a su desempeño.

Hoja de Cotejo

Descripción	Si	No	Observaciones
Utiliza estrategias para solicitar ayuda.			
Utiliza estrategias para solicitar aclaraciones			
Utiliza estrategias para confirmar			
Utiliza frases de relleno			
Utiliza expresiones de duda			
Trabaja en cooperación con sus compañeros			
Utiliza frases memorizadas			
Repite palabras nuevas para adquirir vocabulario			
Agrupa palabras para aprender vocabulario			

APPENDIX I

Questionnaire C

CUESTIONARIO SOBRE ESTRATEGIAS DE APRENDIZAJE PARA PARTICIPANTES DEL CURSO BASICO DE INGLES DE LA ESCUELA REPUBLICA ARGENTINA 2010

Estimado estudiante: *el propósito de este cuestionario es determinar su opinión sobre las estrategias de aprendizaje aplicadas durante sus clases de Inglés. Favor conteste en forma clara y concisa. Su colaboración será muy valiosa y se agradece de antemano su opinión.*

1. ¿Considera usted que trabajar con un compañero le ayuda a mejorar su aprendizaje en el idioma Inglés? ¿Por qué?

_____

_____

2. ¿Cuáles palabras o frases utilizas para pedir que le repitan o clarifiquen algo durante una conversación en Inglés?

_____

_____

3. ¿Considera usted que repetir le ayuda a memorizar una nueva palabra?

_____

_____

4. ¿Porqué cree usted que son importantes los dibujos o imágenes cuando se está aprendiendo el idioma Inglés?

_____

_____

De acuerdo a su experiencia vivida en el Curso Básico de Ingles, exprese su opinión sobre la efectividad al usar estrategias para el aprendizaje del idioma inglés y cuál de ellas se le facilita más para usar.

1. Repetir 2. Escribir 3. Usar imágenes 4. Agrupar 5. Trabajar en grupo

6. Usar frases prefabricadas

APPENDIX J

Lesson Plans and Activities

LESSON PLAN NO. 1 SCHOOL: REPUBLICA ARGENTINA LEVEL: LOW BEGINNING AUG.10.10

Socializing

Time from: 9:00 A.M. to 10:50 P.M. Language focus: Speaking

Topic: Greetings, introductions and leave-takings

Cultural focus: You have only one opportunity to make a good first impression. First impressions are lasting ones.

Objectives:

1. Using appropriate greetings, introductions and farewells.
2. Using subject pronouns.
3. Using verb "to be"

Grammatical Focus:

Verb to be: am, is, are

Pronouns: I, you, he, she, we, they

My name is: _____

I am from: _____

His/her name is: _____

He/she is from: _____

Pronunciation: Basic vocabulary: initial consonants - d, g, h, l, n, s, w

Consonant - hard c - (k) country / -soft c - nice

Vowel - long i Hi, nice / - long e meet, week

Y as a vowel - country (e) / bye (i)

Vocabulary: greeting, hi, hello, good-bye, bye-bye, see you later, good morning, good afternoon, good evening, good night, name, country, meet, nice day, good weekend

---

Materials / Additional resources:

- 3x5 index cards with the name of each student
- whiteboard

Procedures

1. Warm up: (Visual Activity) – (5 minutes)

The teacher will greet the students by saying good morning (student's name). How are you? The teacher will distribute a card identification to be use during every lesson class. The teacher will then open telling the students we are going to be working on greetings. It is important to know how to meet people and some important words that we are going to *learn*.
I will introduce XXXX to the class as XXXXXXX. Good morning, my name is _____ will be written on sentence strip and but up on the board for the students to see. The teacher will ask the students to introduce themselves to XXXXXX.

The vocabulary will be on cards with pictures:

hi How are you? Fine thank you goodbye please
hello good morning

Providing Input: (10 minutes)
Teacher hands out the worksheet for the students to learn the vocabulary. The teacher will say the words and the students will repeat the words.

Guided Participation: (10 minutes)
The teacher will use the white boards for the students to practice the vocabulary using the worksheet from ESL Ideas:

Good morning
Hello – Hi
How are you?
Thank you
Goodbye
Please
Fine

Teacher models informational gap activity giving time for the students to respond individually.

Extension: (15 minutes)
The teacher will model the greetings with the students. Hello, good morning. My name is Mrs. Sandi. How are you? Student respond (fine). The teacher will then say good-by and the student will respond, (good-bye).

The students will be given two cell phones to pass around as the music is played. The teacher will model this activity by explaining the phones will be moved around as the music plays. The teacher will explain the conversation by demonstrating the card conversation with the students. When the music stops, the students who have the phones will say his-her name, the country they are calling from and the other student, will introduce him-herself as well.
Group work: The students will orally produce language by forming sentences using appropriate greetings in pair work. The students' responses will be assessed informally by the teacher as the students have a conversation. Each student should be allowed at least one turn.

Closure: (5 minutes)
Teacher will praise the students for all of their hard work. The students will then be asked to go to two English teacher from the school and introduce themselves by using the greetings skills learned. The teachers will then be asked to sign the student's sheet. This will be homework for Thursday.

To end the class, the students will each be given a small wrapped gift (candy). The students will appropriately respond by saying, "thank-you." The teacher will respond, "you're welcome."

Assignment
Meet someone new

Your homework assignment is to use the new phrases and vocabulary you have learned. You may introduce yourself to a teacher from the school. You may also practice your new skills with someone you already know.
You will say either good morning, hello, how are you? The person you talk to must sign your paper before you say goodbye, thank you or nice to meet you.

Have fun meeting someone new.

Good morning. Hello, my name is _____. How are you?

Please sign my paper. Thank you. Goodbye.

Signatures of Two People

Evaluation criteria:

1. Teacher observes students use greetings correctly and accurately in a conversation. (Informal)
2. Teacher observes students' responses to the informational gap activity. (Informal).
3. Teacher will orally assess students while telephone cell playing game to observe the students' comprehension of greetings and correct usage of students' language production using game activity – comprehension check (Informal).
   - Understanding sounds.
   - Reacting to a situation orally.
   - Responding to simple questions.
   - Imitating correct pronunciation.

'Lesson 1 Greetings and Introductions handout.

Objectives: To be able to greet people, introduce yourself, introduce others, ask for information, and give information.

Dialog:*

Robert:	Hello, my name is Roberto.
Lily:	(I'm) glad to meet you. My name is Lily. This is my friend, Sara.
Robert:	(I'm) glad to meet you, Sara. Where are you from?
Sara:	(I'm) from Mexico.

Practice 1

Hello, my name is _____. (I'm) glad to meet you.
happy / pleased

Practice 2

This is my neighbor, _____. (I'm) pleased to meet you.
classmate / friend
brother / sister
mother / father

Practice 3

His name is _____.
Her / Your

Practice 4

(I'm) from Guanacaste. He's from Puntarenas.

San Jose	She's
Cartago	You're

Practice 5

Where are you from?

is he / is she

Practice 6: Dictation

A. Hello my _____ Robert.

B. Glad to meet _____ . _____ name's Sara.

C. This is my _____ , Lily.

D. Pleased to _____ you, Lily. Where are you _____?

E. (I'm) from Thailand.

Practice 7: Role Play

A. _____ , this is _____ .

B. Glad to meet you. Where are you from?

A. (I'm) from _____ .

Cultural Note: In the United States people do not always shake hands when introduced. Men usually do when introduced to other men. When introduced to a woman, a man usually waits for the woman to offer her hand. Women frequently do not shake hands when introduced to either men or women. Generally when men shake hands with each other they offer a firm grip.

Adapted from: http://humanities.byu.edu/elc/Teacher/sectiontwo/Lesson1.html

LESSON PLAN NO. 2 SCHOOL: REPUBLICA ARGENTINA LEVEL: LOW BEGINNING AUG.17.10

Socializing

Time from: 9:00 A.M. to 10:50 P.M. Language focus: Speaking / Writing

---

Topic: Greetings, introductions and leave-takings practice

General objective:

By the end of this course, students will be able to greet each other in different ways, and introduce people and say where they are from.

Specific objectives:

- Given the greeting structures the students will be able to verbally introduce themselves and their classmates with 100% accuracy.
- The learners will be able to have a short conversation applying the basic grammatical structures properly.
- Given a paper puppet the students will be able to present it to a classmate by using the greeting structures correctly.

Grammatical Focus:

How are you? Where are you from? This is _____, he's/she's from _____.

Vocabulary: greeting, hi, hello, good-bye, bye-bye, see you later, good morning, good afternoon, good evening, good night, name, country, meet, nice day, good weekend

---

Materials needed

A ball or something that can be thrown across the classroom.
'How are you?' worksheet, 'Gap-fill' worksheet, 'Tom' picture, 'Information exchange' worksheet, 'Rearrange the conversation' worksheets, 'Puppets'

Procedures

Warm up: (Visual Activity) – (5 minutes-10 minutes)

- The teacher will greet the students by saying good morning (student's name). How are you?
- The teacher will then open telling the students we are going to continue working on greetings.
- Ask students what they say when they see someone they know. Elicit "hello" and ask students what other greetings they know. On the board write: "Hello" "Hi" "Good bye" "Good morning"Ask students which one is NOT a greeting.
- Tell students they have two minutes to greet as many of their classmates as possible – encourage them to use as many different greetings as possible.

Providing Input: (5 minutes)

- Hand out the 'How are you?' worksheet to each student to complete individually. Before students complete the 'How are you?' worksheet, explain that the three people on the left are asking a question to the three people on the right, they should draw a line to join the person asking the question to the person answering it.

PRESENTATION (10 mins)

Encourage students to practice asking and answering the questions with as many people as possible.

- On the board write: What's your name? My name's _____. I'm _____.
- Practice these structures by asking students what their names are. Ask students to work in pairs and ask each other what their names are.
- On the board write: How are you? I am fine thanks!
- Practice these structures and tell students to work in pairs and ask each other how they are.
- On the board write: Where are you from? I am from....
- Practice these structures by asking students where they are from. Ask students to work in pairs and ask each other where they are from.

COMMUNICATION PRACTICE ACTIVITY (5-10 mins)

Since it is a large number of students, you could divide the class into two or three circles (after you are sure that the students know what to do).

- Ask the students to stand in a circle.
- Take the ball in your hand and say "My name is _____."
- Then throw the ball to a strong student and encourage him/her to say "My name is _____."
- This student then throws the ball to another student who does the same.
- When every student has caught the ball and said their name,take the ball again and say "My name is _____, and I'm from _____."
- Throw the ball around the class until every student has said "My name is _____, and I'm from _____."

COMMUNICATION PRACTICE ACTIVITY (5-10 mins)

- Hand out the 'Gap-fill' worksheet to students to complete in pairs.

Answers:

Jack: Hello.	Jack: Hello Kate.
Kate: Hello, what's your name?	Kate: Hello Jack, how are you?
Jack: My name's Jack. What's your name?	Jack: I'm fine thanks, and you?
Kate: My name's Kate.	Kate: I'm fine. This is my friend Jill.
Jack: Where are you from Kate?	Jack: Hello Jill, nice to meet you!
Kate: I'm from America. Where are you from?	Kate: Jill, this is Jack.
Jack: I'm from England.	Jill: Hello Jack, nice to meet you too.
	Jack: Where are you from?
	Jill: I'm from Australia.

When students have completed the 'Gap-fill' worksheet, they can act out the conversations in groups of three.

COMMUNICATION PRACTICE ACTIVITY (5-10 mins)

Make sure that the students understand the 'boy' and 'girl' symbols and ask "Where is he from?" and "Where is she from?"

When students have completed the worksheets they could write sentences, For example "Sam is from Beijing", "Peter is from Shanghai."

- Show students the 'Tom' picture and ask "Where is Tom from?" Elicit "He's from Beijing." Show students the 'Anne' picture and ask "Where is Anne from?" Elicit "She's from London."
- Divide the students into pairs, one is student A, the other is student B. Hand out the 'Information exchange' worksheet and tell students to sit back to back so that they cannot see each other's paper.
- Students ask each other questions to find out the missing information from their worksheet.

PRODUCTION ACTIVITY (5-10 mins)

- Handout the 'Rearrange the conversation' worksheets to students to complete in pairs. Before students complete the 'Rearrange the conversation' worksheets, ask them to describe the people in the picture.

Answers:

Alan: I'm fine thanks, and you?	3
Kath: Her name's Jenny.	6
Alan: Hello Jenny, where are you from?	7
Alan: Hello Kath.	1
Kath: I'm fine. This is my friend.	4
Jenny: I'm from Hong Kong.	8
Alan: What's her name?	5
Kath: Hello Alan, how are you?	2

WRAP-UP ACTIVITY (5-10 mins)

Monitor the puppet activity to check that the puppets are only "speaking" English.

Students could design their own puppets.

- On the board write: This is my friend. His/Her name is....
- Students work in groups of three and take it in turns to introduce each other.
- Give each student a finger puppet and tell them to give it a name and a city or country. Explain that the puppets only "speak" English. Divide the class into groups of two or three and tell students to introduce their puppets to each other. This is my friend, his/her name's _____.

CLOSURE: (5 minutes)

- Teacher will praise the students for all of their hard work.
- To end the class, the students will each be given a small wrapped gift (candy). The students will appropriately respond by saying, "thank-you." The teacher will respond, "you're welcome."

Evaluation criteria:

1. Teacher observes students use greetings correctly and accurately in a conversation. (Informal)

2. Teacher observes students' responses to the informational gap activity. (Informal).

Adapted from: www.in2english.com

Handout worksheets

1. "How are you?"

Can you match the questions to the correct answers?

2. Gap-fill conversation.

Can you put the correct words into the conversations?

Where	your	My	name's
from	Hello	I'm	name

MONDAY
Jack: Hello.
Kate: _____, what's _____name?
Jack: My _____ Jack. What's your _____?
Kate: ___ name's Kate.
Jack: Where are you ____Kate?
Kate: _____ from America. _____ are you from?
Jack: I'm from England.

thanks	is	you	from
	are	this	fine

TUESDAY
Jack: Hello Kate.
Kate: Hello Jack, how ____ you?
Jack: I'm fine _____, and you?
Kate: I'm _____. This ____my friend Jill.
Jack: Hello Jill.
Kate: Jill, ____ is Jack.
Jill: Hello Jack.
Jack: Where are ___ from?
Jill: I'm ____ Australia.

3. Information exchange.

Tom
Beijing

Anne
London

Student A

Name	Sam	Peter	Jill	Tom	Claire	Kate
City	Beijing		Guangzhou		Wuhan	

Student B

Name	Sam	Peter	Jill	Tom	Claire	Kate
City		Shanghai		Dalian		Kunming

4. Rearrange the conversations

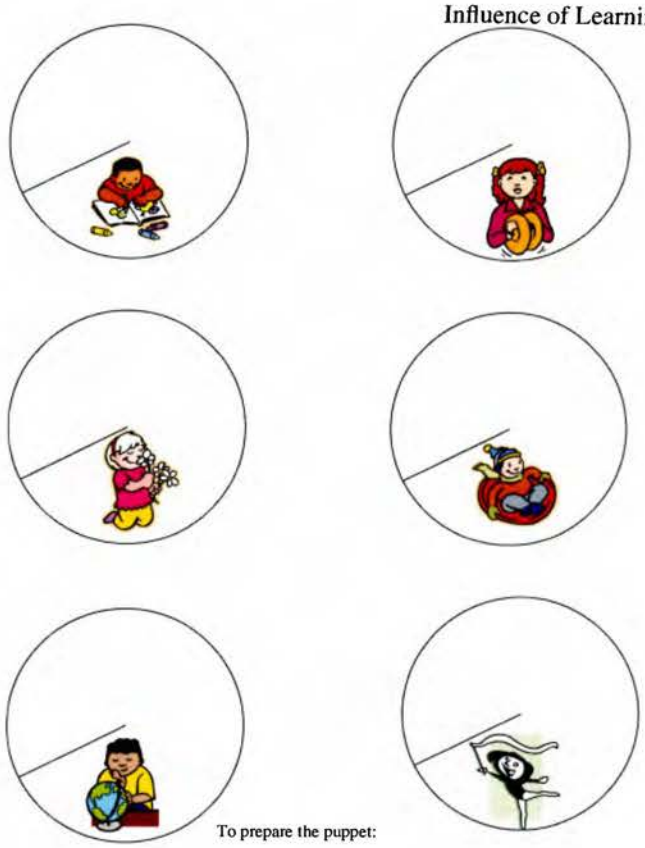
Can you rearrange the sentences to make a conversation between three people?

Alan: I'm fine thanks, and you?	
Kath: Her name's Jenny.	
Alan: Hello Jenny, where are you from?	
Alan: Hello Kath.	1
Kath: I'm fine. This is my friend.	
Jenny: I'm from Hong Kong.	
Alan: What's her name?	
Kath: Hello Alan, how are you?	2

Can you rearrange the sentences to make a conversation between three people?

Alan: I'm fine thanks, and you?	
Kath: Her name's Jenny.	
Alan: Hello Jenny, where are you from?	
Alan: Hello Kath.	1
Kath: I'm fine. This is my friend.	
Jenny: I'm from Hong Kong.	
Alan: What's her name?	
Kath: Hello Alan, how are you?	2

5. Puppets



To prepare the puppet:

1. Cut out the circles.
2. Cut along the line.
3. Fold the puppet into a conical shape.
4. Affix with tape or a staple.

6. Homework

Can you rearrange the words to make sentences?

are you *how*
_____ ?

you thank fine **I'm**
_____ .

from you where **are**
_____ ?

from I'm Beijing
_____ .

name **your** **what's**
_____ ?

name 's **my** Lucy
_____ .

friend **this** my **is**
_____ .

name's Kate her
_____ .

Exercises taken from: www.in2english.com

LESSON PLAN NO. 3 SCHOOL: REPUBLICA ARGENTINA LEVEL: LOW BEGINNING AUG.24.10

Socializing

Time from: 9:00 A.M. to 9:50 A.M. Language focus: Listening / Speaking/ Writing

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Topic: feelings and emotions.

General objective: By the end of this course, students will be able to express likes, dislikes, feelings and personal emotions in culturally appropriate ways.

Specific objectives:

- Given the vocabulary about emotions the students will be able to verbally express their feelings to the class with 100% accuracy.
- By the end of the lesson the students will be able to answer using the verb "be present" correctly.

Grammatical Focus:"Are you_____?" "Yes, I am"/"No, I'm not" Synonyms: sad / upset mad / angry

---

Pronunciation: Basic vocabulary. Initial consonants - h,m,n,s,t Digraph - th / thirsty

Show vowels - a / happy, i / sick, o / hot, r - controlled vowel - ur / surprised, er / nervous, ir / thirsty.

Vocabulary: happy, sad/upset, mad/angry, hungry, thirsty, sick, sleepy, tired, hot, cold, shy, fine, in love, very well, fine

---

Materials needed: Set of picture flashcards, whiteboard, markers,

---

Note: Students will have a 5 minutes quiz about greetings and leavings.

Procedures:

Warm up: (Visual Activity) – (5 minutes-10 minutes)

- The teacher will greet the students by saying good morning (student's name). How are you?
- The teacher will then open telling the students we are going to work on emotions and feelings.
- Show and discuss vocabulary using pictures of each emotion or feeling.
- Tell students they have two minutes to greet as many of their classmates as possible – encourage them to use the new vocabulary.

Providing Input: (5 minutes)

- Hand out the "Feelings" worksheet.
- Students will complete the feelings worksheet by writing the correct word next to each picture.
- They can check the names by writing the words on the board.

PRESENTATION (10 mins)

This is an activity to review the sentences structure of questions and answers. Asking and answering questions to express emotions and feelings.

- Ask the students to stand in a circle. The teacher will ask to one student "Hi ____, how are you today? The student answers correctly: "Hi_____, I'm fine, thank you", next the same student asks the classmate to his/her right the same and go on.
- They have to choose a word from the new vocabulary, but they can not repeat the answer, they have to use different answers.

COMMUNICATION PRACTICE ACTIVITY (5-10 mins)

Working with the vocabulary I've recently studied in a lexical set I will:

- Stick one set of pictures on the board and drill the words.
- Ask one student to leave the room and with the others agree on a card to be taken away. Mix up the other cards.
- Invite the other student back into the room and ask. "What's missing?"
- The student must try to remember which card has gone.

- Ask two or three more students to do the same.
- I like to make it harder so, they can take out more than one card or use fewer cards .

COMMUNICATION PRACTICE ACTIVITY (5-10 mins)

- Hand out the spaghetti string worksheet "Feelings" to students to complete individually.

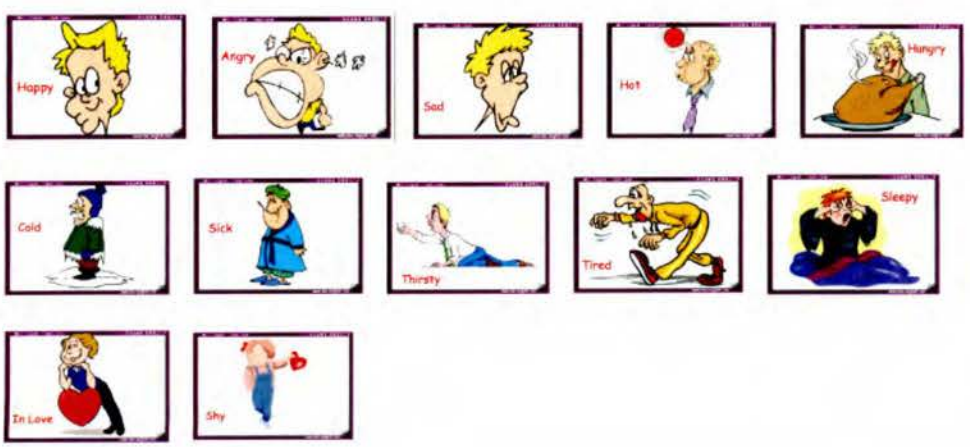
WRAP-UP ACTIVITY (5-10 mins) Feelings Traditional Bingo

- The bingo cards have words of 12 different feelings.
- Vocabulary is expanded and feeling words become part of a student's vocabulary.
- There are a 24 bingo cards, 12 calling cards, for implementation.
- The student who first complete the bingo card is the winner.

Evaluation criteria:

1. Students identify and express common feelings and emotions.

Emotions and feelings worksheets:



Exercises and images adapted from: www. in2english.com.cn

Colors

Time from: 10:00 A.M. to 10:50 A.M. Language focus: Listening / Speaking

General objective: Students will learn color vocabulary and how to ask their classmates what their favorite color is.

Specific objectives:

- Given the basic colors the students will be able to identify each one with 100% accuracy.
- By the end of the lesson the students will be able to answer using short answers to yes/no questions about their favorite colors.

Grammatical Focus: Yes / no questions. Short answers. Is this red? Yes, it is. No, it isn't. What color is this? It's red.

Pronunciation:

Basic vocabulary, consonant blend - gr / green, grey, bl/blue, black, r - controlled vowel - u r/purple, digraph - wh - white Long vowel - ee / green Consonants - c, r, y, p.

Vocabulary: color, red, yellow, orange, green, blue, purple, white, black, pink, grey.

Materials needed: Color flashcards, flags flashcards, flags worksheet, what color is it? worksheet, true or false worksheet. Different colored objects.

Procedures

Warm up: (Visual Activity) – (5 minutes-10 minutes)

- Display the color flashcards on the board, then practice with the class each vocabulary word " blue," "green" etc. until you are sure that the whole class are

familiar with it.. After practicing pronunciation bring individual students to the front of the class and ask them to write the different colors on the board.

- Show the Costa Rica's flag and ask the students what color it is.

Before the class starts, affix the flags around the room in different places, try to do this without the students seeing where you put the flags.

It is important that the students can see the correct spelling of the colors on the board before they begin the 'Flags' exercise.

Providing Input: (5 minutes)

- Hand out the 'Flags' worksheet to each student and tell them go around the classroom and find the flag that matches each sentence, then write the number of the flag in the box.

PRESENTATION (10 mins)

- On the board write: What color is it? It's_____.
- Using the "Flag" flashcards, ask individual students what color they are, eliciting the correct use of "It's"
- On the board write: Is it_____? Yes, it is. No it isn't.
- Hold up the Costa Ricans flag and ask "Is it red, white and blue? elicit "Yes, it is".
- Then ask "Is it green and blue?" elicit "No, it isn't"
- Practice these structures using the other flashcards.

After using the flashcards to practice 'What color is it?' 'It's _____' etc., use other objects around the classroom, or bring in different colored objects from home/the staffroom.

COMMUNICATION PRACTICE ACTIVITY (5-10 mins)

Hand out the "What color is it?" worksheet for students to complete in pairs. Make sure the students write "It's blue and not just blue".

If some students finish the 'What color is it?' worksheet before others, they can color in the pictures.

COMMUNICATION PRACTICE ACTIVITY (5-10 mins)

Hand out the 'True or false' worksheet for the students to complete in pairs.

PRODUCTION ACTIVITY (5-10 mins)

- Ask a strong student "What's your favorite color?" Ask a few other students until you think the whole class understands the meaning of the question. Practice the pronunciation of "What's your favorite color?" with the whole class.
- On the board write: What's your favorite color?" My favorite color is_____."
- Now ask other students "What's your favorite color?" and elicit "My favorite color is __.
- When you feel confident that all students can ask and answer the question, students can do a class survey. Since it is a small class, students could write the names of all of their classmates on a piece of paper and then mingle around the classroom asking each other their favorite colors and recording the answers. Eg. Auxiliadora - green. Omar - blue. Marlen - yellow.

WRAP-UP ACTIVITY (5-10 mins)

- Divide the class into teams. Explain that you will draw three things that are the same color (eg. tomato, strawberry, the Chinese flag) and the students must shout the color (red).
- The first team to shout out the correct color gets a point.
- The team with the most points at the end of the game wins.

If all the teams shout out their answers at the same time, you will not hear who answered first. Ask all teams to give themselves a team name. When they know the answer to a question, they shout their team name, you can then acknowledge that a team said their team name first and they can give their answer. This way only one person shouts their answer at a time.

CLOSURE: (5 minutes)

- Teacher will praise the students for all of their hard work.
- To end the class, the students use a leaving expression to the teacher.

Evaluation criteria:

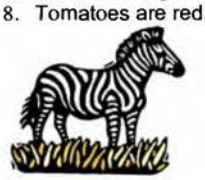
1. Students identify and express colors preferences.

Color worksheets:

True or false

Are these sentences TRUE or FALSE?

1. Bananas are yellow.
2. Watermelon is green and red.
3. Zebras are red and blue.
4. Strawberries are black.
5. The sea is yellow.
6. The Chinese flag is red and yellow.
7. Snow is orange.
8. Tomatoes are red.



Flags

Can you put the number of each flag into the correct box?

☐ The flag of China is red and yellow.

☐ The flag of South Africa is red, green, blue, black, white and yellow.

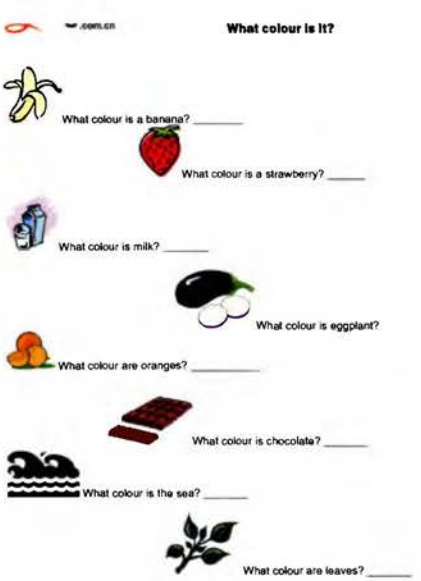
☐ The flag of Japan is red and white.

☐ The flag of Germany is red, yellow and black.

☐ The flag of Britain is red, white and blue.

☐ The flag of Italy is red, white and green.

☐ The flag of Brazil is yellow, blue, green and white.



Exercises and images adapted from: www. in2english.com.cn

LESSON PLAN NO. 5 SCHOOL: REPUBLICA ARGENTINA LEVEL: LOW BEGINNING SEP. 07.10

Socializing Recycling Activities.

Time from: 9:00 A.M. to 10:50 P.M. Language focus: Listening / speaking

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Topic: Emotions / Feelings, Colors. Classroom Language.

General objective: By the end of this course, students will be able to express likes, dislikes, feelings and personal emotions in culturally appropriate ways.

Specific objectives:

- Given the vocabulary about emotions the students will be able to verbally express their feelings to the class with 100% accuracy.
- By the end of the lesson the students will be able to answer using the verb "be present" correctly.
- Given the basic colors the students will be able to identify each one with 100% accuracy.
- By the end of the lesson the students will be able to answer using short answers to yes/no questions about their favorite colors.

Grammatical Focus: "Are you_____?" "Yes, I am"/"No, I'm not" Synonyms: sad / upset mad / angry Yes / no questions. Short answers. Is this red? Yes, it is. No, it isn't. What color is this? It's red.

Pronunciation: Basic vocabulary. Initial consonants - h,m,n,s,t Digraph - th / thirsty

Show vowels - a / happy, i / sick, o / hot, r - controlled vowel - ur / surprised, er / nervous, ir / thirsty.

Basic vocabulary, consonant blend - gr / green, grey, bl/blue, black, r - controlled vowel - u r/purple, digraph - wh - white Long vowel - ee / green Consonants - c, r, y, p.

Vocabulary: happy, sad/upset, mad/angry, hungry, thirsty, sick, sleepy, tired, hot, cold, shy, fine, in love, very well, fine, color, red, yellow, orange, green, blue, purple, white, black, pink, grey.

Materials needed: Set of picture flashcards, whiteboard, markers,

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Note: We will check homework (5 minutes). We will work with the pronunciation (5minutes)

Procedures: Warm up: **(Visual Activity) – (5 minutes)**

The teacher will greet the students by saying good morning (student's name). How are you?

The teacher will distribute a card identification to be use during every lesson class.

The teacher will then open telling the students we are going to review and work with feelings, emotions and colors.

Then, she shows and reviews vocabulary using pictures of each emotion or feeling.

The teacher tells students they have two minutes to greet as many of their classmates as possible – encourage them to use the new vocabulary.

Providing Input: (5 minutes)

Hand out the "Feelings" listening worksheet.

Students will complete the feelings worksheet by listening to the audio, choosing the correct picture and writing the correct answer.

Activity: Retrieved from 123listening.com

COMMUNICATION PRACTICE ACTIVITY (5-10 mins)

Working with the vocabulary

1)The teacher displays the emotion pictures on the floor. 2)Ask one student to leave the room and with the others agree on a card to be taken away. 3) Mix up the other cards.Invite the other student back into the room and ask. "What's missing?" 4)The student must try to remember which card has gone. 5) Ask two or three more students to do the same.

COMMUNICATION PRACTICE ACTIVITY (5-10 mins)
Hand out the spaghetti string worksheet "Feelings" to students to complete individually.

WRAP-UP ACTIVITY (5-10 mins) Feelings Traditional Bingo
The bingo cards have words of 12 different feelings.
Vocabulary is expanded and feeling words become part of a student's vocabulary.
There are a 24 bingo cards, 12 calling cards, for implementation.
The student who first complete the bingo card is the winner.

Evaluation criteria:

1. Students identify and express common feelings and emotions.

Procedures: Warm up: **(Visual Activity) – (5 minutes)**

Display the color flashcards, then review with the class each vocabulary word " blue," "green" etc. until you are sure that the whole class are familiar with it. Use the form "What color is this?" It is.../ Is this....? No, it isn't. It is.... Yes, it is.

Providing Input: (5 minutes)
Hand out the "Colors" listening worksheet. Students will complete the colors worksheet by listening to the audio, choosing the correct picture and writing the correct answer.
Activity: Downloaded from 123listening.com
PRODUCTION ACTIVITY (5-10 mins)

- Ask a strong student "What's your favorite color?" Ask a few other students until you think the whole class understands the meaning of the question. Practice the pronunciation of "What's your favorite color?" with the whole class.
- On the board write: What's your favorite color?" My favorite color is_____."
- Now ask other students "What's your favorite color?" and elicit "My favorite color is __.
- When you feel confident that all students can ask and answer the question, students can do a class survey. Since it is a small class, students could write the

names of all of their classmates on a piece of paper and then mingle around the classroom asking each other their favorite colors and recording the answers. Eg. Auxiliadora - green. Omar - blue. Marlen - yellow.

WRAP-UP ACTIVITY (5-10 mins)

- Divide the class into teams. Explain that you will draw three things that are the same color (eg. tomato, strawberry, the Chinese flag) and the students must shout the color (red).
- The first team to shout out the correct color gets a point.
- The team with the most points at the end of the game wins.

If all the teams shout out their answers at the same time, you will not hear who answered first. Ask all teams to give themselves a team name. When they know the answer to a question, they shout their team name, you can then acknowledge that a team said their team name first and they can give their answer. This way only one person shouts their answer at a time.

CLOSURE: (5 minutes)

- Teacher will praise the students for all of their hard work.
- To end the class, the students use a leaving expression to the teacher.

Evaluation criteria: Students identify and express colors preferences.

Classroom Language: Procedures: Warm up: (Visual Activity) – (5 minutes)

The teacher tells the students that they will learn about important classroom expressions. To teach the sentences and questions to use in every day activities in the classroom the teacher shows flashcards with pictures and the sentence or question she wants students learn. Then she says the word or sentence and makes students repeat, then she will ask for clarification.

In addition the teacher displays around the classroom pictures with the same sentences and words, to remind them and to help them speaking in English.

Providing Input: (10 minutes)

To practice, "How do you say ..... in English?", the teacher writes five new words on the board that the students don't know. Then she gets the students to ask, "How do you say [one of the new words] in English?" The teacher will do similar examples with the remaining words.To practice, "Can you repeat that, please?", the teacher moves around the classroom, points to things and says, "How do you say that in English?". When the students answer, pretend not to understand and say, "Can you repeat that, please?" The teacher writes the words are too difficult for the students to pronounce and ask them to say: "How do you pronounce this?"

Classroom Language worksheet

Here is a list of some of the most common phrases used for asking questions in the classroom. Learn the phrases and use them often!

Language for teacher to student communication	**Language for student to student communication**	**Language for student to teacher communication**
Good morning / afternoon / evening!	You start. I'll start.	How do you say ... in English?
Hello / Hi How are you?		Could / can you say that again, please?
Sit down / Stand up, please.	Can you repeat that, please?	Can you repeat that, please?
Look at ..., please.	Can you speak louder, please?	(I am sorry.) I do not understand.
Point to ..., please.	Color it [color name] , please.	How do you pronounce it / that?
Work in pairs / groups, please.	Draw a ..., please.	Can you write it on the board, please?
What's this / that?	Can I help you?	What should I do?
Come to the board, please.	Thank you (very much). Excuse me.	What does this / that mean?
Write ..., please.	Excuse me.	Can you help me / us, please?
Sit there / here, please.	May I borrow your ..., please?	Is this right / correct?
Colour it [colour] , please.	Can I have a pen, please?	[teacher's name] . I can't hear you.
Draw a(n) ...,please.	Do you have a pen for me?	I'm sorry I'm late.
Be quiet!	Excuse me, please.	Thank you very much.
Class, please repeat this sentence after me.	I'm sorry. Sorry about that.	I don't understand.
Goodbye Have a good weekend / day / evening / time!		

Gap fillers

Adapted from: http://www.gapfillers.co.uk/

LESSON PLAN NO. 6 SCHOOL: REPUBLICA ARGENTINA LEVEL: LOW BEGINNING SEP. 14. 10

Strategy lesson Classroom Language.

Time from: 9:00 A.M. to 10:50 P.M. Language focus: Listening / speaking

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Topic: Classroom Language.

Specific objectives:

By the end of the lesson students will be able to:

- ask a speaker to repeat himself, using a level of formality appropriate to the situation.

Grammatical Focus: Modal verbs used to politely ask for information

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Vocabulary: write, color-paint, match, read, complete-fill in, tick, draw, circle, underline.
Expressions: sorry I´m late, How do you say... in English?, pardon?, say that again...

Materials needed: Set of picture flashcards, whiteboard, markers, worksheet practices.

Important Note: We will have Quiz No. 2. (20 minutes)

Procedures:

Warm up: (10 minutes)

The teacher will greet the students by saying good morning (student's name). How are you?

The teacher will distribute a card identification to be use during every lesson class.

The teacher tells the students that they will learn about important classroom expressions. To teach the sentences and questions to use in every day activities in the classroom the teacher shows flashcards with pictures and the sentence or question she wants students learn. Then she says the word or sentence and makes students repeat, then she will ask for clarification.

Helping students get familiar with instructions commonly used in the English class, the students will complete Understanding Instructions worksheet in pairs.

Providing Input (following instructions): (10 minutes)

Teacher models every instruction and shows the students what the key of every action will be. Then, they play the game: Do as I say, not as I do: When the actions and what the teacher says don't match, students don't copy the action, but do what the teacher says instead.

PRESENTATION of the strategy (5 minutes)

(a) Name the strategy: Asking for repetition, clarification.
(b) Explain how to use it: the speaker asks the interlocutor to repeat what he/she has just said to facilitate comprehension, to clarify the meaning of what he/she has just said to facilitate comprehension or to confirm the meaning of what he/she has just said to facilitate comprehension.

Hand out the Classroom Language list of common expressions and gap fillers. Teacher reads students repeat.

Providing Input: (10 minutes)

To practice the Classroom Language, "How do you say ..... in English?", the teacher writes five new words on the board that the students don't know. Then she gets the students to ask, "How do you say [one of the new words] in English?" The teacher will do similar examples with the remaining words.To practice, "Can you repeat that, please?", the teacher moves around the classroom, points to things and says, "How do you say that in English?". When the students answer, pretend not to understand and say, "Can you repeat that, please?" The teacher writes the words are too difficult for the students to pronounce and ask them to say: "How do you pronounce this?"

COMMUNICATION PRACTICE ACTIVITY (10 minutes)
Hand out the "Classroom Language" worksheet to students to complete in pairs. They have to put every expression under the correct heading.

WRAP-UP ACTIVITY (15 minutes)
After the teacher says or does something, the students try to use as much classroom language as they can to ask the teacher to do it again or another way, e.g. if the teacher says "This is a whiteboard", the students can say "How do you pronounce that?", "Can you speak

more slowly please?" (several times until it isn't possible to speak any more slowly), "Can you speak more loudly please?" (ditto, until the teacher is shouting) etc.

Evaluation criteria:

1. teacher checks written work on each exercise as students complete worksheets.
2. - teacher monitors pairs practice and provides individual feedback to students.

Class Discussions (5 minutes)

Teacher-led class discussions of a particular strategy's effectiveness should come immediately after students have practiced the strategy. They may include inviting students to comment on how they used an assigned strategy, whether they used additional strategies, and which strategy or combination of strategies worked best for them. Teacher hands out a piece of paper in order to know if the students are aware of the learning strategies we have worked with.

Data Collection for the Research: (5 minutes)
The students will complete a survey.

Adapted from: www.usingenglish.com

LESSON PLAN NO. 7 SCHOOL: REPUBLICA ARGENTINA LEVEL: LOW BEGINNING SEP. 21. 10

Food

Time from: 9:00 A.M. to 10:50 P.M. Language focus: Speaking and listening

Language learning strategies: Asking for repetition

Specific objectives:

By the end of the lesson students will be able to:

- identify certain food items, state whether or not they like them.
- ask for clarification when they don't understand, whether due to lack of understanding the meaning or because they could not hear what was said.

Grammatical Focus: Modal verbs used to ask for information and clarification. Practice "Do you like ___? Yes, I do/No, I don't." , food vocabulary.

Vocabulary: 1. Excuse me, Can you repeat that, please?2. How do you say (...) in English?3. Can you speak louder, please?4. Can you say that again, please?5. I am sorry. I do not understand.6. How do you pronounce it / that?7. Is this right / correct? 8. Can you write it on the board, please?9. May I borrow your ..., please? 10. Can you help me / us, please? Food Vocabulary: fruit: banana, pineapple, grapes, strawberry, watermelon, vegetables: tomatoes, carrots, potatoes, green pepper, onions, drinks: milk, juice, coffee, soda, lemonade, snacks: cookies, cake, chocolate (candy bar), ice cream, potatoes chips, food: rice, sandwich, soup, cereal, bread, fish.

Materials needed: Food flashcards, matching worksheets, Find some one who... worksheets, Like/Dislike chart, the shopping game, whiteboard, markers, worksheet practices, video about food, Tv or computer.

Workplace culture: Newcomers often find it difficult to ask for clarification: They are shy about their level of English and feel it is an imposition to ask for special attention.They feel it shows lack of respect to interrupt or question the speaker, particularly to someone in

leadership. They feel it will result in loss of face to show that they do not understand. They may not realize that speakers expect interruptions and requests for clarification when the listeners do not understand clearly.

Learning Activities:

Warm up: Short review of the appropriate language used to interrupt and ask for clarification. (5 m)

The teacher will greet the students by saying good morning (student's name). How are you? Students answer correctly. The teacher will distribute a card identification to be use during every lesson class.

The teacher will review classroom expressions emphasizing in "asking for information or clarification".

To introduce Food Topic: Practice: "Do you like _____? Yes, I do/No, I don't." The teacher will bring in several food items in a bag. Approach a student and have them pick something from the bag without looking. Then ask, "Do you like ___?" The student should answer either, "Yes, I do", or "No, I don't." Ask a couple more students if they like this food. Then approach another student to pick something from the bag. Repeat the procedure until it is apparent that the students understand the question, "Do you like ___?" With this introduction students must practice the learning strategy, by applying the following expressions:

Expressions to practice Learning Strategy

1. Excuse me, Can you repeat that, please?
2. How do you say (...) in English?
3. Can you speak louder, please?
4. Can you say that again, please?
5. I am sorry. I do not understand.
6. How do you pronounce it/ that?
7. Is this right/ correct?
8. Can you write it on the board, please?
9. May I borrow your ..., please?

10. Can you help me / us, please?

PRESENTATION (10 MINS.)

The teacher plays the video about food. Students listen. Then teacher asks what is happening in the video, they have to answer.

The teacher writes the words fruit, vegetables, food, drink and snack . Continue the "Do you like ___?" question activity using the power point presentation with the whole class. After the class answers, ask "Is it/Are they fruit, vegetables, food, drink or snack?" After teacher has used several of the flashcards and placed them under the correct category, many of the students will understand the meanings of the category words from the context the activity has provided.

COMMUNICATION PRACTICE ACTIVITY (15 MINS.)

In pairs have the students complete the matching worksheet(s). After several minutes, complete the worksheets together. Note: This may be a challenging exercise since the words have only just been introduced. But allow the students a chance to work out some of the answers on their own.

COMMUNICATION PRACTICE ACTIVITY (10 MINS.)

Do the "Find someone who..." activity. The activity will allow the students to practice the target sentence forms and the vocabulary one more time before the production activity.

Evaluation criteria:

1. teacher checks written work on each exercise as students complete worksheets.
2. - teacher monitors pairs practice and provides individual feedback to students.

Class Discussions (5 minutes)

Teacher-led class discussions of a particular strategy's effectiveness should come immediately after students have practiced the strategy. They may include inviting students to comment on how they used an assigned strategy, whether they used additional strategies, and which strategy or combination of strategies worked best for them. Teacher hands out a piece of paper in order to know if the students are aware of the learning strategies we have worked with.

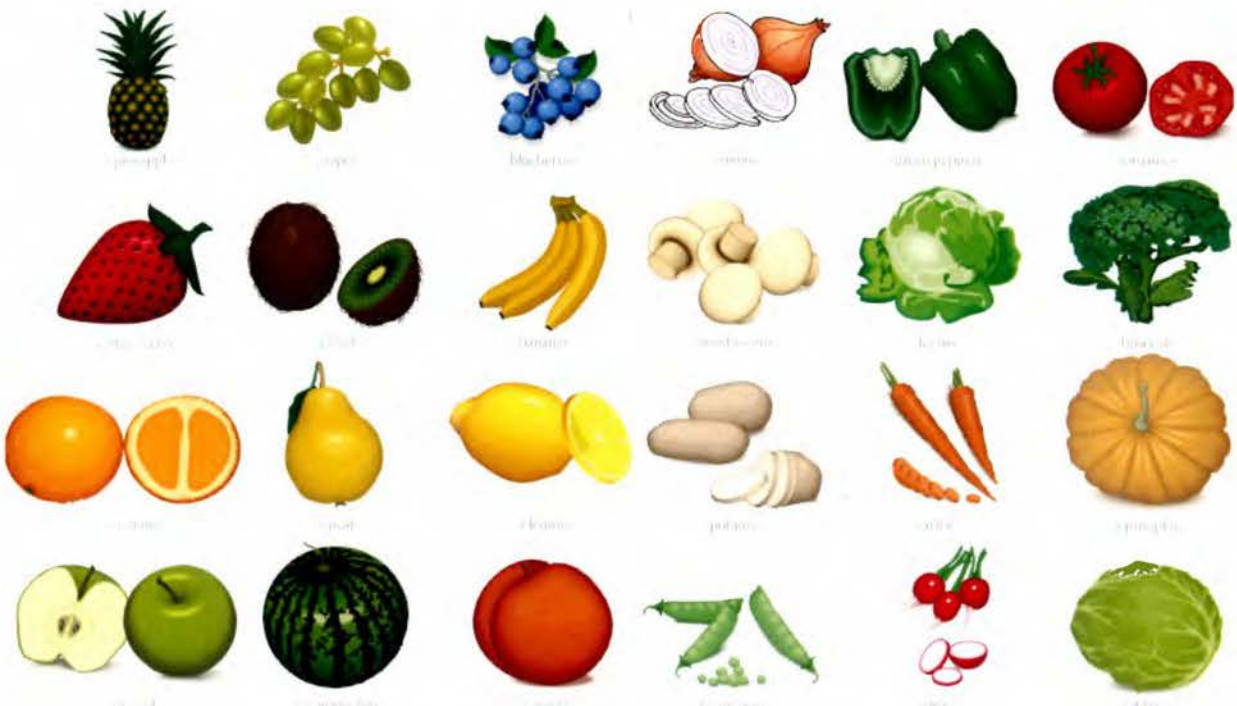
Data Collection for the Research: (5 minutes)

The students will complete a survey.

Activities and flashcards adapted from: http://www.mes-english.com

FRUIT

VEGETABLES



FOOD

DRINKS

SNACKS

Pictures from: www.mes-english.com

LESSON PLAN NO. 8 SCHOOL: REPUBLICA ARGENTINA LEVEL: LOW BEGINNING SET. 28. 10

Socializing

Time from: 9:00 A.M. **to** 10:50 P.M.

Language focus: Listening and speaking

Topic: Food and classroom language practice. // Days of the week and Months of the year.

Cultural focus: Calendars are useful to keep track of important dates.

Objectives:

After this lesson, students will be able to

2. ask and answer about their favorite food.
3. identify days of the week and months of the year using words and abbreviations.
4. talk about days, months and dates by sing subject pronouns.

Grammatical Focus:

Days of the week/ Months of the year / Dates

What day is it today? It is_____. When is your birthday? It is _____.

Pronunciation: Basic vocabulary. Read and pronounce numbers. Similar consonants -b, d,

Consonant - m,b,t,n,w,j,s

Final digraphs - ch / March - th / month

Long vowels - a / day, i / Friday, e / December

Vocabulary: day, month, birthday, yesterday, today, tomorrow, days of the week, months of the year, abbreviations for days and months.

Materials / Additional resources:

- 3x5 index cards with the name of each student
- whiteboard

Quiz 3 (10min)

The teacher will greet the students by saying good morning (student's name). How are you?
The teacher will open telling the students we are going to have a quiz about food vocabulary. It is a listening quiz.
Review food vocabulary (15mins)
After the quiz the teacher explains about the words: breakfast, lunch, dinner and eat.
The teacher first models and then reviews food vocabulary by asking each student: What did you eat for breakfast today?. They can answer: My breakfast was_____. She hands out the American Breakfast Food sheet.

Days and Months

Procedures

1. Warm up: **(Visual Activity) – (5 minutes)**

The students already know the vocabulary of days and months, because it was assigned as homework last class.
The teacher reviews each word by displaying the days of the week and the months of the year on the board, to give students a sense of security.
The teacher also teaches the following words: today, tomorrow, yesterday. She shows about the names of the days. sun - day / mon - day... etc.
She will teach about the structures of the questions: What day is it today?... What day is it tomorrow? What day was it yesterday?

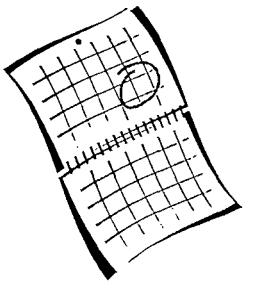
Providing Input: (10 minutes)
The teacher gives each student a copy of the "What day is it?" worksheet.
They will completed it in pairs.
Teacher checks for understanding.

Guided Participation: (5 minutes)

The teacher will copy and cut up a set of 'Months' cards for each group of three or four students. She will make sure that the months are not in the right order. She will tell them to arrange the months on a desk in the correct order.
Extension: (15 minutes)
The teacher writes When is your birthday? on the board. Then she answers with her own date.
Then she asks some students the same. After they get the idea, she will ask them to stand up and ask their classmates the same, so by asking each other "When is your birthday?" students form a line in order of when their birthday is. For example, someone with their birthday in the beginning of January would be standing at the front of the line and whoever's birthday is latest in the year stands at the back.
Closure: (5 minutes)
Teacher will assign homework for next class.

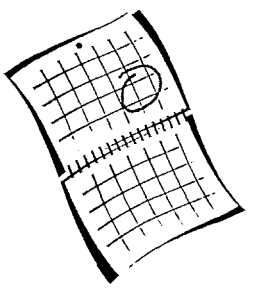
Evaluation criteria:

1. Students identify days and dates in a calendar. Students state birthday and locate it on a calendar.
2. Teacher monitors and helps students. (Informal). Teacher will orally assess students while playing the shopping list game to observe the students' comprehension of food vocabulary and correct usage of students' language production comprehension check (Informal).
3. Teacher checks:
    - Understanding sounds.
    - Reacting to a situation orally.
    - Responding to simple questions.
    - Imitating correct pronunciation.



What day is it?

1. What day is it today?
2. What day is it tomorrow?
3. What day was it yesterday?
4. What days do you like?
5. What days don't you like?
6. What days do you go to school?



What day is it?

1. What day is it today?
2. What day is it tomorrow?
3. What day was it yesterday?
4. What days do you like?
5. What days don't you like?
6. What days do you go to school?

American Breakfast Food

Cereal	Oatmeal	Toast
Donuts	Muffins	Bagels
Scrambled Eggs	Fried Eggs	Omelet
Bacon	Sausage	Hash Browns
French Toast	Pancakes	Waffles
Orange Juice	Milk	Coffee

Adapted from: www.ielanguages.com

LESSON PLAN NO. 9 SCHOOL: REPUBLICA ARGENTINA LEVEL: LOW BEGINNING OCT. 05. 10

What are you doing?

Time from: 9:00 A.M. to 10:50 P.M.

Language focus: Listening/speaking

Topic: Action verbs / Numbers /

Cultural focus: You have only one opportunity to make a good first impression. First impressions are lasting ones.

Objectives:

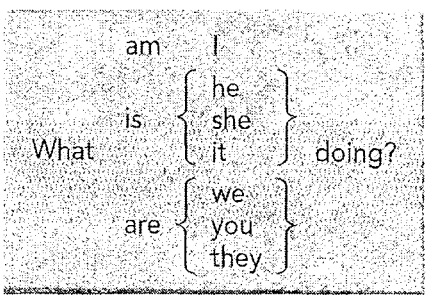
2. Talk about what are you doing in the present by using the present continuos correctly.
3. Using subject pronouns by answering questions accurately.
4. Using numbers correctly by asking and answering questions in a correct way..

Grammatical Focus:

Verb to be: am, is, are

Pronouns: I, you, he, she, we, they

Numbers one,two,three, four,five six,seven, eight,nine, ten, eleven, twelve.



Pronunciation: Contractions: I'm / He's / She's + verb + -ing . Reduced What are...

Vocabulary: * Eating* Drinking* Cooking *Reading*Studying* Teaching*Singing*Sleeping*Swimming*Planting*Watching T.V.* Listening to music* Playing cards* Playing Baseball*Playing the piano, numbers,one,two,three,four,five,six,seven,eight,nine,ten

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Materials / Additional resources:

- 3x5 index cards with the name of each student
- whiteboard
- Flash cards / pictures

Note: A brief review of personal and possessive pronouns. Next students will have a graded practice review. Finally, a brief review on quiz corrections. (15 minutes)

Procedures

1. Warm up: (Visual Activity) – (5 minutes)

The teacher will greet the students by saying good morning (student's name). How are you? The teacher will distribute a card identification to be use during every lesson class.

The teacher will then open telling the students they are going to work with action verbs, they already know:(write, paint,draw,ask,answer,listen,read) She will explain that they will learn how to make sentences about what is happening now, and that it is called: present continuos. The teacher elicits the tense -ing (for what is happening now) One of the easiest is to do some kind of mime. Try to elicit the question and the answer from your learners.

"What are you doing?" "I'm . . ." (aim...)

Providing Input: (10 minutes)
Teacher hands out the worksheet for the students to learn the vocabulary.
The teacher will say the words and the students will repeat the words.

Guided Participation: (10 minutes)
The teacher provides few prompts using flash cards or mime.
The teacher gets students to ask both the question and answer. "What's he / she / it doing?" "He / she / it's __." Elicit using prompts: [use flash cards] * Eating* Drinking* Cooking *Reading *Studying* Teaching*Singing*Sleeping*Swimming*Planting*Watching T.V.* Listening to music* Playing cards* Playing Baseball*Playing the piano
The students work in pairs with the What are you doing? worksheet

Extension: (15 minutes)
The teacher will model the activity by presenting the question:
* "What am I doing?" * "You are ___."
The teacher gives a flash card or a card with a continuous verb written on it to a student but do it secretly. Then ask them to mime it to their partners
* "What am I doing?" * "You are ___."

The teacher asks the students to do this in pair work.

Revision and consolidation of numbers 1-10 (pronunciation)

Presentation and practice of: What's your telephone number? It's (6164815). Warm up: (5 ms)

1. Begin by reviewing the numbers from 1 to 10. Pronunciation and spelling. (5 minutes)
2. Play a warm-up game to review the numbers 1-10. (5 minutes)

    2.1 Stand at the front of the class.

    2.2 Hold up three fingers and ask the students to tell you how many? Look at my fingers. How many are there? One, two, three. Yes, that's right. three. Well done.

    2.3 Now put your hands behind your back. Ask the students to tell you how many fingers. Okay, now. How many fingers? Are you ready? Watch carefully. I'm going to be quick!

    2.4 Quickly show your hands. The students need to watch carefully to see how many fingers you hold up. How many? Lets count. One, two, three, four, five...six. Yes well done. Six.

    2.5 Ask a student to come to the front of the class and 'be the teacher'. He-She will hold out their fingers and the class will say how many fingers.

    2.6 Ask the students to continue in pairs testing each other. Walk around the class and monitor.

3.Introduce question What's your telephone number? and the answer It's (1234567). Set up the situation. (5 minutes)

    3.1 Draw a telephone on the blackboard or have one on a flashcard.
    3.2 Ask to a student What's your telephone number Maria? What about you Jo?
    3.5 Check everyone's answer. Ask a student to write the telephone number on the board.

4. Do some oral practice of the question. What's your telephone number? (5 minutes)

    4.1 Do some back chain drilling of the question to highlight the contraction of the 'is' and the pronunciation of the 'your' (yer) What's yer telephone number? Okay everybody repeat: number? Number? Number? (Remember it's a question so your intonation will rise on this word) Telephone number? Telephone number? Your telephone number? Your telephone number? What's your telephone number? What's your telephone number?

5. Do some further practice of the question and answer form. (10 minutes)

    5.1 Ask students to take out a piece of paper and copy from the board the following grid:
    5.2 Ask student to complete the grid with four classmates names. Give an example on the board: Please choose four classmates and write their names in the grid like this:
    5.3 Explain the students that they are going to ask their classmates for their telephone numbers. Now you are going to ask your classmates for their telephone numbers okay?

Name	Telephone number	Name	Telephone number
Fred	_____	*Mary*	_____
John	_____	*Sally*	_____

So lets see an example: Sunny and Fred can you come to the front of the class. Sunny can you show us what to do? Ask Fred for his telephone number. Sunny: "Fred, What's your telephone number?" Fred: "It's 65025762."
Now can everyone ask his or her classmate? You only have 5 minutes so please do it quickly. Are you ready? Yes? Okay you can begin.

Closure:
Teacher will praise the students for all of their hard work.

Evaluation criteria:

1. Teacher observes students use present continuos correctly and accurately. (Informal)

2. Teacher observes students' responses during pair work. (Informal).

3. Teacher will orally assess students while playing the game to observe the students' comprehension of -ing verbs and correct usage of students' language production using game activity – comprehension check (Informal).

What	am	I	doing?		(I am)	I'm
	is	he she it			(He is) (She is) (It is)	He's She's It's
	are	we you they			(We are) (You are) (They are)	We're You're They're

eating.

What is your telephone number?

Number	English(pronunciation)
0	zero (zeer-ro)
1	one(wun)
2	two(too)
3	three(three)
4	four(for)
5	five(five)
6	six(siks)
7	seven(SEV-en)
8	eight (ate)
9	nine(nine)
10	ten(ten)
11	eleven(e-LEV-en)
12	twelve(twelv)

Pictures from: Molinsky, S., Bliss B., (2000). Side by Side.Longman

LESSON PLAN NO. 10 SCHOOL: REPUBLICA ARGENTINA LEVEL: LOW BEGINNING OCT. 12. 10

Numbers 1-10 Talking on the phone

Time from: 9:00 A.M. to 10:50 A.M. Language focus: Listening/speaking

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Topic: Numbers 1-10 Phone call

Cultural focus: Numbers may differ from culture to culture. It is important to know how to respond appropriately to a phone call by knowing common phrases in English language.

Objectives:

2. Using subject pronouns by answering questions accurately.

3. Using numbers correctly by asking and answering questions in a correct way.

Grammatical Focus:

Verb to be: am, is, are Pronouns: I, you, he, she, we, they

Numbers one,two,three, four,five,six,seven, eight,nine, ten, eleven,,twelve.

Pronunciation: Contractions: I'm / He's / She's + verb + -ing . Reduced What are...

Vocabulary: numbers,one,two,three,four,five,six,seven,eight,nine,ten

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Materials / Additional resources:

- 3x5 index cards with the name of each student / whiteboard/ phone numbers / worsheets

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Note: Students will have practice review of present progressive in pairs. (15 minutes)

Procedures

1. Warm up (5 minutes): Revision and consolidation of numbers 1-10 (pronunciation)

1. Begin by reviewing the numbers from 1 to 10. Pronunciation and spelling. (5 minutes)

2. Quiz students by saying a number and have students respond individually by pointing to the corresponding number on the board.

3.Introduce question What's your telephone number? and the answer It's (1234567).

Set up the situation. (5 minutes)

3.1 Draw a telephone on the blackboard or have one on a flashcard.

3.2 Telephone numbers. Students will have an assigned phone number for each one. They should read out their whole number each time. (there are two pair of identical numbers, to group students)

3.3 Ask to a student What's your telephone number Maria? What about you Lorena?

3.5 Check everyone's answer. Ask a student to write the telephone number on the board.

4. Do some oral practice of the question. What's your telephone number?

4.1 Do some back chain drilling of the question to highlight the contraction of the 'is' and the pronunciation of the 'your' (yer) What's yer telephone number? Okay everybody repeat:

number? Number? Number? (Remember it's a question so your intonation will rise on this word)

Telephone number? Telephone number? Your telephone number? Your telephone number? What's your telephone number? What's your telephone number?

5. Do some further practice of the question and answer form. (10 minutes)

5.1 Ask students to take out a piece of paper and copy from the board the following grid:

5.2 Ask student to complete the grid with four classmates names. Give an example on the board: Please choose four classmates and write their names in the grid like this:

5.3 Explain the students that they are going to ask their classmates for their telephone numbers.

Name	Telephone number	Name	Telephone number
Grace	_____	Lorena	_____
Omar	_____	Maria	_____

So lets see an example: Auxiliadora and Maria can you come to the front of the class. Auxiliadora can you show us what to do? Ask Maria for her telephone number.

Auxiliadora: "Maria, What's your telephone number?" Maria: "It's 65025762."

Now can everyone ask his or her classmate? You only have 5 minutes so please do it quickly. Are you ready? Yes? Okay you can begin.

Production activity: Talking on the phone

6.The teacher will explain to the students that this activity helps them understand what a difference it makes if you can see the person you are talking to and how much information we give by moving our hands and using our face. When we cannot see the person it is a little more difficult to understand them.

6.1 The teacher introduces the structure for the conversation. There are a number of phrases and idioms that are only used when telephoning. Teacher models the following conversation for the students to practice.

Monica: Hello?

Ivannia: Hello Monica, this is Ivannia. How are you today?

Monica: Hi Ivannia! I am fine, how are you?

Ivannia: I am great! What is Susanna's phone number?

Monica: Susanna's phone number is 09817 7655668.

Ivannia: Thanks. See you then. Goodbye.

Monica: Bye

The students can be back to back or facing each other in this exercise. Back to back is best as it is more like telephone call. If you have toy telephones, give them to the students.

6.2 Students will work with the telephone role play cards.

6.3Students will work with the Gap fill sheet.

Closure: Teacher will praise the students for all of their hard work.

Evaluation criteria:

1. Teacher observes students use numbers correctly and accurately. (Informal)
2. Teacher observes students' responses during pair work. (Informal).
3. Teacher will orally assess students while playing the game to observe the students' comprehension of numbers and correct usage of students' language production using game activity – comprehension check (Informal).

Created by Ivannia Sandí

LESSON PLAN NO. 11 SCHOOL: REPUBLICA ARGENTINA LEVEL: LOW BEGINNING OCT. 19. 10

Conversations

Time from: 9:00 A.M. to 9:50 A.M. Language focus: Listening / Speaking/ Writing

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Topic: Telephone Conversation / numbers

General objective: By the end of this course, students will be able to use telephone conversation as an listening/speaking activity to practice conversation.

Cultural Focus: Polite expressions are important in all cultures to establish and communicate respect to others.

Specific objectives:

- Students will be able to respond to questions asked in telephone conversations.
- By the end of the lesson the students will be able to use greetings in an informal telephone conversation.

Pronunciation: Basic Vocabulary. Ask and answer basic questions. Contractions.

Vocabulary: Hello, This is..., leave, message, phone, numbers, thank you, bye, Is (name) there?, days of the week, today, yesterday, tomorrow, soon, tell, called, that's right, would you, I would like to...

Materials needed: worksheets, whiteboard, markers, videocamera.

Procedures: Warm up/Review: (10 minutes) The teacher will greet the students by saying good morning (student's name). How are you?

Students are currently learning new vocabulary about phone conversations and numbers until 10.

Review numbers and days of the week vocabulary. Review telephone expressions.

They will practice pronunciation and intonation. For example: What is your telephone number? It's... Who is this? This is....., Do you want leave a message? I would like to leave a message.

Providing Input: (10 minutes)

Practice asking and telling each other your phone numbers. Use the phone numbers they had the last week. This is an activity to review the sentences structure of questions and answers. Asking and answering questions to have a telephone conversation.

- Ask the students to stand in a circle. The teacher will ask to one student to be the receiver of the call she is making. The student answers the call by answering the teacher's basic questions.
- Hello?,
- Hello! This is Ivannia your teacher. What is your name?
- How are you today?
- Where are you from?
- What day is today?
- What is your cell phone number?
- What is your favorite color?
- What is your favorite food?
- Ok, thank you very much! Have a nice day!
- Bye!

PRESENTATION (10 mins)

- Hand out the Conversation Practice worksheet.
- Teacher models the conversation.
- Students will read their roles.
- They will practice in pairs.
- Students present their conversation in front of the class.

Evaluation criteria:

1. Students role-play asking and answering questions.

2. Students practice vocabulary words.

Student 1 –	Hello?
Student 2 –	Hello, I would like to speak to_____
Student 1 –	Who is calling?
Student 2 –	This is _____
Student 1 –	Ok, wait a moment please.
Student 3 –	Hello?
Student 2 –	Hello, this is_____ How are you?
Student 3 –	I am fine, thank you.
Student 2 –	Are you going to English classes today?
Student 3 –	Yes, off course, why?
Student 2 –	I am sick. Please tell the teacher I am not going today.
Student 3 –	Ok, don't worry. I'll tell her.
Student 2 –	Thank you very much, bye!
Student 1 –	Hello?
Student 2 –	Hello, I would like to speak to_____
Student 1 –	Who is calling?
Student 2 –	This is _____
Student 1 –	Ok, wait a moment please.
Student 3 –	Hello?
Student 2 –	Hello, this is_____ How are you?
Student 3 –	I am fine, thank you.

Student 2 –	Are you going to English classes today?
Student 3 –	Yes, off course, why?
Student 2 –	I am sick. Please tell the teacher I am not going today.
Student 3 –	Ok, don't worry. I'll tell her.
Student 2 –	Thank you very much, bye!

Created by Ivannia Sandí

LESSON PLAN NO. 12 SCHOOL: REPUBLICA ARGENTINA LEVEL: LOW BEGINNING OCT. 26. 10

Strategy lesson Asking for repetition

Language focus: Listening / speaking Time from: 9:00 A.M. to 10:50A.M.

Topic: Numbers – Months – Food

Specific objectives:

By the end of the lesson students will be able to:

- Ask a speaker to repeat himself, using a level of formality appropriate to the situation.
- Use the months of the year to say his/her birthday
- Recognize food, fruit, vegetable or beverages vocabulary

Grammatical Focus: Modal verbs used to politely ask for information
What? Sorry? Pardon me? I'm sorry. What did you say? Can you repeat, please?

Cultural Focus: Many countries have different customs from ours for celebrating birthdays but at the same time there are a lot that celebrate their birthdays in quite similar ways as we do

Vocabulary: Numbers from eleven, twelve, thirteen, fourteen, sixteen, seventeen, eighteen, nineteen, twenty, thirty, forty, sixty seventy, eighty, ninety, one hundred. January, February, March, April, May, June, July, August, September, October, November, and December. Vegetables, Fruits, Food

Materials needed: Set of picture flashcards, whiteboard, markers, and worksheet practices.

Procedures : Warm up: (10 minutes)

- The teacher will greet the students by saying good morning (student's name). How are you?

- The teacher tells the students that they will review about important classroom expressions as to ask for repetition. The teacher will display the sentences they are going to review.
- Additionally she will review numbers from 12 to 30 and months of the year.

Providing Input (following instructions): (10 minutes)

- Teacher will model every instruction and show the students what the key of every action will be.
- The students will write their name under the corresponding month of the year when it is their birthdays.
- Then, she will teach the song:

MAKE A WISH

Here we go round the birthday cake,

The birthday cake, the birthday cake.

Here we go round the birthday cake;

Today is [name]'s birthday!

Shout: Make a wish!

Lyric taked from: http://www.hummingbirded.com/birthdays.htm

Have your class form a circle, holding hands, around the birthday child. Tell them that they are the candles on a birthday cake. Have them walk around in a circle as they sing the song. When they shout the last line, the birthday child makes his wish and pretends to blow out the candles as they all fall down.

PRESENTATION of the strategy (5 minutes)

(a) Name the strategy: Asking for repetition, clarification.

(b) Explain how to use it: the speaker asks the interlocutor to repeat what he/she has just said to facilitate comprehension, to clarify the meaning of what he/she has just said to facilitate comprehension or to confirm the meaning of what he/she has just said to facilitate comprehension.

Expressions to use in this activity: What? Sorry? Pardon me? I'm sorry. What did you say? Can you repeat, please?

Hand out the classmates' personal information sheet and classmate's information. The students will fill their own information. Then they will present their own information to the class. Next, the class listens to the classmates presenting their own personal information. The class will copy the information. So they are going to ask for clarification or repetition.

COMMUNICATION PRACTICE ACTIVITY (20 minutes)

Listening activity: The students will listen to a conversation and fill it.

Then they will listen Unit 8 Expand it from Listening First. Adelson-Goldstein (1991) and complete the worksheets.

Evaluation criteria:

- teacher checks written work on each exercise as students complete worksheets.
- teacher monitors pairs practice and provides individual feedback to students.

Class Discussions (5 minutes)

Teacher-led class discussions of a particular strategy's effectiveness should come immediately after students have practiced the strategy. They may include inviting students to comment on how they used an assigned strategy, whether they used additional strategies, and which strategy or combination of strategies worked best for them. Teacher hands out a piece of paper in order to know if the students are aware of the learning strategies we have worked with.

Data Collection for the Research: (5 minutes)
The students will complete a survey.

LESSON PLAN NO. 12 SCHOOL: REPUBLICA ARGENTINA LEVEL: LOW BEGINNING NOV. 02. 10

Strategy lesson Repetition Language focus: Listening / speaking

Time from: 9:00 A.M. to 10:50 A.M. Topic: Personal Presentation / Appearances

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Specific objectives:

By the end of the lesson students will be able to:

- Ask a speaker to repeat himself, using a level of formality appropriate to the situation.
- By repetition recognize adjectives to describe people.

Grammatical Focus: Modal verbs used to politely ask for information: What? Sorry? Pardon me? I'm sorry. What did you say? Can you repeat, please? Adjectives of appearance.

Cultural Focus: It is important to describe people in a way that does not offend others.

Vocabulary: Adjectives of appearance

- Hair: short/long/curly/straight/ black/brown/blond/red,
- Height: tall/short/
- Age: young/old/middle-aged,
- Nose and eyes: big/small,
- Sentence forms: He/She has _____. He/She is _____.

Materials needed: Set of picture flashcards, whiteboard, markers, and worksheet practices.

Note: The students will have Quiz No. 6 (15 minutes)

Procedures

PRESENTATION of the strategy asking for repetition (5 minutes)

(a) Name the strategy: Asking for repetition, clarification.

(b) Explain how to use it: the speaker asks the interlocutor to repeat what he/she has just said to facilitate comprehension, to clarify the meaning of what he/she has just said to facilitate comprehension or to confirm the meaning of what he/she has just said to facilitate comprehension.

COMMUNICATION PRACTICE ACTIVITY (20 minutes)
Expressions to use in this activity:
What? Sorry? Pardon me? I'm sorry. What did you say? Can you repeat, please?

- Hand out the classmates' personal information sheet and classmate's information.
- The students will fill it with their own information.
- Then they will present their own information to the rest of the class.
- Next, the class listens to the classmates presenting their own personal information.
- The class will copy the information. So they are going to ask for clarification or repetition.

Describing people's hair, height, body type, age, and face.

PRESENTATION of the strategy asking for repetition (5 minutes)

(b) Name the strategy: Cognitive strategy: Repetition

(c) Explain how to use it: repetition: imitating other people's speech overtly or silently.

COMMUNICATION PRACTICE ACTIVITY (10-15minutes)

- The teacher shows the different pictures.
- The students repeat in order to acquire the new vocabulary.
- The students will read the worksheet with the new vocabulary. And write a classmate description.

Picture Dictation: This is Pauly. He has short red hair. He has big blue eyes. He has glasses. He has a big nose. He has small ears. He is happy.

Evaluation criteria:

Teacher checks written work on each exercise as the students complete their worksheets. Teacher monitors pairs practice and provides individual feedback to students.

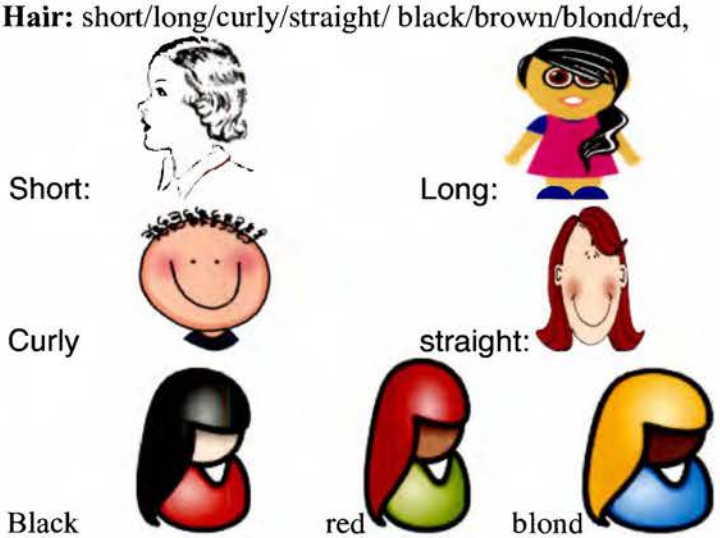
Class Discussions (5 minutes)

Teacher-led class discussions of a particular strategy's effectiveness should come immediately after students have practiced the strategy. They may include inviting students to comment on how they used an assigned strategy, whether they used additional strategies, and which strategy or combination of strategies worked best for them. Teacher hands out a piece of paper in order to know if the students are aware of the learning strategies we have worked with.

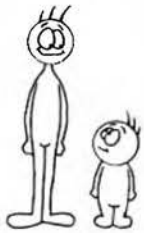
Data Collection for the Research: (5 minutes)
The students will complete a final questionnaire.

Adjectives of appearance

- **Hair:** short/long/curly/straight/ black/brown/blond/red,



- **Height:** tall/short/



Tall short

- **Age:** young/old/middle-aged, Old Young

- **Nose and eyes**: big/small,

Big (~ ~) Small

- **Sentence forms:** He/She has _____. He/She is _____.

This is Pauly. He has short red hair. He has big blue eyes. He has a big nose. He is happy.

Activity: Work in pairs.

Describe your classmate. Use as many adjectives as you can.

_____

_____

_____

_____

_____

Pictures taken from: http://www.google com/images

LESSON PLAN NO. 13 SCHOOL: REPUBLICA ARGENTINA LEVEL: LOW BEGINNING AUG.31.10

Review Strategy lesson Asking for clarification

Language focus: Listening / speaking Time from: 9:00 A.M. to 10:50

Topic: Personal Presentation /Appearances

Specific objectives:

By the end of the lesson students will be able to:

- Ask for clarification when they don't understand, whether due to lack of understanding the meaning or because they could not hear what was said.
- By presenting their own information, use adjectives of appearance.
- Learn the lyric of a Christmas song.

Grammatical Focus: Modal verbs used to politely ask for repetition: What? Sorry? Pardon me? I'm sorry. What did you say? Can you repeat, please? Adjectives of appearance.

Cultural Focus: Sometimes people do not realize that speakers expect interruptions and requests for clarification when the listeners do not understand clearly.

Vocabulary: Rudolph the red-nosed Reindeer or Santa Claus is coming to Town (students choose)

Materials needed: lyrics, whiteboard, markers, and worksheet practices.

Note: The students will complete the last Questionnaire C. (10 minutes)

Procedures

PRESENTATION of the strategy asking for repetition (5 minutes)

(a) Name the strategy: Asking for repetition, clarification.

(b) The teacher will take advantage of the Christmas song lyric the students will choose and use it to make them use phrases that ask for repetition or clarification.

COMMUNICATION PRACTICE ACTIVITY (20 minutes)
Expressions to use in this activity: What? Sorry? Pardon me? I'm sorry. What did you say? Can you repeat, please? What does **** mean? How do you say ****in English? I don't understand.

- Hand out the lyrics of both Christmas songs.
- Hand out the phrases in a separate way, so each student will have a phrase.
- The teacher will read the lyric if the students want to understand the meaning of vocabulary they have to use the asking for clarification phrases.
- The teacher plays the music to sing the chosen song.
- The students practice the song.

Lyrics retrieved from: www.rudolphtherednosedreindeerlyrics.com/rudolph-lyrics.

Personal presentation (15 minutes)
Students will practice their personal presentation for the final evaluation next week.

My personal presentation

My name is:_____

My birthday is: _____

I am from: _____

I live in: _____

I like to eat: _____ and _____

My favorite color is: _____

My hobby is: _____

My lucky number is: _____

Evaluation criteria:

Teacher monitors vocabulary pronunciation for the Christmas song and personal presentation.

Note: As a special project, students will work with some pictures in order to use them in the library's Christmas tree.