PRESENTATION, PRACTICE AND PRODUCTION VERSUS TASK BASED LEARNING USING FROM FOCUSED TASKS

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INTRODUCTION

Whenever we prepare our lesson plans, it seems as if we have fixed in our minds that we ought to give a presentation of a selected language topic- which might be from a syllabus or a textbook content; prepare some controlled exercises for the practice stage and prepare a freer activity in which the students' production can be activated and developed. In a few words we are used to organizing our lessons based on the Presentation-Practice-Production teaching model.

Effective or not, it seems to be the model our teachers have internalized for every subject at any stage in our educational system, and for teaching a language as English is definitely not the exception.

The present research has the intention to experience a different teaching model called Task Based Learning and compared to the Presentation-Practice-Production model measure somehow the students' response towards the model and at the end see how homogeneous the language skills are developed plus their level of achievement.

Task Based Learning, proposed by Jane Willis in her book called *A framework for Task-Based Learning* (1996) is also three staged: Pre-Task, Task Cycle and Language Focus. It actually seems to be just the other way round from the classical Presentation Practice and Production model, but it is an approach focused on meaning in which the class is centred on a task, where the students use their language sources rather than a mere single grammar structure and the language focus takes place without teacher control.

The necessity of applying the current research without interfering with the normal requirement of following the textbook content used by the language Centre at Universidad de Piura and the idea of exploring Task Based Learning without losing its core gave the idea of combining the Task Based Learning framework with Form-Focused Tasks.

The current study has been divided into four chapters: the first one dedicated to the investigation outline itself where the general and specific hypothesis were stated, the former considering the development of the language skills and the latter two-tailed ones, the students' achievement towards each teaching model. Besides that, the objectives that guided the research were also established but taking into account the possibility to explore something new, compare it to what we are used to and meanwhile measure the students' response. This chapter also includes some theories about learning since the teaching models under study differ on how much meaning and form, accuracy and fluency learners develop while being used. Those theories succinctly mentioned are followed by literature of attempts of integrating grammar instruction and communicative language.

The second chapter takes in some theoretical information related to the teaching models to be explored along the research such as a description of each model plus some definitions of some key words as *Task* and its classification.

The third chapter shows the way the investigation has been designed and here it is relevant to point out briefly that it was indispensable to have two samples of the same level which in the present research was Elementary and to collect information about them, three research tools were fundamental: Peer Observation, Questionnaires and Formal Evaluation.

Chapter four shows the tabulation, analysis and graphics of the data collected followed by the general conclusions themselves.

Finally, there must be some facts which might be difficult to convey in a research paper because of their qualitative nature, but the personal intention of this investigation has been to experience a new approach worth to teachers' development and therefore to the students-heart of our being as language teachers- to whom we are supposed to help to deal with the use and usage of the language that facilitates their communication in English.

CHAPTER I

INVESTIGATION OUTLINE

1.1. Formulation of the problem

Our aim as teachers is to help students in their learning process and to do the best until they achieve their learning goals. We really want them both to learn and acquire the language, that is, to help them learn grammar structures consciously and lead them to use the language unconsciously; therefore our lessons are focused on both form and meaning. We want them not only to be accurate, but fluent when they use the target language, which in the case of the present study; is English.

However, have we noticed that whenever we start a unit or a chapter of the text we are working with, we have a look at the grammar content and just unconsciously that grammar structure becomes the aim of our lessons? And, in most cases, that is what we want our students to learn by the end of the unit.

Additionally, have we realized that in order to accomplish this aim we usually do it based on the Presentation - Practice – Production model? Apparently, it is so. We take the structure of the day and we do the best to make our students learn it. We give them some controlled practice of the language topic and finally they are asked to practice it in a less controlled and more communicative way.

The present research intends to explore Form Focused Tasks using the Task Based Learning framework Jane Willis proposes in contrast to

the Presentation-Practice-Production model. In other words to present "the structure of the day" the other way round, that is; to give the students an introduction, some cues, and instructions before the task itself in which they are exposed to the language topic and are made to produce the language they are learning either in pairs or in small groups. Later on, they focus on the "structure of the day".

Jane Willis' Task Based Learning framework is focused on communicative tasks rather than form-focused tasks. In her framework, she proposes that students have a lot of exposure to the language they are learning and when working on the task itself, they use the language freely and even on the language focus stage, learners are free to ask about any aspects of language whether it is new or known to them. It might sound insensible to apply this in a centre like the language Center at Universidad de Piura where teachers are supposed to follow a text content which in this case was New Headway Elementary.

Despite the facts mentioned above the present research carrying out can be justified by the fact that exploring a different teaching model will provide teachers with more tools to offer diverse and dynamic student-centre classes and as a result get more motivated students able to manage not only the usage[1] but also the use[2] of grammar and to achieve efficient and effective communication in English that will-at the end- give teachers the satisfaction of getting better results not only for their own pride but the prestige to the language center the teacher is working at.

Finally, TBL literature says to have the advantage that language is used so that real communication takes place plus the possibility of integrating the four language skills. Then why not give it a try?

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[1] The ability to produce correct sentences, or manifestations of the linguistic system.
[2] The ability to use the knowledge of the rules for effective communication.

1.2. Hypothesis

1.2.1. General hypothesis

Elementary learners might develop language skills in a more homogeneous way when teachers present their classes based on form-focused tasks following the Task Based Learning framework, than when taught through the Presentation-Practice-Production model.

1.2.2. Specific hypothesis

a.. Elementary learners' level of achievement will be better when teachers present their classes based on form-focused tasks following the task Based learning framework than when taught through the Presentation- Practice - Production model.

b. Elementary learners' level of achievement will not be significantly better when teachers present their classes based on form-focused tasks following the task Based learning framework that when taught through the Presentation – Practice - Production model.

1.3. Delimitation of the objectives

1.3.1. General objective

To explore an approach other than the Presentation-Practice - Production model, which has always been used in our educational system, not only in foreign language classes, but in the kindergarten, elementary, high school and university levels in general.

1.3.2. Specific objectives

a. To compare and contrast the Presentation-Practice-Production model with Form- Focused Tasks; following the Task Based Learning framework.

b. To measure the response of those students exposed to the Task Based Learning approach, through research tools such as written questionnaires and formal evaluations.

1.4. Justification of the investigation

When learning a language, there are some basic principles to take into consideration: Exposure, Use of language, Motivation and Instruction. In other words, in order to stimulate learning, students should be exposed to the target language by listening and reading in a sensible and meaningful way – one similar to that used by them outside the classroom. This purpose, which relates closely to each student's reality, will encourage them to use the language and therefore, have the chance to communicate either by speaking or writing, employing the language they already know. To achieve this, it is necessary to motivate the students by selecting topics or activities which are interesting to them and which contemplate individual features; and finally to get a good level of accuracy, it is important to instruct them by promoting activities to make them aware of language forms.

These principles can be used with any language teaching model. However, what apparently differs is how and when teachers use them; that is, the order in which teachers organize their lessons.

When using the Presentation-Practice-Production teaching model a class is focused on a specific grammar structure presented by the teacher and practiced by the students in a controlled way during the Practice stage but what it is noticeable is that during the production stage in which students are supposed to use the language freely, they simply ignore the structure they work on the previous stages and this could respond to the fact that we teachers might not prepare suitable activities which lead students to use such structure or students might use such structure some other day.

On the other hand, after reading about Task based learning which presents a different way of leading a class around a task that is encouraging and motivating for the students and thus promoting the target language use, objective that every single teacher would like to achieve, it was just unavoidable the temptation of exploring a different teaching model which seems to help students improve the language

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competence and performance and therefore accomplish their learning goals. Besides, the satisfaction teachers might feel with it, also counts, since there is no better reward than seeing results which go beyond a mere good grade.

The Presentation-Practice-Production model seems to be the teaching model that teachers and students-our Educational system as a whole-have adopted not only for teaching a second language, but for teaching any other subject. Then, applying a different teaching model will be encouraging for the students for the facts that Task Based Learning will give them the chance of satisfaction after Task completion plus the independent learning promotion which characterizes this model.

Finally, the specific two-tailed hypothesis mentioned above, prove that the present research main intention is exploring and discovering the students' response towards a new teaching approach rather than proving which one is better.

1.5. Limitations of the investigation

As every research, the present one has had some limitations:

Before the research itself in class, it was necessary to ask the institution to be in charge of two classes of the same level. It might have been better and easier to apply task based learning on higher levels, but they decided elementary level. Then the first question that came up was: How can I make them use the language (L2) if they are beginners? For this reason the following assumption was taken: Students might have some knowledge from their English classes at school. Fortunately there was a group of students who were not real beginners so there was some response during the eliciting in the eagerness of being implicit and encourage them to have the sense of discovering the language.

During the research there were some time constraints since the research was applied in an intensive summer course. I found myself always in a hurry, preparing two lessons in a different way with different material.

In addition to it, there are some topics in which teachers have to be explicit rather than implicit. Then lots of creativity was required to suit the model.

Besides that, the dictogloss did not suit every single unit and my peer observer could not attend to both classes, neither daily.

After the research itself, you find yourself with the challenge of applying your knowledge on research methodology and writing itself is quite a task following a format which sometimes does not suit your research and adaptations ought to be made. Additionally, it is not so easy to gather, and select the information you have to include on the research paper plus making up graphs which really show your analysis that at times you simply lack of ideas and need to take it from a different angle and go deeper.

1.6. Antecedents of the investigation

1.6.1. Background and rationale

In addition to our self development and self satisfaction of exploring the Task-Based Learning approach, different from the Presentation-Practice-Production teaching model, there are some theories worth highlighting which are related to learning and related to the intention of merging meaning and form in the current research:

According to Krashen (1982, 1985) language learners can acquire a second language (English, in this case) through instruction which gives enough amount of comprehensible input and the chance to produce meaningful target language. It is believed that such instruction will be acquired in the same way children acquire their mother tongue. Therefore teaching grammar is considered neither necessary nor sufficient for learners' language acquisition. (Terrel 1991).

On the other hand, Higgs and Clifford (1982) claim that grammatical accuracy must be emphasized and consciously learnt by language learners. They mention that if learners acquire the target language through communication oriented instruction

(communicative competence before mastery of accurate grammatical structures), they will run the risk of fossilizing grammatical errors which will later be difficult to eliminate.

I have personally found out that meaning as well as form is necessary, both theories mentioned above are very important, therefore our lessons should be well balanced so that we promote not only accuracy but also fluency.

It is because of this aim that I decided to mix form-focused tasks with an approach based on communicative tasks. Then it was necessary to look for a suitable task such as dictogloss, in which the learners focus their attention first on meaning and then slightly on form, thus I chose dictogloss, a classroom procedure introduced in 1990 by Ruth Wajnryb -an Applied linguist, researcher and writer -. "In this technique, the teacher reads a short text twice at a normal speed to a group of students. The students are instructed to listen very carefully and to write down as much information as they can as they listen to the story. When the reading is finished, the students are divided into small groups and are asked to use their resources to reconstruct the text as closely as possible to the original version. Finally, the students are asked to compare and analyse the different versions they have using collaborative tasks.

During the small group interaction and co-reconstruction of the passage, the students come to notice their grammatical strengths and weaknesses as their compare the data collected while listening; and then try to overcome these weaknesses when attempting to co-produce the text not individually but as a group. In doing so, they consciously and unconsciously get involved in decision-making and hypothesis-testing procedures, through which they refine their understanding of the language they used.

It is in their eagerness to reconstruct what the teacher read before, that they will argue about the right tenses to use, the main ideas to include, vocabulary, spelling and even punctuation no matter how hard this could be, but they manage to achieve the task and in doing so they might be wrong, but they really try by cooperating and self correcting. Then when they compare their text

to the original one, they become aware of their weaknesses and strengths.

1.6.2. Review of literature (previous studies)

While working on the review of literature, any topic closely related to this one was found. However, there are some researchers who have already tried to integrate grammar instruction and communicative language, that is, form and meaning. Here I present two reviews which are closely related to this research project.

1.6.2.1. Towards Integrating Form-Focused Instruction and Communicative Interaction in the Second Language Classroom: Some Pedagogical Possibilities

Hossein Nassaji, a PhD and EFL and ESL professor from OISE/UT (University of Toronto), has written an article published in the Canadian Modern language Review Volume 55.Number 3-March 1999 in which he mentions the need to incorporate form-focused activities within an integrative approach to second language teaching-"which differs from Foreign language teaching since the former refers to English taught to foreign language speakers living in an English speaking country such as The United States, Canada, England, Australia, etc. English as a foreign language, on the other hand, is taught to those wishing to learn English for their study / work / hobby needs but who live in countries where English is not the first language"- that may help us in class in terms of how to integrate focus on form with meaningful communication in classroom contexts.

Hossein Nassaji, suggests the use of activities that result in attention to form while maintaining meaningful communication and using form for communication. If the goal of learning a language is to develop fluency as well as accuracy and if accuracy is not achieved unless learners pay attention to form, learning may be more effective if learners focus on form while using language for communication.

Hossein Nassaji mentions two ways in which to incorporate focus on form into communicative activities in classroom context:

a. "**By design**": that is, communicative activities can be designed with an advanced, deliberate focus on form. An example could be a task called 'picture difference' in which students are grouped in pairs to communicate with each other to identify or define differences in pictures. In order to complete the task some communicative interaction is required first, but later on some frequent use of certain grammatical forms or structures such as interrogative and negative sentences.

When designing form-focused communicative tasks, an aspect to consider is the relationship between the form selected and the completion of the tasks. There are three types to be considered:

"**Naturalness**": the formal structure is employed naturally; it is not an obligatory part of the task, and the task can be completed without it.

"**Utility**": the use of the structure may help the task to be completed more easily, but it is not necessary.

"**Essentialness**": the task can never be completed unless the learner uses some specific form.

b. "**By process**" that is, by incorporating focus on form in the process of, and as it occurs naturally in, classroom communications.

There are different ways to enhance this situation:
- Students are supposed to work a certain communicative task in pairs or small groups, but the most skilled student has to be sensitive to the language produced by the other students and react to any error made, without breaking the flow of communication.

- The use of collaborative tasks, which involves learners in deliberate and cooperative comprehension and production of the language. One way to create this collaborative situation in the classroom context is through the use of dictogloss.

Hossein Nassaji finally says that as teachers, we need to explore possibilities to improve language learning as well as be familiar with strategies and methodologies that can translate theory into practice. He hopes that his ideas, mentioned above, could be further explored and that encourage teachers to think of other techniques which would facilitate an integration of attention to form and communication in practice and provide learners with the chance to achieve communicative fluency and grammatical accuracy.

1.6.2.2. Integrating Language and Content Teaching through Collaborative Tasks

In one of her articles, Merrill Swain- professor in the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education of the University of Toronto - mentions the importance of integrating the teaching of language and content. One way in which this can be accomplished is through the use of tasks that, using content-relevant material, encourage students to focus on language form.

Merrill Swain highlights David Nunan's definition about communicative tasks-" A communicative task is a piece of classwork which involves learners in comprehending , manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form"- to state that she considers it as too limited since a task can equally be focused on form. She gives an example to support the expansion of Nunan's definition:

"Students, working together in pairs, are each given a different set of numbered pictures that tell a story. Together, the pair of students must jointly construct the story line. After they have worked out what the story is, they write it down. In

doing so, students encounter linguistic problems that they need to solve to continue with the task. These problems include how to best say what they want to say; problems of lexical choice; which morphological ending to use; the best syntactic structure to use; and problems about the language needed to sequence the story correctly.

These problems arise as the students try to make meaning, that is, as they try to construct and write out the story, as they understand it. And, as they encounter these linguistic problems, they focus on linguistic form - the form that is needed to express the meaning in the way they want to convey it."

After giving the example, she explains the reason for using collaborative tasks as a means of integrating content and language teaching. The story is simple: Students, who in spite of the input-rich, communicatively oriented, did not develop native like proficiency in French. There were students who understood much of what they heard and read in the target language but even at intermediate and higher levels, they were fairly well able to get their meaning across in French but with non-target -like morphology, syntax and discourse patterns. In addition, they discovered that grammar was being taught emphasizing these activities in manipulating and categorizing language forms instead of relating to their meaningful use when teaching academic content. Another problem they found out, was the relative infrequent student talk.

They used collaborative tasks, especially dictogloss, to solve the problems mentioned above. They used collaborative tasks for the following reasons:

a) Students work in pairs, thereby "forcing" participation.

b) A final product or written text (or oral presentation) is required.

c) Students focus on language form as they work to express content accurately, coherently and appropriately. They are,

therefore, communicative tasks. However, different from communication tasks as they are usually defined, students communicate bearing in mind both language form and content.

d) Collaborative tasks provide opportunities for second language learning because:
   - Students notice gaps in their linguistic knowledge as they try to express their intended meaning leading them to search for solutions (formulate and test hypotheses).
   - Students externalize their knowledge allowing them to reflect on it, revise it, and apply it.
   - All students participate actively and the resulting output allows them to increase their use and knowledge of the target language.

e) Collaborative tasks generate unintended consequences. Students carry out tasks according to their own needs and goals. They may not learn what the teacher intended them to learn, but nevertheless they learn what, given their state of content and language knowledge, they are able to learn. Often together, students accomplish what they could not have accomplished alone.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Important aspects/issues/definitions to consider in an EFL context

The present research leads to kind of a comparison between two teaching models: the famous PPP (Presentation, Practice and Production) and TBL (Task Based Learning). Then, it is relevant to have clear in mind what each model is like showing what exactly occurs in each stage.

In addition to it, and since the word *task,* takes relevant importance, go beyond its definition, and point out the different sorts.

2.1.1. Task

From a pedagogical perspective, what is a task?

In the dictionary of Applied linguist a task is an activity which is carried out as the result of processing or understanding language (i.e. as a response). For example: drawing a map while listening to a tape or listening to an instruction and performing a command, may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what

will be regarded as <u>successful completion</u> of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative, since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake.

Some books consider the word 'task' for various activities including grammar exercises, practice activities and role-plays. Jane Willis, in her book, *A framework for Task based learning*, she considers tasks as activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome. This can be summarized as tasks are goal oriented and should have an outcome.

Jane Willis suggests six varieties of tasks which generate other different ones as it can be seen in the chart below:

TASK	GENERATED TASKS	EXAMPLE
LISTING	Brainstorming	Things found in the kitchen.
	Fact-Finding	Ways of cooking rice.
ORDERING AND SORTING	Sequencing	Order the instructions for making an international phone call.
	Ranking	Agree n the best way to learn a new language
	Categorising	Group the statement under these headings: Agree, Disagree, Undecided.
	Classifying	How many ways can you find to

		classify the food you eat daily?
COMPARING	Matching	Listen to/read these descriptions of different people and identify which person is which.
	Finding similarities	Compare two characters in a TV series.
	Finding differences	Spot the differences between two story endings.
SHARING PERSONAL EXPERIENCES	Narrating	About silly accidents.
	Describing	Traditional celebrations.
	Exploring and explaining attitudes, opinions, preferences	Find out what others think about films.
	Personal reactions	To height.
CREATIVE TASKS	Brainstorming, fact-finding, ordering and sorting, problem solving, etc	- Do a science experiment. - Write a story. - Plan visit to local places. - Produce a class magazine or newspaper.

2.1.2. Communicative Tasks

A communicative task is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form.

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Example:

In groups of three, students are given some information about three cities, which they have to read carefully in order to decide where to build a hotel. It is their eagerness to reach the decision as to where the hotel should be built that makes students use language, that is they focus on meaning and not in the language form they have to use.

2.1.3. Form Focused Tasks

Also called "Enabling Tasks",[3] they act as support for communication tasks. Their purpose is to provide students with the necessary linguistic tools to carry out a communicative task. Though they can be as meaningful as possible, their main focus is on linguistic aspects (grammar, vocabulary, pronunciation, functions, discourse) rather than on meaning. They are overt (done in an open way, not camouflaged) language learning experiences, whose aim is to enable students to communicate as smoothly and effectively as possible.

Example:

In groups of three, students are asked to write an advertisement of the new hotel which will be subsequently given to other groups in order to identify errors and correct them with their capability.

2.1.4. What is task based learning?

Task based learning (TBL)[4] is an approach whose initial point of organization is the task; class work is organised as a sequence of tasks, and it is tasks that generate the language to be used , not vice versa. So, in TBL what teachers ask students is that they carry out a series of tasks, for which they will need to learn and recycle some specific items of language. The main focus is on the tasks to be done

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[3] Planning Classwork A task based Approach. Estaire, Sheila and Zanón, Javier1994:15
[4] Planning Classwork A task based Approach. Estaire, Sheila and Zanón, Javier1994:12

and language is seen as the instrument necessary to carry them out. TBL thus highlights the instrumental[5] value of language.

If we can make language activities in the classroom meaningful, therefore memorable, students can process language which is being learned or recycled more naturally.

Task-based learning offers students an opportunity to do exactly this. The primary focus of classroom activity is the task, and language is the instrument which the students use to complete it. The task is an activity in which students use language to achieve a specific outcome. The activity reflects real life and learners focus on meaning. They are free to use any language they want.

If we can take the focus away from form and structures we can develop our students' ability to do things in English. That is not to say that there will be no attention paid to accuracy. Work on language is included in each task and feedback and language focus have their places in the lesson plans. We teachers have a responsibility to enrich the students' language when we see it is necessary, but students should be given the opportunity to use English in the classroom as they use their own language in everyday life. (McKinnon and Nicky Rigby in The one stop Magazine)

2.1.4.1. Components of the TBL framework

PRE-TASK
Introduction to topic and task
Teacher explores the topic with the class, highlights useful words and phrases, helps students understand task instructions and prepare. Students may hear a recording of other doing a similar task.

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[5] Instrumental knowledge means the mastery of the procedures (e.g. listening selectively, speaking fluently, coping with difficulties during performance involved in the realisation of communication tasks.

TASK CYCLE
Task
Students do the task, in pairs or small groups. Teacher monitors from a distance.

Planning
Students prepare to report to the whole class orally or in writing how they did the task what they decided or discovered.

Report
Some groups present their reports to the class or exchange written reports, and compare results.

LANGUAGE FOCUS
Analysis
Students examine and discuss specific features of the text or transcript of the recording.

Practice
Teacher conducts practice of new words, phrases and patterns occurring in the data, either during or after the analysis.

2.1.5. What is Presentation-Practice-Production model?

The "Three Ps" approach to Language Teaching is the most common methodology employed by professional schools around the world.

PRESENTATION

Presentation is the first and probably the most crucial stage to the language learning process since it actually influences on the effectiveness of the other two stages.

This stage involves the creation of a situation where the new language is naturally used. When the "situation" presented is understood by the students, they will start constructing a

conceptual understanding of the meaning which underlies the new language and why it will be relevant and useful to them. When all of this has been accomplished the new language should be introduced as a linguistic "model" which students will practice and hopefully get it during the productive activity on their own.

Presenting a new language to ESL students is naturally easier since they are learning English as a second language in an English speaking environment. Doing so with EFL students is different since they are exposed to little or no English outside the classroom. Therefore it is the teachers' job to make up "realistic" situations requiring the new language so that learning occurs effectively.

It is important to build up the situation requiring and concept underlying new language using whatever English the students have already learnt. Pictures and body language can be used at lower levels when presenting new language. Dialogues and text can also been used as students progress.

Presenting language depends on the teachers 'creativity, but presentations should be meaningful, memorable and realistic.

PRACTICE:

This middle stage is the step toward the Production stage. It is then important for teachers not to over use it or use it ineffectively. Thus the importance of making up appropriate activities to the language being learned and taking into account the students' level and competence.

Essentially, Practice involves testing accuracy in terms of phonology and syntax as well as making students familiar with the new language. It is definitely a remedial stage.

It is the teachers' job to prepare activities for this stage that are clear and understandable and able to promote the students confidence and motivation. The activities need to be challenging but students need to have the feeling that they are

"within their reach".

At this stage, learners move from individual drills to pair work communicative practice towards Production.

PRODUCTION:

This is the most important stage of communicative language teaching since if at this level students produce successfully, that will mean they are making a transition from "students" of the target language to "users" of the language.

In this stage teachers need to make up situations that require the language that was introduced in the presentation stage, but students should not be told what to say. They do not have information and must think. This stage is highly dependent on the Practice stage and if they do not feel confident enough, they will be hesitant to produce the language.

Some good examples of effective Production activities include situational role-plays, debates, discussions, problem-solving, narratives, descriptions, quizzes and games.

2.1.6. The PPP Model versus the TBL Framework

The following table shows the difference between these two approaches which apparently just seem to be in reverse order, but in fact with TBL learners carry out a communication task using the language they have learnt from previous lessons or from other sources while with PPP the class is focused on 'the structure of the day'.

Presentation :	Pre-task :
- A grammar structure, vocabulary or a set of functions is presented.	- A topic area is introduced and explored.
- The presentation is usually through elicitation, that is, pattern sentences or short	- Words and phrases that will be useful later are recalled and activated.
	- The instructions of the task are

dialogues illustrating target items acted out by teacher, read from a textbook, or heard on tape.	clarified.
Practice - Students practice what they have recently learnt in a controlled way. - The practice is spoken first and then written.	**Task cycle:** - Students work on the task itself, this could be done in pairs or in small groups. - Students prepare a report about how they did the task, their decisions and discoveries. - Students present their reports.
Production - Students use the topic of the day freely. - They use it in a free and more communicative context such as role plays or a letter.	**Language Focus :** - Students analyse and practice aspects of language form and use.

2.1.7 Features of what happens in class when using each model

The following table summarizes the main differences between each approach based on language structure, students' and teachers' role, interaction and language exposure.

PPP	TBL
- The aim of a PPP lesson is to teach a specific language form – grammatical structure, or the realization of a particular function or notion. - In a PPP cycle, with the presentation of the target language coming first this context has to be invented.	- Learners use language from previous lessons. - Learners pay attention to specific features of language form at the end and when they reach the language focus, they are already familiar with it. - Students think and analyse.

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- Students simply repeat, manipulate and apply the language. - In a PPP cycle examples are made up to illustrate a single language item. - The teacher pre-selects the language to be taught. - A PPP cycle leads from accuracy to fluency. - PPP only provides a paradigm for grammar and form-focused lessons. - In a PPP lesson, except during the final production stage, teachers are at centre stage, orchestrating the class. - Students are dependent.	- Listening and reading provide more varied exposure to natural language. - Learners are free to ask about any aspects of language they notice. - A TBL cycle leads from fluency to accuracy. - All four skills are naturally integrated. - In TBL teachers intervenes only when needed. -Students are more independent. - Teacher works as a monitor.

2.1.7.1   PRESENTATION-PRACTICE-PRODUCTION EXAMPLE[6]:

PRESENTATION
When presenting the 2nd conditional, I often draw a picture of myself with thought bubbles of lots of money, a sports car, a big house and a world map.

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[6] Cotter, Tanya. *Planning a grammar Lesson* 2005 British Council, Morocco on www.teachingenglish.org.uk/think/methodology/grammar/shtml

I ask my students what I'm thinking about and then introduce the target language.

"If I had a lot of money, I would buy a sports car and a big house."

I practise and drill the sentence orally before writing it the board (positive, negative, question and short answer).

I then focus on form by asking the students questions. E.g.**" What do we use after 'if'?"** and on meaning by asking the students questions to check that they have understood the concept (E.g. **"Do I have lots of money?"** *No.***" What am I doing?"** *Imagining.*)

When I am satisfied that my students understand the

form and the meaning, I move on to the practice stage of the lesson. During the presentation stage of the lesson it is important to correct phonological and grammatical mistakes.

PRACTICE: When teaching the 2nd conditional, I use split sentences as a controlled practice activity. I give students lots of sentence halves and in pairs they try and match the beginnings and ends of the sentences.

If I won the lottery	If I had money
I'd study another Language	I'd travel around the world
I'd pay all my debts.	If I had more free time

Example: ***"If I won the lottery,"*** …. ***"I'd travel around the world."***
I would then do a communicative follow up game like pelmanism[7] or snap[8] using the same sentence halves.

PRODUCTION: When teaching the 2nd conditional, I try to personalize the lesson at this stage by giving students a list of question prompts to ask others in the class.

Example: **do / if / win the lottery?**
Although the questions are controlled the students are given the opportunity to answer more spontaneously using other language items and thus the activity becomes much less predictable.

It is important to monitor and make a note of any errors so that you can build in class feedback and error analysis at the end of the lesson.
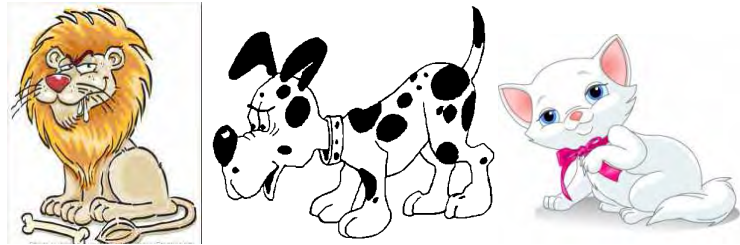
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[7] Memory card game designed for two people in which cards are faced down and the player who turns over two similar cards scores a point.
[8] A popular Children's card game in which the aim is to win all the cards.

2.1.7.2 TASK BASED LEARNING EXAMPLE
PRE-TASK:

In groups think about what animal you would choose if you could be one. Explain your reasons.

TASK CYCLE

Students will work in group and will make up a quiz for a magazine:

WHAT WOULD YOU DO? FIND OUT WHAT SORT OF PERSON YOU ARE		
ARE YOU HONEST?	If you found out £5 on the street	a) ……………. b) ……………. c) …………….
	Your friend has bought a new coat which you don't like. If he asked you for your opinion	a) ……………. b) ……………. c) …………….
ARE YOU PRACTICAL?	If you saw an accident in the street	a) ……………. b) ……………. c) …………….
	If you woke up in the night and saw your curtains on fire	a) ……………. b) ……………. c) …………….
	If you arrived at the airport to go on holiday and found that you didn't have your passport	a) ……………. b) ……………. c) …………….
ARE YOU IMAGINATIVE?	If you won £1000	a) ……………. b) ……………. c) …………….
	If you could take a year off.	a) ……………. b) ……………. c) …………….
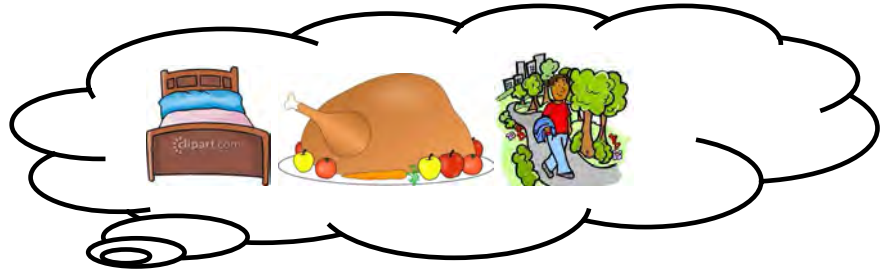
Is he free? Where is he?
Does he sleep in a comfortable bed?
Does he eat delicious food?
What's he doing in the illustration?
What do you think his mind thinks?

A. (Elicit) IF I WERE FREE, I WOULD …

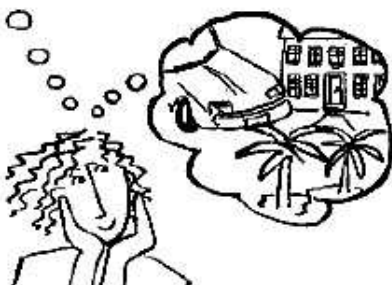**B. Write sentences according to the illustration:**

1.

If I _____

2.   I would _____

3.   If I _____

4.   I would _____

5.   He _____

CHAPTER III

RESEARCH METHODOLOGY

3.1. Investigation Type

The present research is basically some small research in class with the purpose of monitoring and evaluating on the smallest scale innovation, since Task Based Learning is not a common approach. Most of the time, we use the Presentation, Practice and Production model.

This research also has some characteristics of qualitative and quantitative research. Qualitative, because the main research tools have been observation and questionnaires. However, the questions prepared for the questionnaires (*See appendix 1 and 2*), either for the students or for the observer, were prepared in a way that the answers could be quantifiable. Besides that, the students´ grades are also part of the data collected and they are expressed numerically.

3.2. Design of the investigation

In order to measure the students' response towards a different approach, it was necessary to have two groups of students: one whose classes were imparted applying the model we are familiar with, that is the Presentation-Practice-Production model and the other group in which Form-Focused tasks using the Task based learning framework was applied using some dictogloss exercises when necessary and other activities *(See appendix 6)*

The level of the students was both elementary.

Students were actually not told about the research at all.

There was sometimes an observer, who sat at the back of the classroom monitoring what was previously prepared in the lesson plans. The class topic was the same for both classes. It was just the way of conducting them what made them different.

The students were given a questionnaire on the last day of class. It was a questionnaire written in Spanish whose aim was to find out background information about the samples and measure somehow the response to each teaching model. .

3.3. Population and study Sample

As it was mentioned above, there were two groups of students of the same level who were part of the research.
Here, there are some details about each group of students.

SAMPLE 1= PPP	
Number of students:	23
Level:	Elementary
Text:	New Headway Elementary
Units:	1-13
Age:	15-29
Job:	Professionals, university and school students
Type of term:	Intensive
Term Length:	2 months (January 5th – March 2nd , 2005) ***(See appendix 5)***
Class Lentgh:	2.30 hours.
Schedule:	7-9.30a.m.

SAMPLE 2= TBL	
Number of students:	24
Level:	Elementary
Text:	New Headway Elementary
Units:	1-13
Age:	15-40

Job:	Professionals, university and school students
Type of term:	Intensive
Term Length:	2 months (January 5th – March 2nd , 2005)
Class Lentgh:	2.30 hours.
Schedule:	10-12.30a.m.

3.4. Variables

The present research is studying the effect of a different teaching approach. Therefore, the **students' achievement** is the **dependent variable** and the **teaching model** used by the teacher is the **independent variable.** That is, the teaching model can be manipulated whereas the students´ achievement depends on it.

3.5. Techniques and instruments for gathering of data

In order to collect data, the following instruments have been used:

3.5.1. Peer Observation

In order to have better information from the observer:

- The observer attended 4 classes.

- The observer was given a kind of a questionnaire with 14 questions based on relevant features of the PPP model and TBL approach used for the current research.

- The first three questions (***See appendix 1***) aimed basically at getting more information of the students, part of the research.

- The rest of the questions had the intention of measuring the students' interest, if the class was teacher-centred or student-centred, students' autonomy, use of L1 and the skills developed.

- The last question was for further free comments from the observer.

This instrument was chosen in order to have a better and more accurate picture of what was being researched. This is an investigator triangulation, in which the observer contributes to the findings and gives the research study greater reliability.

As it was mentioned above, the observer was given a questionnaire. Most of the questions were semi-open and were prepared in order to check validity since it was necessary to verify if during the class, those observed were using characteristics of the approaches to be researched.

There was one open question to write further comments and give the observer the chance to write every idea he considered relevant and therefore have a more consistent data collection.

It is important to highlight that the observer was sitting at the back trying to avoid disturbance to the sample.

Besides, the observer and the teacher changed roles once.
So the observer gave a class and the teacher was the observer.

The idea of changing roles, was born from the fact that it is different when we plan and do a class and see it done by someone else and the fact of doing a class based on an approach we are not used to, it was more motivating.

3.5.2. Questionnaire

Apart from the observer's opinion, the students' opinions were also important since they were part of the research itself.

Here there is some information about the questionnaire *(See appendix 2)*.

Number of questions	15
Aim of questions 1-5	To collect background information of the samples.
Aim of questions 6-15	To get the students' opinion of the classes presented and in that way measure their response to the new approach.
Language used	Spanish because of students' level.
Date of Application	At the end of the term.
Type of response	Anonymous to get much more consistent data.
Type of questions	Most of the questions were semi open and just two open ones, the first kind to get more valid information of the sample and the second to get real information of the sample and make the research more reliable.

3.5.3. Formal evaluation

Although the formal evaluation *(See appendixes 3and 4)* does not always reflect what the students really learn and acquire, it has helped to have a quantifiable idea of their achievement.
Here, there are some details related to it:

Number of units taught	13
Number of quizzes	4
Quiz description	Quizzes included 4 sections: Grammar, Vocabulary, Listening, Reading and Writing.
Number of Listening exams	2 (One Mid-term and one final exam)
Number of Oral exams	2
Oral exam description	Given by a different teacher , but averaged with the teacher's mark in charge.

Mid-term and Final exams Description	One-hundred question exam about Grammar, vocabulary, reading comprehension and writing to be answered in two hours.
Final Evaluation	QM+CW+L1+O1+MT(x2)+L2+O2+FE(x2) / 10 = Where: QM= Average of quizzes. CW= Class work (participation+ work book+ attendance +homework) L1= Mid-term listening exam.O1= Mid-term oral exam. MT= Mid-term written exam. (double mark) L2= Final listening exam. O2= Final oral exam. FE = Final written exam (double mark)

3.6. Procedures

As it was mentioned above, to collect data to accomplish the current research, it was necessary to do the following:

a. Prepare the lesson plans, based on the PPP model and using Form-Focused Tasks following the TBL framework *(See appendix 6).*

b. The topics were the same for both samples. The difference was the methodology used.

c. For the first sample, new classes always started in the same way, following the Presentation, Practice and Production model which we are used to:
   - In the presentation stage: write the topic of the day on board, explain and ask and answer questions to check students' comprehension.
   - In the practice stage: do an exercise in which students apply the topic of the day.

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- In the production stage: ask students to do a variety of activities which had to be prepared in advance so that they feel the need to use the target language of the day although sometimes they just do not use it.

d. For the second sample, the classes usually followed the TBL framework: Pre task, Task Cycle and Language Focus with certain kind of flexibility and adaptations:
   - In the Pre task, student always had a warm up activity related to what was coming next. So students were always interacting from the beginning of the class as soon as the instructions were given.
   - In the task cycle, simple tasks were used. Some activities which were prepared for the production stage for the first sample were used as the main task.

Dictogloss were also used: From the thirteen units, there were only seven dictogloss exercises **(See appendix 6-Materials)**

Unit	Quantity	Topic
3	2	Present simple
5	1	There is /are
6	1	Can
7/8	1	Past Simple (Using a listening rather than the teacher's voice)
12	1	Be + going to
13	1	Adjectives and Adverbs (Class given by the teacher).

- In the language focus: the target language of the day was focused, but most of the time encouraging them to discover the grammar. I found myself doing the presentation stage at the end of class when students couldn't get the target language.

CHAPTER IV

DISCUSSION OF RESULTS

Before presenting the results plus the data analysis, there are some aspects to point out:

1. Peer observation was very important for both classes PPP and TBL respectively in order to verify if the characteristics of each approach were being applied in class and consequently make the research more valid and do a much more effective triangulation. However, my observer could go to four of my TBL classes due to personal reasons.

2. The PPP class was imparted following the model but the presentation stage without elicitation as the concept claims to be.

3. It is relevant to emphasize that the students from both samples were told nothing about the research.

4. The questionnaire was prepared in a way so that more background information of the sample could be gathered as well as information from the samples' response towards the approach.

5. As far as evaluation concerns, the quizzes and mid-term and final listening exams were different for each sample, since it is a policy from the institution to give the students a different version for each schedule.

6. The mid-term and final oral exams were given by a different teacher each sample.

7. The mid-term and final written exams were the same for both samples.

8. There are some illogical responses such as the question: *Did your teacher explain grammar rules?* **Nineteen** students from the TBL sample have marked "always" and to the question: *Did you infer grammar rules?* **Fifteen** students have marked "sometimes" and **four** students have marked "always".

9. Another aspect to point out is the fact that the present work never had the intention to prove that one method is better than the other, but to explore a new way to help students achieve their learning goals. Thus it was decided to have two-tailed hypothesis that the students' achievement will or will not be better when teachers present their classes based on form- focused tasks following the task based learning framework rather than presenting their classes using the Presentation- Practice - Production model.

4.1. Data collected and analysis

The data collection in the present research was generated and provided through two questionnaires *(see appendixes 1 and 2):* the first one for the peer observer and the second one for the students from both samples. Besides that, the formal evaluation showing the students' achievement was a relevant and quantifiable data to collect.

4.1.1. Peer Observer data

The observer attended four TBL classes and this is what happened during each class:

PEER OBSERVATION				
	Class 1	**Class 2**	**Class 3**	**Class 4**
Student's interest.		Both: meaning and form	Both : meaning and form	Both: First meaning an then form.
Teacher	The teacher	Balanced	The students	The teacher

Talk	(maybe because of the students' level)	(cooperation between teacher and students)		
Students' attitude	Confident and spontaneous – independent	Confident and spontaneous – independent	Confident and spontaneous.	Confident and spontaneous in the pre-task (Listen.)
Language from previous units	Yes(review of house related vocabulary)	Yes (there is /there are. House vocabulary)	Yes (family vocabulary)	Yes (past simple)
Use of the target form		Enough for their level.	Enough for their level.	A little first and then enough
Students and language	Manipulate and apply – through dictogloss exercise by describing what they saw in flashcards	Analyse , manipulate and apply when finding differences between their stories and the ones on the board	Manipulate and apply	Analyze
Teacher's role	Orchestrating the class.	Orchestrating the class – intervening only when needed (both students knew what to do- There was cooperation between teacher and students)	Intervening only when needed.	Orchestrating the class
Class focus		Both: meaning and form.	Both: meaning and form.	Both: first meaning and then form
Skills developed	L-S-W.	L S R W	LSRW	L S W

Analysis:
Based on the information given by the observer and comparing it to the features of a TBL class, it can be concluded that:

1. The students were interested in both meaning and form.

2. Teacher talk and Student talk was balanced.

3. The students were confident, spontaneous and independent.

4. They used language from previous lessons.

5. Students used the target form enough taking into account their level in which teacher talking time is quite high.

6. Students sometimes analysed or manipulated and applied the language.

7. I was sometimes orchestrating the class and sometimes just intervening when necessary.

8. The classes were both focused on meaning and form.

9. The four language skills were developed in a class most of the time.

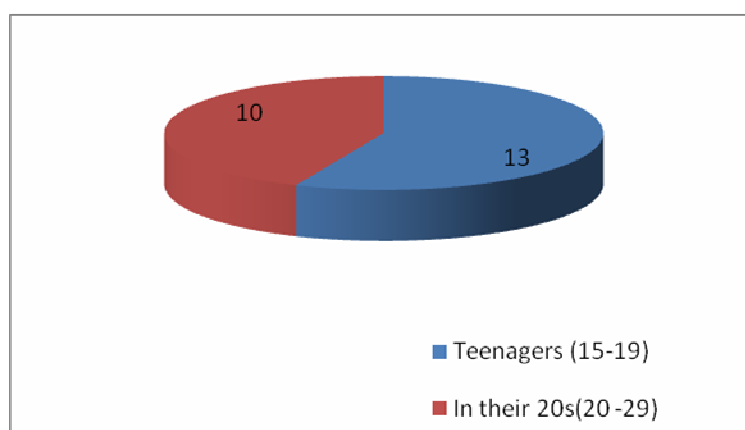### 4.1.2. Students' answers data

In order to have a better analysis, the students' answers have been tabulated and analysed as follows:
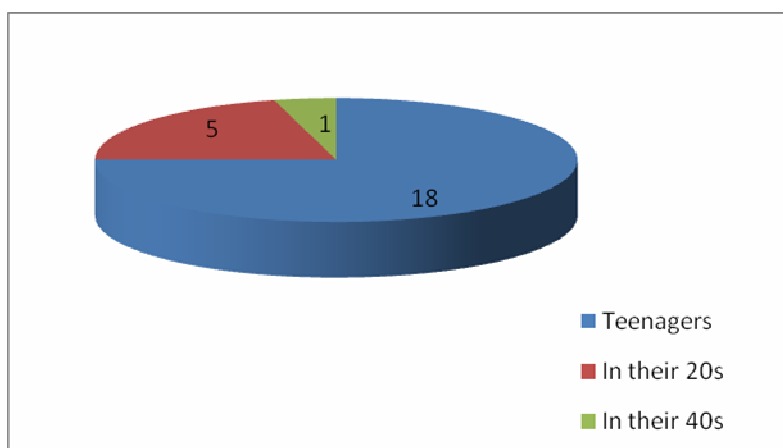
PERSONAL DETAILS

AGE

SAMPLE 1 (PPP)

Age	15	16	17	18	19	20	21	22	23	24	27	29	
N°	1	1	3	3	5	2	1	1	3	1	1	1	**23**

SAMPLE 2 (TBL)

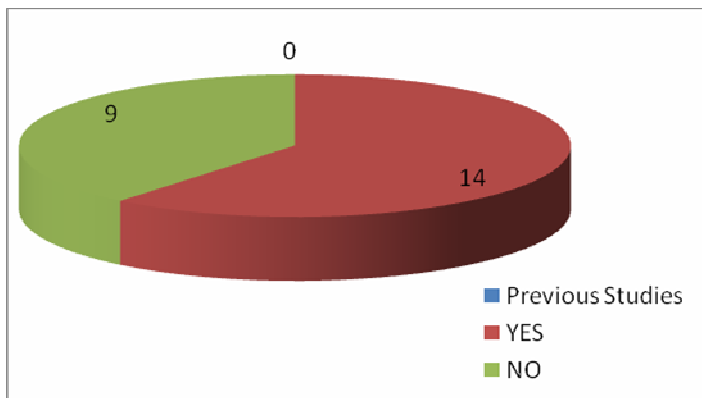| Age	15	16	17	18	19	21	22	25	40	
N°	2	2	7	5	2	3	1	1	1	**24**

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Comment:

There are several individual factors to take into account when teaching a group of students. Age is one of them. Teenagers, young adults and adults have taken part of the samples under study. However, teenagers have formed a predominant part of both classes.

PREVIOUS STUDIES

SAMPLE 1(PPP)

Yes	No	Total
14	09	23

SAMPLE 2 (TBL)

| Yes	No	Total
12	12	24
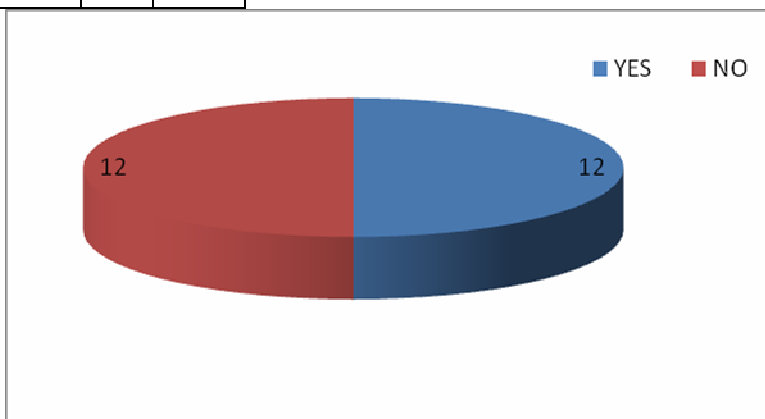
Comment:

Teaching real beginners differs from teaching false beginners.

False beginners play an important role in the class pace.

The data above confirms that most of the students in the first sample are false beginners. The students from the second sample seem more balanced. However, considering our educational system, the students who said "no" in both samples might have studied English a little at high school or even at kindergarten, but they may not consider it relevant.
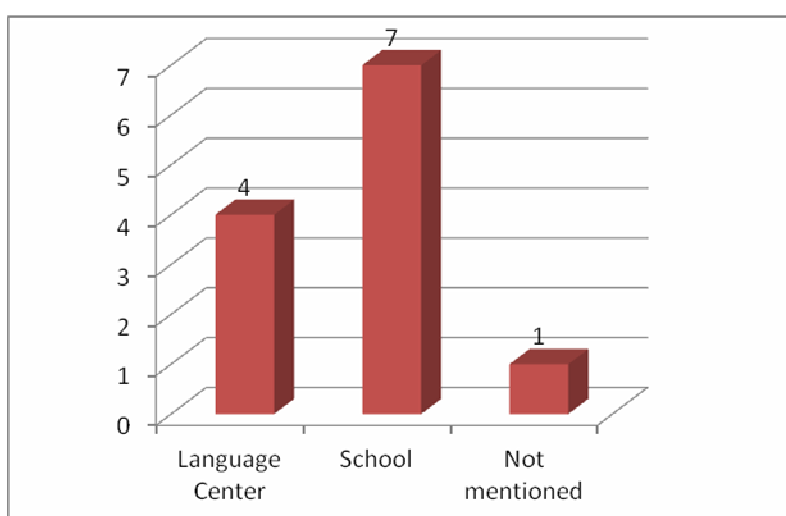
PLACE OF PREVIOUS STUDIES
SAMPLE 1 (PPP)

CENTER	N°
Centro de Idiomas	03
Globalingua	03
School (?)	04
Britanico	01
U.C. V	01
Don Bosco	01
Sta. Rosa	01
Total	14
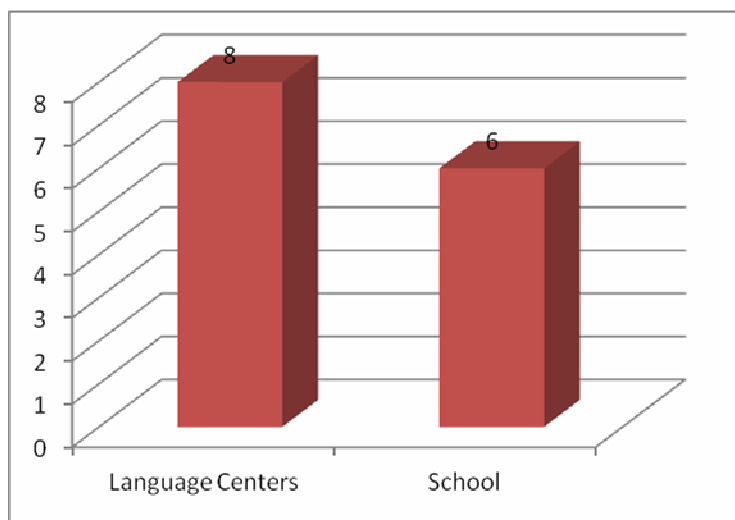
SAMPLE 2(TBL)

CENTER	N°
Centro de Idiomas	02
ICPNA	01
Globalingua	01
School (?)	03
Hans Christian	01
San Ignacio	01
Las Capullanas	01
Sta. Rosa	01
Not mentioned	01
Total	12

Comment:

The data collected above shows that five students from our language center repeated the elementary level.

Seven students have studied English in a language center before.

About fourteen students have studied English at school.
This information just supports the fact that the students under study were false beginners.
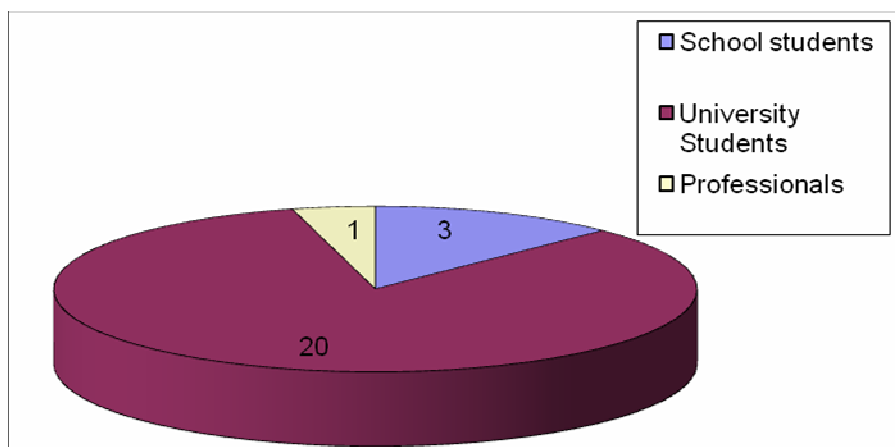
JOB
SAMPLE 1(PPP)

Occupation:	N°
School student.	02
University student	18
Professional	03
Total	23
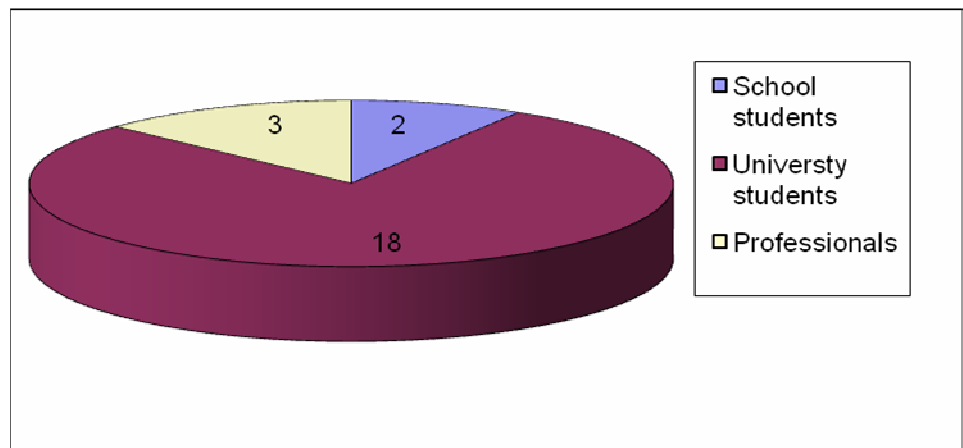
SAMPLE 2 (TBL)

| Occupation:	N°
School student.	03
University student	20
Professional	01
Total	24

Comment:

The students' job is an individual factor that provides data especially about the students' motivation to study. In the present research, both samples have had as participants, school students, university students as well as professionals. That is, students who probably come because their parents sent them to do so, or because their parents saw their interest in the language, students who are conscious enough of the importance of the language in their future careers or simply want to fulfill a university requirement to graduate and students who are aware of their needs in their daily job and future perspectives.
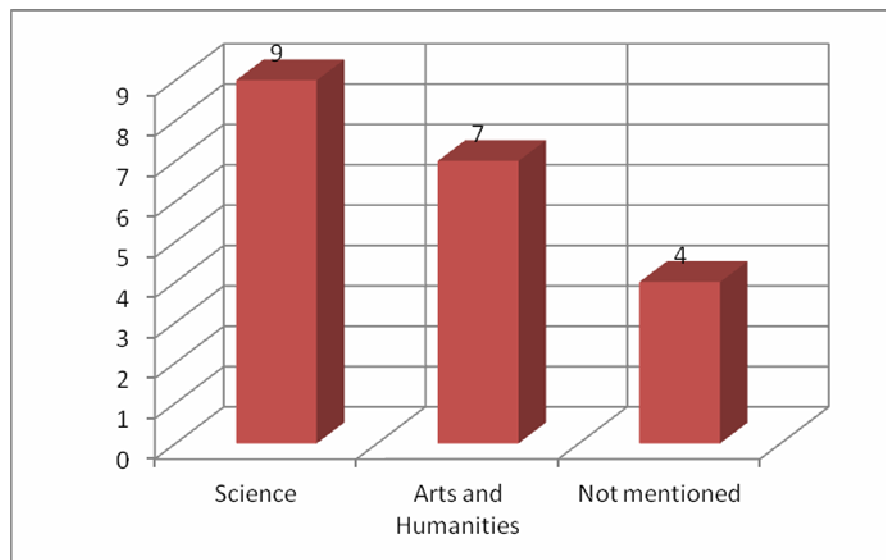
STUDIES
SAMPLE 1(PPP)

STUDIES:	N°
Business Adm.	03
Communication	01
Education	02
Engineering	05
Law	03
Not mentioned	04
Total	18
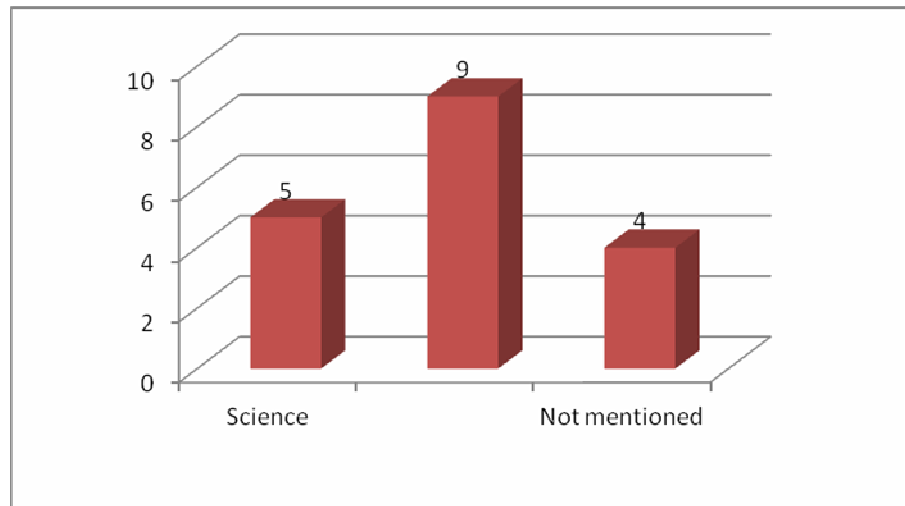
SAMPLE 2 (TBL)

| STUDIES:	N°
Architecture	01
Communication	01
Education	01
Engineering	08
Law	05
Not mentioned	04
Total	20

Comment:

This graph shows another individual factor that gives the idea that the students' interest, motivation and attitude towards learning a language differ among them.

In sample one, there are students involved in Science and technology, Business and Economics and Social Science whereas in sample two, there are students only involved in Science and technology and Social Science.

This data gives us a reason to understand why some students are faster or lower in learning languages. Since from a very personal point of view, students who are in the humanities and social fields are often good at Spanish language and that knowledge helps them to compare it and understand it better, whereas the ones who are involved in science are not so good at languages, what they love is formulas. Then if they see grammar rules as formulas, they simply apply them, although they are used to asking for an objective reason to prove so.
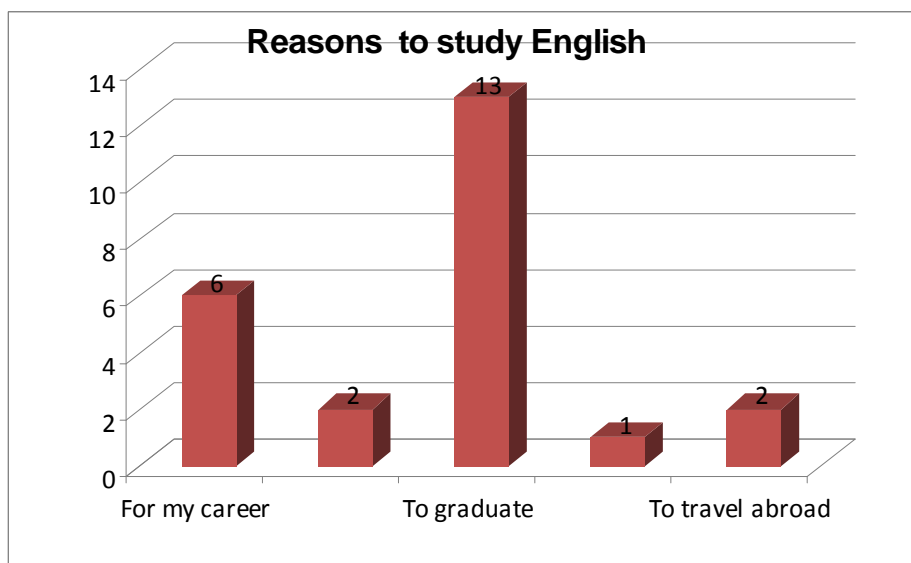
REASON TO STUDY ENGLISH

SAMPLE 1 (PPP)

COMMON REASONS:	N°
For my career	13
To handle the language well.	04
It's a requirement to graduate.	06
Total	23
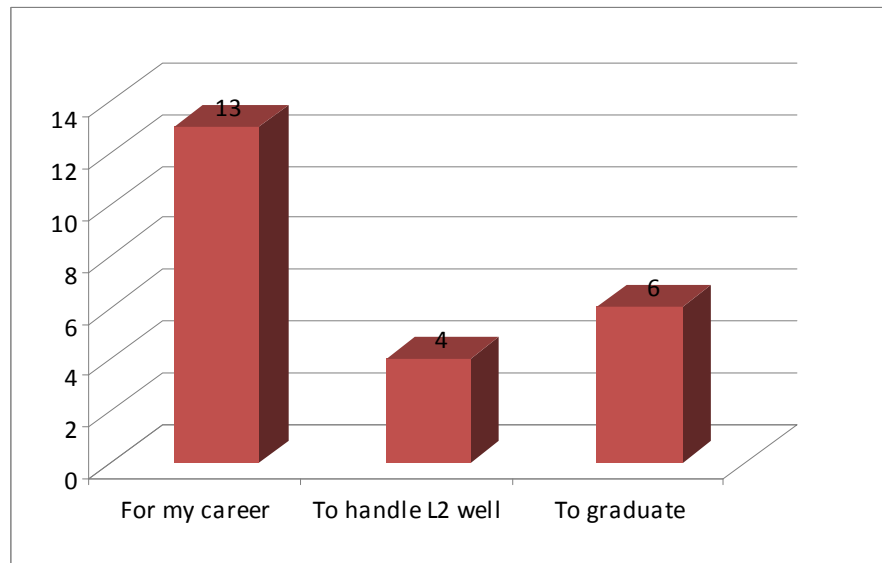
SAMPLE 2 (TBL)

COMMON REASONS:	N°
For my career	06
To handle the language well.	02
It's a requirement to graduate.	13
To work abroad.	01
To travel abroad.	02
Total	24

Reasons to study English

Comment:

The students' attitude towards learning a language depends to a certain level on why they study English. Then, in sample 1 it seems that 17 students have kind of intrinsic motivation, whereas in sample 2, 13 students have an extrinsic motivation to study English.

ABOUT THE CLASS
FREQUENCY OF LISTENING, SPEAKING, READING WRITING AND GRAMMAR
SAMPLE 1 (PPP)

	L	S	R	W	G
A	20	18	17	17	16
S	03	05	05	06	06
H E			01		01
N					
Total	23	23	23	23	23

Listening
- Always 20
- Sometimes 3
- Hardly ever 0
- Never 0

Speaking
- Always 18
- Sometimes 5
- Hardly ever 0
- Never 0

Reading
- Always 17
- Sometimes 5
- Hardly ever 1
- Never 0

Writing
- Always 17
- Sometimes 6
- Hardly ever 0
- Never 0
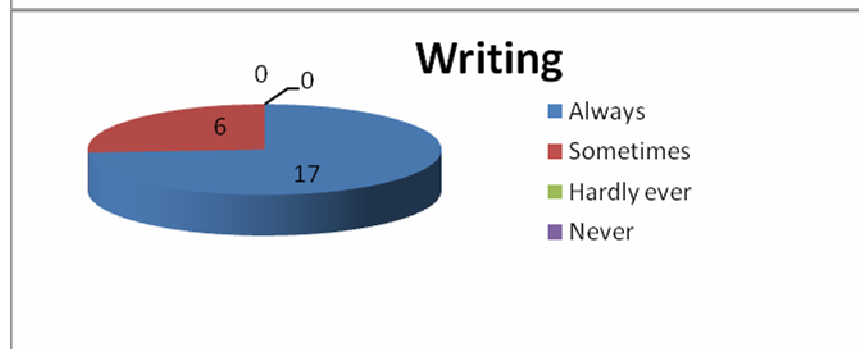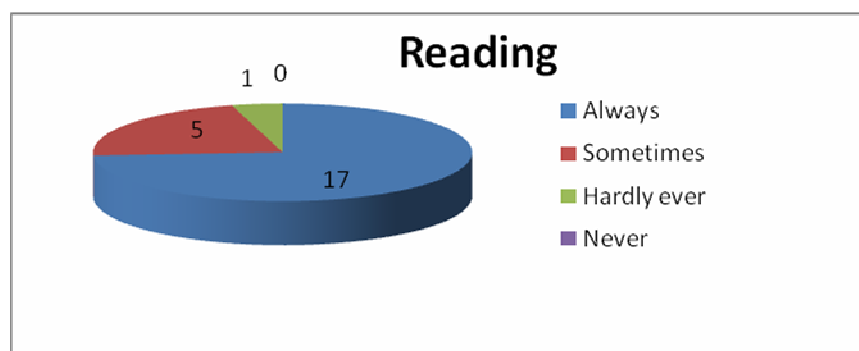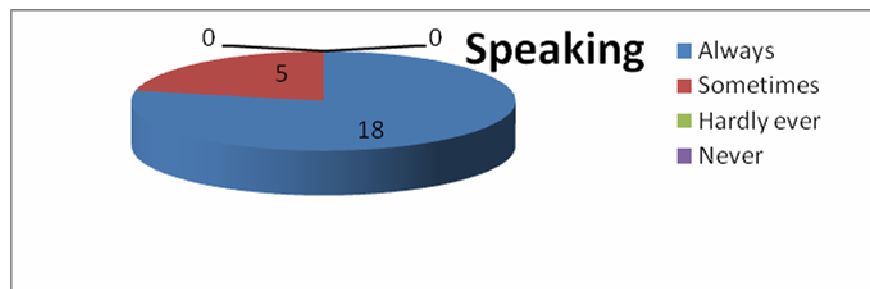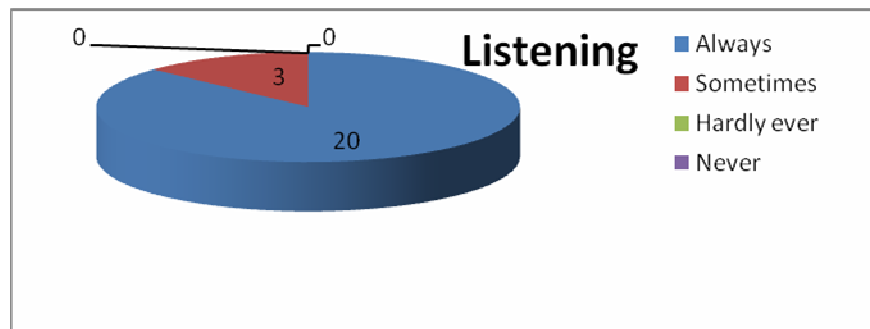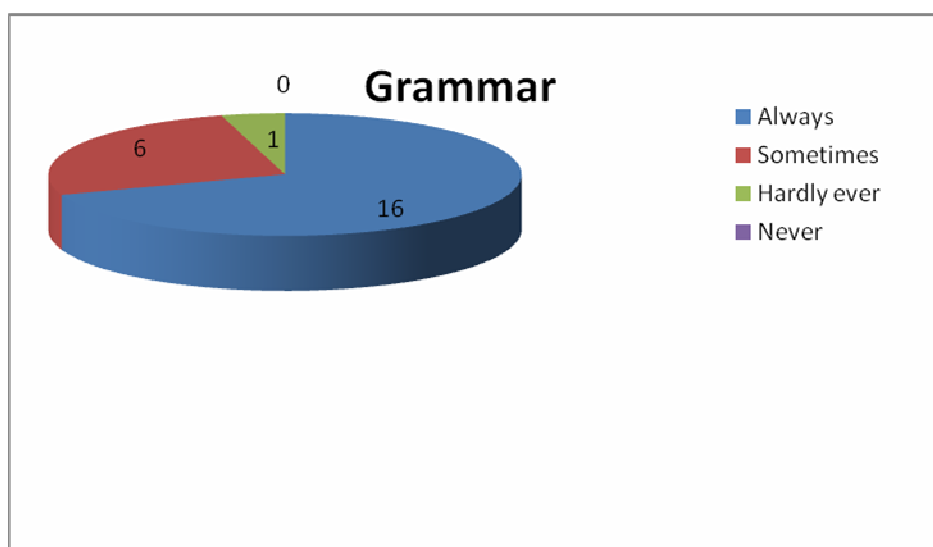
SAMPLE 2 (TBL)

	L	S	R	W	G
A	19	14	13	18	17
S	05	09	10	05	07
H E		01		01	
N			01		
Total	24	24	24	24	24

Grammar

- Always
- Sometimes
- Hardly ever
- Never

0 0
7
17
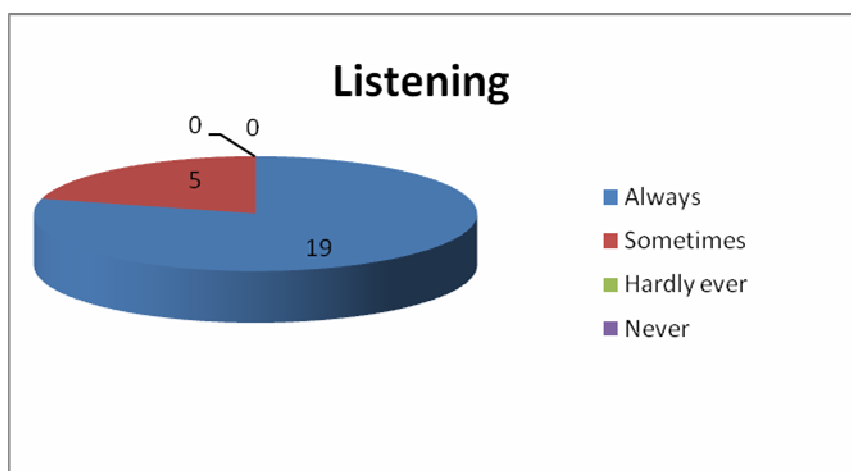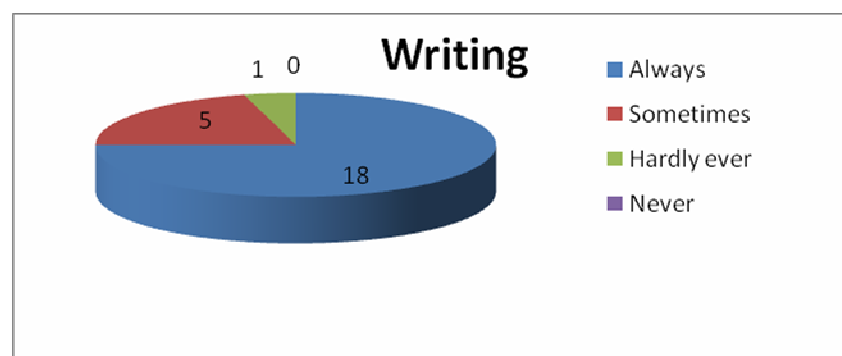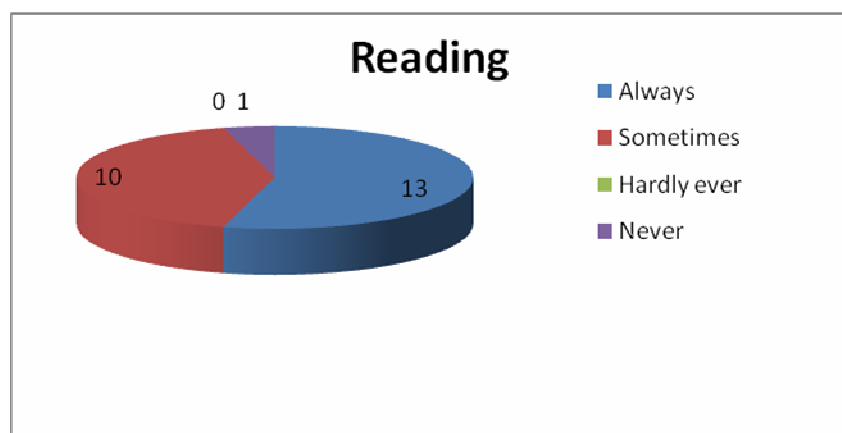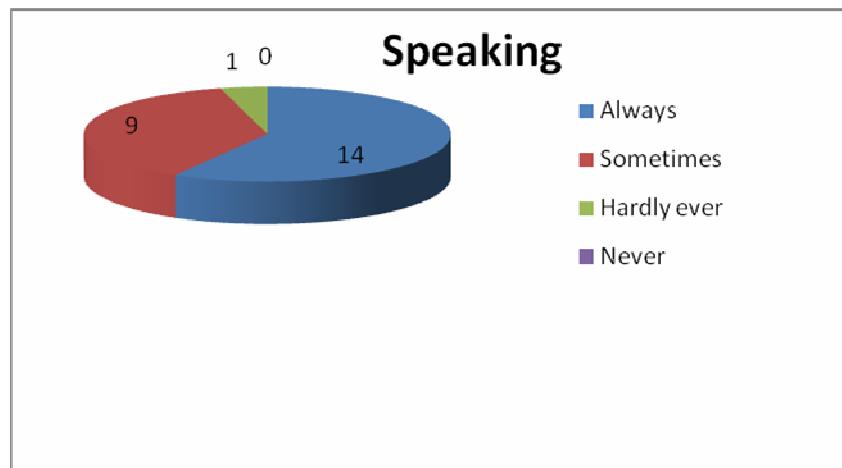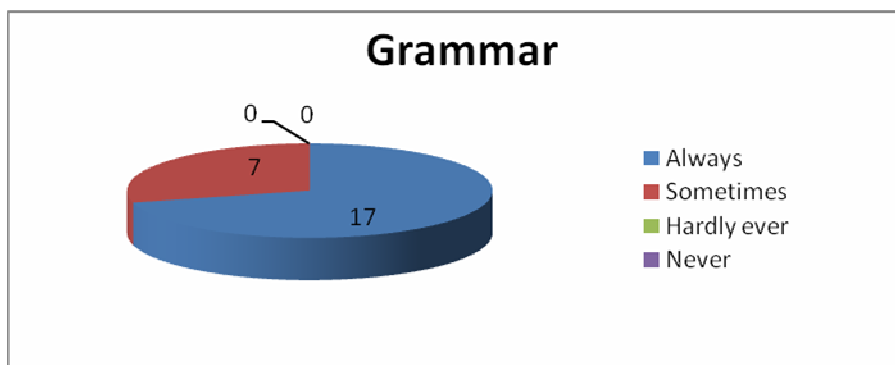
Comment:

The basic language skills have been developed in both classes with certain difference when comparing both samples. For instance:

* Listening, speaking as well as reading have been developed more in sample one than in sample two.
* Writing has been developed more in sample two than in sample one.
* Grammar has been developed more in sample two than in sample one.

NEW CLASS EXPLANATION
SAMPLE 1 (PPP)

NEW CLASS EXPLANATION:	N°
Clear	20
Not very clear	02
Confusing	-
Not mentioned	01
Total	23
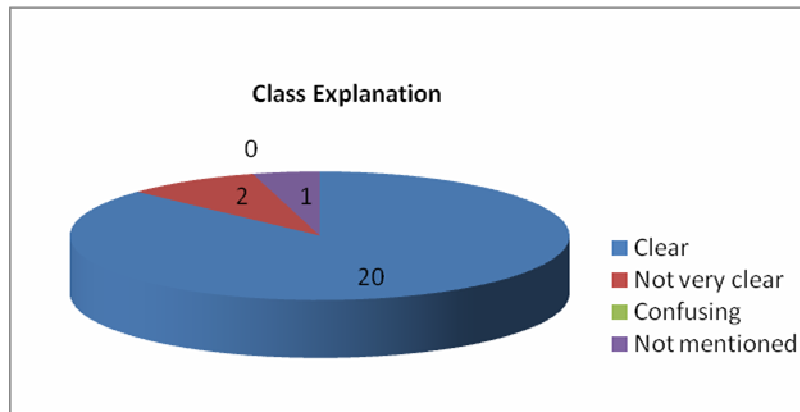
Class Explanation

SAMPLE 2 (TBL)

NEW CLASS EXPLANATION:	N°
Clear	24
Not very clear	-
Confusing	-
Total	24
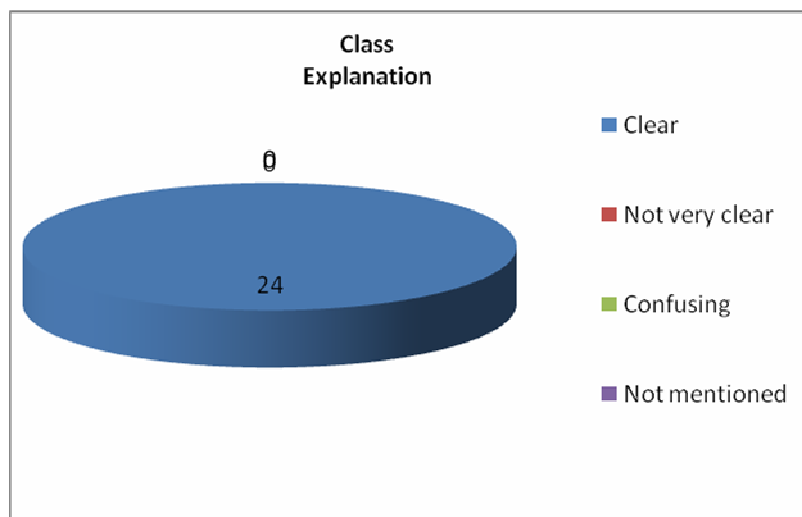
Class Explanation

Comment:
Students from sample one considered the class explanation clear except for two students and one who did not make any comment at all.

On the other hand, sample two as a whole, considered the class explanation clear enough.

GRAMMAR RULES EXPLANATION
SAMPLE 1 (PPP)

EXPLANATION OF GRAMMAR RULES	N°
Always	18
Sometimes	05
Hardly ever	
Never	
Total	23
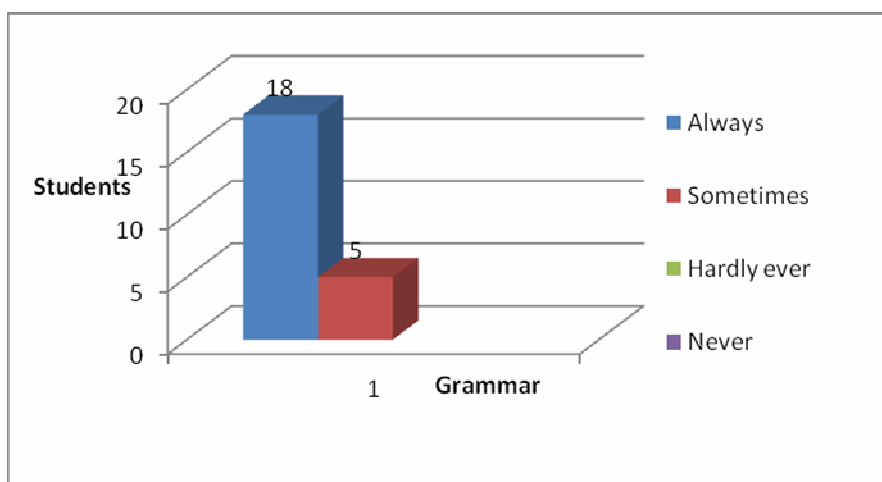
SAMPLE 2 (TBL)

EXPLANATION OF GRAMMAR RULES	N°
Always	19
Sometimes	05
Hardly ever	-
Never	-
Total	24

56
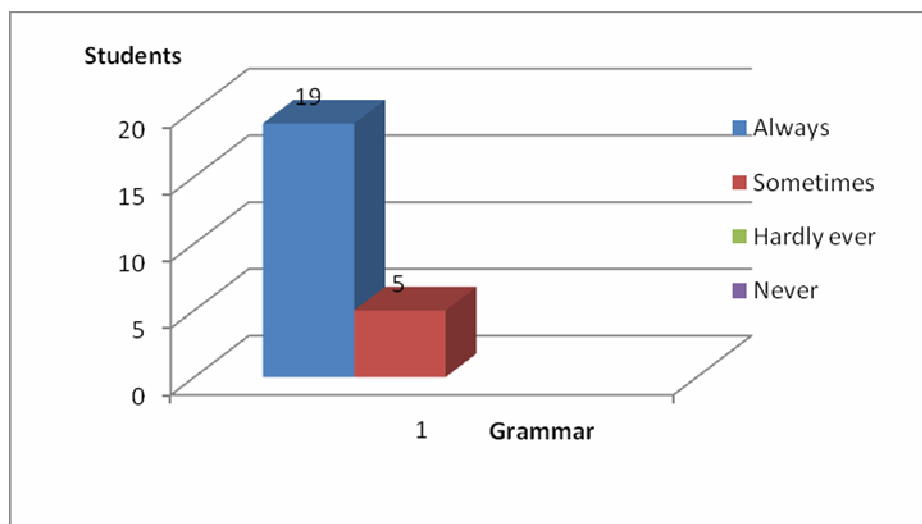
Comment:

Most of students in both samples considered that grammar was explained, although classes were prepared so that grammar was explicit in the PPP class and implicit in the TBL class.

GRAMMAR RULES INFERENCE
SAMPLE 1 (PPP)

STUDENTS' INFERENCE	N°
Always	04
Sometimes	16
Hardly ever	02
Never	01
Total	23

57
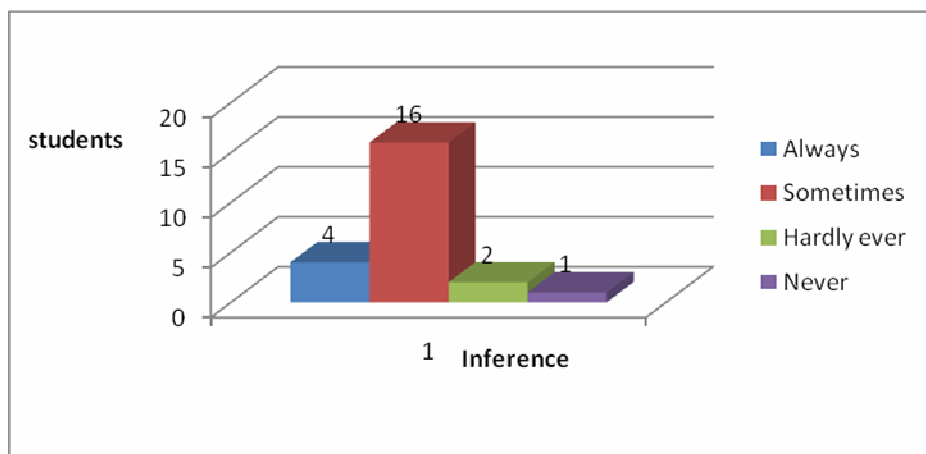
SAMPLE 2 (TBL)

STUDENTS' INFERENCE	N°
Always	04
Sometimes	15
Hardly ever	03
Never	-
Not mentioned	02
Total	24
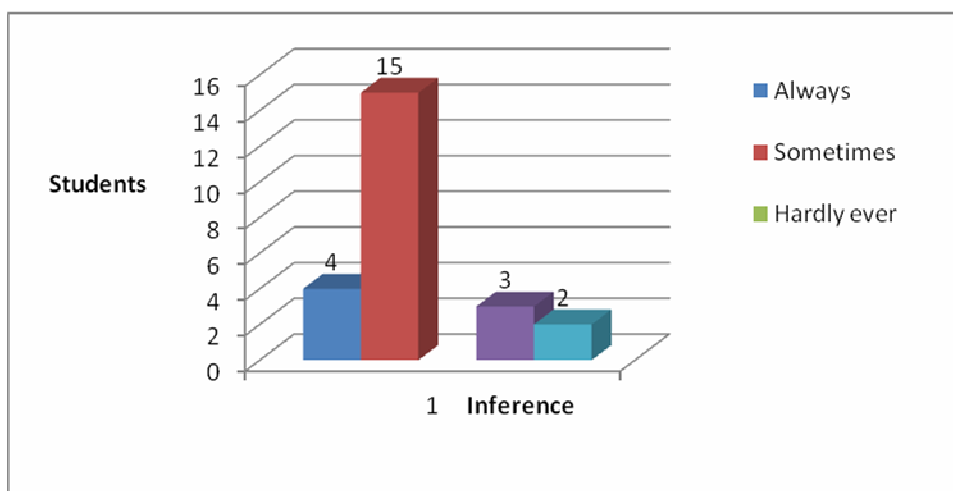
Comment:
The graph shows that the class was at times prepared in order to generate inference.

SIGNIFICANT CONTENT
SAMPLE 1 (PPP)

SIGNIFICANT CONTENT	N°
Always	16
Sometimes	06
Hardly ever	01
Never	-
Total	23
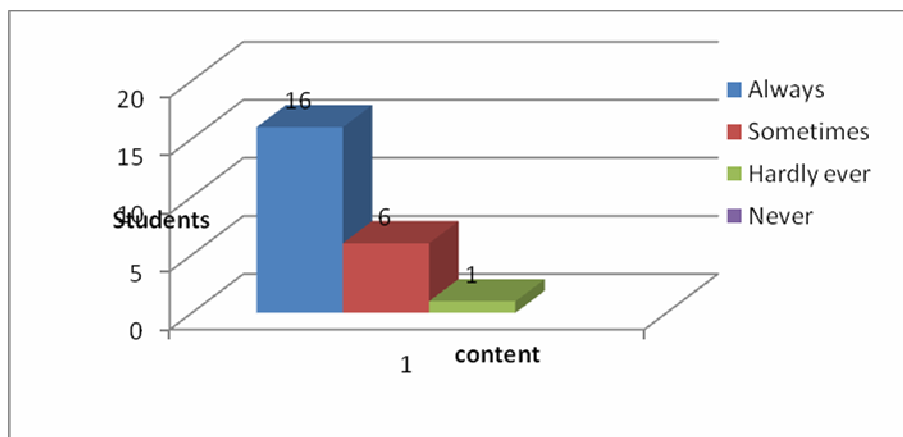
SAMPLE 2 (TBL)

SIGNIFICANT CONTENT	N°
Always	17
Sometimes	07
Hardly ever	-
Never	-
Total	24
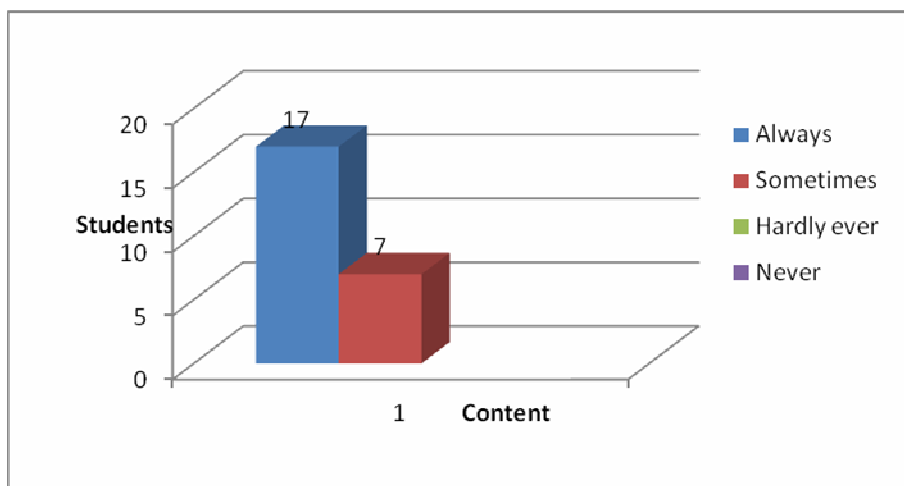
Comment:

The graph proves that the classes were prepared taking into consideration the students' interest with few exceptions.

Most of the students in both samples considered that content used to present new language was meaningful. This might be because the topics were related to themselves as it always happens in Elementary level when they talk about personal information, their abilities, their family, their routines, their last weekend, their last birthday, their last holidays, their future plans, in other words topics which really engage students.

STUDENTS' ROLE
SAMPLE 1 (PPP)

STUDENTS' ROLE	N°
Active	08
Passive	04
Active and Passive	11
Total	23
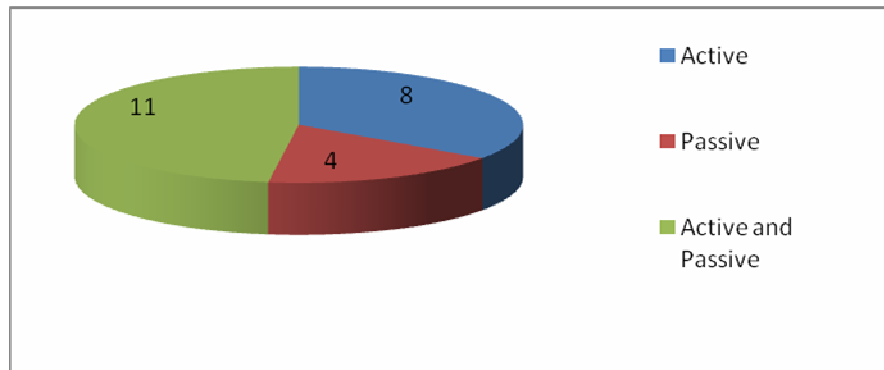
SAMPLE 2 (TBL)

STUDENTS' ROLE	N°
Active	10
Passive	-
Active and Passive	14
Total	24
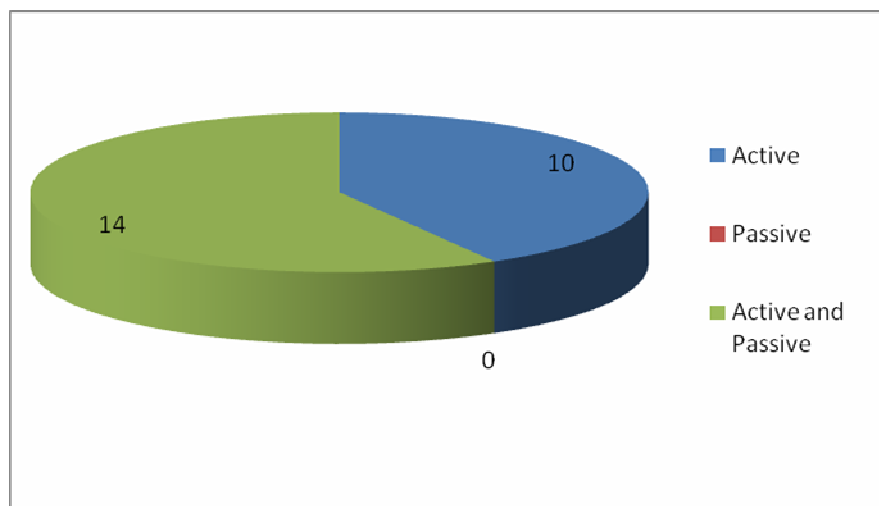
Comment:

Student-centred class rather than teacher-centred class seems to be the key to have better results in class. Therefore, it is our job as teachers to balance teacher and student talking time.

In the graphic above, it can be seen that in the first sample there is a group of students who manifest having felt passive in comparison to students from sample two who apparently have felt both active and passive in a balanced way.

SIGNIFICANT ACTIVITIES
SAMPLE 1 (PPP)

SIGNIFICANT ACTIVITIES	N°
Always	15
Sometimes	08
Hardly ever	-
Never	-
Total	23
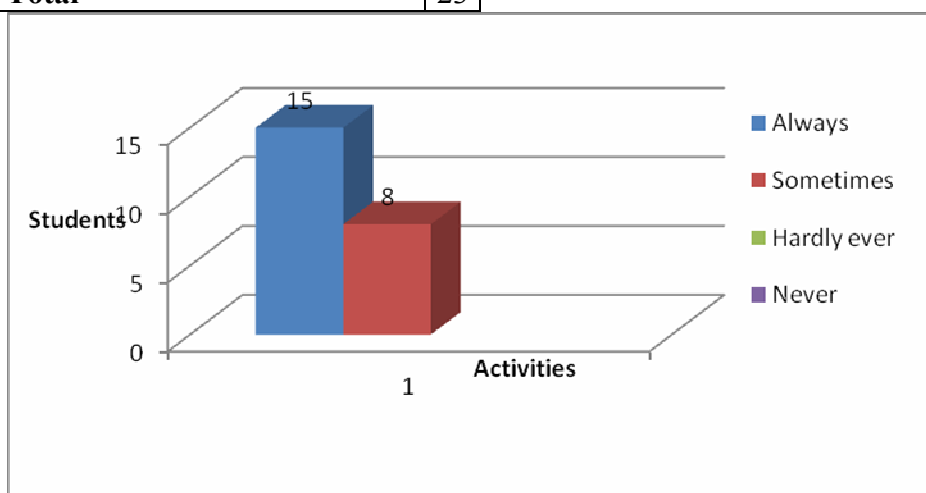
SAMPLE 2(TBL)

SIGNIFICANT ACTIVITIES	N°
Always	18
Sometimes	05
Hardly ever	-
Never	-
Not mentioned	01
Total	24
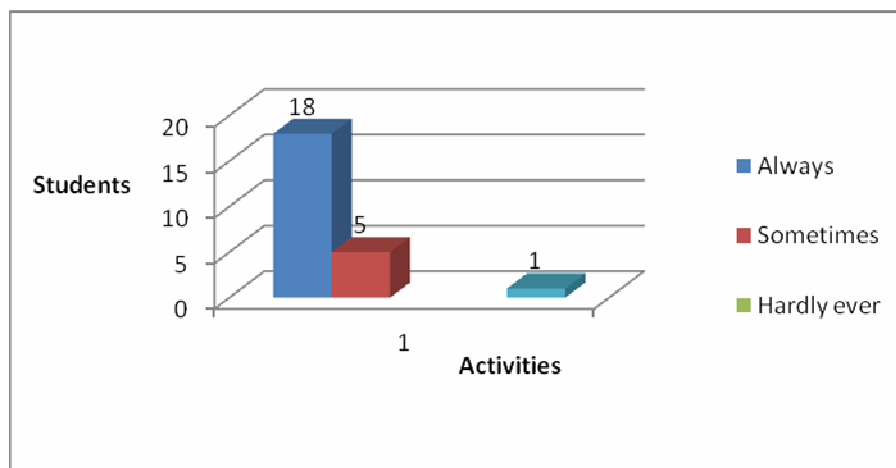
Comment:

Activities have to be engaging and motivational so that students produce language. Most of the students from both samples considered the activities in class meaningful enough to use language. This might have occurred since they did lots of group work, surveys and dialogues which promoted mainly student-student interaction.

ACTIVITIES STUDENTS LIKED IN CLASS
SAMPLE 1 (PPP)

ACTIVITIES STUDENTS LIKED THE MOST	N°
Go to the front	03
All the activities	01
Any of them	01
Songs	01
Dialogues	06
Group work	07
Reading	03
Not mentioned	01
Total	23

63
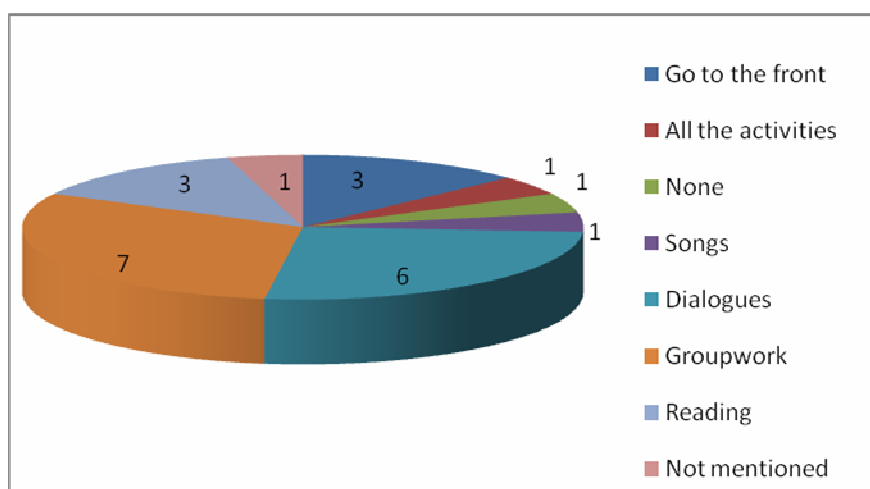
SAMPLE 2 (TBL)

ACTIVITIES STUDENTS LIKED THE MOST	N°
Go to the front	05
All the activities	01
Almost all of them	01
Songs	04
Dialogues	02
Group work	05
Pair work	02
Listening	01
Pot luck party	01
Brainstorm	01
Not mentioned	01
Total	24

64
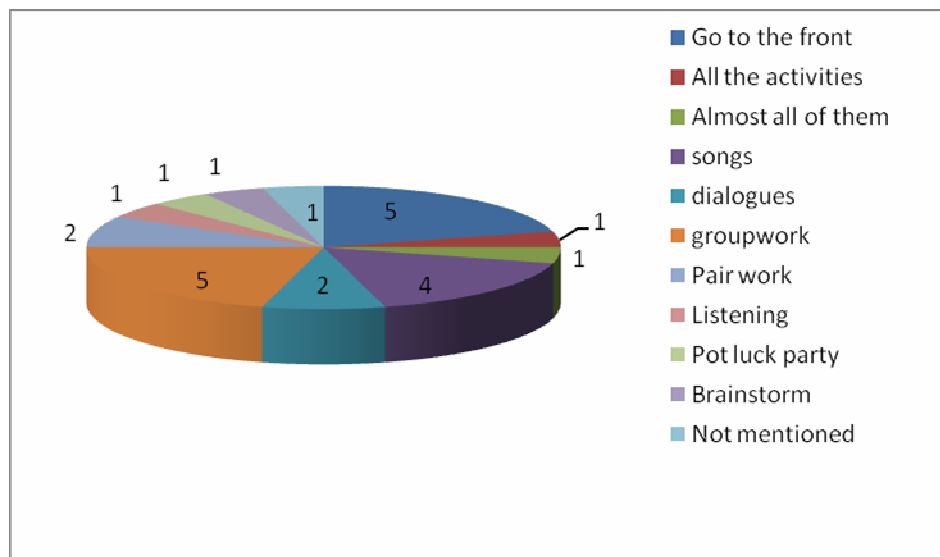
Comment:

The graphs above show that students enjoy working either in pairs or in groups. The students' answers corroborate the previous comment.

Although students were not directly asked about dictogloss, it can be inferred that they liked them, because one part of them was to reconstruct the text and this had to be done in groups.

ACTIVITIES STUDENTS DISLIKED IN CLASS
SAMPLE 1 (PPP)

ACTIVITIES STUDENTS DISLIKED THE MOST	N°
Any	10
Go to the front.	02
Group work and pair work	02
Not mentioned	09
Total	23
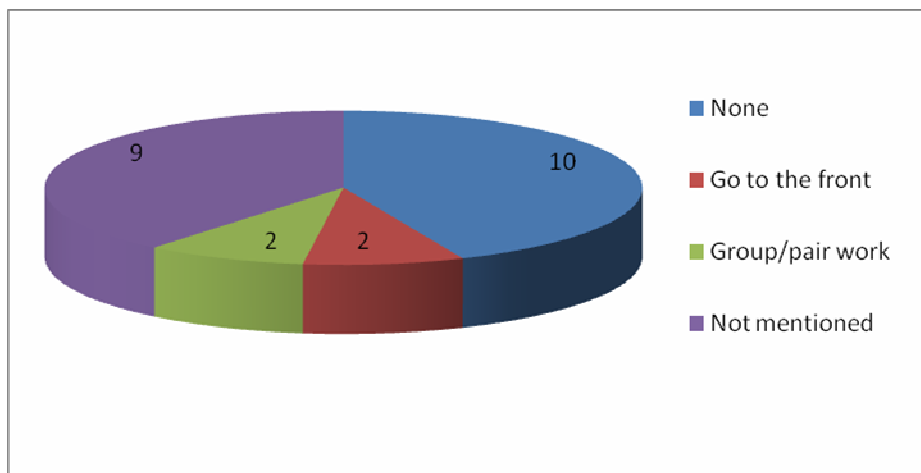
SAMPLE 2 (TBL)

ACTIVITIES STUDENTS DISLIKED THE MOST	N°
Any	10
Go to the front.	05
Listening on the board	01
Few dialogues	01
Write a story in group based on a video.	01
Workbook corrected in group	01
Not mentioned	05
Total	24

66
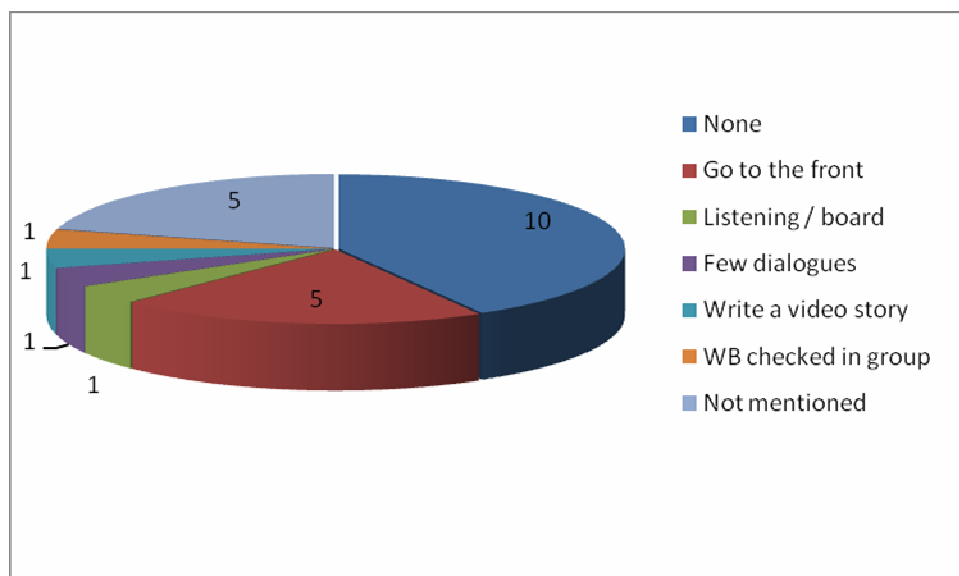
Comment:
The graphics above also show that students do not like going to the front in class.

CLASS GRADE
SAMPLE 1 (PPP)

CLASS EVALUATION	N°
Excellent	05
Good.	16
O.K.	01
Can do better	01
Total	23
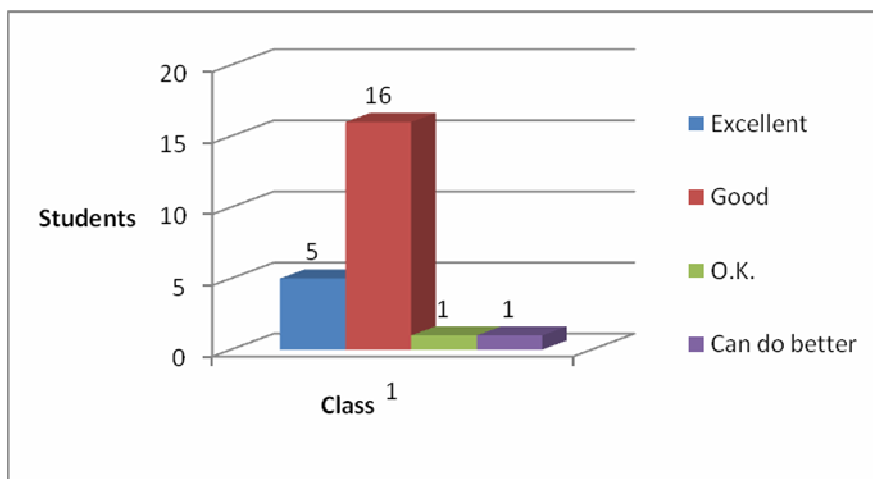
SAMPLE 2 (TBL)

CLASS EVALUATION	N°
Excellent	07
Good.	16
O.K.	01
Can do better	-
Total	24
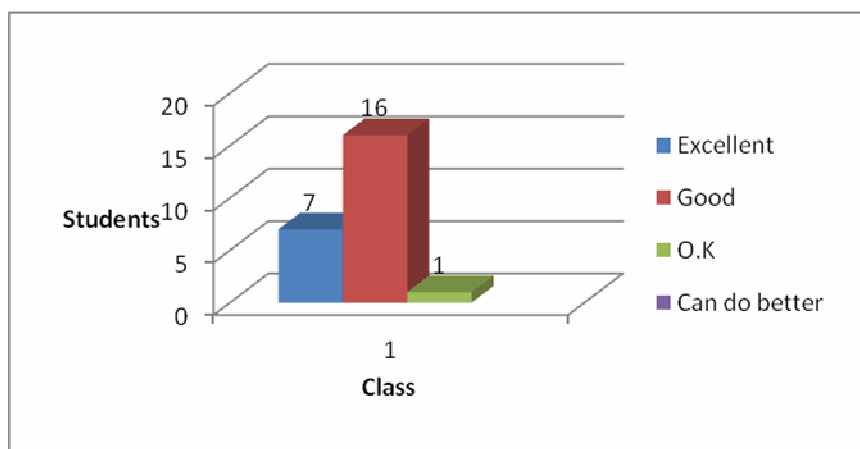
Comment:

Class was mainly considered good in both samples with few exceptions.

4.1.3 Formal Evaluation Data.

Another aspect to collect data was the students' grades. This is the average. (***See appendies 3and 4***).

	Quiz marks	Listening	Speaking	Written Exams	Final mark	Rounding
PPP	14.4	11.39	13.57	11.72	12.37	12
TBL	12.6	11.51	13.87	12.51	12.84	13

Quiz marks
Students took six quizzes which included 4 sections: Grammar, Vocabulary, Listening, Reading and Writing.

Listening Exams
Students were given two listening exams: Mid-term and Final Exam.

Oral Exams:
Students were also given two oral exams: Mid–term and final exam. They are in charge of a different teacher from their daily classes. However, this mark is averaged with the mark given by the daily teacher.

Written Exams:
There were two written exams: Mid-term and Final exam. These exams evaluate Grammar, Vocabulary, Reading and Writing.

Final Mark
The final mark is the average of the following formula:

QM +CW +L1+01+ MT (x2)+ L2+ O2+ FE (x2) / 10:

Where:

QM=   Average of six quizzes.
CW=   Class work (participation+ work book+ attendance +homework)
L1=   Mid-term Listening Exam.
O1=   Mid-term Oral Exam.
MT=   Mid-term written Exam. (double mark)
L2=   Final Listening Exam.
O2=   Final Oral Exam.
FE=   Final written Exam (double mark)
Final evaluation:
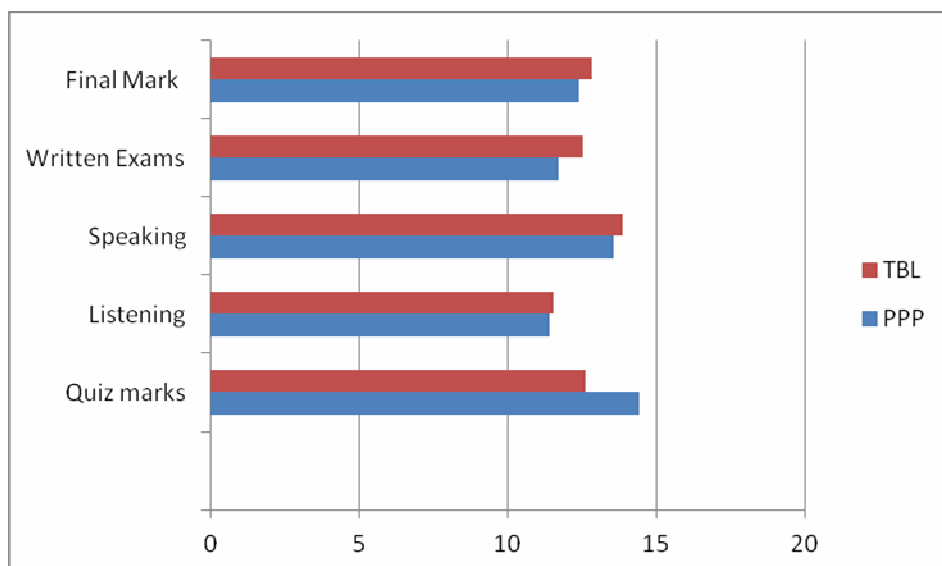
Comment:

The graph shows that sample 1's results are most of the time a bit lower than the sample 2's results except in the quizzes' marks where a bigger difference can be noticed.

CONCLUSIONS

The two-tailed hypothesis set at the beginning on the present research showing the fact that its aim is not to prove which teaching model is better but to explore the students' response towards a different teaching model gives us the tranquility of highlighting some conclusions taking into account the students' evaluation and the general hypothesis of the research:

1. Making an average of the participants' score, TBL sample (13) got one point higher than the students from the PPP sample (12).
   This result proves one of the specific hypotheses: Elementary learners' level of achievement will be better when teachers present their classes based on form-focused tasks following the task Based learning framework than when taught through the Presentation-Practice - Production model.
   Despite the fact that scores do not actually show the students' level of achievement, getting high scores is relevant and encouraging for some learners, especially for their studies record.

2. The participants' average score on listening, reading and writing skill are one point higher in TBL (L=12 / R&W=13) than in the PPP sample (L=11 / R/W=12).
   Every learner studies English for several reasons and they also come to class with the idea of developing some skills more than others depending on their own interests. Then giving them the chance of having a balanced linguistic skill scores is satisfactory.

3. The participants' average score on speaking is quite similar (14) in both samples TBL and PPP respectively.
    The productive language skill of speaking is probably the fastest way to show the students' language competence. Then the similarity here just shows that it is possible to help our students to develop this skill using a variety of teaching models therefore it is our job as teachers to work on a daily variation.

4. The results 2 and 3 presented above, demonstrate as true the general hypotheses -*Elementary learners might develop language skills in a more homogeneous way when teachers present their classes based on form-focused tasks following the Task Based Learning framework, than when taught through the Presentation – Practice - Production model*- since in the TBL sample, listening and reading and writing differ from speaking in one or two points, whereas in the PPP sample the difference is from two to three points.
    Developing the receptive and productive language skills homogeneously is the most desired even when taking international formal exams the ones who pass are the ones who have developed their language skills homogeneously. The ones who fail are because they have failed at certain skill.

5. The results of the current research have shown that there is a difference. It might not have been such a relevant difference, but there is a difference, which has led us to state a final conclusion to highlight the importance of the main proposal of this research
    We teachers should dare to vary our classes from the Presentation-Practice- Production model we have been taught from kindergarten to higher education in which students arrive at class and wait for the teacher or professors to teach them something; fact that gives us teachers a feeling of control and power which actually could be canalized to students if we use an approach in which teachers are not too explicit and therefore encourage students' L2 use. Then changing it to Task Based Learning as it has been attempted here could be a way to start making our classes more student-centered and get used to our students' freedom and avoid intervening too much. But if this change seems radical we could start by changing the Presentation Stage of the PPP model which according to the

theoretical description teachers are supposed to elicit rather than to spoon feed the students in order to encourage L2 use. Working on this could be a good start since students will be encouraged to discover the language, activity which is benefiting since it is an aid to conserving memory, it also increases intellectual potency, learning motivation becomes more intrinsic and the learning of heuristics itself that helps learners learn techniques for problem solving, learning and discovery.

6. There are other factors even not quantifiable that the students have manifested between lines. For instance:

    a) In the graphic about grammar rules explanation, most students from both samples-18 out of 23 and 19 out of 24 respectively- show that grammar was explained in class even though the PPP class was always planned to be deductive and explicit and the TBL class was planned to be inductive and implicit and this can be corroborated in the graphic about grammar rules inference in which 16 out 23 and 15 out of 24 students said they were sometimes lead to inference.
    These results which might look incoherent just shows that students lead teachers to grammar explanation because they need to have grammar rules clear in mind, no matter when during a lesson either at the beginning such as the PPP classes or at the end such as the TBL classes. Languages do not exist without grammar.

    b) The Graphic about students' role shows that during the PPP class a low percentage of students (4 out of 24) felt passive and this could be because of their personality, individual factor which also counts, but this situation does not appear in the graphic taken from the TBL sample and this could be because students were involved in tasks which were usually in group. It is then our job as teachers to work on promoting an active role of the students and this could be at any time during the class. Let's give them the chance to show how much they have learnt by developing a student- centered class where the students become active and responsible participants in their own learning.

73

d) The graphics about significant activities show that using both teaching models is important class preparation. Our activities can be made up or adapted if a textbook is being used, but they ought to be engaging, meaningful and therefore memorable. It helps to prepare activities focused on the students' needs, abilities, interest, individual factors and learning styles.

e) The graphics about activities they like the most show that most of the students do enjoy working in groups no matter the teaching model. Learning from each other and peer correction really counts. Working in groups develops the students' communicative ability. Besides, learners are involved in several interaction types making the class more supportive and cooperative.

RECOMMENDATIONS

For future investigations on this current or related topic, it is relevant to consider the following pieces of advice.

1. Tell the students they are being part of a research at the beginning of the course. They will be more cooperative and responsible when filling in the questionnaire at the end of the course.

2. It might seem obvious to recommend that quizzes as well as exams should be the same for both samples. This could give the results more validity since grade of difficulty varies from quiz to quiz. However, quizzes as well as mid-term listening exams at UDEP language center are different version at different schedules.

3. It might also seem obvious to suggest that oral exams should be given by the same teacher for both samples, since every teacher has a different approach when giving an oral exam despite the standard of evaluation. However, teachers at UDEP language centre are distributed and rotated according to the schedule.

4. There is a final recommendation to say and that it can be considered as an invitation to teachers to explore new teaching models in order to help students accomplish their learning goals. Doing so, will enormously benefit not only to students but also to us teachers since working following a different schema from the one we are used to will make us feel confronted to our own

language teaching and learning beliefs and this might be crucial since we will find ourselves in situations that we have to cope with, but which at the end will help us become more resourceful when teaching. Finally, have you, as a teacher, ever thought of going to class and use a different teaching method?

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APPENDICES

PEER OBSERVATION (Appendix 1)

1. Number of Students:_____

2. Level: _____

3. Schedule:_____

4. Circle the lesson plan:
   a. PPP   b. TBL

5. Students were more interested in:
   a. meaning b. form   c. both   d. none

6. Who spoke more in class?
   a. The teacher   b. The students   c. balanced

7. The students seem:
   a. confident and spontaneous b. independent   c. quiet

8. Did students use the language from previous lessons?
   a. Yes   b. No

9. Did the students use the target from?
   a. A little   b. Not at all c. Enough   d. Too much

10. Students … the language.
    a. analyse   b. manipulate and apply   c. simply repeat

11. The teacher was:
    a. Orchestrating the class   b. Intervening only when needed.

12. The class was focused on:
    a. meaning b. form   c. both

13. What skills did the students practice?
    a. Listening b. Speaking   c. Reading d. Writing

14. Further comments:

SAMPLES

Teacher: Belinda Zavala / Observer: _____ Nolverto

24th January

PEER OBSERVATION

1.- Number of students: _____

2.- Level: Elementary

3.- Schedule: 10:00 am

4.- Circle the Lesson plan:

a. PPP

(b) TBL

There is / There are

5. Were students more interested in:

a. meaning   b. form   c. both   d. neither of them.

6. Who spoke more in class?

(a) The teacher   b. the students   c. balanced   ) Maybe because of the students' level.

7. The students seem:

(a) Confident and spontaneous   (b) independent   c. dependent d. quiet

8. Did students use the language from previous lessons:

(a) Yes   b. No   ) Review of house related vocab.

9. Did students use the target form?

a. a little   b. not at all   c. enough   d. too much

10. Did students _____ language?

a. analyze   (b) manipulate and apply   c. simply repeat.   ) through activities by describing what they saw on flashcards

11. The teacher was:

(a) Orchestrating the class   ) at this level, it is difficult for the teacher not to orchestrate the class, students aren't yet ready to be left alone

b. intervening only when needed.

12. The class was focused on:

a. meaning   b. form   c. both

13. What skills did the students practice?

(a) Listening   (b) Speaking   c. Reading   (d) Writing

14. Further Comments:

* be careful with pronunciation of some words, and grammatical structures

* Students showed a tendency for arriving late to class.

* as expected, when working in small groups, some students used Spanish. Why not circulate around classroom even if just to check that English was being used? (esp. towards the end of the activity)

* flashcards → maybe students can be given a flashcard to describe

They seemed to enjoy the class and what to do.

Teacher: _____
Observer: _____
26th January
10:30 - 11:30

PEER OBSERVATION

1.- Number of students : (19)
2.- Level : _____
3.- Schedule : 10:00 am
4.- Circle the Lesson plan :
a. PPP
b. TBL
5. Were students more interested in :
a. meaning   b. form   c. both   d. neither of them.
6. Who spoke more in class?
a. The teacher   b. the students   c. balanced   > cooperation between teacher and students
7. The students seem :
a. Confident and spontaneous   b. Independent   c. dependent d. quiet
8. Did students use the language from previous lessons :
a. Yes   b. No > there is / there are travel needs
9. Did students use the target form ?
a. a little   b. not at all   c. enough   d. too much
10. Did students _____ language ?
a. analyze   b. manipulate and apply   c. simply repeat. > when finding the between their story and the one on the board
11. The teacher was ;
a. Orchestrating the class   both students knew what to do -
b. intervening only when needed. there was cooperation between teacher and students
12. The class was focused on:
a. meaning   b. form   c. both
13. What skills did the students practise ?   good lots of oral practice!
a. Listening   b. Speaking   c. Reading   d. Writing
14. Further Comments:

— — — — — — — — — —
— good student - student participation when finding out about each other's abilities.
— careful with pronunciation of your
— key to tell me every strain I assume you called on the weak two (?)

— That's TBL! a war only at some base questions, students take all the work

PEER OBSERVATION

1.- Number of students : _21_

2.- Level : _Basic_

3.- Schedule : _10 am_

4.- Circle the Lesson plan :

a. PPP

b. (TBL)

5. Were students more interested in :

a. meaning   b. form   (c. both)   d. neither of them.

6. Who spoke more in class ?

a. The teacher   (b. the students)   c. balanced

7. The students seem :

(a. Confident and spontaneous)   b. independent   c. dependent   d. quiet

8. Did students use the language from previous lessons :

a. (Yes)   b. No   _yes, family vocab_

9. Did students use the target form ?

a. a little   b. not at all   (c. enough)   d. too much

10. Did students _____ language ?

a. analyze   (b. manipulate and apply)   c. simply repeat.

11. The teacher was :

a. Orchestrating the class

b. intervening only when needed.

12. The class was focused on:

a. meaning   b. form   c. both

13. What skills did the students practise ?

(a. Listening)   (b. Speaking)   (c. Reading)   (d. Writing)

14. Further Comments:

- _Questions about students' family members_
using superlative adjectives.
- _careful control of speaking, room students_
with answers from their friends' papers.
- _Some trouble with possessive 's' and when_
reporting answers.

* On blackboard → Tumba — Tumbes
               clos — class

PEER OBSERVATION

1.- Number of students : _24_

2.- Level : _Elem_

3.- Schedule : _11:45 – 12:30_

4.- Circle the Lesson plan :

a. PPP

(b) TBL

5. Were students more interested in :

(a) meaning 1° (b) form   c. both   d. neither of them.

6. Who spoke more in class ?

(a) The teacher   b. the students   c. balanced

7. The students seem :
  b Listening
(a) Confident and spontaneous   b. independent   c. dependent (d) quiet

8. Did students use the language from previous lessons :

(a) Yes   b. No

9. Did students use the target form ?

(a) a little   b. not at all   (c) enough   d. too much

10. Did students _____ language ?

a. analyze   b. manipulate and apply   c. simply repeat.

11. The teacher was ;

(a. Orchestrating the class

b. Intervening only when needed.

12. The class was focused on:

(a) meaning   (b) form   c. both

13. What skills did the students practise ?

(a) Listening   (b) Speaking   c. Reading   (d) Writing

14. Further Comments:

Extra questions after listening ✓

We should have changed Railway Station) for Train Station or (Tiny for Small).

More "expressive" when reading might have helped them to understand.

forgot to listen What they reconstructed

Cuestionario (Appendix 2)

Estaremos muy agradecidos con su colaboración para mejorar nuestra enseñanza.

I.- <u>Datos Personales:</u>
1. Edad: _____
2. Estudios de Inglés Previos: Sí ( )   No ( )
   ¿Dónde?_____
3. Ocupación: _____
4. Estudios : _____
5. Motivo para estudiar Inglés:
   _____

II.- <u>Sobre la Clase:</u>
6. Marca con un aspa.

¿Con que frecuencia hicieron en clase	Siempre	Algunas veces	Casi nunca	Nunca
Listening?				
Speaking?				
Reading?				
Writing?				
Grammar?				

7. Cuando se presentaba un nuevo tema de clase. ¿Cómo fue la explicación?
   Clara ( ) No tan clara ( )   Confusa ( )

8. ¿Tu profesor(a) explicó las reglas gramaticales?
   Siempre ( ) Algunas veces ( ) Casi nunca ( ) Nunca ( )

9. ¿Inferiste las reglas gramaticales?
   Siempre ( ) Algunas veces ( ) Casi nunca ( ) Nunca ( )

10. ¿Los contenidos explicados en clase fueron significativos?
    Siempre ( ) Algunas veces ( ) Casi nunca ( ) Nunca ( )

11. ¿Tu rol como alumno fue :
    a. Activo   b. pasivo   c. a + b?

12. ¿Las actividades hechas en clase fueron significativas?
    Siempre (   )   Algunas veces (   )   Casi nunca (   )   Nunca (   )

13. Menciona una actividad que te gusto mucho realizar en clase.

_____

14. Menciona una actividad que te disgusto realizar en clase

_____

15. ¿Cómo evaluarías tu clase?
    Excelente (   )   Buena (   )   Aceptable (   )   Puede mejorar (   )

Formal evaluation (PPP sample) (Appendix 3)

Centro de Idiomas
Universidad de Piura

LEVEL: ELEMENTARY
7:00 - 9:30 AM
SUMMER - 2005

Belinda Zavala

	Students´ names	Q1	Q2	Q3	Q4	Q5	Q6	QM	CW	L1	O1	L2	O2	MT	FT	F MARK
1	AGUIRRE PEÑA, LUIS DAVID	19.6	19.2	19.9	17.1	19	18.5	18.89	17.7	0	17.5	17	17.5	18	19	16.26
2	AMAYO CALLE, WENDY ESMERALDA	16.4	11.2	14.1	8.9	12.8	10.1	12.25	12.5	8	15	15	14	10	9	11.48
3	ATARAMA ESCOBAR, MIROSLAVA	13.6	0	13.8	10.2	16	17.1	11.78	5.2	0	12.5	13	12.5	11	10	9.70
4	CASTILLO ALVAREZ, MARIA TERESA	17.7	14.8	14.2	8.4	16.2	10.1	13.57	12.0	14	12	18	12	9	9	11.76
5	CISNEROS RAMIREZ, MARCIA ELIZABETH	15.8	13.4	15.2	0.0	12.6	9.4	11.07	8.0	10	11	18	11	9	10	10.71
6	CORDOVA GOICOCHEA, ZHINDY ANALI	17.7	15	15.6	17.0	16.8	12.3	15.73	16.5	14	15	12	15.5	16	17	15.47
7	DE LAMA MIRANDA, KATHERINE EVELYN	17.5	17	16.0	13.2	16.2	13	15.48	19.0	15	16	10	14.5	11	10	13.20
8	ESTRADA RUIZ, LUCERO YUDIGH	16.7	18.6	19.4	15.9	18.4	18	17.83	17.0	10	16.5	12	16.5	17	16	15.58
9	GONZALES TALLEDO, LORENA	6.2	5.2	5.2	4.3	0	4.3	4.20	6.7	0	10	17	7.5	3	3	5.74
10	GUERRERO,SANCHEZ, GUISELLA PATRICIA	14.5	9.3	12.1	7.5	14.4	10.3	11.35	13.7	13	14	18	13	9	9	11.91
11	JARA PUELLES, JESUS ANDRES	15.6	11.7	14.8	10.1	16.3	9	12.92	9.2	12	11	15	13	10	12	11.71
12	LEON ALVARADO, PAUL JAIRZINHO	17.8	16.5	16.8	15.5	16	12.8	15.90	13.7	0	10.5	18	12.2	13	14	12.43
13	LINARES VALDIVIEZO, CHRISTIAN PAOLO	19.2	18.8	15.2	14.8	18.4	17.5	17.32	14.2	0	16	19	17.5	15	12	13.80
14	NIEVES SANCHEZ, JIMMY	19.4	18.4	17.8	16.8	18.4	16.1	17.82	17.5	16	17.5	18	16.5	18	18	17.53
15	PINGO PALACIOS, JAZMIN	19	17.8	17.4	12.5	16	16	16.45	8.5	0	13	17	13	11	9	10.80
16	PINGO PALACIOS,VANESSA	17.6	15.3	15.6	8.2	14.2	12.7	13.93	7.0	0	13	17	13	8	8	9.59
17	PIZARRO NIEVES, MARIA CARIDAD	18.6	19.6	18.8	17.2	18.1	17.9	18.37	15.1	17	16.5	19	17	17	17	17.10
18	PURUGUAY CORTES, JOSE FERNANDO	17	15.4	17.0	12.7	17.6	15.7	15.90	12.5	0	11.5	15	11.5	16	14	12.64
19	RAMOS TENE, MARLOM YONATAM	15.8	12.6	14.5	11.4	13.8	11.5	13.02	10.5	12	10.5	15	10.7	9	12	11.37
20	SANCHEZ ZAPATA, BRIGITTE DEL SOCORRO	14.3	14.3	14.3	8.5	14.1	10.3	12.83	15.0	9	13	15	12.5	10	10	11.73
21	SOSA SANCHEZ, GUISELA	14.5	9.3	12.1	7.5	14.4	10.3	11.35	13.0	6	9.7	0	10	8	8	8.21
22	VARILLAS DELGADO, CLAUDIA LUCIANAN	18.7	14	16.9	12.4	17.4	13	15.40	12.2	12	15	19	14	14	9	13.36
23	VELASQUEZ HEREDIA, MANUEL ELIAS	19	18.2	19.4	16.8	16.1	17.7	17.87	11.0	0	16	19	16.5	11	11	12.44
	AVERAGE	16.6	14.2	15	12	15.4	13.2	14.4	13	7.304	13.6	15.48	13.54	11.87	11.57	12.37
	LISTENING									11.39						
	SPEAKING										13.57					
	READING AND WRITING													11.72		

Formal Evaluation (TBL simple) (Appendix 4)

Centro de Idiomas
Universidad de Piura

LEVEL: ELEMENTARY
10:00 - 12:30 M
SUMMER -2005

Belinda Zavala

STUDENT'S NAMES	Q1	Q2	Q3	Q4	Q5	Q6	QM	CW	L1	O1	L2	O2	MT	FT	F MARK
ALAMO CARBONEL, JEAN PAUL ANDRES	16.6	15.8	15.2	14.6	15.2	15.4	15.47	11.0	11	15	12	14.7	12	12	12.72
ALARCON RIVERA, WILFREDO ALONSO	17.6	19.3	19.0	17.6	18	18.9	18.40	15.5	16	15.5	14	16.7	17	14	15.81
AZCARATE PROTOCARRERO, ALEXANDRA	11.6	14.2	6.4	9.4	7.2	6	9.13	6.0	0	13	6	12.2	6	6	7.03
BONILLA SOLORZANO, REGINA VALERIA	15.3	17.4	13.9	10.4	11.2	18	14.37	12.0	8	12	11	15.2	9	10	11.06
CARRILLO COLAN, JUAN PIERRE	18.2	19.2	18.1	15.0	18.1	18.4	17.83	11.5	13	14	16	15	14	16	14.73
CORTEZ FRANCO, OLGA	15.6	16.6	15.4	7.2	10.6	13.6	13.17	13.0	11	12	12	12.5	9	8	10.77
DAVILA QUISPE, SUSANA MARIBEL	19.8	20	19.4	16.5	18.2	19.2	18.85	17.0	12	14	12	16.7	17	19	16.26
FERNANDEZ ATARAMA, FRANZ ALBERTO	18.2	19.9	19.6	18.6	18.5	18.8	18.93	9.5	18	19.2	18	19.5	18	18	17.51
FIESTAS FIESTAS, GABY GRISSEL	11.6	12	13.6	8.8	12.8	15.4	12.37	11.5	6	12	9	11.2	11	11	10.61
FIESTAS FIESTAS, PERCY VICTOR	17.5	17.7	17.4	13.2	15.5	16	16.22	11.5	7	11.5	11	12	15	18	13.52
GUERRERO ASLLA, ROSALBA	18.6	18.6	13.0	17.6	17.6	19.2	18.38	19.0	10	17	10	16	19	17	16.24
JIMENEZ NEYRA, RAFAEL	15.5	15.8	13.9	12.2	12.6	14.6	13.95	10.0	8	13.5	13	14	11	13	12.05
MADRID CALDERON, OSCAR DAVID	14.5	15.7	13.9	12.4	14.6	17.6	14.78	16.0	10	11.5	11	13	10	15	12.63
MERINO SANDOVAL, DANITZA NOEMI	15.6	14	14.4	13.8	13.8	17.4	14.83	15.5	11	11.5	13	14.5	12	13	13.03
MORALES ORDINOLA, GUSTAVO ADOLFO	18.6	17.8	18.2	13.0	15.2	15.8	16.43	13.5	17	12.5	20	15	13	12	14.44
MORANTE FLORES, GHERSON	8.9	7.8	5.1	5.8	5.2	7.3	6.68	10.0	10	10	9	8.5	5	4	7.22
OLIVARES ESPINOZA, MANUEL CONSTANTINO	17	15.9	13.7	13.0	15	17.2	15.30	7.0	13	15	9	14.5	15	11	12.58
PINTADO GARRIDO, JOYSSI PAOLA	19.2	19.4	18.4	16.3	16.5	18.2	18.00	16.0	13	16.5	17	16.5	15.6	17	16.22
SANCHEZ ORTIZ, ANA LUCIA	9	12.6	9.3	7.6	12.2	12.9	10.60	3.0	7.5	11	5	11.7	9	8	8.28
SAONA RUIDIAS, ENRIQUE	14.2	15.1	10.2	11.8	9.2	15.9	12.73	11.0	16	11	12	13	9	8	10.97
SEMINARIO SEMINARIO, MILAGROS DE JESUS	16.5	15.4	15.3	10.8	11.6	14.4	14.00	14.0	9	12	9	13.2	10	10	11.12
VALVERDE MORALES, VICTOR GERARDO	19.1	19	19.6	16.0	17.9	17.6	18.20	16.0	16	17	18	16.7	17	19	17.39
YOUNG ESPINOZA, MIHAIL DASAYEV	17.6	19	17.6	16.5	15	17	17.12	16.0	10	15.5	13	16	14	15	14.56
YOVERA ZAPATA, ERICH MIJAIL	15.7	16.1	14.4	10.2	11.4	14.3	13.68	17.0	8	12.5	12	12.7	9	10	11.39
AVERAGE	15.9	16.4	14.99	12.85	13.9	15.8	14.98	12.6	10.85	13.53	12.17	14.21	12.36	12.67	12.84
LISTENING									11.51						
SPEAKING										13.87					
READING AND WRITING													12.51		

Schedule (Appendix 5)

SUMMER 2005

2005-SUMMER	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
JANUARY 1			5 Unit 1	6 Unit 1	7 Unit 1
JANUARY 2	10 Unit 2	11 Unit 2	12 Unit 2	13 Unit 2 + Quiz 1	14 Unit 3
JANUARY 3	17 Unit 3	18 Unit 3	19 Unit 4	20 Unit 4	21 Unit 4 + Quiz 2
JANUARY 4	24 Unit 5	25 Unit 5	26 Unit 6	27 Unit 6	28 Quiz 3 + Review
FEB 5	31 Mid-term Writing	1 Mid-term List & Sp.	2 Unit 7	3 Unit 7	4 Unit 7
FEB 6	7 Unit 8	8 Unit 8	9 Unit 8 + Quiz 4	10 Unit 9	11 Unit 9
FEB 7	14 Unit 9 /10	15 Unit 10	16 Unit 10 + Quiz 5	17 Unit 11	18 Unit 11
FEB 8	21 Unit 11/12	22 Unit 12	23 Unit 12	24 Unit 13	25 Unit 13
FEB-MARCH 9	28 Unit 13 + Quiz 6	1 Review	2 Final Writing	3 Final List &Sp	

UNIT 3

1

PPP	TBL
Presentation: 1. Teacher will introduce how to ask and answer about: Job, origin, town, place of work , languages , family and free time • What do you do ? • Where do you come from? • Where do you live? • Where do you work /study? • How many languages do you speak? • How many brothers and sisters/children do you have ? • What do you usually do in your free time ?	**Pre-task** 1. Teacher will write her name on the board surrounded by pieces of information such as : Belinda, Negritos, Piura, Centro de Idiomas - Udep, 2, 1 listen to music, watch TV, water the garden. Teacher will talk about it later: I'm Belinda ,I come from Negritos, I live in Piura, etc. 2. Students will do the same on the board and in their copybook. 3. Give instructions for the task(Dictogloss)
Practice: 1. T-S interaction and then S-S interaction. 2. Ask students to work in pairs to ask and answer each other. (They have to report what they found out using he /she)	**Task Cycle** 1. Students will listen to what the teacher reads twice. They can take notes and then they have to write using their own English. 2. Two students will write on the board. Then two other students will correct any mistake.
Production: 1. Ask students to write about themselves and read it aloud.	**Language Focus** 1.Teacher writes headings on the board: job, origin, town, place of work , languages , family and free time. And ask students to say the questions they need to find out each heading. Then places scrambled cards which students later have to unscramble to make a question according to an answer the teacher shows. 2. Teacher will give students an exercise to reinforce the previous questions in which students have to unscramble questions an then answer with their own information.

Jan 14th   7 a.m
follow the plan.
As I have extra copies about
Kelly Harman I'll use them
as an extra exercise as a
listening which I will
read with some different
words they have to circle.
Book pg. 20.

10 a.m
follow the plan.

90

2

PPP	TBL
Presentation: 1. Teacher writes headings (job, origin, etc) on the board to introduce questions and answers in 3° person.	**Pre-task** 1. Teacher sticks a picture of a person and ask them to speculate about: name, job, origin, town, place of work , languages , family and free time. 2. Teacher gives instructions for the task cycle (dictogloss)
Practice: 1. Ask students to practice the questions about a partner's relative or friend.	**Task Cycle** 1. Teacher reads twice while students takes notes about relevant information 2. Students are grouped and then they have to share their notes to make up the whole information. 3. Students have to read aloud.
Production: 1. Write the information as a composition to tell the class.	**Language Focus.** 1. Teacher gives the original version to be compared. 2. Teacher asks students to underline the verbs. 3. Teacher asks students about what similarities they find in those verbs. 4. Students have to fill in a paragraph in which they have to write the verbs in 3° person singular.

Jan 17th   7: a.m

1° → Follow the plan
2 → Book pg 21, 22, 23 and (26).
↘ NO

(10 a.m)

1° → Follow the plan
2 → Book pg 21, 22, 23 and (26) →

3

PPP	TBL
Presentation: 1. Teacher introduces ROUTINE vocabulary to practice more about the present simple. Teacher models. 2.	**Pre-task** 1. Teacher ask students to put in order a sequence of routine actions they are shown in pictures.
Practice: 1. Students are asked to tell the class about their daily routine or weekly routine.	**Task Cycle** 1. Teacher asks students to work in pair to tell their routine 2. Some students will report it to the class.
Production: 1. Students have to complete a text about someone's routine.	**Language Focus** 1. Students have to match some routine verbs to a picture. 2. Students have to fill in some gaps with the routine verbs.

1.m 1° → Follow the plan.

2° → Book pg. 24/25/26.

an 3° → Introduce the time (NO).
(If possible)

(10a.m) 1° follow the plan.

2° Book pg 24/25/26.

4

PPP	TBL
Presentation: 1. Teacher introduces the time by writing a set of times which are expressed in the same way, for example :	**Pre-task** 1. Teacher asks students to fill in the exact time they do some activities.

8.00	8.15	8.30	8.45
1.00	1.15	1.30	1.45
5.00	5.15	5.30	5.45
9.00	9.15	9.30	9.45
O'clock	Quarter past	Half past	Quarter to

PPP	TBL
Practice: 1. Teacher dictates some hours. Students have to listen and write in digital numbers.	**Task Cycle** 1. SURVEY :Teacher gives each student a question to find out what time they do certain activities.
Production: 1. Students will prepare a dialog based on a cinema schedule.	**Language Focus** 1. Explain the time as in the PPP class.

8.00	8.15	8.30	8.45
1.00	1.15	1.30	1.45
5.00	5.15	5.30	5.45
9.00	9.15	9.30	9.45
O'clock	Quarter past	Half past	Quarter to

2. Teacher will give students a form to practice the time. They will have to either fill in the time or draw the clock hands.

Dictation

1.- 6:20 → 1:58
2.- 4:30 → 12:30
3.- 5:40 → 6:00
4.- 6:45 → 7:22
5.- 7:15 → 8:40
6.- 3:25 → 6:15
7.- 1:50 → 3:45
8.- 2:30 → 11:12
9.- 5:35 → 12:52
10.- 11:00   2:17

(Jan 19th) Follow the plans for the ti...
+ Book pg.27.

7 a.m   Introduce frequency of actions
just Presentation and Practice
1,2 . Production 1.

10 a.m   Follow the plan . 4
finish exercises 4 & 5 pg 29.

MATERIALS

1. DICTOGLOSS

Kelly Harman

My name's Kelly Harman (K-E-L-LY / H-A-R-M-A-N) and I'm twenty years old . My birthday is in April. I come from Toronto, Canada. I'm a student at the Toronto University. It's a big and a good university. I study Modern languages - English and Russian. I also know a little Spanish and French, of course, so I speak four languages.
I live at home with my parents and my brother. My parents' names are Bob and Carly. My brother's name's Steve.
I usually watch TV, listen to music and clean the house in my free time.
My favourite sport is Tennis. I play tennis every Saturday.

2. SCRAMBLED CARDS
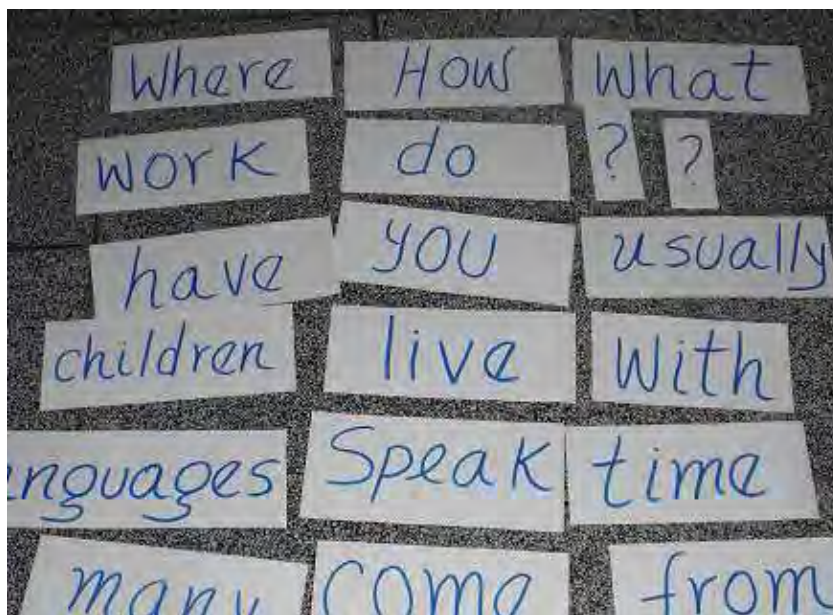
3. UNSCRAMBLE QUESTIONS AND ANSWER.

QUESTIONS	ANSWERS
1. You / do / do / What?	
2. Come / you / Where / from / do?	
3. live / you / where / do?	
4. work / Where / you / do?	
5. study / do / where / you?	
6. study/ what/ you / do?	
7. brothers and sisters/ many/ you / how / have / do?	
8. Children / many / have / how / you / do?	
9. time/ usually / What / do / do / free / you / your / in?	

4. DICTOGLOSS

Lindsey Robson

Lindsey Robson (L-I – N-D-S-E-Y / R-O-BS-O-N) comes from Australia. But she lives near London with her husband and her three children. She's a photographer. She works for *Pentax Cameras*, in the export department. It is a big and an important company.

Because of her job, she speaks five languages: Italian, Portuguese, German, French and English of course.

In her free time, she usually reads a book or goes to the cinema. Her favourite actor is Mel Gibson

Her hobby is singing, so on Saturdays she goes to a karaoke with her husband and some friends.

95

5. FILL IN A PARAGRAPH

Fill in the gaps with the right form of the verbs in brackets:

James _____ (live) in Cambridge, but he _____ (come) from Ireland. James is single, but he doesn't have a girlfriend. He _____ (live) alone in a flat near Cambridge University. He is a bank teller and _____ (work) at Lloyds bank, a famous bank. He _____ (work) hard on weekdays, but at weekends, in his free time, he _____ (invite) a lot of friends to his flat. He sometimes _____ (cook) for his friends or _____ (go) out to the pub with them.

James _____ (speak) English and a little Spanish.

6. COMPLETE SOMEONE'S ROUTINE

Fill in the gaps with the right for of the verbs in the box

Do - Get up - live – go to bed- have lunch- make supper- leave – like – have

Simon Trent _____ in Manchester. He_____ an architect .

Every morning he _____ at 7.30 a.m. He _____ a cup of coffee

and an egg for breakfast and _____ the house at 8.30 a.m. He usually

_____ in the canteen at work. He _____ the shopping at

7.30 a.m. and _____ for his wife and daughter in the evening

because he _____ cooking. He _____ at 11 p.m.

7. DIALOGUE BASED ON A CINEMA SCHEDULE

CINEMA SCHEDULE					
FILM	SCHEDULE				
Around the world in 80 days.	2.10	4.40	7.10	9.50	
Where are the blonde girls?	1.45	4.00	6.10	8.25	10.40
The eye	1.20	3.30	5.40	7.50	10.10
The Polar Express	1.30	3.30			
The Unbelievable	1.45	4.15	6.45	9.20	
Alexander	1.30	5.00	8.30		
Alexander	3.00	6.30	10.00		
The unbelievable	3.00	5.30	8.00		
Kidnap secrets	2.00	4.20	6.40	9.00	

8. QUESTION FOR EACH STUDENT

What time do you usually get up on weekdays?
What time do you usually have breakfast on weekdays?
What time do you usually have lunch on Sundays?
What time do you usually study English at home?
What time do you usually have a shower?
What time do you usually go to bed on Saturdays ?
What time do you usually have dinner on weekdays?
What time do you usually have breakfast at weekends?
What time do you usually go to bed on Sundays?
What time do you usually have dinner at weekends?
What time do you get up at weekends?
What time do you usually come to university?
What time do you usually go to a party?

What time do you usually go back home after a party?
What time do you go to church on Sundays?
What time do you usually watch TV?
What time do you usually play your favourite sport?
What time do you go to the internet booth?
What time do you usually read the newspaper?
What time do you usually have lunch on weekdays?
What time do you usually go to the cinema?
What time do you do your homework?
What time do you clean your bedroom?
What time do you go out on Saturdays?
What time do you go to bed on Monday morning?

Unit 5

1.

PPP	TBL
Presentation: 1. Teacher writes on the board *house*. Then teacher draws a plan of her/his house to introduce not only vocabulary, but THERE IS and THERE ARE. 2. Ask the students about their favourite room. Give students necessary vocabulary about each room. 3. Introduce questions positive and negatives with some and any. T-S	**Pre-task** 1. Teacher shows students some pictures (related to house) talk about what they can see and then they have to write in their notebook what they remember from the picture. 2. Give instructions for the task cycle.
Practice: 1. Students have to draw the their house plan too, some of the students on the board while the other are doing it in their notebook. 2. Ask students to describe their favourite room. 3. Ask students to practise the questions, affirmative and negative with some and any. S-S	**Task Cycle** 1. (Dictogloss)Students have to listen to and take notes about what the teacher reads twice. Then they work in groups to reconstruct the text. 2. Ask students to read aloud. While two students are writing on the board. 3. Students compare it with the original version.
Production: 1. Give students pictures to describe what they can see. (groupwork). (after Presentation and Practice 1,2,3,)	**Language Focus** 1. Teacher sticks a picture on the board to describe it and write the description on the board to show negative and affirmative sentences. Show them the interrogative form. 2. Students have to describe their house. And their favourite room Draw their plan house. Some on the board. Some in their copybook.* (some vocabulary might be needed)

Jan 24.   (7.a.m)

1° Follow the plan
2° Book pg 36/37.

(10.a.m)   Connie

1° follow the plan
2° → Book pg 36/37

99

2

PPP	TBL
Presentation: 1. Teacher shows the students pictures of plural and singular objects to introduce. WHAT'S THIS/THAT? WHAT ARE THESE/THOSE?	**Pre-task** 1. Teacher asks students the plural of certain object. * write on the board.
Practice: 1. After teacher-student interaction students have to do it with their own school objects.(S-S)	**Task Cycle** 1. Teacher asks students to write sentences using the words written on the board while the others in their notebook.
Production: Students have to write sentences using some singular and plural words given by the teacher.	**Language Focus** 1. Explain as in the PPP class. Clarify THIS; THAT; THESE and THOSE.

Jan 25   7 a.m   Jan 10.a.m

1° → Book pg 40, 41
2° → PPP 2 follow the plan.
3° → List if time

1° → Book pg 40, 41
2° → TBL 2 follow the plan
3° → List if time.

* Skip production → Went straight to pg 38/39.

100

MATERIALS

1. DICTOGLOSS

Sue Glass (S-U-E / G-L-A-S-S) is 27 years old. She comes from Washington. She is a hotel receptionist. She speaks five languages: Spanish, French, Italian, Portuguese and English, of course. She isn't married. She lives alone in a small house in the city center. Her house is beautiful. There is a living room, a dining room, a small kitchen, a laundry and there are two bedrooms and two bathrooms. There is a small garden where there is a nice tree. There are some plants but there aren't any flowers.

Her favorite room is her bedroom. She loves it. it's light pink.

There is a big bed, there are two night tables and there is a closet. There aren't any pictures on the wall, but there's a big window with white curtains. She can see a park through the window.

Unit 6

1

PPP	TBL
Presentation: 1. Teacher writes "abilities" on the board. Using pictures teacher introduces the question CAN YOU...? YES, I CAN / NO, I CAN'T . (T-S)Then teacher checks students' abilities under certain headings: Sports, artistic, practical to write some vocabulary on the board. *(Also include expressions like very well, pretty well, not very well, a little , not at all). Teacher asks them about someone else's abilities such as mother or father to introduce CAN HE/SHE...?	**Pre-task** 1. Teacher writes some vocabulary on the board related to abilities (use pictures if possible). Write 3 categories: sport, artistic and practical so that students classify it. 2. Teacher gives instructions for the task cycle.
Practice: 1. Students ask and answer to practice. S-S interaction. 2. Book exercises pg. 44 and 45	**Task Cycle** 1. (Dictogloss)Students have to listen to and take notes about what the teacher reads twice. Then they work in groups to reconstruct the text. 2. Ask students to read aloud. While two students are writing on the board. 3. Students compare it with the original version.
Production: Students prepare a dialog A and B in which A is an interviewer and B is a famous person with sport or artistic abilities.	**Language Focus** 1. Teacher asks students to tell the class about the questions to investigate abilities. Teach the questions and the short answers. 2. Book exercises pg 44 and 45.

Connie   7.a.m
1º→ follow the plan.

10.a.m
1º→ follow the plan.
For the task cycle the Dictogloss
has some differences. After they
reconstruct it, Teacher sticks
Wallpaper with a different
version to correct it. Ask Sts the
questions. (or viceversa).
Ask them what kind of information
they have.

PPP	TBL
Presentation: 1. Teacher writes on the board "PAST ABILITIES". Gives examples such as: I **could** play volleyball pretty well when I was at school, but I can't now (just a little). / I can drive a car now , but I **couldn't** three years ago.	**Pre-task** 1. Teacher asks students to think about their parents' abilities and tell the class. (Teacher writes their ideas on the board).
Practice: 1. Teacher asks students to give example such as the ones she gave before.	**Task Cycle** 1. Students have to prepare a dialog A and B in which A is the student and B is the students' father or mother. The conversation is about the father's or mother's abilities when they were young.
Production: 1. Students have to prepare a dialog A and B in which A is the student and B is the students' father or mother. The conversation is about the father's or mother's abilities. *NO TIME!!*	**Language Focus** 1. Explain how to express past abilities. COULD- COULDN'T

Done!,

3

PPP	TBL
Presentation: 1. Teacher introduces WAS and WERE by asking and writing on the board :	**Pre-task** Teacher writes on the board the name of two famous people, one from the present and one from the past such as : TOLEDO – MIGUEL GRAU. and ask Ss about them under certain headings.

What day is today?	What day was it yesterday?
What month is it now?	What month was it last month?
How old are you now?	How old were you last year?
Where are you now?	Where were you yesterday?
Where is Toledo from?	Where was Belaunde from?

In the TBL column, handwritten:
- where's he from? → where was he from?
- what's his job? → what was his job?
- when's his birthday? → when was his birthday?
- Who's his wife? → who was his wife?
- who are his parents? → who were his parents?
- Where's his house? → where was his house?

| **Practice:**
 1. Teacher asks students to practice with the questions, such as: Where were you at 5 p.m. yesterday? The time and day may vary .* Teacher might help by writing important dates like : last Christmas, last December 31st, last St. Valentine's Day, etc. | **Task Cycle**
 1. Teacher asks students to think about someone from the past . They have to write thinking about the following headings: Full name, origin, past abilities, personality (positive and negative characteristics) age when he/she died. |
| **Production:**
 1. Teacher asks students to think about someone from the past . They have to write thinking about the following headings: *Full name, origin, past abilities, personality (positive and negative characteristics) age when he/she died.* | **Language Focus**
 1.1. Explain the past of verb to be: WAS WERE Book pg 46, 47. |

Jan 27) 7.a.m

1° After the plan → Book pg 46/47 → follow the plan.

2° → Pg 50/51   10 a.m. → pg 50/51

Jan 28) ← 1°–WB.
          ← Quiz

MATERIALS
1. DICTOGLOSS

My best friend's name's Michael Anderson. He's 30 years old. He is an industrial engineer. He is married and lives with his wife and two children in a big flat in the suburbs of London. There is a kitchen, a small dining room, a comfortable living room and there are three big bedrooms and two bathrooms. He lives on the third floor so he doesn't have a garden, but there are some beautiful plants in his living room.

I love him very much. Michael is very intelligent and has lots of abilities, especially artistic abilities: he can paint and draw very well. He can play the guitar and sing. He loves singing in the karaoke. He can also dance, but he can't play any sport. He doesn't have any sport abilities.

1

PPP	TBL
Presentation: 1. Teacher asks a student to tell the class his/her daily routine. Write on the board: *What do you usually do on weekdays?*. Teacher writes the routine on the board. As soon as he/she finishes- Teacher asks students how the question would be if it were about yesterday. After Ss try, teacher will write on the board: *What did you do yesterday?*. Then teacher will change verbs from present to past. Regular and irregular verbs will be mixed, therefore it is a good time to show the difference. Before the practice stage, teacher writes on the board other past time expressions and models. 2. Teacher sums up grammar: for positive, negative and questions.	**Pre-task.** 1. Teacher shows students some pictures from the past and present and asks questions about them. (advantages and disadvantages) 2. Write on the board: Then and now
Practice: 1. S-S Interaction Using the pattern: *What did you do____?* 2. Book pg 52 and 53 + Exercise 2 pg 55 from the practice.	**Task Cycle** 1. (Dictogloss with the listening T7.1pg) Use the information of Mattie Smith A and B. Group students before they listen .Some students will reconstruct A and the others B. As soon as they finish, they have to write on the board. Later open their book on pg. 52. and check it.
Production: 1. Teacher asks students to (write) about what they did last New year's eve and New year's day. Speaking!!	**Language Focus** 1. Extract some sentences from the text. To be completed on the board. 2. Focus on the difference about Present and Past. 3. Mention the difference between regular and irregular verbs. 4. Introduce: Negative and questions.

(Feb 02) 7 a.m
1° → Follow the plan.
Ex 4 pg 54.

. Started PPP2 : Presentation
and a little practice.

NO
CONNIE

10 a.m
follow the plan.
Ex 4 pg 54.

Started PBL2 : Pre-task and
a little of the task cycle.

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2.

PPP	TBL
Presentation: 1. Teacher writes on the board: **Biography.** Besides that some headlines such as: Place/Date of birth, Childhood, Studies, achievements, first love. 2. Teacher encourages to tell the question for each headline from the biography. For example: Where did you study ,etc.	**Pre-task** 1. Ask students to read about George Washington and Margaret Thatcherpg.59. They have to read in silence. Ask them which line / paragraph mentions place and date of birth, childhood, studies, love, achievements.
Practice: 1. Students tell the class his / her biography. 2. S-S interaction to practice the questions + Exercise 1 pg 54 from the practice.	**Task Cycle** 1.Teacher asks students to tell his her biography. (pair work). Tell the class some pieces of information.
Production: 1.Teacher asks students to do the reading from page 56 and 57. Silent reading and then they have to tell the class facts they remember.	**Language Focus** 1. Ask students to create a questionnaire to find out about George Washington and Margaret Thatcher's life.

Feb 03   7 a.m

1° follow the Practice and Production section.

2° → Book pg 54 Irregular Verbs and pg 55.

10 a.m

1° → follow the Task cycle + Language focus.

Book pg 54 Ex 1. FAST!!.

3

PPP	TBL
Presentation 1. Teacher writes on the board : Holiday and asks the students to say what they would ask to someone who has been on holiday.	**Pre-Task** 1. Ask students to write a list of activities people do when they go on holiday. *pair work*
Practice 1. S-S to practice the question (pair work). Then students tell the class about it.	**Task Cycle** 1. Ask students to work in pairs to talk about their last fascinating holiday out of Piura. Then they tell the class
Production 1. Students tell the class what they found out in the practice stage.	**Language Focus.** 1. Ask students to write questions to find out about holiday.

Feb 04   (7.am)   (10.a.m)   NO
                                                     CONTI

1° → follow the plan.   1° → follow the plan .
2° → Book pg 5/. Ex 3/4   2° → Book pg 3/4
3° → Pg 58/59.   3° → 58/59
4° → Group work. Contest   4° → Group work. (General
     General Knowledge   Knowledge)

Feb. 07.   (7 a.m)   (10 a.m)

Unit Book pg 60/61/62/63.   → the same.   + song Ebony
                                              & Ivory

Feb 08   (7.a.m)   (10 a.m)

1° List pg 64.   1° → List pg 64
2° → "Dates" 65   2° → "Dates" pg 65
3° → Extra Material Song.   3° → Extra Material Song
4° → WB.(If possible)   4° → WB.
5° → Verbs Bingo no!   5° Verbs (Bingo) no!

         (7 a.m)   10.a.m

Feb 09   the same!!!

1° → WB. Ex 5,6 pg 38 + pg 39,
     40, 41, 42, 43, 44, 45, 46.
2° → Extra material.
3° → Quiz.

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7 Then and now

Past Simple 1 – regular verbs · Irregular verbs · Silent letters · Special occasions
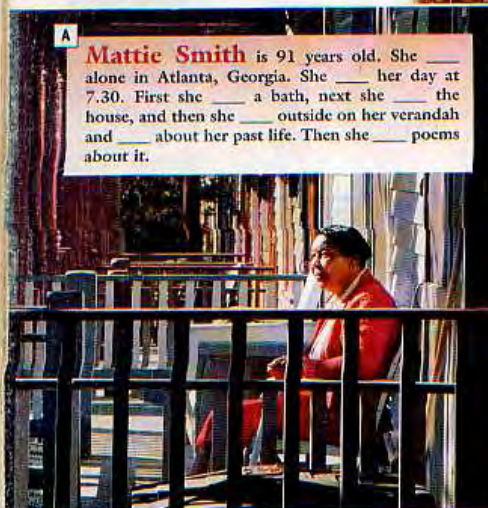
STARTER When were your grandparents and great-grandparents born? Where were they born? Do you know all their names? What were their jobs? If you know, tell the class.

WHEN I WAS YOUNG
Past Simple – regular verbs

1 **T 7.1** Read and listen to Mattie Smith's life now. Complete text A with the verbs you hear.

A
Mattie Smith is 91 years old. She ____ alone in Atlanta, Georgia. She ____ her day at 7.30. First she ____ a bath, next she ____ the house, and then she ____ outside on her verandah and ____ about her past life. Then she ____ poems about it.

B
Mattie was never at school. She lived with her mother and four sisters. She started work when she was eight. She worked in the cotton fields from 6.00 in the morning to 10.00 at night. She couldn't read or write but she could think, and she created poems in her head.

2 **T 7.2** Read and listen to text B about Mattie's life a long time ago.

GRAMMAR SPOT
1 Find examples of the past of *is* and *can* in text B.
2 Complete the sentence with *live* in the correct form.
Now she _____ alone, but when she was a child she _____ with her mother and sisters.
3 Find the Past Simple of *start*, *work*, and *create* in text B. How do we form the Past Simple of regular verbs?

▶▶ Grammar Reference 7.1 p129

1

PPP	TBL
Presentation	**Pre-Task**
1. Teacher writes on the board **FUTURE PLANS** and ask students to talk about it. While , they give you their ideas introduce BE+GOING TO. What are you going to do in 10/5 years' time? (If there is no response: What are you going to do Tonight /on Saturday/ after you graduate ? When are you going to get married? How many children are you going to have , etc.)	Ex. 2 pg. 94. Teacher writes on the board some dangerous jobs: Skiing , windsurfing, football, motor racing, golf, skydiving. Students have to number them from 1 to 6 and decide which one is the most dangerous. Then give the instructions for the task cycle.
Practice	**Task Cycle**
1. T-S Interaction and then S-S interaction to practice questions and answers. Then Book pg 90 and 91	1. Dictogloss: Using one reading from pg. 94 and 95 they have to reconstruct the text.
Production	**Language Focus.**
1. Reading and Speaking pg 94 and 95.	1. As soon as they finish the reconstruction, they have to compare it with the one in the book and check their mistakes. Then they have to write sentences on the board which give information about her present, past and future life. Then introduce BE+GOING TO. Finish the whole reading and pg.94 and 95 and go back to pg.90 and 91.

Feb②.   7 a.m.

1º pg 88/89.

2º → Follow the plan PPP1.

Hw Ex 3 g.q + Vocabulary

10 a.m

1º pg 88/89

2º Follow the plan : 1.

Ex 3 gq + Vocabulary

2.

PPP	TBL
Presentation 1. Teacher writes on the board *"Prediction with evidence"* and then gives examples such as:* Evidence: It's hot and sky is full of gray clouds. So, *It's going to rain.*	**Pre-Task** 1. Teacher asks students: Can you predict the future? Why? Why not? Then ask them : Can you predict if you are going to pass or fail the course? How?.
Practice 1. After the examples, teacher asks students to give an example giving information of the evidence.	**Task Cycle** 1. Teacher gives them some situations for them to predict. a. Peter and Mary are in love. They have been a couple for five years. b. Peter smokes 40 cigarettes a day. c. Two children are dancing on the diving board. d. Peter got 5 in Q1, 10 Q2, 11 Q3, 05 MT, 8L and 9 Oral. e. It's hot and it's cloudy. They clouds are gray.
Production: 1. Book exercises pg.92	**Language Focus** 1. Write their previous answers on the board. Explain that they are predictions with evidence. Then do Book pg.92.

3.

PPP	TBL
Presentation 1. Teacher writes on the board The following question: *Why do you study English?* and ask the students to answer it. . Teacher writes on the board The following question: *Why do you study English?* and ask the students to answer it	**Pre-Task** 1. . Teacher writes on the board The following question: *Why do you study English?* and ask the students to answer it.
Practice 1. Ask students other questions with WHY and encourage them to use TO. Then Book pg.92 and 93.	**Task Cycle** 1. students have work in pairs :Why do you study ... (their profession)? Then they report to the class.
Production 1. Book pg.92 and 93.	Language Focus. 1.Teacher writes on the board The following question: *Why do you study English?* and ask the students to answer it. Then Book pg.92 and 93. Explain TO

Feb 22
1° check Homework.
2° follow the plan PPP2, PPP3 + PP4

{ 1° check HW.
2° → Follow the plan TBL 2, TBL3, TBL4 !

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4.

PPP	TBL
Presentation **1.** Teacher writes on the board : Weather. Explains the meaning and asks students to guess the question to find out about it. Introduce the question: *What's the weather like today?. it's hot* . Introduce the vocabulary. Then ask students to guess the question for yesterday and tomorrow. SO: *What was the weather like yesterday? It was cold. What's the weather going to be like tomorrow? It's going to be warm.*	**Pre-Task** 1. Teacher asks students the vocabulary about weather that they know and write on the board. Then give them more.
Practice 1. T-S interaction and S-S interaction.	**Task Cycle** 1. Ask students to prepare a telephone conversation in which they have to ask about family, activities there and the weather.
Production 1. Book pg.96.	**Language Focus** 1.Teacher introduces the question: *What's the weather like today?. it's hot* . Introduce the vocabulary. Then asks students to guess the question for yesterday and tomorrow. SO: *What was the weather like yesterday? It was cold. What's the weather going to be like tomorrow? It's going to be warm.* Then Book pg.96.

5.

PPP	TBL
Presentation 1. Teacher writes on the board **Suggestions**, explains the meaning and gives a situation to explain the necessary expressions to ask for a suggestion and to make a suggestion. **Example:** **A: Tomorrow is Vanessa's birthday. What shall we do?** **B: Let's give her a present/ gift.** **A: What present shall we give her?** **B: Let's give her some roses.** **C: Let's give her some chocolates. Etc.**	**Pre-Task** 1. Teacher asks students to suggest the name of a song they would like to sing.
Practice 1. T- S interaction with other ideas. Then students have to write a short dialogue with a different situation to read aloud later on.	**Task Cycle** 1. Teacher ask students to work in threes . Give situations in which they have to take a decision: a. Your teacher is pregnant. Decide a present for her future baby. b. Your best friend is getting married. Decide a present for her / him. c. You want to do something together on Saturday. Decide what to do d. You want to see a film. Decide what film to see. e. You are going to prepare a special dinner/lunch . Decide what to prepare. f. others
Production 1. Book exercises pg.97	**Language Focus** 1. Teacher writes on the board 2. How to ask for and make **Suggestions. Example:** **A: Tomorrow is Vanessa's birthday. What shall we do?** **B: Let's give her a present/ gift.** **A: What present shall we give her?** **B: Let's give her some roses.** **C: Let's give her some chocolates. Etc** Book pg 97 .

1° → Review Suggestions and follow the plan. PPP ⑤

2° → Unit 13 pg 98/99

3° →

{ 1° → Follow the TBL 5

2° → Unit 13 pg. 98/99 .

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MATERIALS

READING AND SPEAKING
Living dangerously

1 Match a verb with a noun or phrase.

have	sick
win	an accident
feel	in water
float	top marks
get	a race

2 Which of these sports do you think is the most dangerous? Put them in order 1–6. 1 is the *most* dangerous. Compare your ideas with a partner and then the class.

- ☐ skiing
- ☐ football
- ☐ motor racing
- ☐ windsurfing
- ☐ golf
- ☐ sky-diving

3 Look at the photos of Clem Quinn and Sue Glass. Which of their sports would you most like to try? Why?

Work in two groups.

Group A Read about Clem.   **Group B** Read about Sue.

Answer the questions about your person. Check your answers with your group.

1 What happened when he/she was a child?
2 What job did he/she do when she/he grew up?
3 How did he/she become interested in the sport?
4 Why does he/she like the sport?
5 Does he/she think it is a dangerous sport?
6 Does he/she teach the sport?
7 What are his/her future plans?
8 When is he/she going to stop doing it?
9 These numbers are in your text. What do they refer to?
   5   6   20   100

4 Work with a partner from the other group. Compare Clem and Sue, using your answers.

Interviews

1 **Group A** You are Clem. Make questions about Sue.

1 Why/not like driving?
2 Why/Julian Swayland take you to Brands Hatch?
3 Why/do well on the motor racing course?
4 Why/stop motor racing?
5 What/do next year?

Group B You are Sue. Make questions about Clem.

1 What/do when you were five?
2 When/do your first parachute jump?
2 Why /move to the country?
3 Why/love sky-diving?
4 What/do next July?

2 Work with a partner from the other group. Interview each other.

Clem Quinn

SKY-DIVER

Clem Quinn was always interested in flying. When he was five, he tried to fly by jumping off the garden shed with a golf umbrella, but when he grew up he didn't become a pilot, he became a taxi driver. Then 20 years ago he did a parachute jump and loved it. He decided that being a taxi driver in London was a lot more dangerous than jumping out of a plane, so he moved to the country to learn parachute jumping and sky-diving. He is now a full-time teacher of sky-diving. He says:

'I love sky-diving because the world looks so good – blue sky, green fields, white clouds. You float through the air, it's like floating in water. You can see forever, all the way to the French coast. The views are fantastic. You can forget *all* your worries. People think it *is* dangerous but it's very safe. Football is much more dangerous. Footballers often have accidents. When did you last hear of a sky-diving accident? Next July I'm going to do a sky-dive with 100 people from six planes. That's a record. I'm never going to retire. I'm going to jump out of planes until I'm an old man.'

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SAMPLES OF STUDENTS' RECONSTRUCTION OF DICTOGLOSS

Alain is flying in his balloon. He didn't become a pilot. He became a taxi driving. It's more dangerous in london. He love a golf. He says: "you can forget all the world" and he also says the football is much more dangerous because it's often accident. He says that the sky diving is a lot of people because one hundred for jump. They say is record 886. The people love it.

Integrant:
Erica Yogeera
Regina Bonilla

JUSTIS

_____ was always interesting in flying. He is five the try to fly, by jumping on the gundam stuf.

wedsday golf ombrella he didn't a pilot. He is taxi drive them 20 years ago. Parachute jumping.

that taxi in london more dangerous. So he's now.

I love skydiving because so a good. blue sky, white sky.

the people think is dangerous but is very easy.

football is more dangerous often accidents.

Parcy Fiestos Fiestos
Domitta Karina Sanabad

Alen Quille. He's flying. When he was five he
try to fly. He didn't become a pilot. He became
a taxi driver in London. He's now a full
time teacher of sky diving.
He says: I love the sky diving because the world
son good.
You can see blue sky. People think it's
dangerous but you can forget the problems.
the football is much more dangerous.

Joyssi Pintado Yamdo
Susana Davila

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Juan Pierra Carrillo
Victor Valuardg.

Elen was always interested in flying when he was frea, he tried to fly, jumping to a garden with an open umbrella. He didn't became a pilot, He became a taxi driver He said that bein taxi driver in Jordan is most dangerous than skiing diving. He moves to a country to learn parachute jumping and skiing diving. He became a teacher of jumping. and skiing diving. He love skiing diving, because He can see the blue sky. the view is fantastic. He said that you can forget all your worrios People think "It's dangerous", but it's very safe. He thinks that American football is most dangerous. Next july. He is going to jump. with 100 people. It's record

His name is Glenn Quinn. Since he was a child he wanted to fly. When he was 5, he jump from a garden shed with a golf umbrella. When he grows up he doesn't become a pilot, he become a taxi driver. But 20 years ago he made parachute jumping and he love it. That's when he decided that being a taxi driver in london was more dangerous than parachuting and he moved to the country. He learned parachuting and how he's a full time teacher. He says "I love parachuting because it's very exciting. You can see the blue sky, green fields, white clouds and this is less dangerous than football. I will never get retired. I'll jump until i become and old man"

Tomas Fernandez
Oscar Madrid
Samuel Obregoso

his name is clean fall, he's thinks that flying
interesting, he is a pilot, the people think that
flying is much more dangerous than football, but
he think that flying is much easier than the football.
the 20 years ago, he does parachute jumping.

Ana lucia sanchez O.
erson morante f.

CLEAN KILL.

- When HE WAS A BOY, HE LIKE FLYING, WHEN HE WAS FIVE HE JUMPING A GARDEN GOLF, SO HE WANTED A PILOT, BUT WHEN HE GREW UP, HE WAS 20, HE WAS A TAXI DRIVER, BUT NOW, HE IS A TEACHER SKY DIVING, BECAUSE HE LOVES FLYING.

HE THINK: "FOOTBALL IS MORE DANGEROUS THAN SKY DIVING, BECAUSE IN THE FOOTBALL THERE ARE MORE ACCIDENT".

RAFAEL AND MIHAIL

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UNIT 13
LESSON PLANS

1

PPP	TBL
Presentation 1. Teacher writes on the board a list of adjectives and adverbs without mentioning what they are. 	**Adjectives**	**Adverbs**	 Quick / Quickly Quiet / Quietly Slow / Slowly Immediate / Immediately Careful / Carefully Fast / Fast Hard / Hard Write example to show the difference.	**Pre-Task** 1. Write on the board the following adverbs: quickly, quietly, slowly, immediately, carefully, suddenly, fortunately and really. Explain the meaning if necessary. Then do the Listening pg. 100 in which students have to listen and number them in the order they hear them. * Give instruction for the dictogloss. Students have to listen and take notes to while teacher reads.
Practice 1. T-S interaction by asking then some recommendation for someone who is taking an entrance exam and then a job interview.	**Task Cycle** 1. Dictogloss Ask them to reconstruct it in pairs. As soon as they reconstruct it, ask the following questions a.- Where was the woman at the beginning of the paragraph b.- Where was she at the end c.- How did she get there d.- Who did she see e.- What did she want to do
Production 1. Book pg 100.	**Language Focus** 1. Give the students the incomplete version and ask them to find out the missing words. Teacher writes the words on the board in two groups. Then explains how to use adjectives and adverbs. Give examples. T-S interaction. Give them the complete version. Book pg 100.

2.

PPP	TBL
Presentation 1. Teacher draws on the board a television and someone watching it. Then tell the students If you watch a boring TV program, you feel bored and the same with other adjectives. | -ing adjectives	- ed adjectives
Boring	Bored
Interesting	Interested
Frightening	Frightened
Exciting	Excited
Annoying	Annoyed
Tiring	Tired
Worrying	Worried | Explain the difference.	**Pre-Task** 1. Do the exercise number 1 pg. 101. Write the words on the board.
Practice 1. Then teacher asks for examples *T- S interaction. 2. Book pg 101.	**Task Cycle** 1. Students have to work in pairs and talk about when they feel bored, tired, excited, annoyed and interested
Production 1. Students have to tell the class what situations they consider exciting, annoying, etc.	**Language Focus** 1. Write the adjectives on the board and explain the difference as in the PPP class. | -ing adjectives	- ed adjectives
Boring	Bored
Interesting	Interesting
Frightening	Frightened
Exciting	Excited
Annoying	Annoyed
Tiring	Tired
Worrying	Worried | Then book exercises, pg 101.

MATERIALS

DICTOGLOSS

The beautiful young woman closed her tired, blue eyes and waited silently for a moment outside the tall ugly office building. At exactly ten to one she walked slowly to the south –east entrance of the old Victorian railway station. She took a dirty broken mirror from her brown leather handbag and looked intensely at her calm, angry face. When she put the mirror back, she felt the cold, hard metal of the small gun in the bag. She walked quickly to Platform Five where she could see the tall handsome man who she knew was Mr. James. She took the tiny silver gun slowly from her handbag….

(INCOMPLETE VERSION)
The woman closed her eyes and waited for a moment outside the office building. At ten to one she walked to the south–east entrance of the old Victorian railway station. She took a mirror from her handbag and looked at her face. When she put the mirror back, she felt the metal of the gun in the bag. She walked to Platform Five where she could see the man who she knew was Mr. James. She took the gun slowly from her handbag….
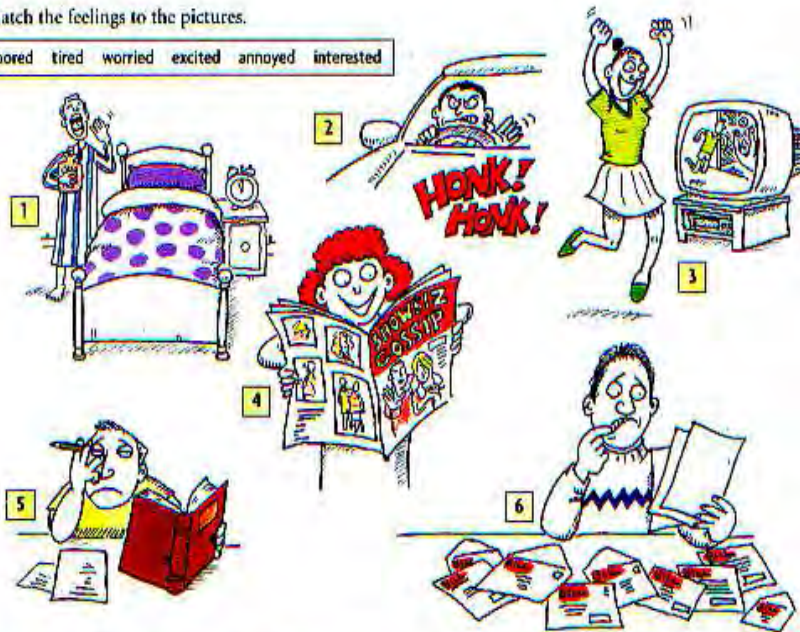
VOCABULARY
Describing feelings

1 Match the feelings to the pictures.

| bored   tired   worried   excited   annoyed   interested |

2 Match the feelings and reasons to make sentences.

	Feelings		Reasons
I am	bored tired worried excited annoyed interested	because	I'm going on holiday tomorrow. we have a good teacher. I worked very hard today. I can't find my keys. I have nothing to do. I want to go to the party but I can't.

> **!** Some adjectives can end in both *-ed* and *-ing*.
> The book was interesting.
> I was interested in the book.
> The lesson was boring.
> The students were bored.

3 Complete each sentence with the correct adjective.

1 excited, exciting
Life in New York is very …
The football fans were very …
2 tired, tiring
The marathon runners were very …
That game of tennis was very …

3 annoyed, annoying
The child's behaviour was really …
The teacher was … when nobody did the homework.
4 worried, worrying
The news is very …
Everybody was very … when they heard the news.

4 Answer your teacher's questions using adjectives from exercises 1 and 2.

Did you like doing exercise 2?   No, we didn't. It was very boring!

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