



Universidad
Nacional
de Loja

Universidad Nacional de Loja
Facultad de la Educación, Arte y Comunicación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Improving grammatical competence through lesson study among second year students at a public high school in the city of Loja during the 2021-2022 school year

Mejorando la competencia gramatical a través del estudio de clase en los estudiantes de segundo año en un colegio público localizado en la ciudad de Loja durante el año lectivo 2021-2022

Trabajo de Integración Curricular previo a la obtención del título de licenciada en pedagogía del Idioma Inglés.

AUTORA:

Evelyn Guiselle Castillo Zhamungui

DIRECTORA:

Dra. Carmen Aurora Ojeda Pardo, Mg. Sc.

LOJA – ECUADOR
2022

Certificación

Dra. Carmen Aurora Ojeda Pardo, Mg. Sc.
DIRECTORA DEL TRABAJO DE INTEGRACIÓN CURRICULAR

CERTIFICA:

Que una vez revisado y culminado el proceso de elaboración del Trabajo de Integración Curricular, así como para dar cumplimiento, a las directrices de la Guía para la escritura y presentación del informe de trabajo de integración curricular; y, de conformidad a lo que dispone el Art.231, inciso segundo del Reglamento de Régimen Académico de la Institución, se cambia el título del trabajo de integración curricular de mayúsculas a minúsculas, el que se denomina **Improving grammatical competence through lesson study among second year students at a public high school in the city of Loja during the 2021 – 2022 school year**, de autoría de la señorita **EVELYN GUISELLE CASTILLO ZHAMUNGUI**, mismo que cumple con todos los requisitos exigidos por la Universidad Nacional de Loja, para el efecto; previo a la obtención del título de Licenciada en Pedagogía del Idioma Inglés, por lo que autorizo la presentación para la respectiva sustentación y defensa.

Lo certifico.

Loja, 15 de agosto del 2022



Dra. Carmen Aurora Ojeda Pardo, Mg. Sc.
DIRECTORA DEL TRABAJO DE INTEGRACIÓN CURRICULAR

Autoría

Yo, **Evelyn Guiselle Castillo Zhamungui**, declaro ser autora del presente Trabajo de Integración Curricular y eximo expresamente a la Universidad Nacional de Loja y a sus representantes jurídicos de posibles reclamos y acciones legales, por el contenido del mismo. Adicionalmente acepto y autorizo a la Universidad Nacional de Loja la publicación de mí Trabajo de Integración Curricular en el Repositorio Digital Institucional – Biblioteca Virtual.

Firma:



Cédula de Identidad: 1150146296

Fecha: Loja, 20 de octubre del 2022

Correo electrónico: evelyn.castillo@unl.edu.ec

Teléfono: 0996081423

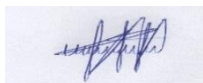
Carta de autorización del trabajo de integración curricular por parte de la autora para la consulta de producción parcial o total, y publicación electrónica de texto completo.

Yo, **Evelyn Guiselle Castillo Zhamungui**, declaro ser autora del Trabajo de Integración Curricular denominado: **Improving grammatical competence through lesson study among second year students at a public high school in the city of Loja during the 2021- 2022 school year** como requisito para optar el título de **Licenciada de Pedagogía del Idioma Inglés** autorizo al sistema Bibliotecario de la Universidad Nacional de Loja para que con fines académicos muestre la producción intelectual de la Universidad, a través de la visibilidad de su contenido en el Repositorio Institucional.

Los usuarios pueden consultar el contenido de este trabajo en el Repositorio Institucional, en las redes de información del país y del exterior, con las cuales tenga convenio la Universidad. La Universidad Nacional de Loja, no se responsabiliza por el plagio o copia del Trabajo de Integración Curricular que realice un tercero.

Para constancia de esta autorización, es dado en la ciudad de Loja, a los 20 días del mes de octubre del dos mil veinte y dos.

Firmar:



Autora: Evelyn Guiselle Castillo Zhamungui

Cédula: 1150146296

Dirección: Catamayo

Correo electrónico: evelyn.castillo@unl.edu.ec

Teléfono: 2676-202

Celular: 0996081423

DATOS COMPLEMENTARIOS:

Directora del Trabajo de Integración Curricular: Dra. Carmen Aurora Ojeda Pardo, Mg.SC.

Dedication

I dedicate my dissertation work to my family. A special feeling of gratitude to my loving parents, Alexandra and Servio whose words of encouragement and push for tenacity ring in my ears. My siblings Jhoselyn and Joel have never left my side and are very special and my friends Nathaly and María.

I will always appreciate all they have done, especially Gabriela for helping me develop my critical thinking skills in every conversation that we had, all my uncles and cousins for their interest and concern in my training process, and some special people who made me question my perspective on teaching.

Evelyn Guiselle Castillo Zhamungui

Acknowledgements

I am very grateful to the Universidad Nacional de Loja, to the Facultad de la Educación, el Arte y la Comunicación, mainly to the authorities and professors of the Pedagogía de los Idiomas Nacionales Extranjeros Department who allowed me to study and achieve my academic degree. Similarly, I would like to offer my special thanks to the public institution where I developed my pre-professional practices, its English teacher Mg. Amparo Ludeña as well as second year students for their kind collaboration, for providing all the necessary information that I needed and allowed me to carry out my research.

Words cannot express my gratitude to my thesis advisor, Dra. Carmen Aurora Ojeda Pardo Mg. Sc., for her invaluable patience, feedback and guidance during the time it took to develop the thesis until its efficient ending.

Evelyn Guiselle Castillo Zhamungui

Index of Contents

Cover page.....	i
Certificación	ii
Autoría	iii
Carta de autorización	iv
Dedication	v
Acknowledgements	vi
Index of Contents.....	vii
Index of tables.....	viii
Index of figures	viii
Index of annexes	viii
1. Title	1
2. Resúmen	2
2.1 Abstract.....	3
3. Introduction	4
4. Theoretical Framework	7
4.1 Lesson Study.....	7
4.1.1 Lesson Study from a Sociocultural Perspective	8
4.1.2 Lesson Study Implication on the Teaching and Learning Practice	9
4.1.3 Lesson Study to Improve Quality of Learning	12
4.2 Core Elements of Lesson Study	13
4.2.1 The Lesson Study Process.....	13
4.2.2 Habits of Mind	15
4.2.3 Big Ideas.....	16
4.3 Lesson Study as a Means to Improve Students' Grammatical Competence	16
4.4 Grammatical Competence	18
4.4.1 Importance of Grammar in English Language Learning.....	19
4.4.2 Main Components of Grammatical Competence	20
4.4.3 How to Help Students with Grammar	22
4.4.4 Techniques in the teaching of grammar	23
4.5 Empirical Studies on the Impact of Lesson Study on English Language Learning	23
5. Methodology	27
5.1 Research Setting.....	27
5.2 Procedure	27

5.2.1 Research Methods	27
5.2.2 Data collection sources and techniques	29
5.2.3 Research Participants	31
5.3 Data Analysis	32
6. Results	34
6.1 Pretest and Posttest Results	34
6.2 Questionnaire Results	37
6.3 Narrative Inquiry	44
7. Discussion	47
8. Conclusions	50
9. Recommendations	52
10. Bibliography	53
11. Annexes	58

Index of Tables

Table 1: Empirical Studies investigating the impact of Lesson Study on English Language	24
Table 2: Pretest and Posttest Analysis through Wilcoxon Test	34
Table 3: Wilcoxon Ranks of Pretest and Posttest Scores	35

Index of Figures

Figure 1: Pretest and Posttest Comparison	36
Figure 2: Level of Agreement of the Students on the Instructional Materials	38
Figure 3: Level of Agreement of the Students on the Practice Activities	39
Figure 4: Level of Agreement on Students' Perception of Lesson Class	40
Figure 5: Level of Agreement of Students on Independent Practice	41
Figure 6: Level of Agreement of Students on Pre-service Teacher Explanations	42
Figure 7: Level of Agreement of Students on Assessment Activities	43

Index of Annexes

Annex 1: Certificado de Pertinencia y Coherencia	58
Annex 2: Oficio de Director de Tesis	59
Annex 3: Pre and Posttest	60
Annex 4: Questionnaire -Likert Scale	63

Annex 5: Field Notes	64
Annex 6: Pre and Posttest Scoring Guide	65
Annex 7: Evaluation criteria for Ecuadorian students	67
Annex 8: Lesson Plans	68

1. Title

Improving grammatical competence through lesson study among second year students at a public high school in the city of Loja during the 2021-2022 school year

2. Resumen

El presente estudio tuvo como objetivo mejorar la competencia gramatical a través del estudio de clase en veinte estudiantes de segundo año en una escuela secundaria pública de la ciudad de Loja durante el año escolar 2021-2022. A través de la aplicación de esta práctica colaborativa, se identificaron cuatro componentes gramaticales para la investigación, formación de palabras, estructura de oraciones, significado gramatical y práctica del lenguaje. Para realizar esta investigación se aplicó el diseño de método mixto, este enfoque integra tanto métodos cuantitativos como cualitativos. En este caso, el estudio empleó un diseño de prueba previa y posterior de un grupo, ya que la competencia gramatical de los estudiantes se midió dos veces a través de una prueba elaborada por el investigador. Además, para conocer las actitudes y percepciones de los estudiantes sobre el estudio de clase, se aplicó un cuestionario con la escala de Likert después del plan de intervención. De esta manera, los resultados cuantitativos evaluaron y describieron el impacto del estudio de clase en los alumnos sobre esta práctica colaborativa. Por su parte, la indagación narrativa permitió obtener resultados cualitativos sobre las percepciones de los futuros docentes hacia el estudio de clase. Eventualmente, los resultados de la prueba previa y posterior de un grupo mostraron que el estudio de la lección incrementó significativamente la competencia gramatical de los estudiantes ($p \leq 0,05$). De esta manera, los estudiantes pudieron mejorar cuatro componentes gramaticales: formación de palabras, estructura de oraciones, significado gramatical y práctica del lenguaje. En este sentido, los estudiantes de segundo año mostraron actitudes positivas hacia el uso del estudio de clase, ya que mejoró su competencia gramatical y estimuló el interés y la motivación durante las actividades de gramática. Finalmente, el estudio reveló que las percepciones de los maestros sobre la mejora de la enseñanza gramatical fueron producto de la colaboración y la observación entre profesores en pre-servicio.

Palabras clave:

Enseñanza de la gramática, competencia gramatical, estudio de clase, profesor en formación

2.1 Abstract

The objective of this study was to improve the grammatical competence through lesson study in twenty second year students at a public high school in the city of Loja during the 2021-2022 school year. Through the application of this collaborative practice, four grammatical features were investigated: word formation, sentence structure, grammatical meaning and practice of language. To conduct this research, the mixed method design was applied. This approach integrates both quantitative and qualitative methods. In this case, the study employed a one-group pretest-posttest design since students' grammatical competence was measured two times through a researcher-made test. Moreover, in order to understand the students' attitudes and feelings towards lesson study, a questionnaire using the Likert scale was applied after the intervention plan. It means that the quantitative results helped assess and describe the impact of lesson study on learners towards lesson study. Meanwhile, the narrative inquiry allowed to obtain qualitative results on pre-service teacher's perceptions towards lesson study. Eventually, the pre and posttest results showed that lesson study increased students' grammatical competence significantly ($p \leq 0,05$). In this way, students could improve four grammatical components: word formation, sentence structure, grammatical meaning and practice of language. In this sense, second-year students showed positive attitudes towards the use of lesson study since it improved their grammatical competence, and stimulated interest and motivation during grammar tasks. Finally, the study revealed that teachers' insights about improved instruction were the products of collaboration and observation among peer teachers.

Key words:

Grammar instruction, grammatical competence, lesson study, pre-service teacher

3. Introduction

Even though it is the common knowledge that grammar is a fundamental feature of language, teaching grammar has always been one of the controversial matters in language teaching. Cammarata and Haley (2018) and Collect and Greiner (2019) argue that grammar is the most important part in a language system because it helps to convey meaningful messages. In this sense, students must be able to organize words and messages and make them meaningful. What is more, they must be able to build better sentences in speaking and writing performances. In Ecuador the EFL curriculum (2016), which is clearly aligned to CEFR standards, establishes that second year students are able to use simple and complex grammatical structures correctly to understand and convey a message.

Unfortunately, the teaching of grammar has been always perceived as a highly complex skill to teach (Firhan, 2018; Huong and Quang, 2020; Mukhtarov and Borisovna, 2020) or as the most “boring” skill to learn (Collect and Greiner, 2019; Firhan, 2018; Mukhtarov and Borisovna, 2020). This points to the reason why students have moments of anxiety when they are learning grammar. As a matter of fact, how to teach it has always been open to question taking into account the fact that classrooms are complex and unpredictable learning environments.

Considering the situations mentioned above, the purpose of this research project was to determine the impact of lesson study to improve the grammatical competence. Professional Development has demonstrated to be an effective collaborative practice to stimulate learners’ interest and to improve pedagogical knowledge of instructors. Grammar lessons can be adjusted in appropriate ways with well-designed tasks and it enables the pre-service teacher to constantly reflect on their practice. In this sense, the central question that guided this inquiry is as follows: How does lesson study improve grammatical competence among second year students at a public school in the city of Loja during the 2021-2022 school year? Moreover, the sub-questions are as follows: What enhance students’ grammatical competence? What are students’ perceptions about the implementation of lesson study for their learning context? and What are pre-service teachers’ perceptions about the implementation of lesson study for their teaching context?

Empirical research has examined the impact of lesson study in improving students’ grammatical competence (Aboe *et al.*, 2018; Cammarata and Haley, 2018; Collect and Greiner, 2019; Haryudin and Ningtyas, 2018; Kincal *et al.*, 2019; Nashruddin and Nurrachman, 2016). The studies stress the importance of teaching grammar and the impact that it has on students’ English

learning. Cammarata and Haley (2018) and Nashruddin and Nurrachman (2016) emphasize that both instructors and learners see grammar as a technical skill, ignoring links to meaning. On this matter, where knowledge and efficacy are lacking, lesson study provides the possibility for improved instruction. The results showed that this collaborative practice not only supported students' learning grammar, but also it extended teachers' practices regarding grammar instruction.

Even though lesson study has been applied in many other fields, only a few studies examine the use of it in English as a Foreign Language context. Moreover, those studies (Aboe *et al.*, 2018; Cammarata and Haley, 2018; Collect and Greiner, 2019; Haryudin and Ningtyas, 2018) note the suggestions for future research about the impact of lesson study in grammar. Despite the importance of it on EFL teaching, there remains a paucity of on how this inquiry can improve grammatical competence of EFL learners. Considering the lack of literature and the need for further research on this particular area, there was a need to develop this study in the Ecuadorian EFL context. In fact, this work generated fresh insight into teaching and learning grammar.

It is expected that this study will bring contributions to the investigated sector and to the professional and research community. In general, the results of this study are expected to motivate English teachers to use some of the aspects of this study to improve their classroom teaching. Students were expected to get indirect impacts from this study in order to improve their grammatical competence. They were also trained to be more active and more motivated in the English learning processes. By conducting this study, the pre-service teacher improved her professionalism in English teaching. Besides, she also has got new perspectives of English language learning and built empathy towards the students. Furthermore, this mixed method study possibly can give inspiration to other researchers to conduct relevant studies to overcome the problems arising in the classroom and to improve the quality of English learning activities. Additionally, it should be noted that the research is framed within the guidelines of the Facultad de la Educación, el Arte y la Comunicación (FEAC), which emphasizes in its fifth line the agents, processes, knowledge and innovation in education. Similarly, the study promotes the improvement of a specific area of the English language and enhances professional development, being that the Sustainable Development Objective (SDO) 7, which is under the social axe.

The lesson study process was carried out with the aim of improving grammatical competence in twenty second year students at a public high school in the city of Loja during the 2021-2022 school year. Through the application of this collaborative practice, four grammatical

features have been chosen for investigation, and the goal was to examine the use of these features: word formation, sentence structure, grammatical meaning and practice of language. The activities designed and applied had the objective of getting students to think, speak and be active using the grammatical patterns learned, thus cultivating the interest of the students. The research process was completed satisfactorily, however some limitations were found. Some students did not attend classes on regular basis, so the development of the activities took time due to the need to reinforce the topic. There is a lack of previous research studies in the research area, particularly studies with the two related variables, since in most of papers, lesson study is approached from a general perspective. Finally, the class being in a noisy area reduced the ability to hear the lectures clearly on some occasions.

Based on the aforementioned issue, the general objective of this research was to determine the impact of lesson study to improve the grammatical competence among second year students at a public high school in the city of Loja during the 2021-2022 school year. Moreover, the specific objectives that were researched during the study were: to identify the most appropriate grammatical components through lesson study to improve grammatical competence; to implement an intervention plan based on the lesson study to improve second year students' grammatical competence and to explore teachers' and students' perceptions about the effectiveness of lesson study to improve second year students grammatical competence.

4. Theoretical Framework

In recent years, attention has been given to appropriate new practice methods to promote effective grammar lessons. Learners perceived grammar as a complex system due to the constraints of methods (Firhan, 2018). Collect and Greiner (2020) suggest that lesson study provides a context for examining content and strategies to improve practice of teaching and therefore promote students' grammatical competence. In other words, this collaborative practice can cope with the issue that learning is isolated and apart from the reality of the classroom.

In this sense, a growing body of literature has been devoted to explain the application of lesson study to help both English language teachers and learners cope with the current issues in the teaching and learning of grammar. The underpinning of the literature review, in which the present research supports its development, is presented in this section. It is categorized into two main parts: main features of lesson study and mechanisms of grammatical competence, each one is subcategorized with its own components.

4.1 Lesson Study

Lesson study was created by Makoto Yoshida. This collaborative practice has a long history and has notably helped the improvement in learning and teaching, as well as in curriculum development. Its goal is continual improvement of teaching so that children will learn more. Its primary focus is how students think and learn. It differs from other forms of professional development because it takes place in the moment of teaching and learning. Its focus, as described by Jim Stigler and James Hiebert in *The Teaching Gap*, is teaching not teachers, children working, not children's work. The success of a lesson study is measured in teachers' learning, not in the perfection of a lesson. That better lessons are created is a secondary by product of the process but not its primary goal.

Many primary school teachers and secondary school in Japan stated that lesson study is one of the important professional development approaches that has helped them grow as professionals throughout their carrier (Yoshida, 1999). In Japan, teachers can improve the skill/proficiency in their teaching through lesson study, the learning of a lesson.

In this sense, lesson study has played an important role in professional development in Japan since the beginning of Japanese public education more than a hundred years ago. One reason for this popularity might be that lesson study gives Japanese teachers opportunities to:

- make sense of educational ideas within their practice;

- change their perspectives about teaching and learning;
- learn to see their practice from the child's perspective; and
- enjoy collaborative support among colleagues.

During a three-year investigation of Japanese education, Lewis (2000) found that Japanese teachers were able to successfully shift their approach to teaching science from “teaching as telling” to “teaching for understanding” through intense studying and sharing during lesson study. Japanese teachers believe that time spent studying their lessons will subsequently improve their teaching. Furthermore, they believe that the most effective place to improve their teaching is in the context of a classroom lesson (Stigler & Hiebert, 1999). Japanese teachers consistently credit research lessons as the key to individual, school-wide, and national improvement of teaching (Lewis, 2000).

Lesson study is one form of teacher development that can be done to improve the professionalism of teachers. Lesson study is conducted in the region by using the class teachers teaching in a real environment, so it will familiarize teachers to collaboratively work well with subject teachers and with teachers outside of the field of study, even with the public and experts. In fact, teachers with lesson study can freely improve performance and professionalism which can ultimately improve the quality of learning.

4.1.1 Lesson Study from a Sociocultural Perspective

Modern social learning theories stem from the work of Russian psychologist Vygotsky, who established that the role social interactions and culture are valuable in providing "dynamic interdependence between individual and social processes in the construction of knowledge" (John-Steiner & Mahn, 1996, p. 192), which defines social cultural theory. In other words, this theory emphasizes that human learning is a dynamic social activity in which persons, tools, and activities interact in physical and social contexts.

Vygotsky's sociocultural theory of human learning describes learning as a social process and the origination of human intelligence in society or culture. The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. Vygotsky believed everything is learned on two levels. First, through interaction with others, and then integrated into the individual's mental structure.

In this sense, lesson study has its grounds on the sociocultural theory by sharing principles for its development. For instance, lesson study supports teachers to experiment, observe and improve. Teachers work together to study student learning; it means that sociocultural activities

are essential to refine a lesson. Using existing evidence, instructors collaboratively research, plan, teach and observe a series of lessons, using ongoing discussion, reflection and expert input to track and refine their interventions. It supports one of the principles of Vygotsky theory that human development and learning originate in social activities, and the social interactions and the semiotic artifacts mediate those relationships forming human cognition (Shabani, 2016).

Another principle of the sociocultural theory is that it focuses on the internal mediational control by individual learners. Lesson study focuses on the development of teacher practice knowledge. It is a developmental process since the professional learning takes place over time and is not a one-off event but a social activity that results in transformation of both teacher and the activity. Teachers reflect on their experiences, to create understanding, to evaluate their understanding, and to explain their understanding to others. As teachers work through the lesson study process, there are multiple opportunities for them to reflect, analyze, create action steps, evaluate, and share understandings with other teachers.

4.1.2 Lesson Study Implication on the Teaching and Learning Practice

In the last few years, current literature on teaching practice pays particular attention to how instructors cultivate new knowledge and implement appropriate new methods of practice in their classrooms, substantiating the need for collaboration among teachers, which in turn leads to refining of practice (Lewis *et al.*, 2012). Additionally, a growing body of research focuses on lesson study, having its grounds in the teacher's own classroom practice and professional learning community (Collet and Greiner, 2019; Coşkun, 2017, Nashruddin and Nurrachman, 2016).

Lesson study (LS) puts the spotlight on these attributes. In fact, it focuses on teacher collaboration, classroom observation, and reflection to analyze and “evaluate best practices needed for a particular group of students with a particular teacher at a particular time” (Collet and Greiner, 2019, p. 95).

In the 20th century, lesson study emerged as an inquiry-based approach, given attention to collaboration, reflection and classroom practice (Johnson, 2009, as cited in Coşkun, 2017). A systematic analysis of lesson study by Lewis *et al.* (2012), frame the primary features of this collaborative practice. They define this approach as a process-based model to scaffold teachers while they cooperate to design a research lesson that is taught by one participant-teacher while others observe it. This view is also supported by Leong *et al.* (2021), who state that lesson study

deals with the complexity of classroom interaction through “a collaborative and sustained examination of curriculum and instruction” (p. 4).

One of the most important difficulties for the implementation of LS is the time required to complete all the stages and the lack of willingness to cooperate with teachers. However, Kanellopoulou and Darra (2019), state that even though these difficulties can affect the application of this approach, the most important prerequisite for its effectiveness is the reflection of teachers who develop their knowledge and skills to use in their teaching.

By engaging in communities of practice, instructors’ discussions and activities allow members to learn from each other and create and maintain resources for their shared practice. Collet and Greiner (2019) point out “when teachers discuss and critically consider their own assumptions about teaching and learning, they adapt their teaching in powerful, positive ways” (p. 97). In fact, teachers collaborate within the contextual framework of their classroom and their school.

The objective of LS is to improve teaching. It leads to transformations in teachers’ pedagogical approaches to teach a specific topic including the design of more structured scaffolding tasks. In consequence, this inquiry-based approach enhances the development of pedagogical content knowledge.

Akerson et al. (2017) stated the reflection phase as the fundamental source for developing pedagogical content knowledge (PCK). While in contrast, Fernandez and Chokshi (2002) argue that the actual classroom teaching is responsible for developing PCK. Besides this controversy, previous research has indicated that lesson study has a positive impact on teachers’ practical knowledge (Aboe et al., 2020; Collet and Greiner, 2019; Kanellopoulou and Darra, 2019)

In this professional collaboration, instructors discuss a specific research theme within their curriculum, explore viable solutions, and collaboratively design a lesson to address the current issue. This professional development process helps teachers to develop expertise in implementing best practices to promote learning. In addition, instructors fully inhabit their roles as facilitators, investigators, and experts of student learning (Lewis et al., 2012).

In this sense, it is relevant to support this process with the Gagné’s nine events of instruction. In 1965, Robert Gagné proposed a series of events that are associated with and address the mental conditions for learning. The first event is called gaining attention, where stimuli provided by the instructor activates receptors in student’s brain. It means that it is vital to obtain students’ attention so that they will watch and listen while the instructor presents the learning

content. Teachers can utilize ice breaker activities, current news and events, case studies, YouTube videos, and so on. The object is to quickly grab student attention and interest in the topic.

- A fun fact or prompting question at the beginning of a lesson
- A gesture or loud noise to offer a change in stimulus
- A visual or auditory prompt, such as images or sound effects on PowerPoint Slides
- Questions constructed by students to be answered by peers in the class

Then, the second event is informing learners of the objectives of the overall training, where teacher creates a level of expectation for learning in the student. Instructors must allow students to organize their thoughts and prioritize their attention regarding what they are about to learn and do. They can include learning objectives in:

- Introductory course materials
- Module pages
- Lecture slides
- The syllabus
- In instructions for activities, projects, papers, and so on.

In the next stage, stimulating the recall of prior learning it is vital to prompt retrieval of information and moves ideas to short-term memory. In other words, it is relevant to encourage students to build on previous knowledge or skills for example: recall events from previous lectures, integrate results of activities into the current topic, and/or relate previous information to the current topic or provide discussion board forums as part of gaining attention with a focus on relating the previous topic to the current topic.

In presenting the content (information), teachers create the selective perception of content in the mind of the student. Teacher need to use strategies to present and cue lesson content to provide more effective instruction in a way that they organize and group content in meaningful ways, and provide explanations after demonstrations. Once they do that, they provide learning guidance in a way that moves information to the student's long-term memory. The following are ways to present and cue lesson content:

- Present multiple versions of the same content (e.g. video, demonstration, lecture, podcast, group work, etc.)
- Use a variety of media to engage students in learning
- Incorporate active learning strategies to keep students involved

In eliciting performance, a student responds to subject-based questions in a manner that enhances encoding and verification in the student's memory. Teacher can:

- Offer mnemonics, images and analogies – visual tools enable students to recall information more easily
- Brainstorm ideas and co-create a concept map to help students connect to the material
- Scaffold learning by gradually reducing instructor support
- Provide examples of what a correct performance would look like and non-examples of what to avoid during a performance

Providing feedback reinforces ideas and conforms student assessment of correct performance based on ideas/ processing or application of information. Now, it is time to assess performance where instructors prompt students to retrieve information in a way that also reinforces their final understanding of information. Finally, the ninth event is called enhancing retention and transfer, which causes students to retrieve and generalize what they have learned in a way that allows them to apply their learning to new situations.

4.1.3 Lesson Study to Improve Quality of Learning

One of the most important and the most measurable results of investing in professional development is students' achievement. When teachers learn, their students learn, too. Teachers who are inspired by colleagues and energized by their own learning will make a difference in the classroom. In addition, when teachers are armed with information about the variety of ways in which students learn, they are prepared to help each and every student improve and meet their own potential.

In this way, lesson study offers teachers and students several benefits, which contribute to the improvement of teaching and learning the English language. These are: design effective lessons; teachers can notice when students are not learning; adjust their teaching in appropriate ways; clearer lesson objectives; straightforward and purposeful lesson structures; well-designed tasks that effectively get students to think, talk, and be active. As a result, instructors constantly reflect on and adapt their practice; they can interact with colleagues; they fully inhabit their roles as investigators, facilitators, and experts of student learning and finally they can transform school faculties into true professional learning communities. While the focus appears on the teacher, the final focus is on the cultivation of students' interest and on the quality of their learning

4.2 Core Elements of Lesson Study

There are several elements to understand the substance of lesson study. The process is the base for developing the habits of mind and exploring the big ideas that promote the search for professional development.

4.2.1 The Lesson Study Process

Lesson study, a collaborative professional development model that focuses on improving instruction, has the potential to help faculty members make changes in their teaching practice that may improve student learning and success. In lesson study, small teams of faculty work in interactive “cycles” to collaboratively plan a lesson, observe the lesson’s implementation in a class with students, collect and analyze observational data on how students interact with the lesson materials, and revise the lesson based on their findings.

In order to make lesson study work, a team of instructors of the same specialty participates actively to design and teach a research lesson. In this sense, Stepanek *et al.* (2007) distinguish the following stages: a) setting goals, b) planning the research lesson, c) teaching, observing and debriefing, d) revising and reteaching, and e) reflecting, formulation and sharing final results.

Setting Goals. Lesson study teams usually consist of 3-6 teachers from the same discipline. This cycle begins with the selection of a topic and goals for student learning. The selection of the topic must be relevant and contribute new insights in the area of interest, one that poses problems for learners, or one that is new to the curriculum. Moreover, a research lesson works with academic learning goals (e.g., understanding specific concepts and subject matter) and broad goals which help learners develop intellectual abilities, habits of mind and personal qualities (Stepanek *et al.* 2007).

Planning the Research Lesson. The target is to bring goals to life. In this stage, the team can modify an existing lesson or start a new topic. Then, discussion about previous experiences teaching the topic and ways to address the goals is vital. Stepanek *et al.* (2007), stress that a backward design is carried out as the teacher considers how the instructional activities will help learners fulfill the goals or what would be the impact of it.

More significantly perhaps, teachers doing lesson study practice cognitive empathy and work to make student thinking visible. Japanese teachers have a well-developed sense about how their students learn and think (Yoshida, 1999). In planning a lesson, they predict how students are likely to respond to specific questions, problems and exercises. Teachers try to put themselves in

the position of a student and imagine what it would be like to experience the material and lesson activities as a novice, an approach that fosters the development of pedagogical content knowledge. In order to investigate student learning during the class period, teachers try to design a lesson that makes students' thinking visible—that is, open to observation and analysis

When planning a lesson, predictions arise about how learners are likely to respond to specific activities, questions and problems. By way of illustration, teachers try to put themselves in the position of a student and imagine what it would be like to experience the material and lesson activities as a novice, an approach that fosters the development of pedagogical content knowledge. Besides, the type of evidence the teachers will collect and how observers will observe and record data during the lesson are discussed. In fact, it is not surprising that lesson study involves greater depth of planning than typical class preparation.

Teaching, Observing and Debriefing. The lesson must be taught at the scheduled time, where one member of the team teaches the lesson and other participants attend the class to collect data. Instead of observing how the teacher teaches, as in typical classroom observations, observers focus on how students respond to the lesson, which was designed by the team rather than by the person who happens to be teaching. The collective ownership of the lesson helps pave the way for public knowledge building.

Observers gather rich evidence related to the learning goal during the lesson, capturing the complexity of actual teaching and learning. Depending upon the team's data collection strategy, observers may record detailed field notes, focus on specific types of student activity, or use checklists or rubrics "to categorize or monitor student engagement, performance, thinking, and/or behavior" (Stepanek *et al.*, 2007, p. 5). They may observe the entire class or focus on specific students during the lesson. The lesson is videotaped, sometimes from multiple vantage points, for future reference and review. When the lesson is over, the team holds a debriefing meeting to share results (evidence) and reflect on the experience. This stage provides useful insights into teaching practice and student learning.

Revising and Reteaching. Following the debriefing session, Stepanek *et al.* (2007), point out that the team holds one or more meetings in order to organize and analyze the data further and make changes to the lesson. Taking into consideration those aspects, the team revises its approach: lesson and data instruments, which will be applied to a different students' group. The same process of observing and debriefing are used for the second teaching.

Reflecting, Formulation and Sharing Final Results. The team documents their lesson studies and shares it so that other teachers can learn from their work. The final lesson study contains two closely related parts: the lesson and the study. The lesson documentation includes: (a) the learning goals, (b) the lesson plan, (c) a rationale for the lesson topic and lesson design, and (d) supplementary materials such as student handouts, video clips of the lesson and instructors' notes. The study documentation includes: (a) the student learning goals, challenges, problems, and issues investigated; (b) a description of the types of data and methods used; (c) an explanation of data analysis and summary of findings; (d) conclusions with respect to student learning goals; and develop supplementary material. In short, the lesson is described in enough detail and includes teacher reflections about the learning-teaching process.

4.2.2 Habits of Mind

Most of the essence of lesson study lies on the sharing of experiences. No single individual would be able to engage in lesson study as an isolated entity/practitioner. This leads to the three elements of lesson study such as (a) research stance, (b) learning together, and (c) self-efficacy.

Research Stance. Richit and Ponte (2017) articulate that in the desire of the teachers to understand their students' learning, they get the opportunity towards self-discovery through lesson study. Based on their own knowledge and conceptualizations on English language and the students, they are able to frame and carry out their inquiry by doing lesson study.

The teachers themselves are able to structure and organize their own learning towards teaching improvement. They are able to exercise their agency in identifying goals that for them are (personally) pressing and meaningful, generating their own stances for inquiry, selecting and deliberating on the utilization of tasks or activities in connection to the material or topic in consideration, and decide on the activities to engage in the process of working on the inquiry and attaining the goals they set for themselves.

Learning Together. Working in a community of practice present certain transformative values in the teacher's development, as he, together with other instructors, learn from the diversity of each other's perspectives. In order to be able to do so, the teachers are impelled into expositions of their thoughts and making their learning public. It means that team members are open to new ideas and approaches.

Self-Efficacy. Teachers' beliefs in their ability to effectively handle the tasks, obligations, and challenges related to their professional activity, plays a key role in influencing important

academic outcomes (e.g., students' achievement and motivation) and well-being in the working environment. They believe that they can make a difference in student learning.

4.2.3 Big Ideas

Big ideas refer to topics and principles that should serve as the focal point of a research lesson. This helps to ensure that the teacher's work will have a broad impact. In other words, it provides a basis for setting teaching and learning priorities to focus on the most meaningful content.

Instruction. The dynamics of the roles that each participant play in the discussions serve as important point to be considered in engaging in lesson study. Each of the participants must be given the agency as per the role that he/she plays. It is vital that the core elements and that participants adopt the necessary habits of mind to make significant improvements in teaching and learning.

Students. In this collaborative practice it is relevant that instructors take into account how their students learn and their prior knowledge to generate fresh insight. Moreover, they must anticipate responses and how learners will react to a particular task or activity.

Goals. According to Stepanek *et al.* (2007), teachers establish long-term goals for their students by considering what they want their students to become and where they are now. This helps them visualize the teaching process.

Content. Teachers consider key concepts underlying the content and students' current understanding. Another important aspect they must consider is the instructional process that will help learners reach the goals. Some issues that the team considers include how to begin the lesson, what questions to pose and how to summarize the key concepts. Moreover, the members collect and analyze existing lessons, research best practices, and identify effective tools.

4.3 Lesson Study as a Means to Improve Students' Grammatical Competence

Through collaboration, teachers can analyze and extend their own professional knowledge. Working with colleagues provides both the responsibility and the energy for teachers to redesign their practice. When teachers view themselves as having shared responsibility for student learning, teacher learning increases in ways that are closely connected with their own classrooms.

During lesson study, the classroom becomes a place where student learning is observed. The nuances of student interaction, the flow of activities and time, and the effects of teacher moves, chosen content, and student groupings are noted, discussed, analyzed, and evaluated in ways that can increase students' understanding and learning success (Collet and Greiner, 2019).

Even though lesson study initially focused on math instruction, a research base has suggested the effectiveness of this approach to support teaching learning in all academic areas. Research has investigated the use of lesson study in developing students' grammatical competence. (Collet and Greiner, 2019; Coşkun, 2017, Haryudin and Argawati, 2018; Nashruddin and Nurrachman, 2016). The lesson study cycle extends teachers' practices regarding grammar instruction, which in turn improves student grammar learning.

Collet and Greiner (2019) in their findings report that the implementation of this inquiry helped teachers to recognize that “sentence-combining activities using coordinating conjunctions might be a good way to introduce students to this practice, saving more complex adverbial clauses until later” (p. 111). This reduced the anxiety of the students and were more active to participate in class giving examples and answering questions. As a matter of fact, features of lesson study allow teachers to construct meaning together about their students' grammatical competences and their instruction.

In this way, there are several strategies proposed by linguistic scholars for teaching grammar that can be applied when designing the research lesson. The first strategy is called the top-down processing. Deductive strategy is the way to teach grammar from rules where the teachers start from the explanation of the rules to the example of grammar in communication use. The students are introduced to the linguistic form of the language before knowing the communicative purpose of the grammar.

Inductive strategy is the way to teach grammar from the example. The teachers start from the examples of the language use in communication to the rules of the language. The students get the language exposure through the input and they will guide to think about how the language formed. The students will get a conclusion about the linguistic form of the language at the end of the process.

Haryudin and Argawati (2018) in their inquiry on how to improve students' English grammar mastery through lesson study suggest that it is better when teachers teach the grammar based on what the students need in their daily communication. The purpose of this method is to enable the students use the grammar in their daily life for communicative purposes. The topics given such as the expressions used in introducing self, making requests, making offers, asking opinions, asking for directions, and asking for information.

Nashruddin and Nurrachman (2016) believe that teaching grammar through stories is enjoyable. It is relevant that teachers know how to integrate this activity into a lesson plan. Here teachers provide the students with texts, dialogues, short stories, and other texts. After showing the stories, the teachers lead the students to analyze the features of grammar found in the stories such as simple present tense or simple past tense through the verbs used in the stories. However, it can be done for higher-level students as it needs their reading skills. They need to understand the texts before analyzing it. They would not understand the grammar features in it if they do not understand the texts.

Likewise teaching grammar through stories, songs and poems also provides the students with the texts. Although the teachers provide the students with the texts, it brings joyful learning. Songs and poems are the most enchanted and culturally rich resources. They also represent the culture of the target language. If teachers teach grammar points through those things, it would be memorable lessons for the students.

English teachers can select one of those strategies in teaching grammar by considering their classroom situations. They also should consider their students' age, proficiency level, educational background, language skills, style (register), and needs and goals (Brown, 2007). Those techniques have been integrated in several research lessons with the objective to improve learning. Not all of them are effective to teach grammar. Each teacher encounters different characters of the students. That is why it is essential that the members of the team consider the elements of lesson study to enrich their practice, which leads to the improvement of grammar.

4.4 Grammatical Competence

Traditionally, it has been argued that grammatical competence is the language users' knowledge about the structure of the language. Opposed to memorizing, Larsen-Freeman (2003) defines this competence as the ability to understand and produce messages according to its principles. These principles have the function of labeling and assembling the different elements to build up sentences. "Grammar teaching involves any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either understand it metalinguistically and/or process it in comprehension and/or production so that they can internalize it" (Ellis, 2006, p. 84). In my opinion, the most complete definition of the concept in question is given in the Council of Europe (CEFR, 2001), which interprets grammatical competence as the

knowledge of and the ability to understand and use the grammatical resources of language to communicate expediently and situational adequate use of foreign grammatical knowledge.

Many academics have carried out a number of investigations into what are the perspectives of students when learning grammar. Most of them concluded the difficulty of this competence is the mastery of the rules that govern language and the ability to organize sentences to convey a message that can be decoded. Moreover, students tend to be influenced by their mother tongue that can cause interference (Harmer, 2015). Due to the importance of grammatical competence, grammar lessons still remain as an important issue in language learning and prominent in classroom practices.

4.4.1 Importance of Grammar in English Language Learning

It is wise to put grammar in the foreground in second language teaching, because language knowledge of grammar and vocabulary is the base of English language. Grammatical competence is one of communicative competence. Communicative competence involves knowing how to use the grammar and vocabulary of the language to achieve communicative goals, and knowing how to do this in a socially appropriate way. Communicative goals are the goals of learners' studying English language. So, grammar teaching is necessary to achieve these goals.

With the urgent requirement of communicative competence in modern society, the social communicative function is emphasized in language teaching. Grammar is the fundamental basis of foreign language teaching. Therefore, in order to cultivate students' communicative competence and the overall development of the language skills, grammar teaching should be put in an important position. English teachers should pay great efforts in improving the efficiency of grammar teaching. The accurate use of grammar determines the proficiency of learners' language skills, without which, language skills could not develop healthily and systematically.

The value of grammar teaching is important in English language teaching field. Grammar is the base of English language. It is not acquired naturally, but through learning. It needs be instructed. Grammar operates at the sentence level and governs the syntax or word orders that are permissible in the language. It also works at the sub sentence level to govern such things as number and person agreement between subject and verb in a sentence. To grammar learning, some students may have a more analytical learning style than others, but if one hopes to use English language accurately and fluently, it is necessary for him to receive grammar rules instruction. Grammar is

not different from anything else; it is likely that students will learn at different rates. In a short word, grammar teaching is necessary in English language teaching.

4.4.2 Main Components of Grammatical Competence

In 2001, the three-Dimensional grammar framework evolved by Larsen-Freeman contributed to the teaching of grammar. She proposes three components: form/structure, meaning/semantics, and use/pragmatics, all of which are vital to encourage a balance between grammar and communication. Moreover, Richards (1985, as cited in Balteiro, 2011) and Geert Booij (2015), state that word formation is vital when it comes to the development of grammatical competence since it helps learners understand and create new meanings from simpler words. Therefore, the formation of grammatical competence involves the integration of these four components: word formation, sentence structure, grammatical meaning and practice of language.

Word Formation. Geert Booij (2015), explains that it refers to the ways in which new words are formed on the basis of other words or morphemes. In other words, it is the creation of a new word. According to Richards (1985), when learners develop their grammatical competence, they are able to know the syntactic structures in which the word may be used, its frequency, its combinatory possibilities and the network of associations or relations that may be created.

There are four main kinds of word formation: prefixes, suffixes, conversion and compounds. A prefix is an affix attached to the beginning of a word, base, or phrase and serving to produce a derivative word or an inflectional form (e.g., *unable*, *impossible*, *overcook*) while a suffix is a letter or group of letters added at the end of a word which makes a new word (e.g., *creation*, *complication*, *government*).

Conversion involves the change of a word from one-word class to another. For example, in the sentence “can you *text* her?”, *text* is not a noun but acts as a verb, meaning to send a text-message). Finally, compounding is the morphological operation that in general puts together two free forms and gives rise to a new word (e.g., *heartbreaking*, *sugar-free*, *airsick*).

Sentence Structure. This indicator concentrates on how a grammar structure is built and organized with a discourse or text. Given this definition, scholars and researchers assert that meaningful practice of a target linguistic structure can help students proceduralize the declarative knowledge of this particular item (Nunan, 2003; Larsen-Freeman, 2001; DeKeyser, 1998). It is further affirmed that meaningful practice helps students avoid inert knowledge problem (Whitehead, 1929 cited in Larsen-Freeman, 2001) – the “knowledge that can be recalled when

students are asked to do so but is not available for spontaneous use, in, say, problem solving, even when the knowledge is relevant to the problem at hand” (Larsen-Freeman, 2001, p. 258).

In other words, the knowledge of the target grammatical structure is not available to be transferred from the classroom setting to the real-life situation. Consequently, meaningful practice of the focused grammatical item plays a crucial role in conveying the declarative knowledge of the target linguistic form into procedural knowledge. Thus, in terms of the passive voice, this dimension would focus on recognizing that its grammar structure is built with the auxiliary *verb be*, followed by the *past participle* of the active verb and the particle *by* to indicate the doer of the action.

Grammatical Meaning. The meaning (semantic) wedge focuses on what the linguistic structure means, and is suggested to vary between two different patterns: lexical or grammatical. In their major study, Mukhtarovna and Borisovna (2020), argue that formed knowledge of grammar is paramount. This view is supported by Yilmaz (2018), who claims that to reach an intended meaning, lexical units are transformed into meaningful utterances. In fact, it refers to what the grammar itself communicates.

In addition, according to Larsen-Freeman (2003), the most inherent units in this dimension are “words, derivational morphemes, multiword lexical strings and notions” (p. 34) and, as this author complements, “the meaning could be lexical or grammatical” (p. 35). In the example of passive voice, the meaning is grammatical. “This grammatical structure focuses on putting the receiver of an action in subject position and the subject is thus acted upon”. Then, the meaning will remain the same regardless of when the structure is used or what its form is.

Practice of Language. This dimension of use (pragmatics) refers to the appropriateness of using one form versus another and the impact that that has on an audience. In English there are multiple grammatical forms that have essentially the same basic meaning but those forms can change in order to better fit a social context. In the context of the passive voice, this structure is used when the attention is given on the person or thing affected by the action, to provide objectivity or to put emphasis on the processes. On account of this, practice concentrates on how speakers use the grammatical phenomena in accordance with the communication situation.

Thus, the formation of grammatical competence of students is reduced to the fact that students should be able to recognize and form meaning in a sequence of lexical units (conscious statements), which turn in should fit adequately to the communication situation.

4.4.3 How to Help Students with Grammar

Teaching Word Formation. For some learners, the morphological patterns in the target language are intrinsically interesting and they are happy to search out patterns of meaning given: For example, a text containing prefixed or suffixed words from which the meanings can be identified or inferred. Given this situation, instructors can use authentic material to make the learning process even more engaging, imaginative and motivating for students to learn word formation.

Teaching Form. Grammatical forms are the correct ways for arranging word order and changing word endings. Teachers do not always need to explain grammar rules to students. They can often work these rules out for themselves. The teacher, however, should help the students to discover and deduct by giving them various exercises and tasks.

Teaching Meaning. Teachers should always introduce a new grammar structure in a meaningful context. This context should make the meaning of the new structure clear and show how it is used in real life. This mental image/comprehension is generated by the grammar or vocabulary. Students connect the grammar structure with the meaning. For example, the past tense signals events in the past and the past perfect signals earlier actions/events in a narrative. Once the teacher has presented the structure, he will be able to talk about the meaning too.

Practicing and Using the Language. Practice activities help students remember the new language and become more accurate and fluent in using it. In planning practice activities for the lesson, teachers should create a balance between activities that improve accuracy getting the grammatical form right and the fluency in communicating a message with ease.

In the related literature, scholars and researchers suggest various methods and techniques to focus on the “use” dimension of linguistic items. For instance, Larsen-Freeman (2001) points out that role plays can serve effectively to practice speech acts (e.g., making requests) because the teacher can manipulate the sociocultural variables underlying these acts.

In such activities, students assume various roles in which they practice the target linguistic structure by adjusting their language in order not to violate the sociocultural underpinnings of the speech acts. Therefore, teachers are required to enable their students to develop their grammatical competence with regard to these four dimensions.

4.4.4 Techniques in the teaching of grammar

Personal situations. These may be related to the personal lives, likes and dislikes and family background of the students and the teachers. The teacher can create various types of personal situations - student-centered as well as teacher-centered on different subjects like one's hobbies, likes and dislikes, routine activities, habits, friends, relatives, family professions, health etc. to provide sufficient opportunities and time for the students to participate in the meaningful situational dialogues. For example, while teaching simple present tense, we initiate discussion in the classroom by asking some questions about the daily routine of the students.

Impersonal situations: It is not necessary that a teacher always creates personal situations to initiate conversational exchanges in the classroom. Apart from personal situations, creation of impersonal situations can also be explored for communicative purposes. Impersonal situations that cover topics related to politics, sports, cinema, theatre, fashion, books, celebrities, finance, transport, vehicles and any other topic in which students have some background knowledge and information should be explored for creating communicative situations in the classroom.

Text-centered communicative situations: A grammar teacher can also teach grammar with the help of a poem or a paragraph from the text. This will create the textual centered communicative situation. While teaching the prescribed text for the purpose of reading comprehension, a teacher can select some interesting passages from the text and can create some communicative situations based on them for teaching and providing practice in the use of a grammatical item. For example, a teacher can ask the students to find out the prepositions main verbs/auxiliary verbs etc. from the given poem or paragraph. In conducting this, the teacher can try to create interest in the minds of the students so that they use to consider this practice to be a kind of game.

4.5 Empirical Studies on the Impact of Lesson Study on English Language Learning

This section describes studies whose main objective was to investigate the implementation of lesson study in the teaching of the English language, particularly, grammar instruction. Therefore, this has two purposes: to provide a solid ground for the current study described, and to demonstrate the importance of lesson study in English as a Foreign Language (EFL) contexts.

In this way, six studies were selected for examination (see Table 1). To date, there are few studies that have investigated the implementation of lesson study in grammar instruction. The

selected studies incorporate a broad range of contexts, including Indonesia, United States, Turkey and Canada. However, they have limitations due to constraints on research design.

Table 1

Empirical Studies Investigating the Impact of Lesson Study on English Language

Study	Country	Population	Methods	Level of Education
Haryudin & Ningtyas (2018)	Indonesia	40 students	qualitative	Tertiary
Collet & Greiner (2019)	USA	3 teachers and their students	qualitative	Secondary
Nashruddin & Nurrachman (2016)	Indonesia	2 teachers and their Students	qualitative	Secondary
Aboe et al. (2018)	Indonesia	3 teachers and 38 Students	mixed	Tertiary
Kincal et al. (2019)	Turkey	5 teachers and 24 Students	mixed	Secondary
Cammarata and Haley (2018)	Canada	15 teachers and their students	qualitative	Secondary

Note: Previous studies to validate the effectiveness of lesson study

As Table 1 shows, four of six studies were carried out among high school learners, whereas two of six articles were conducted among college students. Most of the educational institutions involved were public, with the exception of the projects carried out by Haryudin and Ningtyas (2018) and Nashruddin and Nurrachman (2016) in Indonesia, where data were gathered at private institutions. What is striking about the data in this table is that the vast majority of studies were qualitative. In addition, the samples of the six projects can be considered consistent for the type of research conducted.

A qualitative analysis of a lesson study was developed by Haryudin and Ningtyas in 2018. The researchers stress that “teaching grammar is not an easy task since it needs to be understood by the students rather than memorized” (pp. 49-50). In this sense, they aimed to apply the jigsaw technique with the goal of enhancing grammar instruction. In conducting this research, observation sheets were used to observe the activities and performance of the participants. In fact, the findings showed that lesson study with the jigsaw technique had a positive impact on students in learning grammar since they were able to understand the function and word forms and comprehend grammar formulas.

In the same way, in 2019 Collet and Greiner conducted a qualitative analysis to revise grammar instruction since teachers sometimes are unsure of the value of teaching mechanics of writing and how these impact meaning. On this matter, they aimed to improve grammar instruction through professional development (PD) as it provides the possibility of improving teaching. Consequently, they formulated the following questions: “what (if any) aspects of Lesson Study promote and extend high school English teachers’ knowledge and practice in grammar and punctuation instruction? And what (if any) new pedagogical knowledge do teachers gain that is generalizable beyond the specific lesson taught/observed?” (Collet and Greiner, 2019, p.96). As a matter of fact, field notes of the meetings and classroom observations were used to register the data. The results demonstrated that collaborative planning extended teachers’ practices regarding grammar instruction as well as it supported students’ learning grammar.

Nashruddin and Nurrachman (2016), authored a qualitative inquiry investigating how lesson study was applied in the Indonesian context. They are concerned that their country has long been practicing teaching and learning through conventional ways. Taking this fact into consideration, they intended to describe how professional development is a practical way to improve instructors’ practice. In fact, an interview and an observation were vital to gain information on how lesson study was normally conducted and to see its real implementation. Consequently, teachers and students benefited from the lesson study since it enhanced content and pedagogical knowledge.

Another study from the Indonesian context authored by Aboe *et al.* (2018), investigated through a mixed method analysis how lesson study improves learners’ writing skills. The analysts point out that educators have faced challenges in their practice by not being in a collaborative learning process. In such a way, they aimed at finding out the impact of professional development on the teaching and learning of writing. That is why the researchers applied an interview, observation and assessment test to capture data accurately. As a result, lesson study was proven effective to improve students’ ability in writing descriptive texts. It also brought positive impacts toward instructors’ professional competency in designing, planning and executing the lesson.

Similar to the previous article, Kincal *et al.* (2019), have examined the effects of lesson study on students’ English learning level through a mixed method design. Students have faced severe problems with literacy skills. For this reason, the analysts sought to find answers to these questions: “does lesson study increase students’ English as a foreign language learning level

significantly? And what are the opinions of English language teachers about lesson study?” (p.90). In fact, they administered an English achievement test to define learners’ English language levels, and a semistructured interview to determine teachers’ views about lesson study practice. In consequence, lesson study increased students’ learning levels significantly and instructors remarked that the collaborative practice affected their professional development in a positive way.

Another prominent study by Cammarata and Haley (2018), pointed out the use of lesson study to empower teachers in terms of developing their curriculum planning skills. The researchers state that although immersion programs are very popular in Canada, they are complex to implement when it comes to the development of students’ language skills, in contrast with professional development. Accordingly, for this qualitative case study data collected included co-constructed lesson plans, classroom observations, focus group debriefing sessions, and surveys to explore teachers’ practice. Findings indicated that lesson study had a positive effect on teachers’ ability to balance out content and literacy instruction.

The purpose of this literature review was to explain how the application of lesson study can help learners and English language teachers to improve the teaching and learning of grammar, which have always been open to question. The research reviewed shows that lesson study has proven to be effective in improving students’ ability in different aspects of English language, in particular their grammar ability. Previous research has indicated that the core elements of lesson study allows teachers to design effective lessons; adjust their teaching in appropriate ways with clear lesson objectives and well-designed tasks that effectively get students to be active when learning grammar. Moreover, this collaborative practice has brought a positive impact toward teachers’ professional competency since it enhances content and pedagogical knowledge. The authors highlight the importance of grammar in the teaching and learning of English as a Foreign Language and claim that the mechanisms of lesson study provide a solid base for the improvement of this skill, which leads to the professional competence of the instructors.

5. Methodology

The phenomenon under investigation in this present study was to determine the impact of lesson study to improve grammatical competence among second-year students at a public high school in the city of Loja during the 2021-2022 school year. Given the context of this research, it was essential to think carefully about the best methodology to explore the specific research questions: What are the most appropriate grammatical components through lesson study to improve grammatical competence among second year students?; How does lesson study contribute to improve grammatical competence among second year students?; How effective is the application of grammatical components through lesson study to improve the grammatical competence among second year students?

5.1 Research Setting

The research was carried out in a public institution in the city of Loja located in the south of Ecuador. Loja is located at latitude -3.989038, and longitude -79.203560. It is part of the continent of South America and is located in the southern hemisphere. The high school is a public institution from the Educational District Zone 7.

5.2 Procedure

5.2.1 Research Methods

The mixed method study can provide more valid inferences since the results are gathered from different strategies, the validity of the corresponding inferences and conclusions increase more with the convergence within each strategy (Dawadi *et al.*, 2021). In fact, Creswell (2019) and Teddi and Tashakkori (2020), claim that mixed method research provides a practical approach to addressing research problems and questions since they are examined in different ways.

To conduct this research, the mixed methods design was applied as it was mentioned earlier, this approach integrates both quantitative and qualitative methods. In this case, the study employed a one-group pretest-posttest design since students' grammatical competence was measured two times through a researcher-made test. It means that the quantitative results helped assess and describe the impact of lesson study on learners' grammatical competence. As a result, second-year learners were pretested, exposed to the treatment, and posttested. Moreover, to gather data on students' attitudes and perceptions towards the instructional process, a questionnaire with closed-ended questions was implemented, using the Likert scale.

Narrative inquiry is a reflective and reflexive methodology in which researchers inquire and explore into their lived experiences. It is an “open”, first-person writing style that allows “the writer to explore a subject in-depth and from a very personal perspective” (Saleh *et al.*, 2014, p. 272). Therefore, by engaging in an autobiographical narrative inquiry through field notes, qualitative data were gathered to evaluate the perceptions of the pre-service teacher towards lesson study. In fact, both methods (quantitative and qualitative) explained in greater depth the mechanism, that is, how the variables interact.

In session 1, following an introduction and ethics clearance, the pretest was administered. The participants were allotted 30 minutes to answer the question items. The tests were collected and were not return to them. The other sessions were developed with lesson plans.

On the other hand, the researcher recorded data on field notes to reflect upon the impact of lesson study to solve students’ issues on English language grammar and to enrich teaching practice. In the last session, the posttest was applied in order to collect data on students’ improvement in grammatical competence after the treatment. Moreover, a questionnaire using the Likert scale was conducted in order to measure their attitudes and feelings towards the instructional process.

The intervention plan was designed based on the 9 instructional events proposed by Gagné in 1965: gain students’ attention, inform learning objectives, stimulate recall of prior learning, present the content, provide learning guidance, elicit performance, provide feedback, assess performance and enhance retention and transfer, which in turn were integrated into the 5 stages of learning: warm up and objectives discussion, instruct and model, guided practice, independent practice and assessment. In addition, the lesson plans were focused on the features of lesson study with the aim of improving the grammatical competence of secondary students.

Gagné (1974), gives an overview about the features of each stage, which helped the researcher to know how they would be arranged in the English class.

In the first learning stage called warm up and objectives discussion, it was vital to gain students’ attention through the use of stimulus change which must appeal to the learners’ interest. The activities used were: thought provoking questions, games, written scenarios, scrambled pictures, act it out, etc., which stimulated recall of prior learning since they were associated with the grammar points that would be taught. Informing learning objectives was also crucial since they described the goals that learners achieved and were performed at the end of the lesson. In fact, the objectives were written for specific skills in order to provide a focus for instructional planning. In

this case, the learning objective were designed based on the content of the English Pedagogical Modules provided by the Ministry of Education, and student-teacher's expectations taking into account students' needs and personalities as individuals and as a group.

In the stage instruct and model the content was presented. The information was presented in various ways in order to meet everyone's learning style. That is why the researcher used posters, songs, flashcards, reading, etc. Moreover, the interaction with the students was maintained through questions or short discussions in order to keep things conversational. After that, the student-teacher modeled the instruction for students giving an example according to the activities that the students were expected to perform in an authentic way.

In guided and independent practice, the matter was how different activities converge and how it elicited performance. The techniques/activities such as: dialogue building, dictogloss, songs, reading, four corners, jeopardy game, onion ring, storytelling, etc. helped students improve their grammar knowledge. These activities got students to practice what they have learned and new doubts/questions arose that were clarified during the guided practice. At the end of their performance, the pre-service teacher provided feedback and created spaces for students to support each other. The point is that all these activities worked together as a system in order to attain the learning objectives.

Finally, the assessment stage refers to the evaluation of learning outcomes. This is not a separate part but it is a complement. In fact, it was essential since it was seen as an opportunity for learning in order to make adjustments for the next lesson. The activities were designed according to real life situations in order to enhance retention and to establish a connection to previous and upcoming learning.

In this sense, the intervention plan spanned 8 weeks with 3 meetings per week with two classes lasting 80 minutes and one class lasting 40 minutes. In total, 24 lessons were imparted. The schedule was as follows: Thursday from 14h20 p.m. to 15h40 p.m., Tuesday 13h00 p.m. -14h20 p.m., and Friday 13h00 p.m. -13h40 p.m.

5.2.2 Data collection sources and techniques

To collect data, a pre and posttest (see annex 1) were administered to measure students' grammatical competence. This quantitative source was designed using paper-and-pencil methods, which are divided into two general categories: selection and supply (Gay *et al.*,2012, p. 381). In this case, both categories were used to design the test. The test consisted of 6 questions,

in which learners had to select from among a set of alternatives or possible answers through matching questions and they had to supply an answer by filling in the blanks.

Moreover, this test is a criterion-referenced test. Creswell (2019), claims that this type of assessment is designed to measure student performance against a fixed set of predetermined criteria or learning standards. In this case, it helped to compare students' performance on grammar knowledge against the predetermined standards established by the Ministry of Education. These standards are represented by a grading scale based on 10 points: masters the required learning is 9 to 10; achieves the required learning is 7 to 8.99, is close to achieving the required learning is 4.01 to 6.99 and does not reach the required learning is 4 or less.

In addition, at the beginning the pretest was administered to measure the performance of grammar skills that students had, and after the intervention plan, the posttest was given to measure students' grammatical competence.

In order to understand the students' attitudes and feelings towards lesson study, a questionnaire using the Likert scale (see annex 2) was applied after the intervention plan. Participants were required to respond to a series of statements about how lesson study impacts their grammatical competence by indicating whether they strongly agree (SA), agree (A), are undecided (U), disagrees (D), or strongly disagrees (SD). In this way, the Likert scale showed individuals' attitudes towards the independent variable so the researcher reflected on the degree to which they were engaged in the instructional process. Moreover, one advantage of it is that this type of instrument does not expect a simple yes/no answer from research participants, but rather allows for degrees of opinion, and even no opinion at all.

On the other hand, when it comes to qualitative collection techniques, observation is vital. According to Creswell (2019), for certain questions "observation is the most appropriate and effective data collection approach" (p. 382) since it obtains much more objective information. Gay *et al.* (2012) define two common types of observation: participant and nonparticipant observation. In participant observation the researcher actively participates while observing and collecting data. On the contrary, in nonparticipant observation the researcher observes the research setting but does not interact or participate.

In this research, both types of observation were primordial. It used participant observation since the researcher participated deliberately in the problematic situation by using lesson study to improve students' grammatical competence. During the implementation of the

intervention plan, the pre-service teacher observed students' reactions and attitudes towards the lesson study. The source of this participant observation was field notes (see annex 3). Moreover, one collaborator observed 4 session classes and used a checklist to observe the execution of the activities. The checklist was based on the nine instructional events proposed by Gagné in 1974 and that were described in the procedure. It is important to mention that the collaborator was a non-participant observer since she was not directly involved in the situation being observed.

Field notes include an introspective commentary of what the researcher observes and experiences, and what all this means to her/him. According to Gay et al. (2012), claim that unless additional detail is added as soon as possible after the observation, important facts and opportunities for fully interpreting the data may be lost. It is best to record field notes while making observations in the field or immediately after leaving the research setting to avoid forgetting important details. In this case, field notes contained two basic types of information: descriptive notes and reflective notes which were recorded by the researcher immediately after leaving the research setting. Both were written by the researcher in order to cultivate reflective thinking and practice.

5.2.3 Research Participants

The participants were recruited using the cluster sample. Gay *et al.* (2012), claim that this method focuses on a group of population members that share similar characteristics. It has been used in educational research since it is a feasible way to collect statistical information. In effect, the target population of this research were constituted by second-year students, who have been studying English as a Foreign Language at a public high school in the city of Loja during the 2021-2022 school year in the evening section. Through a legal document the educational institution gave permission to the researcher to carry out the research. In this way, we proceeded to have contact with the in-service teacher, to talk about the participants who would be part of the study and their characteristics as learners.

One of the benefits of this method is that it ideally represents and reflects the characteristics of a large population through a mini-representation of it. In fact, the cluster of this inquiry was representative of the general population being researched since it was a unique and authentic class. In this sense, 20 high school students were part of this study of which 12 are female and 8 males. They are intermediate level (B1.1) according to the levels of proficiency

and their application per school, which is established by the Ministry of Education, which in turn is aligned to the Common European Framework of Reference for Languages (CEFR).

They are also characterized as independent users of the language, who are able to “use simple and complex grammatical structures to talk about and understand topics with which they are familiar or in which they have a personal interest” (Ministry of Education, 2016, p. 20). In addition, learners are aged in the range between sixteen and seventeen years and belong to the middle class. It is important to mention that all the learners were informed about the purpose of the study.

Eventually, another vital participant was the student-teacher. The researcher took part in the intervention plan since she designed lesson plans based on the features of lesson study to improve students’ grammatical competence. Once again it is emphasized that one of the stages of this collaborative practice is called revising and reteaching where the team holds one or more meetings to make changes to the lesson. In fact, this research had the help of three pre-service teachers, who acted as research collaborators in order to redefine a lesson. In addition, the researcher reflected on the results obtained from the research work.

5.3 Data Analysis

The quantitative data for this study, that was retrospectively collected from the pre and posttested were analyzed through statistical formulas in order to find the significance of the study. It allowed for the description of the basic features of the data like the improvement of students’ grammatical competence after the application of lesson study.

The methods used were: tabulation of data and a frequency polygon that logically represented the numeric data from pre and posttest students’ responses. Moreover, the researcher used the Wilcoxon test, which is commonly used to compare two independent samples, in this case this statistical formula helps to compare and measure students’ grammatical competence before and after the intervention plan, which allowed for an accurate description of the entire data in order to draw up the respective conclusions on how lesson study impacts the grammatical competence of the students. It should be noted that the grading scale (see annex 4) established by the Ministry of Education helped analyze and interpret the data.

To analyze the data that was obtained from the Likert scale, the researcher got the overall impression/attitude of the participants creating bar graphs to visualize the frequency of each item

choice. In other words, this showed whether students were motivated by the applied instructional process, which in turn supported test results.

The second round of analysis included multiple readings of all field notes, labeling passages with striking words or phrases which were highlighted in the data. This type of analysis is called thematic analysis according to Gay *et al.* (2012). Even though at the moment of coding information it can be interpreted in many different ways, thematic analysis generated new insights and concepts derived from it. In addition, the qualitative data research and analysis program known as ATLAS.ti was used to code the data.

Once the researcher was familiarized with the data through multiple readings, creating codes was vital to represent the meanings and patterns of it. During this phase of analysis, data was segmented into meaningful units. Then, all the excerpts that support the codes were associated. Codes were categorized into potential themes regarding the use of lesson study as a scaffold for teacher reflection. In the next phase, all data was subsequently reviewed and additional excerpts could be identified. Finally, the researcher reported the analysis of the data.

6. Results

In this section the data received from the data collection sources: pretest and posttest, is presented. Both research instruments were employed to measure students' grammatical competence in order to describe the impact of lesson study. Second year students were pretested, exposed to the treatment, and posttested in the following indicators: Word Formation, Sentence Structure, Grammatical Meaning and Practice of Language. Moreover, a questionnaire with closed-ended questions was implemented, using the Likert scale in order to gather data on students' attitudes and perceptions towards the instructional process and how this helped learners to improve their grammatical competence through different grammar tasks.

6.1 Pretest and Posttest Results

The pretest and posttest results helped the researcher to determine the impact of the intervention plan through the application of lesson study and to identify the most appropriate grammatical components through lesson study to improve grammatical competence among second year students at a public high school in the city of Loja during the 2021-2022 school year. The outcomes highlighted potential relationships between variables.

The table 2 shows the Wilcoxon test that compares the results that second-year students at a public high school received from the pretest and posttest.

Table 2

Pretest and Posttest Analysis through Wilcoxon Test

No.	Pretest	Posttest	Difference (pretest-posttest)	Ranks
2BGU001	3,25	8	-4,75	19
2BGU002	3,75	8,25	-4,5	16
2BGU003	3,5	8	-4,5	16
2BGU004	4,75	8	-3,25	9,5
2BGU005	4,25	8,5	-4,25	14
2BGU006	5,5	9	-3,5	11,5
2BGU007	7,25	9,5	-2,25	1
2BGU008	4	8,5	-4,5	16
2BGU009	3,5	8,25	-4,75	19
2BGU010	3,5	7	-3,5	11,5
2BGU011	5	8,75	-3,75	13
2BGU012	6,75	9,5	-2,75	4,5
2BGU013	5	8,25	-3,25	9,5

2BGU014	5,75	8,25	-2,5	2,5
2BGU015	5,5	8,5	-3	7
2BGU016	6,25	9,25	-3	7
2BGU017	5,5	8,5	-3	7
2BGU018	5,25	8	-2,75	4,5
2BGU019	2,75	7,5	-4,75	19
2BGU020	6,5	9	-2,5	2,5

Note: This table presents the statistical analysis of the pretest and posttest results (2BGU = Second Year of Bachillerato General Unificado; 001 = students' code)

The table 3 determines whether the results obtained from the pre and posttest were statistically different from each other based on ranks.

Table 3

Wilcoxon Ranks of Pretest and Posttest Scores

	Ranks	Total Number	Sum of ranks
Pretest scores Posttest scores	Negative ranks (-)	20	210
	Positive ranks (+)	0	
	Ties	0	
	Total population (N)	20	
	Critic value (W)	52	
	p ≤ 0,05		

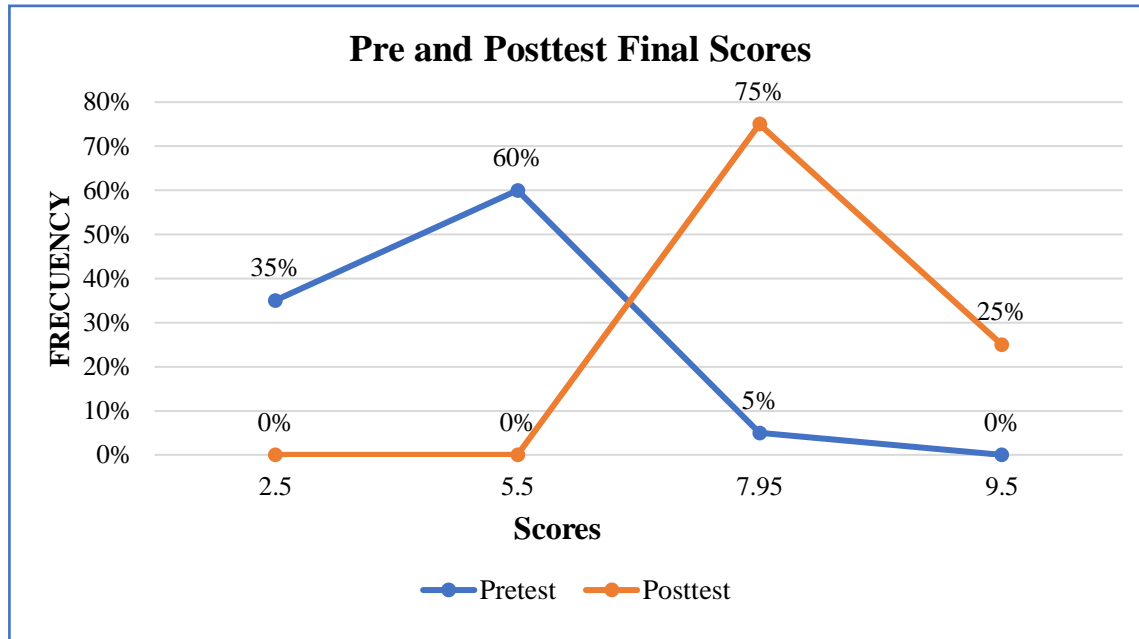
Note: Wilcoxon Ranks

The first set of analyses Table 1 examines the impact of lesson study on learners' grammatical competence through pre and posttest scores. It can be seen from Table 2 that the Ranks summarize the degree of change that occurred as a result of the intervention plan. In fact, it provides important insights into second-year students' performance before (Pretest) and after (Posttest) having received the treatment based on lesson study to improve their grammatical competence. In other words, it reveals how much students' grammatical skills improved. The most striking result to emerge from the data is that all the participants had a higher level of grammatical competence after the intervention plan. It is evident that the treatment of lesson study improved the students' knowledge of grammar by a significant difference. Consequently, the Wilcoxon test reveals that this difference was statistically significant $p \leq 0.05$, which means that there is a high probability of 95% that the treatment was effective. The questionnaire will corroborate the effectiveness of the intervention plan since it explored the students' attitudes and feelings towards lesson study.

The Figure 1 shows the comparison between the pretest and posttest scores obtained by second-year students in a public high school.

Figure 1 Pretest and Posttest Comparison

Pretest and Posttest Comparison



Note: The pretest and posttest results

From the graph above we can see that a pretest was given to second-year students at the beginning of the intervention plan to measure existing knowledge about grammar. Therefore, 19 out of 20 students did not reach the average level of 7, as expected by the predetermined standards established by the Ministry of Education. The findings evidenced that 95% of students had a low level of grammatical competence. Students had difficulty on knowing the basic syntactic structures in which a word can be used. In the aspect of sentence structure, they had mastery in identifying the parts of a sentence by using the correct verb tense. Even though, they had more mastery in this regard, they still manifested some mistakes when the past participle of certain irregular verbs must be written. Learners showed some weaknesses in the practice of language. Thus, students displayed that they handle the basic structure to write sentences, but they could not identify the usage of a grammar pattern, and at the same time they had limitations to appropriately use a specific grammatical structure given the context of the reading. Interestingly, 5% of students attain the required learning before the application of intervention plan. Consequently, all the aspects mentioned indicated an immediate need to carry out the investigation in this classroom.

On the contrary, the same Figure 1 demonstrates the effectiveness of lesson study as a collaborative practice to teach grammar, these findings revealed an important development of the

students' grammatical skills taking into account the scores obtained from the posttest. Definitely, all the students met the expectations according to the national grading scale. In this way, 75% of students achieved the required learning meanwhile the 25% of learners mastered the required learning. As a result, learners become more competent in grammar.

Second year students were able to use the basic syntactic structures: suffixes and prefixes in an adequate context. They could identify the grammatical structure of a sentence by using the correct verb tense, and subject pronoun. They could recognize the use of some grammatical tenses by matching each sentence to the situation in which it is used. In contrast, the data exposed that students had the lowest improvement in the practice of language aspect. This result demonstrates that students increased and enhanced their knowledge concerning the application of rules to form sentence. But despite of the betterment in this aspect, students continued making mistakes with the correct usage of these patterns taking into account the context.

The reason for the outcome regarding the component of practice of language can be explained since some students did not attend classes on regular basis, so the development of the activities took time due to the need to reinforce the topic. Moreover, the intervention plan only lasted 8 weeks, so more grammar activities would have been necessary to improve this component. In future investigations, it might be possible to apply lesson study for at least four months and that there are commitment agreements of the different educational agents.

The data display in the Figure 1 shows that the application of lesson study to enhance grammatical competence was successful during the development of the intervention plan. Overall, the results indicate that that lesson study contributed meaningfully to enhance students' grammatical competence.

6.2 Questionnaire Results

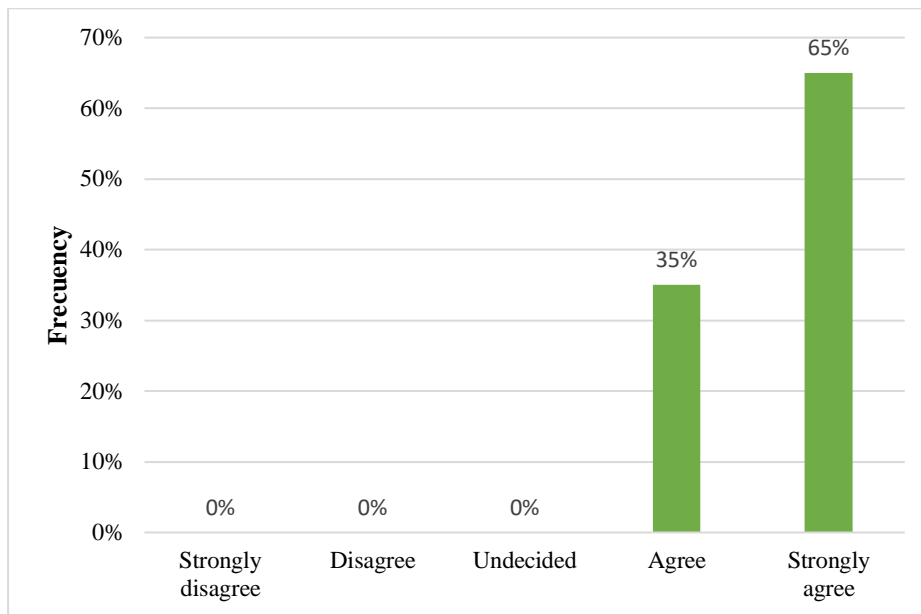
In order to corroborate the impact of the intervention plan on the grammatical competence of second-year students, a questionnaire using the Likert scale was administered. This strengthened the Wilcoxon pre and posttest results since its aim was to explore students' perceptions towards lesson study after the treatment. In this sense, the third objective mentioned before was accomplished with the results gathered from questionnaire presented below in Graphs from 1 to 6, the statements were directly addressed to the principles of lesson study. Students were asked to indicate whether they strongly agree (SA), agree (A), are undecided (U), disagrees (D), or strongly disagrees (SD).

The Figure 2 shows the percentage to which second-year students in a public high school were engaged in the class through the use of instructional materials.

Statement 1. Materials such as: movie posters, reading passages, and foldables encouraged me to participate in the class.

Figure 2

Level of Agreement of the Students on the Instructional Materials



Note: Level of agreement of the students on the instructional materials

As it is shown in Figure 2, after the intervention plan, we found that more than half of students (65%) strongly agreed to participating in class using didactic material; meanwhile 35% of those who answered this statement reported that they agreed to the use of the different instructional materials during the lessons. These results demonstrate that students could learn grammar through those resources as these encouraged them to participate in class. Movie posters, reading passages, and foldables improved their grammatical competence. Based on the researcher's observations foldables could maximize learners' engagement since it made students have a sense of ownership in their activities that helped them to grasp better the syntactic structures in which a word may be used. Moreover, when the grammar patterns were taught through authentic reading material, it created a textual centered communicative situation. Students could understand how a specific grammar structure is used.

In this way, students thought the class was interesting due to the use of materials in the classroom. They seemed to enjoy the class when the instructor introduced the topic by posters,

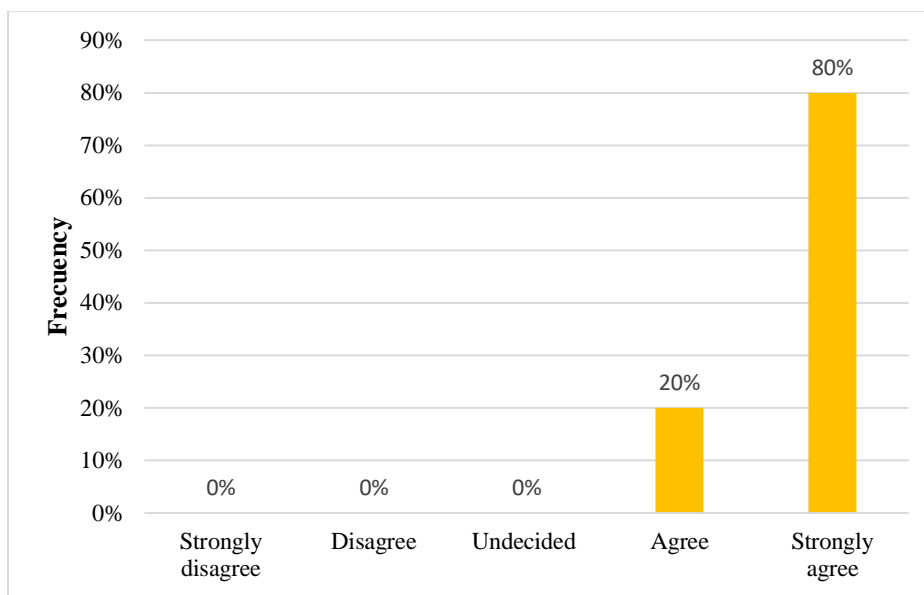
reading passages, foldables in the beginning of the lesson. These materials turned to be effective in improving students' interest in the subject. Basically, the instructional materials provided a meaningful framework that connected to reality in the topic.

The Figure 3 shows the percentage to which second-year students in a public high school felt more confident through the use of activities.

Statement 2. Storytelling activities, drama activities and games (Jeopardy, four corners) made me feel more confident in the classroom.

Figure 3

Level of Agreement of the Students on the Practice Activities



Note: Level of agreement of the students on the practice activities

The results displayed in Figure 3 show that a vast majority of students (80%) strongly agreed, which means, they felt more confident in the classroom and 20% of learners agreed to this statement. This data reflects that the activities boosted students' motivation. For example, games allowed learners to revise exercises helping them to recall a grammar material in a pleasant and entertaining way. Games lowered anxiety, thus made the acquisition of input more likely. This allowed students to improve their grammatical competence. Their body gestures indicated that they felt a bit more relaxed when they did discussions with their friends. Thus, this teaching method is worth it to do as it can enhance students' learning.

In the same way, storytelling tasks made students to see how grammar is used in authentic contexts, so most of the students could learn grammar more easily than with discrete sentences on

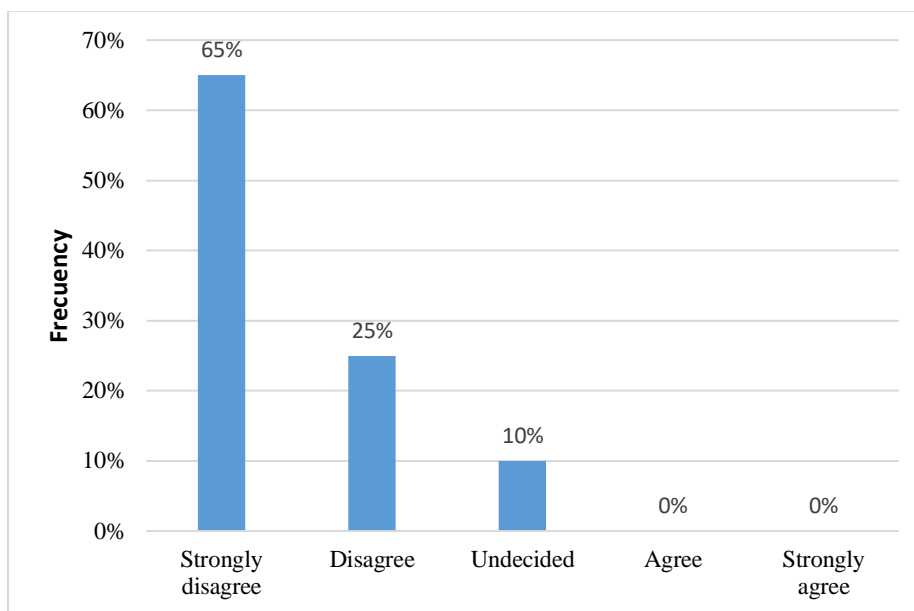
unrelated topics. In drama tasks students wrote their own dialogues and memorized their lines with the goal of presenting a short sketch in front of the class, this gave students an opportunity to relax the mind while learning and retaining the grammar structures better. Overall, the activities applied made students feel more confident in the classroom while learning grammar.

The Figure 4 indicates the percentage to which second-year students in a public high school perceived the grammar lessons.

Statement 3. Lessons seemed the same as what we normally do in class.

Figure 4

Level of Agreement on Students' Perception of Lesson Class



Note: Level of agreement on students' perception of lesson class

The results illustrated in Figure 4 show that almost two-thirds of the students (65%) strongly disagreed that the lessons were similar to what they usually do in class. 25% of learners disagreed to this statement. However, a minority of students (10%) felt undecided, which means that they did not have a clear opinion to this statement. The results demonstrate that most learners perceived the lessons different as what they normally do in the class. These outcomes can be corroborated with the Figure 2 and Figure 3 since the instructional materials and activities developed made students see the lessons as interactive classes. This kept the students engaged in the classes and encouraged them to participate in the grammar tasks.

There were some reasons why the students thought that the class was interesting when lesson study was implemented. Many students admitted that the class was interesting due the pre-

service teacher’s teaching style. Based on the researcher’s observations, one student mentioned she liked the lesson because the teacher explained the topic very clearly. A student stated he liked the class because the teacher was not boring. In fact, the teacher was regarded as always fun during the teaching and learning process.

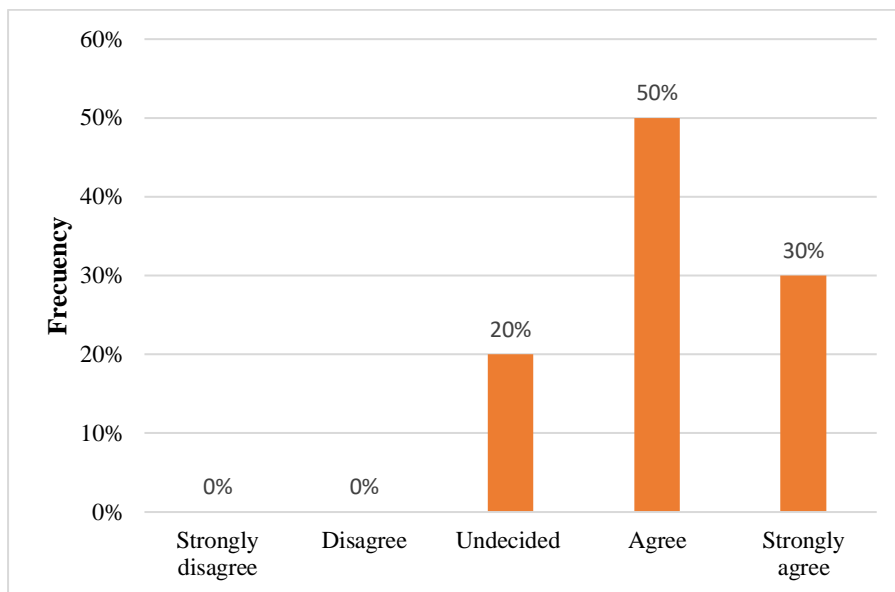
In addition to teacher teaching style as explained above, students enjoyed and thought the class was interesting because they obtained more knowledge. A student admitted he enjoyed learning the English language, while another student stated she improved her knowledge thanks to games, reading activities and drama activities. These indicated that the students got more knowledge from the lessons and therefore they agreed to say that the class was interesting.

The Figure 5 demonstrates the percentage to which second-year students in a public high school were autonomous in the development of grammar tasks.

Statement 4. I understood the lesson and can complete the activities on my own.

Figure 5

Level of Agreement of Students on Independent Practice



Note: Level of agreement of students on independent practice

When the students were asked to respond to statement 4, half of students (50%) agreed to they were able to understand the lesson and complete the activities. While 30% of learners strongly agreed to this statement, just under quarter of the students (20%) were undecided to complete the tasks on their own. We can state that the overall response to this item was positive. Taking into account the researcher’s observations, it could be noted that most of the learners during the

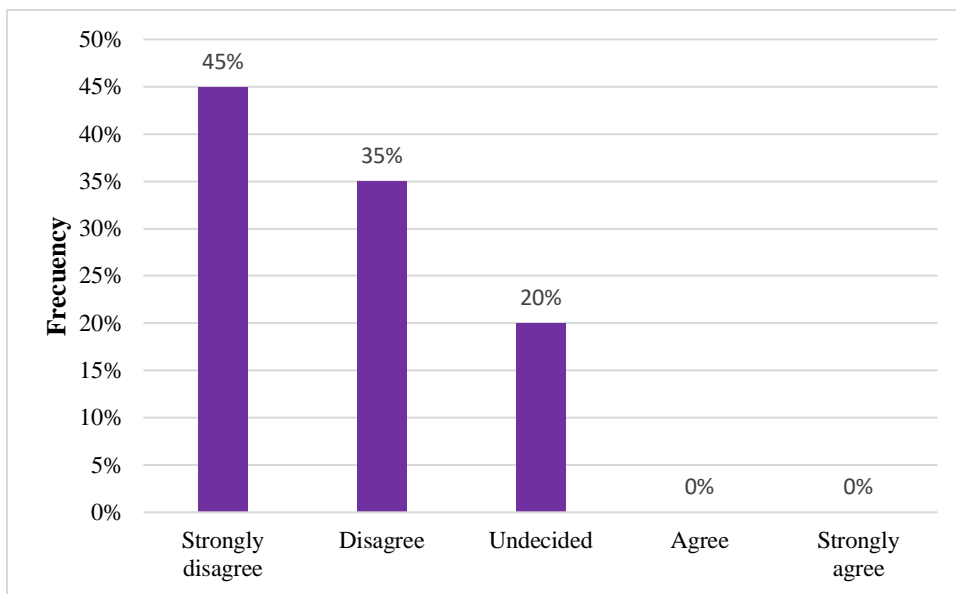
independent practice were able to complete the grammar tasks. It was possible to provide different context in which the students could practice their new skills. For instance, when they acted out a scene using the past continuous, they worked collaboratively and supported each other. If one group struggled with the sentence structure, members of another group helped them or gave them explanations of what was taught. However, it is important to mention that the pre-service teacher monitored their progress and, in some situations, it was necessary to re-clarify the grammatical meaning and structure during independent practice. This is due to limitations such as: the irregular attendance of some students and the location of the classroom in a noisy place. Taken together, these results suggest that most of student successfully completed the assigned tasks independently.

The Figure 6 indicates the level of agreement of second-year students in a public high school on pre-service teacher explanations.

Statement 5. It was difficult for me to understand the lesson since I needed clear clarification.

Figure 6

Level of Agreement of Students on Pre-service Teacher Explanations



Note: Level of agreement of students on pre-service teacher explanations

As shown in Figure 6, nearly half of students (45%) strongly disagreed to the fact that it was difficult for them to understand the lesson. In the same way, 35% of learners disagreed to this item. Meanwhile, a minority of students (20%) were undecided. Interestingly, the results reveal a

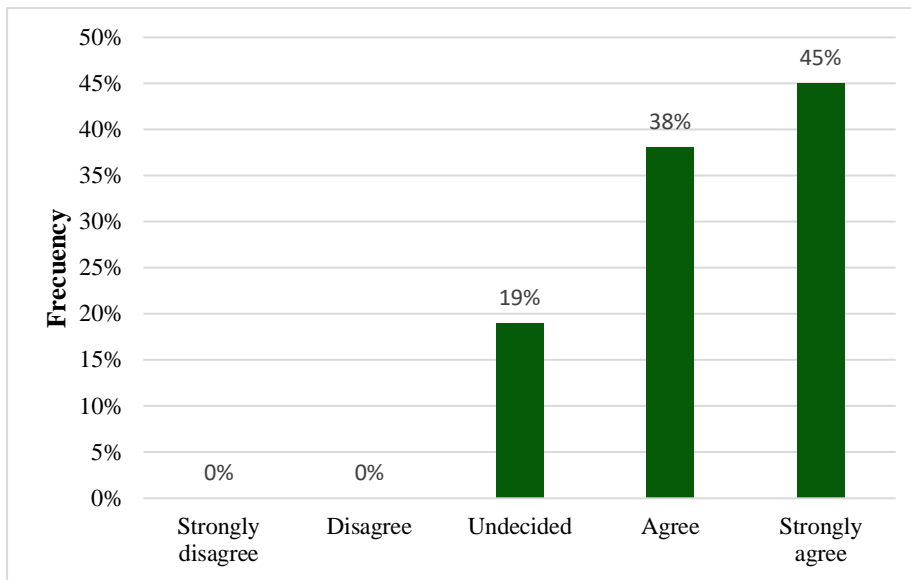
positive response since it means that learners could understand the lesson and that the clarifications were clear enough to be understood. During the step discuss and debrief, the researcher and the collaborators could interact and exchange perspectives on how or what strategies and instructional materials to apply to facilitate the understanding of grammatical topics. During the first debrief session it was suggested to check for understanding as well as provided immediate, effective feedback during the guided practice component of the lesson. For this reason the pre-service teacher, during the explanation of the sentence structure and grammatical meaning of the simple past, applied techniques such as: questioning, mind mapping, and drawing timelines that gave the students the opportunity to participate, so immediate feedback was given to clarify the usage of the grammatical structures. Although these aspects were improved, the limitations mentioned above impacted the results. This may explain why 20% of the students were undecided to this statement. Overall, this demonstrates that almost all of the learners found the explanations clear and it was easy to understand the lessons since the active discussions of the collaborators on techniques helped to improve the explanation.

The Figure 7 indicates the level of agreement of second-year students in a public high school on assessment activities.

Statement 6. The activities used during the assessment (story retell activities, task card activities, oral discussions, writing assignments) allowed me to improve the retention of grammatical structures and establish a connection with real situations.

Figure 7

Level of Agreement of Students on Assessment Activities



Note: Level of agreement of students on assessment activities

The data collected from this statement reveals that 45% of students strongly agreed to the effectiveness of assessment activities. 38% of learners agreed to this statement, while a minority of the students (19%) were undecided. Based on the results, it is obvious that learners liked the assessment activities since they could improve their retention of grammatical structures. Learning goals could be assessed in a variety of ways such as: story retell activities, task card activities, oral discussions and writing assignments. It demonstrates that assessment activities were directly and explicitly tied to the stated learning objectives that the pre-service teacher developed. Taking into account the researcher's observations, almost all learners felt enthusiastic during this stage as they worked cooperatively. The activities were connected to real situations like discussing solutions to environmental issues, discussing the most striking results from a survey or re-telling the story using specific grammar patterns. In summary, these results show that students could establish a connection with real situations which enhanced their grammatical competence.

6.3 Narrative Inquiry

The study centered on pre-service teacher's learning during a lesson study cycle focused on grammar instruction. We wondered whether student-teacher extended her knowledge and practice for grammar instruction, specifically, and her general pedagogical knowledge. For this, analysis of the field notes and debriefing sessions revealed that the pre-service instructor developed valuable attributes of instruction through this collaborative practice. In fact, the purpose of this narrative inquiry was to explore teachers' perceptions about the effectiveness of lesson study to improve second-year students' grammatical competence, thus fulfilling the third specific objective

of this research. In this way, the narrative inquiry shown below explores lived experience and the researcher's perception towards lesson study.

I viewed professional development experiences as opportunities to improve my teaching abilities, thus leading to improve student outcomes. In this sense, through a positive orientation of the tutor, the lesson study process was carried out. In order to improve grammatical competence of second year students, four meetings were held with the collaborators. This collaborative learning represented interactive teacher learning derived from discussion that was not specific to observation of the lesson itself. We asked for one another's opinions "*What do you think about this activity?*" "*Why is it important?*" and built on each other's thinking. We predict how students are likely to respond to specific activities such as: drama activities, reading activities, games, etc.

During the planning conversation, pre-service teachers described their previous grammar instruction. For instance, they had been using a series of worksheets and sentence problems on the whiteboard to teach form and use of grammar patterns, but they described students as apathetic during such instruction and feeling overwhelmed by the process. One researcher commented "*the problem is that teaching grammar is perceived as a boring activity. All they want to do is to fill in the gaps missing parts of a sentence and think they are doing all right*". They shared their experience, which helped me a lot to realize how certain activities can overwhelm or motivate students. As pre-service teachers we problem-solved together, we decided on an activity where students manipulated sentence pieces that had been cut into strips to create more than one way to construct a sentence. This supported collaborative planning and reflection and in turn some activities were applied.

I taught the grammar lessons at a scheduled time, where one participant attended the class to collect data. Instead of observing how I taught, as in typical classroom observations, the collaborator focused on how students respond to the lesson. Definitely, the observer gathered rich evidence through checklist for Gagne's lesson planning related to the learning goal of the class. For example, during the independent practice of the lesson #8 (see annex 8) students were invited to create a dialogue based on the card situation using the past continuous. However, students' reactions and attitudes made me reflect on what changes are needed to improve instruction. Being called independent practice, students were expected to develop activities autonomously, without depending so much on me. However, students commented: "*Teacher, is the structure of the past*

continuous used to describe facts?" "Could you please explain the structure of the past continuous again?" "What is the interrogative form of this structure?"

In the same way, during the assessment where students acted out their dialogues. Some students said they felt ashamed to do so and wanted to avoid participating. However, others expressed great enthusiasm and had a lot of fun when they performed their respective roles. In general, the problems found were that the objective discussion was not mentioned throughout the lesson, and the lack of keeping things conversational during the presentation of content made students struggle with the independent practice and assessment.

When the lessons were over, I reflected on all these learners' reactions. Then, my team held a debriefing meeting to share results and reflect on the experience. This stage provided useful insights into my teaching practice and student learning. During the debrief conversation, we extended our thinking, going beyond the original lesson and considering solutions to meet students' needs. After hearing the results of the lesson, collaborators suggested to implement games (Chalk Talk, Fan-N-Pick) to reduce students' anxiety in the performance of activities. I modified the activities in order to give students opportunities to practice and apply grammar skills more authentically. Moreover, the objective is not only mentioned at the beginning but in the different steps of the lesson it was taken into account to obtain the expected results. In this way, the lessons were redefined with the objective of improving the teaching practice.

Dialogue among collaborators in lesson study supported our thinking and learning, with the observed lesson providing a focus for purposeful reflection. Peer observation created shared experience that fueled dialogue. The lesson observation was the catalyst for reflection through which we clarified procedural knowledge and gained insights about student thinking and effective instruction. Definitely, time for collaboration after the lesson observation prompted new insights. Therefore, during this investigation I had a new appreciation for observation, one that led me to insights that could guide my future instruction.

7. Discussion

This section presents the discussion of the study. Responding to the central research question: how does lesson study improve grammatical competence among second year students at a public school in the city of Loja during the 2021-2022 school year? The study revealed three main findings, namely 1) students' improvement on grammatical competence, and 2) learners' perceptions toward lesson study, and 3) teacher's perceptions toward lesson study. The findings are discussed and contrasted with previous studies in the following paragraphs.

The first sub-question of this study aimed to investigate how lesson study contributes to improve grammatical competence among second year students. It is related to finding 1, which revealed that students' grammatical competence improved due to lesson study implementation since there was a significant difference between pretest and posttest results of the students. In this sense, they could improve four grammatical components: Word Formation, Sentence Structure, Grammatical Meaning and Practice of Language.

This is in line with previous studies conducted by Aboe et al. (2018) and Kincal *et al.* (2019) who reported the links between the application of lesson study and a positive effect on students' grammar knowledge. According to Aboe et al. (2018), this collaborative practice helped students understand the function and word forms as they had high critical thinking or curiosity since the activities were well-designed, and thus they had no difficulties in comprehending grammar formulas. It means that lesson study offers an effective framework for straightforward and purposeful lesson structures. For this reason, Kincal et al. (2019) has suggested that its implementation should be continuously maintained so that the benefits can be enhanced.

The second sub-question of this study aimed to investigate students' perceptions of the application of lesson study to improve grammatical competence among second-year students. The overall results clearly indicated that the students agreed that lesson study could enhance their grammar knowledge. It mostly revealed that in general the students enjoyed their learning time because of several reasons, such as teacher teaching style, the use of instructional materials and, the activities designed. The findings of the current study are consistent with those of Collet and Greiner (2019) and Cammarata and Haley (2018) who revealed that lesson study enabled teachers to prepare lesson plans and teaching materials more carefully, and conduct classes more confidently and professionally. The nature of lesson study in which the teachers collaboratively designed the lesson plans, taught the lessons while observed by peer teachers, and got feedback in the debriefing

session was very essential to improve their teaching practices and result in students being more active in learning grammar (Stepanek *et al.* 2007).

Finally, the third sub-question of this study aimed to investigate teacher's perceptions of the application of lesson study to improve grammatical competence among second-year learners. The lesson study cycle included opportunities for pre-service teachers to first study what is already known about the topic under consideration, then plan with this information in mind. Similar to Collet and Greiner (2019) findings regarding lesson study of grammar instruction, it was found that during the lesson study cycle analyzed, collaborative planning extended teachers' practices regarding grammar instruction as they shared knowledge. Corroborating previous studies indicating the value of contextualized professional learning, it was revealed that the opportunity to observe the research lesson in action and reflect together about student thinking supported teacher insights about effective grammar instruction.

Moreover, throughout the lesson study cycle, pre-service teachers thought and talked with one another, constructing meaning together about their students and their instruction. They learned the art of creating lesson plans (Gagné, 1974) based on specific situational contexts. Through observation and collaborative reflection, teachers gained a new vision for grammar instruction that differed significantly from the worksheet-driven practice. In this way, storytelling activities, drama activities and games (jeopardy, four corners) capture students' attention as they worked collaboratively using grammar resources in specific situations. Collet and Greiner (2019) state that lesson study has increased teachers' teaching strategies and methods. Aboe *et al.* (2018) indicate, research lessons enable teachers to see different perspectives. Thus, teachers could look at their own and other teachers from different critical perspective. They took their roles as professional researchers especially in observation and meeting section of lesson study, and they observed both their own and other behaviors objectively.

The pre-service teachers presented positive perceptions toward lesson study. They believed that lesson study could improve their professional knowledge. In addition, they stated that this collaborative practice makes them familiar with different issues including the way they use the materials, the needed teaching method, the suitable strategies, and interaction with the students. Generally, the teachers had positive attitudes toward lesson study. They considered the lesson study model as a tool to improve their professional growth. These findings are in line with the findings of some studies (Collet and Greiner 2019; Nashruddin and Nurrachman 2016) which examined

teachers' perceptions and concluded professional development. They concluded that lesson study helped EFL teachers learn to think more deeply about learning objectives. As the teacher plays a key role in educational development, they should be supported with professional development opportunities

Nashruddin and Nurrachman (2016) stress that the most important difficulties in the implementation of the lesson study by the pre-service teachers are the pressure of time, the inability to predict student responses or the fatigue due to their attempt to respond to the requirements of the particular method. In this sense, previous studies (Haryudin and Ningtyas, 2018; Collet and Greiner 2019) suggest that the most important prerequisites for the effective implementation of the lesson study are the reflection of the pre-service teachers who develop their knowledge, skills and willingness to use it in their teaching, and the participation and cooperation of teachers.

This study had some limitations. First, it was limited to one group, the sample size was small and the results may not be generalized to a larger group. Thus, future research can be done across different groups. Second, the format of the pre and posttests was multiple choice and filling in the blanks; therefore, it is suggested that other test formats should be used in future studies such as rubrics in order to assess communicative skills. Third, the number of research lesson cycles and teachers and students participating can be increased in future studies. Moreover, some students did not attend classes on regular basis, so the development of the activities took time due to the need to reinforce the class and the topic being in a noisy area reduced the ability to hear the lectures clearly on some occasions. It is recommended that there is a commitment on the part of educational agents: directors, teachers and students to guarantee the development of activities within the teaching practice.

8. Conclusions

This study revealed how lesson study improve the grammatical competence among second year students at a public high school in the city of Loja during the 2021-2022 school year. Research results have shown that lesson study has increased students' grammatical competence significantly. The pretest and posttest supported these results. In this way, students could improve four grammatical components: Word Formation, Sentence Structure, Grammatical Meaning and Practice of Language. They were able to apply the grammatical structures based on a particular context. As a matter of fact, the implementation of lesson study gave positive impacts on students' grammar knowledge.

Moreover, the strategies and activities planned during the intervention plan such as: storytelling activities, drama activities and games (jeopardy, four corners) captivated students' attention allowing to overcome their limitations. Their knowledge on basic grammatical structures improved significantly and they could identify the impact of grammar patterns in context. This allowed them to self-correct their own mistakes and participate actively in the development of the assigned tasks. Consequently, the application of these interactive activities demonstrated significant outcomes in the expansion of the students' grammatical competence and in the improvement of word formation, sentence structures, grammatical meaning and practice of language.

The results reflected the second-year students' positive attitudes towards the use of lesson study to improve their grammatical competence, and stimulated interest and motivation during grammar tasks. Lesson study implementation increased the students' enthusiasm in learning grammar because there was a significant progress in each open class. Students' enthusiasm improved step by step as the lesson went on. So, it effected students learning outcomes, due to the increasing of students' scores. It gave many benefits since the students became active, motivated, and enthusiastic during learning process. The use of didactic material (movie posters, reading passages, picture books, and foldables) and application of practice activities maximized learners' engagement. In other words, they made students felt more confident in the classroom while learning grammar.

This study revealed that teachers' insights about improved instruction were the products of collaboration and observation. As it has been previously described in research, having opportunities to work with peers increased teacher learning. In this study, collaborative learning

appeared to be supported by peer observation of practice. Observing student participation during the research lesson was a catalyst for reflection and insight that encouraged the pre-service teacher to revise her instruction, and in this case grammar instruction. This implies that finding opportunities for pre-service teachers to observe one another teach was an effective catalyst for teacher learning.

9. Recommendations

Based on the findings found, some recommendations are proposed. First, lesson study can be used both as an effective tool to improve classroom practice and therefore student learning as well as supporting teachers' professional development, which is also confirmed by the results of this study and by the international studies on this topic. Teachers should look for suitable activities or techniques according to their students' level in order to help them get over their limitations. Undoubtedly, teachers need to use varied material to engage students throughout the grammar learning activities.

Collaborative learning techniques such as: storytelling, drama and games assist students to make their learning process meaningful and interesting, for that reason it is highly recommended for English teachers to apply them during classes. Moreover, working in small groups allow students to develop their skills, be responsible for their own learning, and to be accountable for the completion of tasks. Educators must apply these techniques in order to significantly improve students' performance in English grammatical competence. These techniques can positively improve students' attitudes, encourage them to retain knowledge and increase attention during classes, participate frequently, and interact with their peers.

Teachers should be aware of the effectiveness of didactic material (movie posters, reading passages, and foldables) and practice activities to enhance grammar as they provide a wide range of opportunities to practice and develop meaningful knowledge in students' grammatical competence. They encourage student participation and motivate them to engage in the grammatical proficiency process in each lesson. Additionally, these allow students to be independent learners and take the lead role in the acquisition process, which reduces the frequent dependency on teacher support. As a result, students are able to build their own knowledge

The study suggests the benefits of providing teachers with a new “apprenticeship of observation” for grammar instruction through collaborative lesson study. In other words, lesson study is a sustainable teacher professional development, and thus its implementation should be continuously maintained. More studies should be conducted in lesson study implementation so that the benefits can be enhanced.

10. Bibliography

- Aboe, R., Bahara, S. R., & Nuria Ma'rus, H. (2018). Improving students' writing skill through lesson study-based classroom action research. *In Proceedings of the 1st International Conference on Teaching and Learning*, 173-177. <https://doi.org/10.5220/0008898901730177>
- Akerson, V. L., Pongsanon, K., Park Rogers, M. A., Carter, I., & Galindo, E. (2017). Exploring the use of lesson study to develop elementary preservice teachers' pedagogical content knowledge. *International Journal of Science and Mathematics Education*, 15(2), 293-312. <https://doi.org/10.1007/s10763-015-9690-x>
- Atay, D. (2007). Teacher research for professional development. *ELT Journal*, 62(2), 139-147. <https://doi.org/10.1093/elt/ ccl053>
- Bailey, K. M. (2003). *Practical English Language Teaching: Speaking* (D. Nunan, Ed.). McGraw-Hill.
- Booij, G. (2015). *Construction Morphology*. OUP Oxford.
- Brown, H. D. (2007). *Principles of Language Learning and Teaching*. Pearson Longman.
- Cammarata, L., & Haley, C. (2018). Integrated content, language, and literacy instruction in a Canadian French immersion context: A professional development journey. *International Journal of Bilingual Education and Bilingualism*, 21(3), 332-348. <https://doi.org/10.1080/13670050.2017.1386617>
- Ceallaigh, T. J. Ó., Hourigan, M. and Leavy, A. (2018) 'Developing potentiality: Pre-service elementary teachers as learners of language immersion teaching'. *International Journal of Bilingual Education and Bilingualism*, 1-18. <https://doi.org/10.1080/13670050.2018.1489779>
- Collect, V. S., & Greiner, A. C. (2020). Revisioning grammar instruction through collaborative lesson study: A new apprenticeship of observation. *Literacy Research & Instruction*, 59(2), 95-120. <https://doi.org/10.1080/19388071.2019.1709927>
- Coşkun, A. (2017). The application of lesson study in teaching English as a Foreign Language. *Inonu University Journal of the Faculty of Education*, 18(1), 151-162. <https://doi.org/10.17679/inuefd.297845>
- Creswell, J. W. (2019). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Pearson.

- Csida, S. and Mewald, C. (2016). 'Primar WebQuest in foreign language education'. *International Journal for Lesson and Learning Studies*, 5(1), pp. 45-59. <https://doi.org/10.1108/IJLLS-09-2015-0029>
- Darling-Hammond, L., Hyler, M. E. and Gardner, M. (2017). *Effective teacher professional development*. Palo Alto, CA: Learning Policy Institute.
- Dawadi, S., Giri, R. A., & Shrestha, S. (2021). Mixed-methods research: A discussion on its types, challenges, and criticisms. *Journal of Practical Studies in Education*, 2(2), 25-36. <https://doi.org/10.46809/jpse.v2i2.20>
- DeKeyser, R. (1998). *Beyond Focus on Form: Cognitive Perspectives on Learning and Practicing Second Language Grammar*.
- Dotger, S. (2015). Methodological understandings from elementary science lesson study facilitation and research. *Journal of Science Teacher Education*, 26(4), 349-369. <https://doi.org/10.1007/s10972-015-9427-2>
- Ellis, R. (2006). Current Issues in the Teaching of Grammar: An SLA Perspective. *TESOL Quarterly*, 40(1), 83-107. <https://doi.org/10.2307/40264512>
- Europe, C. o. (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (C. o. Europe, Ed.)*. Cambridge University Press.
- Firhan Yusob, K. (2018). Challenges of teaching grammar. *Academia Journal*, 7, 149-159. <http://journale-academiauitmt.uitm.edu.my/v2/index.php/home.html>
- Gagné, R. M. (1965). *The Conditions of Learning and Theory of Instruction*. Holt, Rinehart and Winston.
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2012). *Educational Research: Competencies for Analysis and Applications*. Pearson.
- Harmer, J. (2015). *The Practice of English Language Teaching*. Pearson Education Limited.
- Haryudin, A., & Orilina Argawati, N. (2018). Lesson study to improve student English grammar mastery using jigsaw technique to the third semester students of Ikip Siliwangi. *Indonesian EFL Journal*, 4(1), 49. <https://doi.org/10.25134/iefjlj.v4i1.798>
- Huong Hoa, L., & Quang Truc, L. (2020). Students' difficulties in learning English for specific purpose grammar at the People's Police University. *Thu Dau Mot University Journal of Science*, 2(1), 78-97. <https://doi.org/10.37550/tdmu.EJS/2020.01.001>

- Kanellopoulou, E.-M. D., & Darra, M. (2019). Benefits, difficulties and conditions of lesson study implementation in basic teacher education: A review. *International Journal of Higher Education*, 8(4), 19-35. <https://doi.org/10.5430/ijhe.v8n4p18>
- Kincal, R. Y., Ozan, C., & İleritürk, D. (2019). Increasing students' English language learning levels via lesson study. *English Language Teaching*, 12(9), 88-95. <https://doi.org/10.5539/elt.v12n9p88>
- Lamb, P. and Aldous, D. (2016). Exploring the relationship between reflexivity and reflective practice through lesson study within initial teacher education. *International Journal for Lesson and Learning Studies*, 5(2), 99-115. <https://doi.org/10.1108/IJLLS-11-2015-0040>
- Larsen-Freeman, D. (2003). *Teaching Language: From Grammar to Grammmaring*. Thomson/Heinle.
- Leong, M., Raphael, J., & Radick, R. (2021). *Lesson study facilitator guide*. Education Northwest.
- Lewis, C. (2000). Lesson study: The core of Japanese professional development. American Educational Research Association meeting.
- Lewis, C. C., Perry, R. R., Friedkin, S., & Roth, J. R. (2012). Improving teaching does improve teachers: Evidence from lesson study. *Journal of Teacher Education*, 63(5), 368-375. <https://doi.org/10.1177/0022487112446633>
- Millrood, R. (2014). Cognitive models of grammatical competence of students. *The XXV Annual International Academic Conference, Language and Culture*, 154(28), 259-262. <https://doi.org/10.1016/j.sbspro.2014.10.147>
- Ministerio de Educación. (2016). *English as a Foreign Language for subnivel superior*. Lengua Extranjera. <https://educacion.gob.ec/curriculo-lengua-extranjera/>
- Mukhtarovna, A. D., & Borisovna, G. K. (2020). Features of the formation of grammatical competence. *International Journals of Sciences and High Technologies*, 20(2), 121-125. <http://ijpsat.ijsh-t-journals.org>
- Nami, F., Marandi, S. S. and Sotoudehnama E. (2016). CALL teacher professional growth through lesson study practice: An investigation into EFL teachers' perceptions. *Computer Assisted Language Learning*, 29(4), 658-682. <https://doi.org/10.1080/09588221.2015.1016439>
- Nashruddin, W., & Nurrachman, D. (2016). The implementation of lesson study in English language learning: A case study. *Dinamika Ilmu: Jurnal Pendidikan*, 16(2), 169-179. <https://doi.org/10.21093/di.v16i2.356>

- Parks, A. N. (2009). Collaborating about what? an instructor's look at preservice lesson study. *Teacher Education Quarterly*, 36(4), 81-97.
- Piñeiro Ruiz, M. (2009). Principles of lesson planning: A guide for student teachers. *Káñina Magazine*, 33(2), 201-209. <https://www.redalyc.org/articulo.oa?id=44248785013>
- Richards, J. C. (1985). *The Context of Language Teaching*. Cambridge University Press.
- Richit, A., & Ponte, J. P. d. (2017). Teachers perspectives about lesson study. *Acta Scientiae*, 19(1), 20-30. <https://uniandes.edu.co/>
- Saleh, M., Menon, J., & Clandinin, D. J. (2014). Autobiographical narrative inquiry: Tellings and retellings. *Learning Landscapes*, 7(2), 271-282. <https://doi.org/10.36510/learnland.v7i2.665>
- Shabani, K. (2016). Applications of Vygotsky's sociocultural approach for teachers' professional development. *Cogent Education*, 3(1). <https://doi.org/10.1080/2331186X.2016.1252177>
- Steiner, J., & Mahn, H. (1996). Sociocultural approaches to learning and development: A Vygotskian framework. *Educational Psychologist*, 31(3), 91-206. <https://doi.org/10.1080/00461520.1996.9653266>
- Stepanek, J., Appel, G., Leong, M., Turner Mangan, M., & Mitchell, M. (2006). *Leading lesson study: A practical guide for teachers and facilitators* (1st ed.). Kindle.
- Stigler, J. W., & Hiebert, J. (2007). *The Teaching Gap: Best Ideas from the World's Teachers for Improving Education in the Classroom*. Free Press.
- Tashakkori, A., & Teddi, C. (2020). *Foundations of Mixed Methods Research: Integrating Quantitative and Qualitative Approaches in the Social and Behavioral Sciences* (C. Teddlie & A. Tashakkori, Eds.). SAGE Publications.
- Von Esch, K. S. and Kavanagh, S. S. (2018). Preparing mainstream classroom teachers of English learner students: Grounding practice-based designs for teacher learning in theories of adaptive expertise development. *Journal of Teacher Education*, 69(3), 239-251. <https://doi.org/10.1177/0022487117717467>
- Wood, K. (2017). Is there really any difference between lesson and learning study? *International Journal for Lesson and Learning Studies*, 6(2), 118-123. <https://doi.org/10.1108/IJLLS-02-2017-0008>
- Wyatt, M. and Ončevska-Ager, E. (2016). Teachers' cognitions regarding continuing professional development. *ELT Journal*, 71(2), 171-185. <https://doi.org/10.1093/elt/ccw059>

- Yilmaz, A. (2018). Form-meaning-use framework in grammar teaching: Research on noun clauses in writing skills. *Journal of Language and Linguistic Studies*, 14(3), 37-55.
- Yoshida, M. (1999). Lesson study: A case study of a Japanese approach to improving instruction through school-based teacher development. *Doctoral Dissertation: University of Chicago*.
- Yüzbaşıoğlu, S. and Babadoğan, C. (2016). Recommendations of participating teachers on the application of lesson study in Turkey. *Journal of Education and Future*, (9), 101-122.
- Zhang, H., Yuan, R. and Liao, W. (2018). EFL teacher development facilitated by lesson study: A Chinese perspective, *TESOL Quarterly*. 53(2), 1-11. <https://doi-org.proxy2.cl.msu.edu/10.1002/tesq.480>

11. Annexes

Annex 1: Certificado de Pertinencia y Coherencia

Loja, 20 de abril de 2022

M.Sc.
Rosa Paola Moreno Ordoñez
**DIRECTORA DE LA CARRERA DE IDIOMA INGLÉS Y
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**
Ciudad.

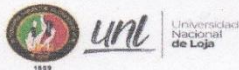
Para los fines pertinentes, me permito informar que luego de haber revisado el proyecto de integración curricular denominado **IMPROVING GRAMMATICAL COMPETENCE THROUGH LESSON STUDY AMONG SECOND YEAR STUDENTS AT A PUBLIC HIGH SCHOOL IN THE CITY OF LOJA DURING THE 2021-2022 SCHOOL YEAR**, a cargo de Evelyn Guiselle Castillo Zhamungui, en el que se ha podido evidenciar que la autora ha incorporado todas las sugerencias y observaciones indicadas; por lo tanto, se emite el **INFORME FAVORABLE** en cuanto a la **Estructura, Coherencia y Pertinencia**, puesto que cumple con los elementos establecidos en el Art. 226 del Reglamento de Régimen Académico de la Universidad Nacional de Loja.



Firmado electrónicamente por:
**CARMEN AURORA
OJEDA PARDO**

Dra.M.Sc. Carmen Aurora Ojeda Pardo
**DOCENTE CARRERA DE PEDAGOGÍA
DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

Annex 2: Oficio de Director de Tesis



FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
CARRERA DE IDIOMA INGLÉS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ofc.083-D.CII/PINE-NG-AEAC-UNL
Loja, abril 22 del 2022

Doctora M.Sc.
Carmen Aurora Ojeda Pardo,
DOCENTE DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS DE LA FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN DE LA UNIVERSIDAD NACIONAL DE LOJA;
Ciudad

De mis consideraciones:

De conformidad con el Art.228 del Reglamento de Régimen Académico de la Universidad Nacional de Loja, me permito designarle **DIRECTORA** del Trabajo de Integración intitulado: **IMPROVING GRAMMATICAL COMPETENCE THROUGH LESSON STUDY AMONG SECOND YEAR STUDENTS AT A PUBLIC HIGH SCHOOL IN THE CITY OF LOJA DURING THE 2021-2022 SCHOOL YEAR**, de autoría de **EVELYN GUISELLE CASTILLO ZHAMUNGUI**, estudiante del Ciclo 8 de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Facultad de la Educación, el Arte y la Comunicación, correspondiente al período académico Abril 22/2022 – Septiembre 9 /2022.

Aprovecho la ocasión para expresarle los sentimientos de mi especial consideración y estima.

Atentamente,

**EN LOS TESOROS DE LA SABIDURÍA
ESTÁ LA GLORIFICACIÓN DE LA VIDA**



ROSA PAOLA
MORENO
ORDONEZ

Lcda.M.Sc. Rosa Paola Moreno Ordoñez,
DIRECTORA ACADÉMICA

Elaborado por:
Dra.M.Sc. Nela Aguilera Asanza,
ANALISTA DE APOYO A LA GESTIÓN ACADÉMICA

Annex 3: Pre and Posttest



FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

DATA COLLECTION SOURCE: PRE AND POSTTEST

Data about students' grammatical competence.

Student's name: _____

Date: _____

Dear student, the objective of this test is to measure your grammatical competence. Please, pay attention to the instructions to answer the questions correctly. Your answers will be anonymous and confidential.

A. WORD FORMATION (2,5 points)

Objective: To measure whether students can recognize the major processes that are used in the formation of English words.

1. Use the words in capitals to form a new word that fits into each blank. (1,25 points)

- a) He gave us a detailed _____ of how the accident happened. (**DESCRIBE**)
- b) He moved to the United _____ a few years ago. (**KING**)
- c) She has been doing research work as a _____. (**SCIENCE**)
- d) She runs a _____ business in Los Angeles. (**SUCCEED**)
- e) There were a lot of _____ parts that she did not understand. (**MEANING**)

2. Complete each sentence by adding a prefix to the adjective to make it negative. (1,25 points)

- a) That shop assistant was so _____ that I went out of the store without buying anything. (**HELPFUL**)
- b) Did you really think that the exam was so easy? -I thought it was _____. (**POSSIBLE**)
- c) The report in the newspaper was totally _____. They got all the facts wrong. (**ACCURATE**)
- d) I felt very _____ when I told him what was wrong. (**COMFORTABLE**)
- e) Did you know that it is _____ for women to wear make up in some countries? (**LEGAL**)

B. SENTENCE STRUCTURE (2,5 points)

Objective: To measure knowledge of the grammatical structure of the past perfect and second conditional.

3. Look at the pictures. Write sentences using the prompts. Use the second conditional (1,25 points)



1. _____

[If / I / you / buy / new / shoes]



2. _____

[If / we / find/ that gold / rich]



3. _____

[If / I / you / get / a / new job]



4. _____

[If / he / pass / the exam / be/ able to enter / the university]



5. _____

[If/ the weather/ be / so bad/ go / to the park]

4. Complete the sentences with the past perfect of the verb in brackets. (1,25 points)

- a) Ethan suddenly realized that he _____ (leave) his laptop on the train.
- b) Why didn't you want to watch the film? _____ (you / see) it before?
- c) We were hungry because _____ (not eat).
- d) Mum was annoyed because I _____ (not clean) my room.

e) The train _____ (just/ leave) when I arrived at the station.

C. GRAMMATICAL MEANING (2,5 points)

Objective: To identify whether students have knowledge about the usage of the past perfect.

5. Match sentences with reasons A or B for using the past perfect.

1. It had snowed in the night, so the bus didn't arrive.	A) Unreal or imaginary things in the past. B) A finished action before a second point in the past.
2. If I had known you were ill, I would have visited you.	
3. I wish I hadn't gone to bed so late!	
4. When we arrived, the film had started.	
5. She would have passed the exam if she had studied harder.	

D. PRACTICE OF LANGUAGE (2,5 points)

Objective: To measure whether students use the past simple vs past perfect and the first conditional vs second conditional appropriately given the context of the reading.

6. Fill in the gaps with the past simple or past perfect. Use the verbs in brackets.

Last night, Dane and Emily 1 _____ (dance) in a competition. They danced a salsa dance. They had practiced for 6 months before they danced in the competition. They 2 _____ (be) very good. Dane and Emily's friends were in the audience. Before that night, they 3 _____ (never see) Dane and Emily dance. In fact, Dane and Emily had never danced in front of anyone before the competition. After everyone had danced, the judges announced the winners. Dane and Emily 4 _____ (win)! They were the best dancers in the competition. Emily said she 5 _____ (never/ practice) so hard before! She was glad they had practiced a lot.

Annex 4: Questionnaire -Likert Scale



unl

Universidad
Nacional
de Loja

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN PEDAGÓGICA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

DATA COLLECTION SOURCE: LIKERT SCALE QUESTIONNAIRE

Information about students' attitudes and feelings towards the instructional process.

Instructions						
<ul style="list-style-type: none"> • There is no wrong answer; each response will be treated as a correct one. Your opinion is what is required in this study. • Do not think too long about each statement. It should take you around 10 minutes to complete. • Since this questionnaire is an anonymous survey, you do not need to write your names. • For each statement, put a tick (✓) to show your level of agreement; Strongly Disagree, Disagree, Agree, Undecided and Strongly Agree. Do not tick across two boxes. 						
	Item Statements	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	Materials such as: movie posters, reading passages, and foldables encouraged me to participate in the class.					
2	Storytelling activities, drama activities and games (jeopardy, four corners) made me feel more confident in the classroom.					
3	Lessons seemed the same as what we normally do in class.					
4	I understood the lesson and can complete the activities on my own.					
5	It was difficult for me to understand the lesson since I needed clear clarification.					
6	The activities used during the assessment (story retell activities, task card activities, oral discussions, writing assignments) allowed me to improve the retention of grammatical structures and establish a connection with real situations.					

Annex 5: Field Notes



Universidad
Nacional
de Loja

**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN PEDAGOGÍA
DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

DATA COLLECTION SOURCE: FIELD NOTES

Researcher: _____

Collaborator: _____

FIELD NOTES		
Observation #:	Date/time:	Role of the researcher:
Topic:	Class size:	Duration of the
Objective of the session:	Participants:	observation:
Descriptive Notes		Reflective Notes

Annex 6: Pre and Posttest Scoring Guide



FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

A. WORD FORMATION (2,5 points)

Question 1: Suffixes

Option	Answer	Score
a	description	0,25
b	kingdom	0,25
c	scientist	0,25
d	successful	0,25
e	meaningful	0,25

Question 2: Prefixes

Option	Answer	Score
a	unhelpful	0,25
b	impossible	0,25
c	inaccurate	0,25
d	uncomfortable	0,25
e	illegal	0,25

B. SENTENCE STRUCTURE (2,5 points)

Question 3: Past perfect (1,25 points)

Option	Answer	Score
a	had leaved	0,25
b	Had you seen	0,25
c	had not eaten	0,25
d	had not cleaned	0,25
e	had just left	0,25

Question 4: Second conditional (1,25 points)

Option	Answer	Score
a	If I were you, I'd buy (<i>some</i>) new shoes.	0,25
b	If we found that gold, we'd be rich	0,25
c	If I were you, I'd get a new job.	0,25
d	If he passed the exam, he'd be able to enter the university.	0,25

e	If the weather wasn't so bad, we would go to the park.	0,25
---	--	------

C. GRAMMATICAL MEANING (2,5 points)

Question 5: The usage of the past perfect

Option	Answer	Score
1	B	0,50
2	A	0,50
3	A	0,50
4	B	0,50
5	A	0,50

D. PRACTICE OF LANGUAGE (2,5 points)

Question 6: Past simple vs past perfect

Option	1	2	3	4	5
Answer	Danced	Were	had never seen	won	had never practiced.
Score	0,50	0,50	0,50	0,50	0,50

Annex 7: Evaluation criteria for Ecuadorian students

Quantitative Score Range	Qualitative Score Range
9-10	Masters the required learning.
7-8.99	Achieves the required learning.
4.01-6.99	Is close to achieving the required learning.
0-4	Does not reach the required learning.

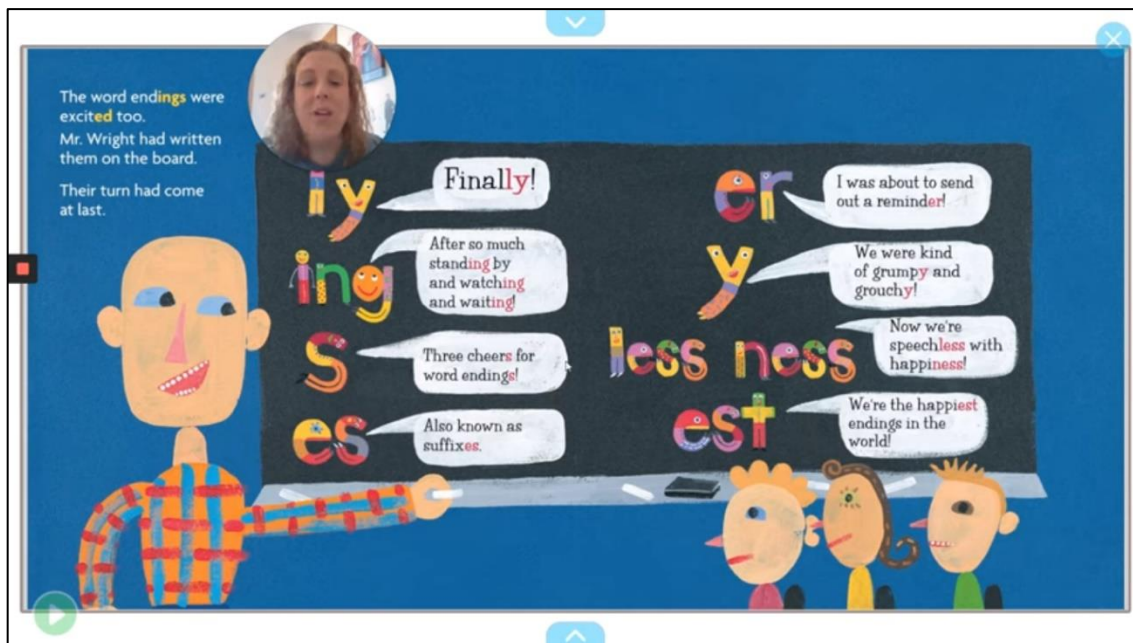
Annex 8: Lesson Plans

LESSON PLAN 1

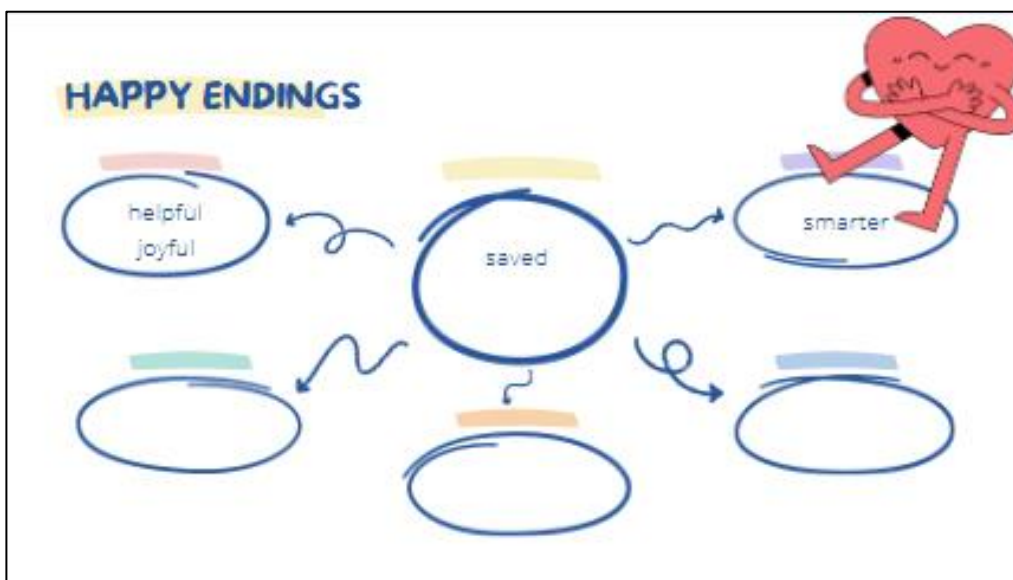
Class: 2 nd “B” N^o Students: 20	School year: 2021-2022
Language Level: B1.1	Topic: Suffixes
Date: Tuesday, 10 th , 2022	Type of institution: Public
Teacher Student: Evelyn Castillo	Schedule: Tuesday, 14h20 – 15h40 Time per lesson: 80 minutes
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> to apply a test to measure students’ grammatical competence to decode words with common suffix endings -er, -s, -ing, -ed. 	<ul style="list-style-type: none"> Pretest Happy Endings by Robin Pulver Poster board -er, -s, -ing, -ed poster boards Suffix activity sheet
Warm-up and Objective Discussion	
Explain the purpose of the research and give the instructions of the test. Then, students complete the pretest. Form groups. Write the word “helpful” on the board. Ask the students if they can identify the base word (help). Then explain that –ful is the suffix or the ending of the word. Define what a suffix is. For example, -ed added to help makes the word past tense. Introduce the story, Happy Endings . Explain that during the class, they will learn how to decode words with common suffix endings (-er, -s, -ing, -ed).	
Instruct (Teach) and Model	
Instruct (explain) After the endings are introduced in the story, call on students to volunteer a base word that goes with each suffix. Write these words out on poster board. Stop reading at one point and ask the students if they have any more words from the story that they would like to add to the poster board.	
Model Next, the teacher and students decipher the suffixes clues from the story. Have an example clue written out from the story and call on students raising their hands to identify where the suffixes are in the scrambled word and explain where the suffix is supposed to go.	
Guided Practice	
After the story is finished, call the students by their groups to return to their desks. Then, give each student a suffix activity sheet to complete where they write three words to accompany the four suffixes provided. Following this, each group have a poster board of a suffix. The students write one or two words down and then the poster boards pass clockwise so that each group of students can write a word down for the four suffix poster boards . If students are having difficulty thinking of three words, then they only have to write one. If students finish early, they can draw pictures to accompany their words as to demonstrate their understanding of the meaning of the words when a suffix is added. Or if the students want more of a challenge, ask them to write three words each for the –less suffix and the –ful suffix.	
Independent practice	
Ring the bell or clap your hands in which the students will respond by clapping back. Questions: 1. What is a prefix? 2. What is a suffix? 3. Where do you put a suffix in regards to the base word? 4. How does a suffix change the meaning of a word? 5. Can you think of a word that ends with -er (more or someone who does something), -s(plural), -ing (happening now), -ed (already happened)?	
Assessment	

Students share some of the words they came up with from the suffix poster boards with the class.

Happy Endings by Robin Pulver



Poster board



Suffix activity sheet

Students' name:

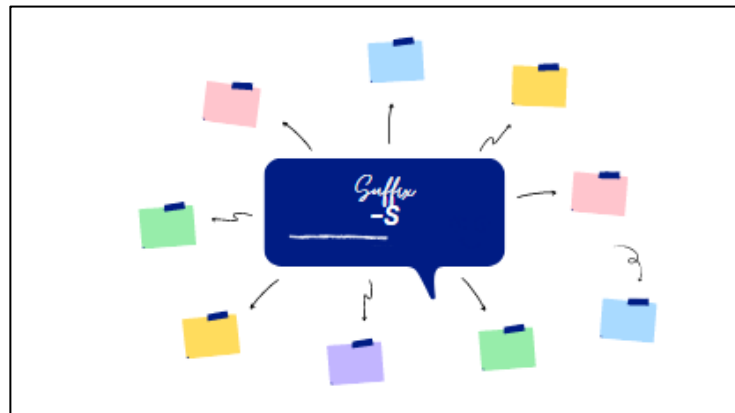
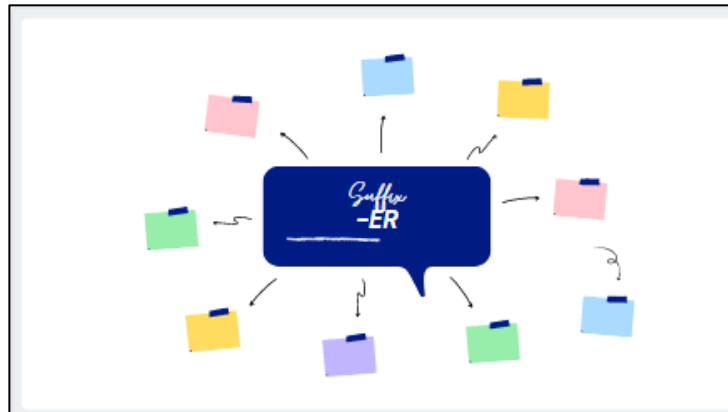
Class:

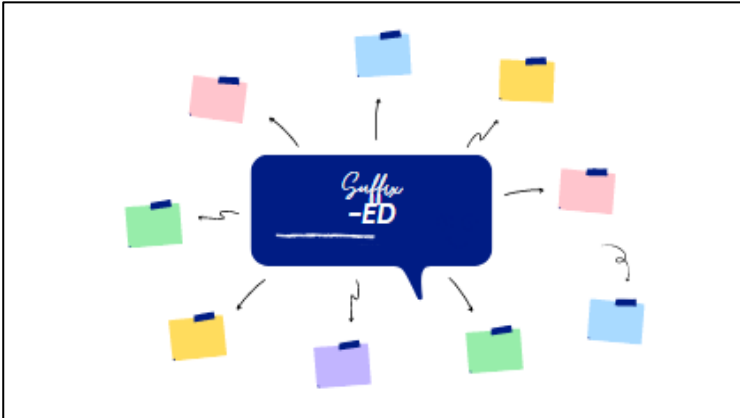
Date:

Write three words to accompany the four suffixes.

-ER	-S	-ED	-ING

-er, -s, -ing, -ed poster boards





LESSON PLAN 2

Class: 2 nd “B” N^o Students: 20	School year: 2021-2022
Language Level: B1.1	Topic: Saving the environment
Date: Thursday 12 th , 2022	Type of institution: Public
Teacher Student: Evelyn Castillo	Schedule: Thursday, 13h00 – 14h20 Time per lesson: 80 minutes
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> to discuss about what to do to help the environment by using words that contain the following suffixes -ship, -ity, -al, -ical, -age, -ible, -tion, and -wide. 	<ul style="list-style-type: none"> Reading text Worksheet
Warm-up and Objective Discussion	
Read a story and make students write on their notebooks all the adjectives that they heard. To change the mood of the class and to create a special time play some music. Write on the board students’ responses. Make a chart and select all the adjectives that contain a suffix. Explain that during the class, they will learn how to discuss about what to do to help the environment by using words that contain the following suffixes -ship, -ity, -al, -ical, -age, -ible, -tion, and -wide.	
Instruct (Teach) and Model	
<p>Instruct (explain) Explain the meaning of a suffix. Explain the usage of suffixes. Provide examples from the warm-up activity. Point out that the suffixes: -ship, -ity, -al, -ical, -age, -ible, -tion, and -wide, and how they can change the word.</p> <p>Model Distribute the reading text “Saving the environment” and make students to identify the words that contain a suffix and how the word change.</p>	
Guided Practice	
Students read the text about environmental causes. Students find ten root words in the text and complete a table with the associated suffix, a definition of the word and an example sentence. Monitor their progress.	
Independent practice	
In pairs, students then discuss whether they agree with the writer's opinion and what they can do to help the environment	
Assessment	
Each pair present to the whole class their arguments.	

Reading text



SAVING THE ENVIRONMENT

Our planet has been through many environmental hardships recently. You might even hear such claims as the world will end soon. But you must question the extremity and validity of these arguments. Is there any truth to these ideas? To me, such claims are nonsensical.

There are, however, threats to our population's well being due to climate change. The continued worsening of food and water shortages is one example. There are huge regional differences relating to how accessible food and clean water is to people, which will only worsen if something isn't done.

So, what do we need to do?

1. More collaboration between the public, companies and governments.
2. Provide more information to people on climate change and explain how they can help.
3. Create events that give people inspiration to change their habits.
4. Nationwide promotion of environmental issues.

With your help and continued encouragement, we can be the future our planet needs!



Worksheet

Students' name: _____

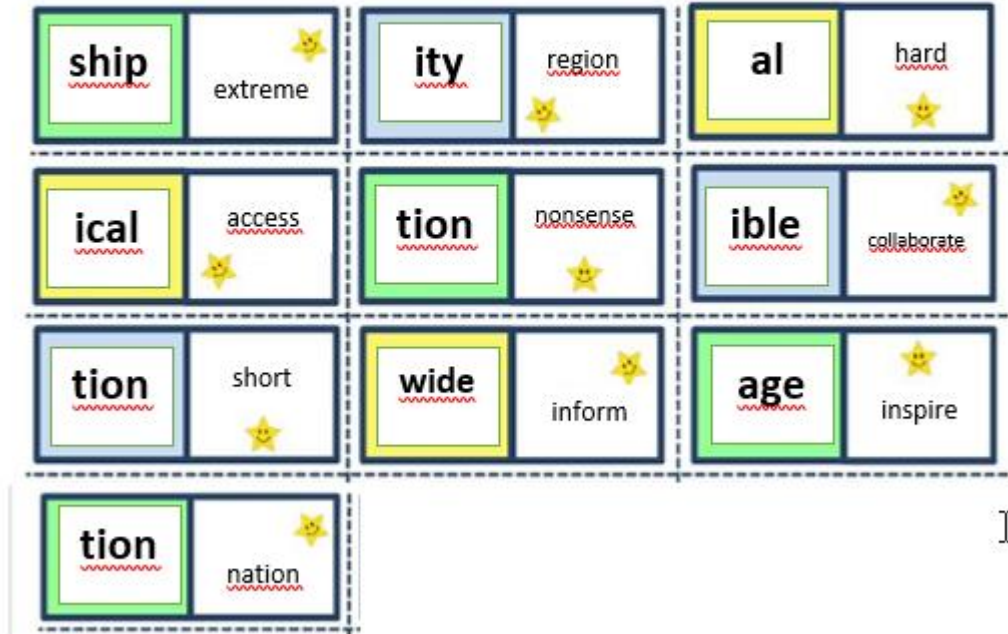
Root word	Suffix	Word definition	Your example sentence
1. hard	-ship hardship	<i>noun</i> , something which makes life difficult.	People living in the Arctic face many hardships.
2. extreme			
3. region			
4. nonsense			
5. short			
6. access			
7. collaborate			
8. inform			
9. inspire			
10. nation			

LESSON PLAN 3

Class: 2 nd “B” N^o Students: 20	School year: 2021-2022
Language Level: B1.1	Topic: Saving the environment
Date: Friday, 13 th , 2022	Type of institution: Public
Teacher Student: Evelyn Castillo	Schedule: Friday, 13h00 – 13h40 Time per lesson: 40 minutes
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> to discuss about what to do to help the environment by using words that contain the following suffixes -ship, -ity, -al, -ical, -age, -ible, -tion, and -wide. 	<ul style="list-style-type: none"> Domino cards Reading text Worksheet Posters
Warm-up and Objective Discussion	
Form pairs and make them to play domino. Based on what they have learned the previous lesson, they are going to add the correct suffix to the word. The pair must say “ domino ” when they complete the activity. Discuss with the whole class how the word changes when they add the suffix. Explain that during the class, they will learn how to discuss about what to do to help the environment by using words that contain the following suffixes -ship, -ity, -al, -ical, -age, -ible, -tion, and -wide.	
Instruct (Teach) and Model	
<p>Instruct (explain) Reinforce the topic about the suffixes. Reinforce the topic about the usage of suffixes. Make examples using the words from the warm-up activity. Point out that the suffixes: -ship, -ity, -al, -ical, -age, -ible, -tion, and -wide, and how they can change the word.</p> <p>Model Read the story “Saving the environment” and make students to identify the words that contain a suffix and how the word change.</p>	
Guided Practice	
Distribute a worksheet . Tell students that they are going to select the best solution to save the earth. Based on that, they are going to write why they agree with that alternative giving arguments. Monitor their progress and remember them the words with the suffixes.	
Independent practice	
Place 1 poster in the four corners of the classrooms. Each poster contains the environmental solutions of the worksheet. Students stand up and go to the corner where the alternative they chose is. They discuss why they agree with that alternative.	
Assessment	
A representative member of the group present to the whole class their arguments.	

Domino

DOMINO



Reading text



SAVING THE ENVIRONMENT

Our planet has been through many environmental hardships recently. You might even hear such claims as the world will end soon. But you must question the extremity and validity of these arguments. Is there any truth to these ideas? To me, such claims are nonsensical.



There are, however, threats to our population's well being due to climate change. The continued worsening of food and water shortages is one example. There are huge regional differences relating to how accessible food and clean water is to people, which will only worsen if something isn't done. So, what do we need to do?

1. More collaboration between the public, companies and governments.
2. Provide more information to people on climate change and explain how they can help.
3. Create events that give people inspiration to change their habits.
4. Nationwide promotion of environmental issues.

With your help and continued encouragement, we can be the future our planet needs!



Worksheet



Student's name: _____

Select the best alternative and write some key information.

SAVING THE ENVIRONMENT

1. More collaboration between the public, companies and governments.

2. Provide more information to people on climate change and explain how they can help.

3. Create events that give people inspiration to change their habits.

4. Nationwide promotion of environmental issues.

Posters



Create events that give people inspiration to change their habits.



Provide more information to people on climate change and explain how they can help.

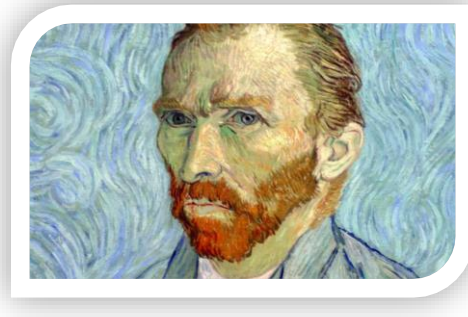
**Noticeable
promotion of
environmental
issues.**



LESSON PLAN 4

Class: 2 nd “B” N^o Students: 20	School year: 2021-2022
Language Level: B1.1	Topic: Biography of Vincent Van Gogh
Date: Tuesday, 17 th , 2022	Type of institution: Public
Teacher Student: Evelyn Castillo	Schedule: Tuesday, 14h20 – 15h40 Time per lesson: 80 minutes
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> to describe the biography of Vincent Van Gogh by using the past simple tense. 	<ul style="list-style-type: none"> Pictures Story telling script Speaker
Warm-up and Objective Discussion	
<p>Present four interesting pictures about Vincent Van Gogh and asks students questions: <i>Do you know him? What is his name? What is your favorite piece of art of him? When was he born?</i> in order to activate prior knowledge.</p> <p>Form groups of 5 members and ask them to discuss and retrieve their previous knowledge including information they know about the pictures.</p> <p>Write on the board all students’ responses. Explain that during the class, they will learn how to describe the biography of Vincent Van Gogh by using the past simple tense.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Explain the concept of biography and its elements (<i>birth, success, personal life, love life, death’s date</i>) Explain the usage of past simple for finished past actions and events. Explain the structure of positive and negative sentences in past simple. Provide examples.</p> <p>Model Explain to the students that you are going to tell them a story. Ask them to make notes about why the text is a biography and what elements are narrated.</p>	
Guided Practice	
Divide students into groups of five. Student discuss the elements that make the text a biography. Students write some sentences to justify their answers. Monitor their progress and ask questions and read the story again if it’s necessary.	
Independent practice	
One member of the group will present their answers.	
Assessment	
The group that has most or all of the elements will be the best.	

Pictures



Story telling script



ART

**HEART
MIND**

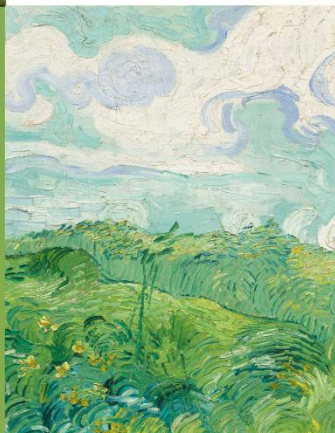


He has a difficult life because he suffered from mental illness. He never got married. He didn't begin to draw and paint seriously until he was 27, and he died just ten years later.



Vincent Van Gogh

Vincent Willem Van Gogh was born in Netherlands in 1853. He was a painter who became one of the most famous and influential figures in the history of Art.

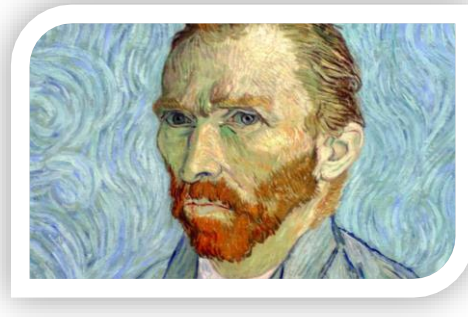


At first Van Gogh drew poor people and used only dark colors. Later he went to the south of France. He loved the sunlight there and his style of painting became colorful and exciting. Unfortunately, Van Gogh only sold one painting before he died. In 1890, he shot himself.

LESSON PLAN 5

Class: 2 nd “B” N^o Students: 20	School year: 2021-2022
Language Level: B1.1	Topic: Biography of Vincent Van Gogh
Date: Thursday, 19 th , 2022	Type of institution: Public
Teacher Student: Evelyn Castillo	Schedule: Thursday, 13h00 – 14h20 Time per lesson: 80 minutes
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> to describe the biography of Vincent Van Gogh by using the past simple tense. 	<ul style="list-style-type: none"> Pictures Story telling script Story cards Speaker
Warm-up and Objective Discussion	
<p>Present a quote that fits the topic of the lesson of biography of Vincent Van Gogh: “Great things are done by a series of small things brought together.” Ask students some questions to generate some interesting discussion. Write students’ responses on the board. Discuss with the whole class some interesting facts about Vincent Van Gogh.</p> <p>Explain that during the class, they will learn how to describe the biography of Vincent Van Gogh by using the past simple tense.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Reinforce the topic about the structure and usage of past simple. Provide some examples. Reinforce the topic about the elements of a biography (<i>birth, success, personal life, love life, death’s date</i>)</p> <p>Model Explain to the students that you are going to tell them a story but that you need them to help you and all that they have to do is to listen and answer some questions related to the biography of Vincent Van Gogh: <i>his birth, success, personal life, love life, his first painting, his best painting and his death.</i> when you ask them. Now start telling the story using the story telling script and the story cards. To change the mood of the class and to create a special time for storytelling play some music.</p>	
Guided Practice	
Divide students into groups of five. Each group should have the story cards to see if they can join up the pictures of the story in the correct order and if they have the elements that were presented in the model part. Students discuss the order of the pictures. Monitor their progress and ask questions and read the story again if it’s necessary.	
Independent practice	
Students re-tell the story using the storyboards .	
Assessment	
The group that retells the story in chronological order using the simple past tense will be the best.	

Pictures



Story telling script



ART

He has a difficult life because he suffered from mental illness. He never got married. He didn't begin to draw and paint seriously until he was 27, and he died just ten years later.



**HEART
MIND**



Vincent Van Gogh

Vincent Willem Van Gogh was born in Netherlands in 1853. He was a painter who became one of the most famous and influential figures in the history of Art.



At first Van Gogh drew poor people and used only dark colors. Later he went to the south of France. He loved the sunlight there and his style of painting became colorful and exciting. Unfortunately, Van Gogh only sold one painting before he died. In 1890, he shot himself.

Story cards

VINCENT VAN GOGH

Birth

1



2

Success



Personal life

3



4

Love life



His first painting

5



6

His best painting



His death

7



LESSON PLAN 6

Class: 2 nd “B” N^o Students: 20	School year: 2021-2022
Language Level: B1.1	Topic: My day yesterday
Date: Friday 20 th , 2022	Type of institution: Public
Teacher Student: Evelyn Castillo	Schedule: Friday, 13h00 – 13h40 Time per lesson: 40 minutes
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> to describe what they did yesterday by using past simple tense for actions that started and finished at a specific time in the past. 	<ul style="list-style-type: none"> Pictures Reading Cards
Warm-up and Objective Discussion	
Form groups of 5 members. Provide them with scrambled pictures representing past daily routines. Students order the pictures in a chronological order and place them on the table. Students change the main verb into the past simple. Explain that during the class, they will learn how to describe their daily routine by using past simple tense for actions that started and finished at a specific time in the past.	
Instruct (Teach) and Model	
Instruct (explain) Explain the usage of past simple for finished past actions and events. Explain the structure of positive, negative and interrogative sentences in past simple. Provide examples.	
Model Present students My day yesterday reading and ask them to identify when the character did the activities and to pay attention to the structure of the sentences.	
Guided Practice	
Using the warm up activity, students now describe what they did yesterday using the grammar point taught. Then, students work in groups of four and exchange their notes to discuss about how similar is what they did yesterday.	
Independent practice	
Start with a set of cards for each group of four students. The cards include questions related to their past daily activity. Student 1 fans out the cards, offers them to Student 2 and tells Student 2, "Pick a card, any card." Student 2 picks a card and reads the question to the group. Student 3 answers the question. Student 4 then checks if the sentences are grammatically correct and praises them. Cards then rotate to the right and steps are repeated so that each person in the group has at least one chance at each role.	
Assessment	
Students work cooperatively in the fan n pick activity.	

Pictures

			
Wake up	Get up	Take a shower	Put my favorites clothes on.
			
Eat my breakfast	Take the bus	Have lunch	Go back home
			
Do the homework	Watch TV	Clean the face	Go to bed

Reading

My day yesterday!

I woke up far too early!! Then I got up . After that, I had a nice hot shower. I put my favorite clothes on. Of course, I ate my breakfast. I took the bus down the street. I had my lunch at the canteen. At the end of the school day, I went back home. After that, I did my homework. I watched my favorite TV series. And before going to bed I cleaned my face and teeth. And finally, I went to bed for a good rest.



Cards

TV

- Did you watch TV yesterday?
- What did you watch?
- What was it about?
- Did you watch it alone?



FOOD

- Did you drink 3 cups of coffee yesterday?
- Did your mum cook yesterday?
- Did you eat any fish yesterday?



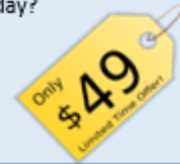
HOUSEWORK

- Did you clean your room yesterday?
- Did you water any plants yesterday?
- Did you iron yesterday?



SHOPPING

- Did you go shopping yesterday?
- What did you buy?
- Did you go shopping alone?



READING

- Did you read a book yesterday?
- What was it about?
- Did you like it? Why?



SCHOOL

- Did you have a test yesterday?
- What test did you have?



LESSON PLAN 7

Class: 2 nd “B” N^o Students: 20	School year: 2021-2022
Language Level: B1.1	Topic: Why did you do
Date: Tuesday, 24 th , 2022	Type of institution: Public
Teacher Student: Evelyn Castillo	Schedule: Tuesday, 14h20 – 15h40 Time per lesson: 80 minutes
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> to practice asking and answering Wh questions by using past simple. 	<ul style="list-style-type: none"> Lyrics “Someone Like You” Worksheet
Warm-up and Objective Discussion	
Distribute the lyrics of the song. Play the first two verses of the song “Someone Like You” by Adele. Students listen the song and then sing it. Make them to analyze the artist’s feelings by asking questions. What were the feelings of the artist when she wrote this song? Why did she feel like this? etc. Write students’ responses on the board and emphasize the structure of the question. Explain that during the class, they will learn practice asking and answering Wh questions by using past simple.	
Instruct (Teach) and Model	
Instruct (explain) Explain the usage of past simple: We use it with finished actions, states or habits in the past when we have a finished time word (yesterday, last week, at 2 o'clock, in 2003). Explain the time expression by giving examples. Explain the structure of WH questions in past simple using the examples.	
Model Tell any students to say a past verb. Think of a past simple 'Wh' question that will elicit a response using the chosen verb. Ask the question to one of the students in the middle of the class. If the student answers using the verb in the past simple tense, the student comes over to you and joins your team. Explain that in this way the game works.	
Guided Practice	
Distribute the worksheet . Toss a coin to see which team leader will start the game. The winner of the toss secretly chooses a verb from the list on their worksheet and shows it to the teacher. The leader then thinks of a past simple 'Wh' question that will elicit a response using the chosen verb. The question is not allowed to contain any form of that verb. The leader then asks the question to one of the students in the middle of the class. If the student answers using the verb in the past simple tense, the student comes over to the leader and joins their team. Both leaders then cross off the verb from their worksheets. This student becomes the new leader. The new and old leaders then work together to think of the next question. Monitor their progress and clarify if is necessary.	
Independent practice	
The teams take it in turns to play until there are no more students left in the middle of the room. The team with the most members at the end of the game wins.	
Assessment	
Student give feedback each other about their grammar mistakes and discuss their feelings towards the game.	

Lyrics "Someone Like You" by Adele



Someone Like You

ADELE
SOMEONE LIKE YOU

I heard that you're settled down
That you found a girl and you're married now
I heard that your dreams came true.
Guess she gave you things I didn't give to you
Old friend, why are you so shy?
Ain't like you to hold back or hide from the light

I hate to turn up out of the blue, uninvited
But I couldn't stay away, I couldn't fight it
I had hoped you'd see my face
And that you'd be reminded that for me, it isn't over



ADELE 21
SOMEONE LIKE YOU

Worksheet

Past Simple Verbs		
flew	sang	bought
saw	won	lost
told	lied	ran
left	came	finished
called	brushed	drank
went	read	lent
wrote	forgot	rode
took	sent	gave
laughed	borrowed	followed

LESSON PLAN 8

Class: 2 nd “B” N^o Students: 20	School year: 2021-2022
Language Level: B1.1	Topic: Past Continuous
Date: Thursday, 26 th , 2022	Type of institution: Public
Teacher Student: Evelyn Castillo	Schedule: Thursday, 13h00 – 14h20 Time per lesson: 80 minutes
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> to implement past progressive when discussing an action in progress at a specific point of time in the past. 	<ul style="list-style-type: none"> Dialogue sheet Markers Pictures Suddenly It Started Storyboard handout.
Warm-up and Objective Discussion	
Two students will come to the front of the class to read a dialogue while the other students watch. After the students have read the dialogue through once, ask comprehension questions. Write some sample sentences on the white board using coloured markers for “were/was V + ing”. Explain that during the class, they will learn how to implement past progressive when discussing an action in progress at a specific point of time in the past.	
Instruct (Teach) and Model	
Instruct (explain) Explain the usage of past progressive tense. Provide examples from the warm-up activity. Explain the structure of positive and negative sentences in past progressive tense. Point out that the time expressions while, as, and when are often used with the past progressive.	
Model Present the “Grandma vs Chicken” story. Narrate the story using pictures . Ask students pay attention to the expression use “while, as, and when”.	
Guided Practice	
Distribute copies of the “Grandma vs Chicken” story. Instruct them to cut out the images, with the captions attached, and lay them out on the desk in random order. Students discuss the chronological order of the action based on what they have heard. Monitor their progress and narrate again the story if necessary.	
Independent practice	
Distribute copies of the Suddenly It Started Storyboard to each pair of students. Have the students write their own captions.	
Assessment	
Students narrate their stories.	

Dialogue sheet

POLICE INTERROGATION

Policeman: What were you doing yesterday when the robbery took place?

Culprit: I was just walking my dog, when I saw the robber.

Policeman: What was he wearing when you saw him?

Culprit: He was wearing a cap, a black coat and blue jeans but I didn't see his face.

Policeman: Why were you walking your dog so late?

Culprit: I was dozing on my couch when my dog woke me up.

Policeman: Well that's weird because some witnesses saw you hanging around the bank just before the robbery!

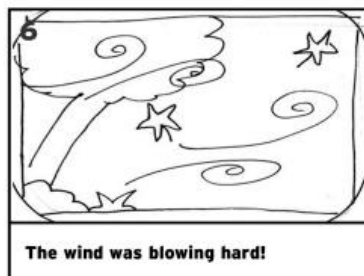
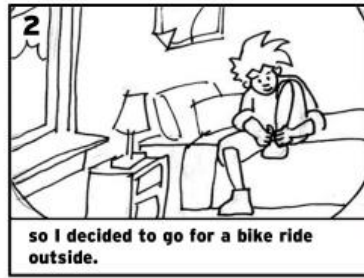
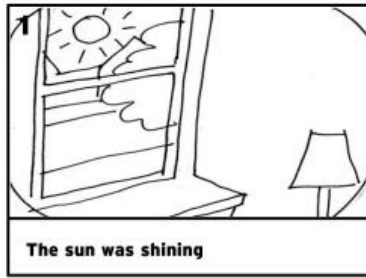
Culprit:.....



Pictures



Suddenly It Started Storyboard



LESSON PLAN 9

Class: 2 nd “B” N^o Students: 20	School year: 2021-2022
Language Level: B1.1	Topic: Past Continuous
Date: Friday, 27 th , 2022	Type of institution: Public
Teacher Student: Evelyn Castillo	Schedule: Friday, 13h00 – 13h40 Time per lesson: 40 minutes
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> to describe what someone was doing at a particular point of time by using the past continuous. 	<ul style="list-style-type: none"> Audio “past continuous police officer”. Audio transcript Cards
Warm-up and Objective Discussion	
Learners are divided into two equal-sized groups and invited to form two circles, an inner circle and an outer circle, so that each learner is facing a partner. Each pair practices two questions: what were you wearing yesterday? what were you doing at 8 o'clock last night? and answers. Then, on the teacher's signal, all the outer circle learners move one place to their right and form new pairs. The new partners repeat the task. Explain that they will learn about how to describe what someone was doing at a particular point of time by using the past continuous.	
Instruct (Teach) and Model	
<p>Instruct (explain) Explain the usage of past progressive tense. Provide examples from the warm-up activity. Explain the structure of interrogative sentences in past progressive tense. Point out that the time expressions last night, yesterday, past few weeks, last year.</p> <p>Model Play twice the audio “past continuous police officer”. Make students to pay attention how the police officer asks the questions, how the events are narrated. Distribute a copy of the audio transcript. Students highlight the sentences in past progressive.</p>	
Guided Practice	
Form pairs. Distribute a card to each pair. Each card describes a particular situation. Students imagine the context in order to create a dialogue based on the situation using the past continuous. Students discuss the events. Monitor their progress and play again the audio if necessary.	
Independent practice	
Students create their dialogue.	
Assessment	
Students act out their transcript.	

Audio transcript



POLICE OFFICER

W: Hello

P.O: hello miss I don't mean to bother you um but can I just ask you a few questions

W: Sure

P.O: There was a crime committed last night so we we've been asking some of the locals what were you doing at eight o'clock?

W: Yesterday evening I was watching a movie

P.O: What movie were you watching?

W: Twilightthe vampire movie

P.O: What time was it playing?

W: I was watching it from seven until nine I was not robbing that old woman at eight o'clock because I waswatching the movie look I watched the whole movie from start to finish.

P.O: How do you know it was an old woman that got robbed?

W: SILENCE...


Cards



Imagine you are a police officer and someone has robbed a bank. Now you are investigating the events that happened before the crime. A female/male is suspected. Create a dialogue based on the situation described above.



Imagine that you are a police officer and someone has stolen an old lady's bag. Now you are investigating the events that happened before the crime. A female/male is suspected. Create a dialogue based on the situation described above.



Imagine that you are a police officer and someone has killed a person. Now you are investigating the events that happened before the crime. A female/male is suspected. Create a dialogue based on the situation described above.



Imagine that you are a police officer and someone has stolen a cell phone on the bus. Now you are investigating the events that happened before the crime. A female/male is suspected. Create a dialogue based on the situation described above.

LESSON PLAN 10

Class: 2 nd “B” N^o Students: 20	School year: 2021-2022
Language Level: B1.1	Topic: Find someone who...
Date: Tuesday, 31 st , 2022	Type of institution: Public
Teacher Student: Evelyn Castillo	Schedule: Tuesday, 14h20 – 15h40 Time per lesson: 80 minutes
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> to ask and answer questions by using words that use prefixes. 	<ul style="list-style-type: none"> Worksheet
Warm-up and Objective Discussion	
<p>Divide the class into two groups, explain the rules. The students of a class are made to stand in rows. Tell the phrase only to the first student “Children often misbehave in order to get attention”. The person whispers it into the next player's ear only once, with no repeats allowed. That listener tries to correctly repeat that same word or phrase into the next student's ear. The last person in the line or at the end of the circle repeats the phrase or word aloud. Tell the correct phrase and emphasize the word “misbehave” by explaining its meaning. Explain that during the class, they will learn how to ask and answer questions by using words that use prefixes.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Explain the meaning of a prefix. Explain the usage of prefixes. Provide examples. Point out that the prefixes: -im, -post, -non, -un, -mis, -dis, -re, -pro, and how they can change the word.</p> <p>Model Distribute a worksheet. Tell the students to complete the items with the prefixes at the bottom of the worksheet. Go through the items on the worksheet and elicit the questions the students need to ask in order to do the activity. Demonstrate the activity by writing the first item on the board and adding a “Name” an “More information” column beside it. Ask a student in the class 'Did you use to misbehave when you were younger?' If the student answers 'No, I didn't', repeat the question with other students until one of them says 'yes'. Write this student's name in the 'Name' column on the board and ask a 'Wh' follow-up question to gain more information, e.g. 'What kinds of things did you do to misbehave?' Put the student's answer in the 'More information' column.</p>	
Guided Practice	
<p>Once the students understand the idea, they go around the class, asking each other the questions. When a student finds someone, who answers 'yes' to a question, the student writes down their name and asks a 'Wh' follow-up question to gain more information, noting down the answer in the last column. Monitor their progress and help them if necessary.</p>	
Independent practice	
<p>Tell the students that they can only have the same name once (or twice). This is to encourage them to speak to as many different partners as possible. When everyone has finished, ask students to give feedback to the rest of the class on what they found out. If there are any interesting findings, encourage the students to discuss them in more detail.</p>	
Assessment	
<p>In a roundtable, students discuss the most striking results from the survey.</p>	

Worksheet

Find someone who...	Name	More information
used tobehave when they were younger.		
often getspatient when they have to wait.		
.....views what they learn in class.		
wasable to come to class last month.		
thinks it's important to beactive in life.		
.....likes drinking coffee.		
likes to readfiction books.		
would like to study for agraduate degree.		
-im, -post, -non, -un, -mis, -dis, -re, -pro		

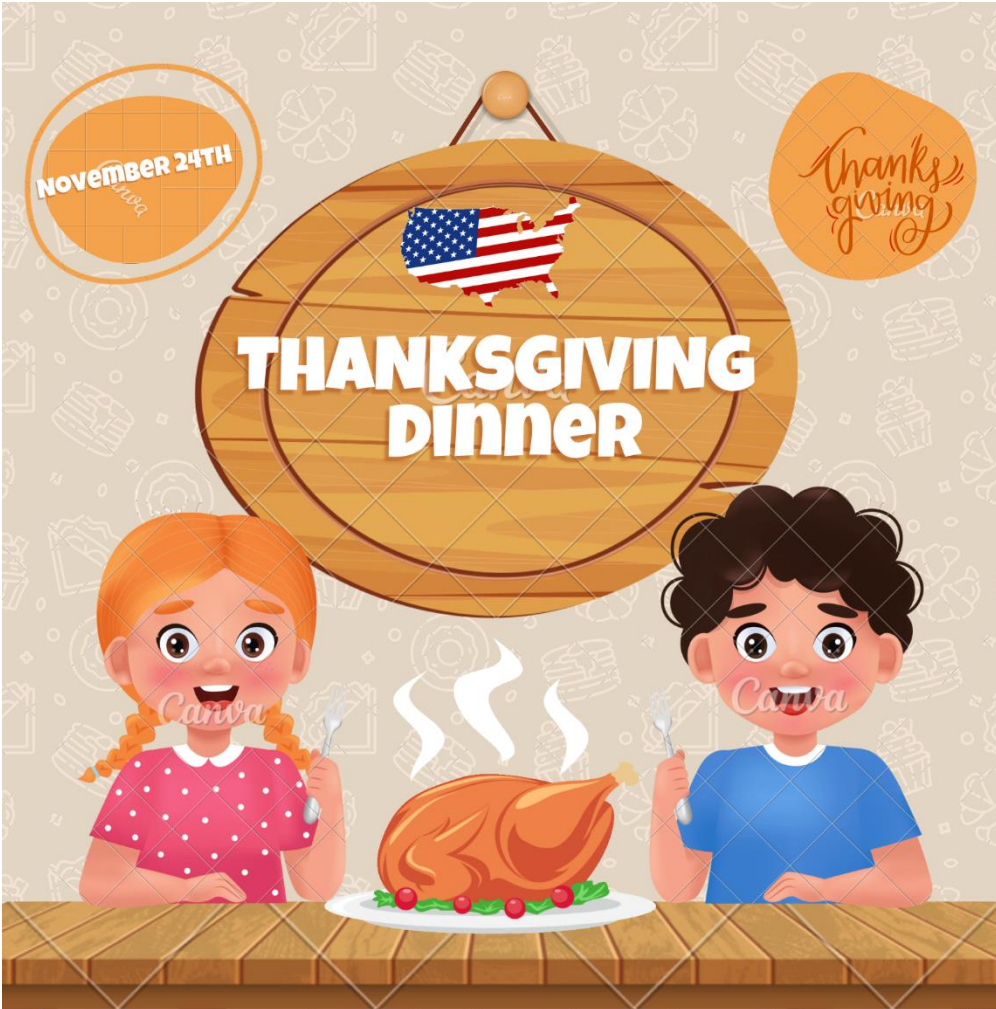
LESSON PLAN 11

Class: 2 nd “B” N^o Students: 20	School year: 2021-2022
Language Level: B1.1	Topic: Noah’s Thanksgiving dinner experience.
Date: Thursday, 02 nd , 2022	Type of institution: Public
Teacher Student: Evelyn Castillo	Schedule: Thursday, 13h00 – 14h20 Time per lesson: 80 minutes
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> to describe Noah’s Thanksgiving dinner experience in past perfect tense. 	<ul style="list-style-type: none"> Pictures Noah’s Thanksgiving dinner experience (original text)
Warm-up and Objective Discussion	
<p>Ask students two questions: <i>Have you ever heard of the Thanksgiving dinner tradition? Where is it celebrated?</i> Then students think about the answer and volunteers answer the questions.</p> <p>Divide students in four groups. Provide them with pictures, some of which represent Thanksgiving dinner traditions and some of which do not. Students on their tables classify the pictures and discuss the activities based on their previous knowledge or their predictions. Explain that during the class, they will learn how to describe the Thanksgiving dinner tradition based on Noah’s experience using the past perfect for actions that finished before another past action.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Explain the usage of past perfect: to describe an action finished before another past action and to emphasize the result of an activity in the past. Explain the structure of positive and negative sentences in past perfect. Provide examples.</p> <p>Model Read (twice or three times) the text Noah’s Thanksgiving dinner experience, and ask students to take notes individually while listening to the text.</p>	
Guided Practice	
<p>Form groups of 5 students, and then reconstruct the text.</p> <p>Write on the board key questions about the facts they need to describe the text: <i>When had they completed thanksgiving dinner work? Who had set the table? What have we done when the power went out? Had the turkey been cooked before the power went out? How many hours had we waited when the power came back?</i> and check if they have these facts. Monitor the process to provide clarifications and read again if it’s necessary.</p>	
Independent practice	
<p>Students reconstruct the text and checked the information needed. They compare their version with the original text. Students discuss how close they were to the original text and present to the class their own text emphasizing the key information based on the questions presented before.</p>	
Assessment	
<p>Students narrate Noah’s Thanksgiving dinner experience in past perfect using the pictures that were presented in the warm-up activity.</p>	

Pictures



Original text



NOVEMBER 24TH

Thanksgiving

**THANKSGIVING
DINNER**

Carwa

Carwa

.....

Last Thanksgiving my parents had a large family dinner at their house. Getting ready for Thanksgiving dinner takes a lot of work.

The day started well and by late afternoon we had completed most of the work. Everyone had helped to make the meal a success. We had put the turkey in the oven earlier that day so the house was starting to smell like roast turkey. The grandchildren had finished setting the table for Thanksgiving dinner. My aunt had made two pies for dessert, a pumpkin pie and an apple pie. My brother and I had peeled the carrots and the potatoes. We had just turned on the stove to start cooking the vegetables when the power went out! The oven stopped working! We couldn't cook the vegetables! The turkey wouldn't finish cooking! We waited. We talked. We went for a walk.

We had waited two hours by the time the power came back on. We had almost given up hope. Dinner was late that night but it was a Thanksgiving dinner that we won't forget.

LESSON PLAN 12

Class: 2 nd “B” N^o Students: 20	School year: 2021-2022
Language Level: B1.1	Topic: Fact or Fiction
Date: Friday, 03 rd , 2022	Type of institution: Public
Teacher Student: Evelyn Castillo	Schedule: Friday, 13h00 – 13h40 Time per lesson: 40 minutes
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> to write realistic and imaginative explanations for situations using the past perfect tense. 	<ul style="list-style-type: none"> Stranger Things poster Worksheet
Warm-up and Objective Discussion	
<p>Show a Stranger Things poster and ask questions to the students “<i>Have you ever seen this serie?</i>”, “<i>Did you like it?</i>”, “<i>What is it about?</i>”, etc. Taking into account that the serie combine facts and imaginary situations, make students identify the difference between a fact and an imaginary situation. Explain that during the class, they will learn how to write realistic and imaginative explanations for situations using the past perfect tense.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Explain the usage of past perfect: to talk about unreal things in the past. Explain the structure of positive and negative sentences in past perfect. Provide examples.</p> <p>Model Demonstrate the activity by writing a sentence on the board, i.e. 'I walked into class, but I didn't recognize anyone'. Ask the students for a realistic explanation in the past perfect as to why you didn't recognize anyone, e.g. 'You had walked into the wrong class'. Then, ask the students for a more imaginative explanation – one that might come from a story or film, e.g. 'You had lost your memory'. Tell the students that they are going to use the past perfect to come up with explanations for similar situations.</p>	
Guided Practice	
<p>Divide the students into pairs and give each pair a copy of the worksheet. Explain that the students must write two explanations for each situation – a realistic explanation (Fact) and an imaginative explanation (Fiction). Monitor their progress and repeat instruction or clarify if necessary.</p>	
Independent practice	
<p>In pairs, students complete the worksheet. When everyone has finished writing, tell the class that they are going to vote for the most realistic and imaginative explanations.</p>	
Assessment	
<p>Read out the first situation on the worksheet. Each pair then reads their 'Fact' explanation to the class in turn. Ask the students to correct any mistakes they hear. Take a class vote for the most realistic explanation and award one point to the winning pair. Continue with the 'Fiction' explanation and have the class vote for the most imaginative one. The pair with the highest number of points at the end of the game is the winner.</p>	

Stranger Things poster



Worksheet

Student's name:



1. I walked into class, but I didn't recognize anyone.

Fact:

Fiction:

2. I took all the money out of my bank account and gave it to charity.

Fact:

Fiction:

3. I tried to unlock my front door, but the door wouldn't open.

Fact:

Fiction:

4. I walked down the street with a crowd of people following me.

Fact:

Fiction:

5. I arrived home completely wet on a sunny day.

Fact:

Fiction:

6. I drove to the shops and the roads were completely empty.

Fact:

Fiction:

7. I went to the beach, but I couldn't go swimming in the sea.

Fact:

Fiction:

LESSON PLAN 13

Class: 2 nd “B” N^o Students: 20	School year: 2021-2022
Language Level: B1.1	Topic: Expressing wishes about the past.
Date: Tuesday, 07 th , 2022	Type of institution: Public
Teacher Student: Evelyn Castillo	Schedule: Tuesday, 14h20 – 15h40 Time per lesson: 80 minutes
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> to express wishes about the past for particular situations using “I wish + past perfect” structure. 	<ul style="list-style-type: none"> Sticky notes Slips of paper
Warm-up and Objective Discussion	
Prepare written scenarios on slips of paper and tape these around the classroom. Example: <i>You are expecting guests over for dinner in an hour. But your house is a mess and you haven't gone to the market yet. What do you need to do? Divide the work between you and your partner. Assign pairs to each one. Ask them to discuss, and monitor their responses. Explain that during the class, they will learn how to express wishes about the past for those particular situations using “I wish + past perfect” structure.</i>	
Instruct (Teach) and Model	
Instruct (explain) Explain the usage of past perfect: to express unreal or imaginary things in the past. Explain the structure: “I wish + past perfect”. Provide examples.	
Model Tell something that you must do but you were only able to complete 50% of the task. Express the outcome and regrets emphasizing the grammar point taught. Ask them to pay attention and make short notes on how past perfect is used to talk about imaginary things in the past.	
Guided Practice	
Using the warm up activity inform pairs that they were only able to complete 50% of their tasks. Ask them to provide solutions to their problems. For example: A: I didn't clean the dining room. B: I didn't pick up a dessert. Make sure to monitor and encourage conversation. After a few minutes, have students take their seats again. Now, on the whiteboard, write down the same sentences as above and the following: I wish I had cleaned the dining room. I wish I had picked up a dessert. Have pairs rewrite three – four of their sentences in this same way. Monitor their work and elicit three students to write one sentence each on the whiteboard.	
Independent practice	
Have students recall any chores that they wish their imaginary roommates would do. Let them write 2 – 3 down on sticky-notes (one sentence per note) and put them up on the wall.	
Assessment	
Students walk around the room to read and discuss each other's sentences.	

Slips of paper

Let's discuss

You are organizing a Bingo. But you haven't tidied up the place. What do you need to do? Divide the work between you and your partner.



LET'S DISCUSS

You are organizing a birthday party. But you haven't prepared the main meal yet. What do you need to do? Divide the work between you and your partner.



Let's discuss

You are working in a school project. But you are in a birthday party and you haven't completed. What do you need to do? Divide the work between you and your partner.



LET'S DISCUSS

You have an important test tomorrow. But you are watching a series and you haven't studied. What do you need to do? Divide the work between you and your partner.



Let's discuss

You are expecting guests over for dinner in an hour.

But your house is a mess and you haven't gone to the market yet. What do you need to do? Divide the work between you and your partner.



LET'S DISCUSS

You are waiting for special guests. But your house is messy and you haven't bought the ingredients for preparing the dinner. What do you need to do? Divide the work between you and your partner.



LESSON PLAN 14

Class: 2 nd “B” N^o Students: 20	School year: 2021-2022
Language Level: B1.1	Topic: What Happened First?
Date: Thursday, 09 th , 2022	Type of institution: Public
Teacher Student: Evelyn Castillo	Schedule: Thursday, 13h00 – 14h20 Time per lesson: 80 minutes
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> to talk about two events using the past perfect and past simple. 	<ul style="list-style-type: none"> Pictures I Had Overslept handout Cards Speaker
Warm-up and Objective Discussion	
Form groups of 5 students. Provide them with pictures representing two events. Ask students to decide what event happen before another. Student discuss and write short phrases about the action of the pictures. Then, they share with the whole class about the order of the two events. Explain that during the class, they will learn how to talk about two events using the past perfect and past simple.	
Instruct (Teach) and Model	
<p>Instruct (explain) To be able to visualize the idea of one event happening before another, draw a timeline on the board marked with the hours of the day. Then write phrases at different places on the timeline, about things that you did. Form sentences about what you did, using the past perfect and the past simple. For example: I had gone to the store before I went home. Provide more examples emphasizing the use of conjunctions (so, because, before, after, then) to combine the two tenses.</p> <p>Model Play the audio “I Had Overslept”. Ask students to pay attention how the two tenses are combined (so, because, before, after, then...). Students make notes about the actions of the story. Choose some situations of the story e.g., Ben forgot to turn on his alarm clock and ask student to think about the correct explanation based on the listening.</p>	
Guided Practice	
After listening the story, have students complete the I Had Overslept handout , using the past simple and past perfect. Instruct them to combine the pairs of sentences, and decide which events happened first, based on the audio. Play the audio again if it’s necessary.	
Independent practice	
Provide each group with a set of situations cards . One student takes a card and read it aloud, e.g. I got an A+ on the test. Another member of the group thinks of an explanation for the situation using the past perfect tense, e.g. I got an A+ on the test because I had studied for weeks. Students take turns reading a situation card aloud to the rest of the group. The rest of the students in the group come up with their own different explanations for the situations using the past perfect.	
Assessment	
Students work cooperatively in the activity.	

Pictures

1.



2.



3.



4.



I Had Overslept handout

Directions: Decide which sentence in each pair happened first, and combine them into one sentence. Use the past simple and past perfect together with conjunctions, such as so, because, before, after, then, but, and, by the time.

- 1a. Ben *forgot* to turn on his alarm clock.
1b. He *overslept* the next morning.

- 2a. Ben *put* his books in his backpack.
2b. He *couldn't* find his homework.

- 3a. He *finished* his homework.
3b. The school bus *arrived*.

- 4a. Ben *failed* the test.
4b. He *didn't* study.

5a. Ben didn't eat breakfast.
5b. He was hungry at lunch.

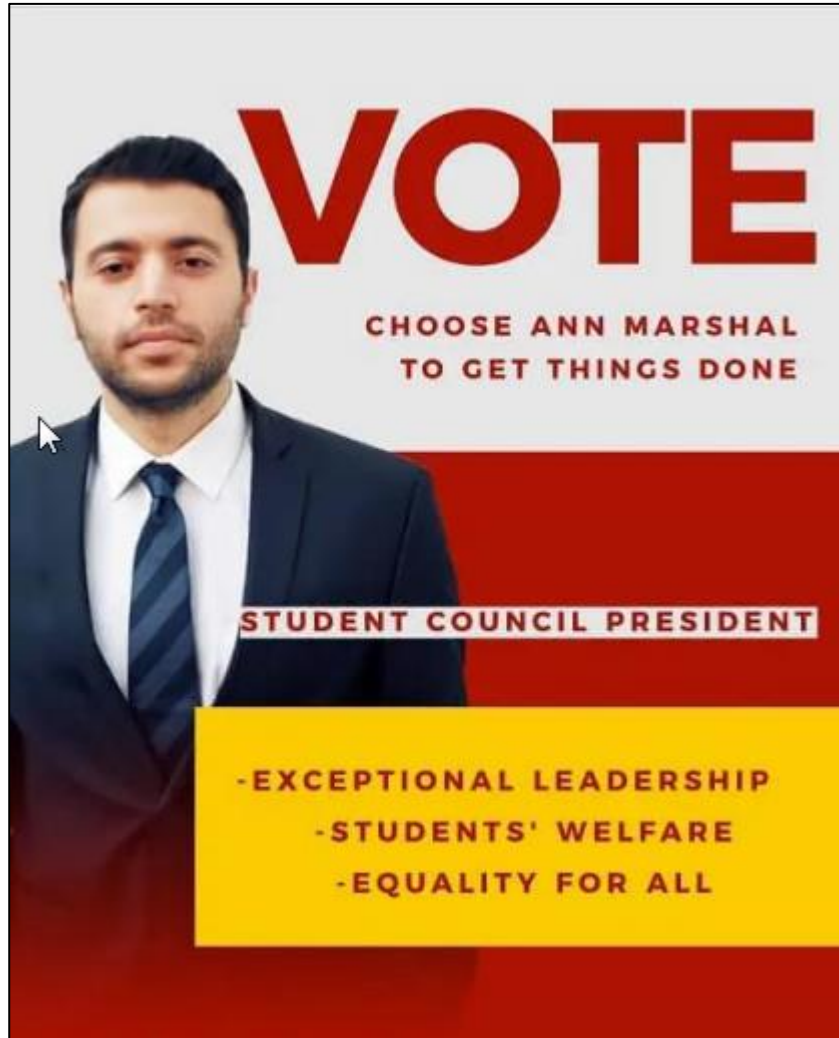
Cards

<p>I got an A+ on the test.</p> 	<p>I went to school with two different shoes on.</p> 	<p>I fell asleep in class.</p> 
<p>I stomped angrily out of the restaurant.</p> 	<p>I slept until noon.</p> 	<p>I burned the cookies.</p> 
<p>I won the race.</p> 	<p>I failed the test.</p> 	<p>I didn't eat breakfast.</p> 

LESSON PLAN 15

Class: 2 nd “B” N^o Students: 20	School year: 2021-2022
Language Level: B1.1	Topic: Election Campaign
Date: Friday, 10 th , 2022	Type of institution: Public
Teacher Student: Evelyn Castillo	Schedule: Friday, 13h00 – 13h40 Time per lesson: 40 minutes
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> • to make promises and offers by using the first conditional. • to simulate an election campaign using the first conditional. 	<ul style="list-style-type: none"> • English Pedagogical Module • Whiteboard • Poster • Markers
Warm-up and Objective Discussion	
Divide the class into two groups, explain the rules. The students of a class are made to stand in rows. Tell the phrase only to the first student “If I have time, I will help you” The person whispers it into the next player's ear only once, with no repeats allowed. That listener tries to correctly repeat that same word or phrase into the next student’s ear. The last person in the line or at the end of the circle repeats the phrase aloud. Tell the correct phrase and emphasize the two times used in the sentence. Explain that during the class, they will learn how to make promises and offers by using the first conditional.	
Instruct (Teach) and Model	
Instruct (explain) -Explain that first conditional is composed of two parts: a condition and a result. -Emphasize that for the condition part of the sentence it is necessary to use present simple meanwhile for the result part of the sentence they need to use future simple “will”. -Describe the situations in which the grammatical structure of the first conditional can be used (making promises and offers). Give some examples.	
Model Teacher hands out a poster and simulates an electoral speech. Ask students if the teacher is giving an offer or a promise. Students take notes of key information from the speech.	
Guided Practice	
Divide the class into four groups. Tell students that they are going to simulate a political debate, where they have to make offers and promises using the first conditional. Each group will have a representative member, who will play the role of the presidential candidate. Ask students to think of some ideas of promises and offers in order to convince to the audience. The best one will be the winner.	
Independent practice	
Place each group of students in a corner of the classroom. Give students ten minutes to organize their information. Students make a poster where they write their offers and promises. The representative member of each group goes to the front of the class and present their posters.	
Assessment	
Students vote anonymously for the best candidate. The activity (poster) will be assessed based on the correct use of the first conditional.	

Poster



LESSON PLAN 16

Class: 2 nd “B” N^o Students: 20	School year: 2021-2022
Language Level: B1.1	Topic: Grocery shopping
Date: Tuesday, 14 th , 2022	Type of institution: Public
Teacher Student: Evelyn Castillo	Schedule: Tuesday, 14h20 – 15h40 Time per lesson: 80 minutes
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> to discuss about grocery shopping and how we can waste less by using the first conditional. 	<ul style="list-style-type: none"> Audio “Why Grocery Shopping is Better in Amsterdam”. Posters
Warm-up and Objective Discussion	
The lesson starts with a brainstorming activity in which students discuss about grocery shopping. Ask questions “-Have you ever heard about grocery shopping? -what is it?” Write on the board “You will eat a lot of fresh food if you buy groceries more often”. Students discuss the statement. Explain that during the class, they will learn how to discuss about grocery shopping and how we can waste less by using the first conditional.	
Instruct (Teach) and Model	
<p>Instruct (explain) Explain the usage of the first conditional. Explain the structure of positive and negative sentences of first conditional. Provide examples from the warm-up activity.</p> <p>Model Play the audio “Why Grocery Shopping is Better in Amsterdam”. During the first listening, students choose which of the six points are the purpose of the video (e.g. <i>to recommend cycling, to show a quicker way to shop for groceries</i>). They need to explain their answers.</p>	
Guided Practice	
During the second listening, students list five facts about grocery shopping in the Netherlands and North America based on the information from the audio. The listening activities are followed by a discussion about students’ grocery shopping habits. Monitor their progress and clarify if necessary.	
Independent practice	
Students read 4 First Conditional statements and decide if they agree with them. The statements refer to grocery shopping (e.g. <i>You will eat a lot of fresh food if you buy groceries more often</i>). They make notes explaining why agree or disagree.	
Assessment	
Place 1 poster in the four corners of the classrooms. Each poster contains the statements about grocery shopping. Students stand up and go to the corner with the statement they agree with. They discuss why they agree.	

Audio “Why Grocery Shopping is Better in Amsterdam”



AMSTERDAM
Why Grocery Shopping is Better in Amsterdam

Posters



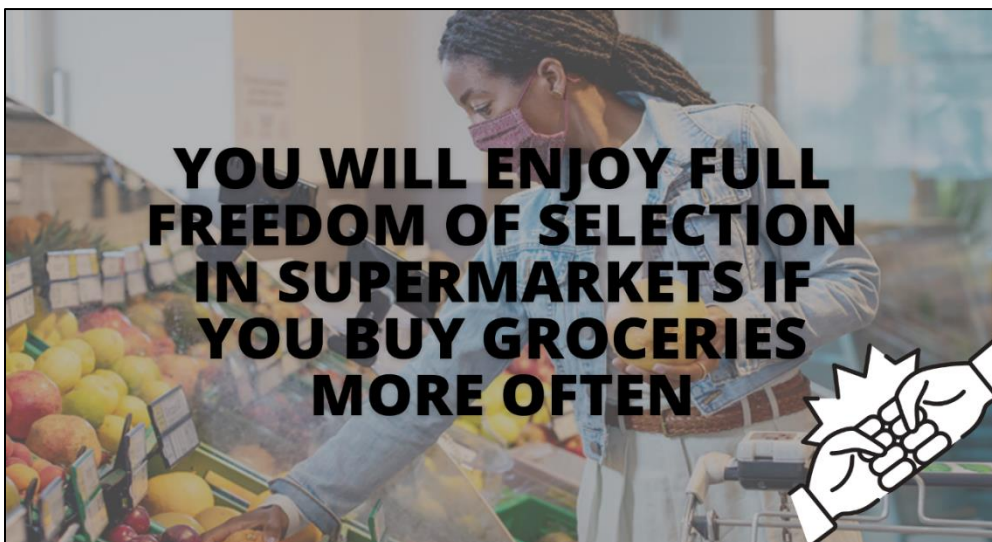
IF YOU BUY IN A GROCERY, YOU WILL SAVE YOUR TIME.



YOU WILL STAND IN A QUEUE TO MAKE THE PAYMENT IF YOU BUY IN A GROCERY.



YOU WILL ENJOY FULL FREEDOM OF SELECTION IN SUPERMARKETS IF YOU BUY GROCERIES MORE OFTEN



LESSON PLAN 17

Class: 2 nd “B” N^o Students: 20	School year: 2021-2022
Language Level: B1.1	Topic: Vacation Experience
Date: Thursday, 16 th , 2022	Type of institution: Public
Teacher Student: Evelyn Castillo	Schedule: Thursday, 13h00 – 14h20 Time per lesson: 80 minutes
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> to speak about their real or imaginary vacation experience using the present perfect tense. 	<ul style="list-style-type: none"> Speaker Flashcards Worksheet
Warm-up and Objective Discussion	
Students listen the audio “ <i>Talking about Experiences</i> ” They hear the vacation experience of two characters. They take notes. Ask questions about the video and brainstorm students’ responses. Explain that during the class, they will learn how to speak about their real or imaginary vacation experience using the present perfect tense.	
Instruct (Teach) and Model	
Instruct (explain) Explain the usage of present perfect. Provide examples from the warm-up activity. Explain the structure of positive and negative sentences in present perfect tense. Point out that the time expressions: for, since, ever, three times, once.	
Model Share your real or imaginary vacation experience using flashcards to narrate your story. Maximize learning opportunities by allowing them to ask you questions about your trip.	
Guided Practice	
Divide class into pairs and hand out a worksheet with questions about vacation to each group. Challenge them to interview each other using the following questions: 1. Have you traveled a lot lately? (Yes, I’ve traveled a lot.) 2. Have you ever traveled abroad? 3. Have you been to The Metropolitan Museum of Art in New York? 4. Have you ever rented a car? Allow students to ask each other simple questions using PP, monitor their answers, make corrections if needed. No functions to test, only a topic. Ask students if they have any questions.	
Independent practice	
Mingle pairs or make small groups and ask students to tell each other (within a group) where they haven’t been yet but wish to go. E.g., I haven’t been to... I want to go there next summer.	
Assessment	
Students create a foldable in which they write classmates’ vacation experience using the past perfect.	

Flashcards



Worksheet

NAME: _____

DATE: _____

Present Perfect

QUESTIONS ABOUT YOUR TRAVEL EXPERIENCE

Answer the following questions using present perfect.

E.g. Where **have** you **been** on a vacation lately?

This year I have been to the USA.



1. What cities **have** you **visited** there?

2. **Have** you **eaten** any exotic foods?

3. How much (money) **have** you **spent** on this vacation?

4. **Have** you **been** to the Glacier National Park in Montana?

5. Who **has accompanied** you in your travel adventure?

6. In which hotel **have** you **stayed**?

7. **Have** you **found** the place overrated?

8. **Have** they **offered** you a refund?

LESSON PLAN 18

Class: 2 nd “B” N^o Students: 20	School year: 2021-2022
Language Level: B1.1	Topic: I’ve lived here for ten years.
Date: Friday, 17 th , 2022	Type of institution: Public
Teacher Student: Evelyn Castillo	Schedule: Friday, 13h00 – 13h40 Time per lesson: 40 minutes
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> to create sentences in Present Perfect with <i>for</i> and <i>since</i>, and when to use them. 	<ul style="list-style-type: none"> Flashcard
Warm-up and Objective Discussion	
The lesson starts with a short discussion activity in which students use some adjectives to describe themselves when they were 12 years old. Before listening the audio, students think about three things they would like to know about the 12-year-old-painter from the audio. Then, they listen for the first time to check if their questions were answered. Discuss with the students. Explain that during the class, they will learn how to create sentences in Present Perfect with <i>for</i> and <i>since</i> , and when to use them.	
Instruct (Teach) and Model	
<p>Instruct (explain) Explain the usage of present perfect. Provide examples from the warm-up activity. Explain the structure of positive and question sentences in present perfect tense. Point out that the time expressions: for and since.</p> <p>Model Describe yourself when you were 12 years old. Maximize learning opportunities by allowing them to ask you questions about your trip.</p>	
Guided Practice	
Using the adjectives from the warm up activity. Students think of their childhood and make sentences using the present perfect. Monitor their progress.	
Independent practice	
Students write a story describing themselves when they were 12 years old using the time expression since and for of the present perfect. Student narrate their stories.	
Assessment	
Students discuss which story is more interesting and entertaining.	


Flashcard



LESSON PLAN 19


Class: 2 nd “B” N^o Students: 20	School year: 2021-2022
Language Level: B1.1	Topic: Hypothetical situations
Date: Tuesday, 21 st , 2022	Type of institution: Public
Teacher Student: Evelyn Castillo	Schedule: Tuesday, 14h20 – 15h40 Time per lesson: 80 minutes
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> to write matching answers for hypothetical situations using the second conditional. 	<ul style="list-style-type: none"> Lyrics “<i>If I were a boy</i>” Slips of paper
Warm-up and Objective Discussion	
Distribute the lyrics of the song. Play the first two verses of the song “ <i>If I were a boy</i> ” by Beyoncé. Students listen the song and then sing it. Make them to analyze the artist’s feelings by asking questions. What were the feelings of the artist when she wrote this song? What would you do if you were a boy/girl? etc. Write students’ responses on the board and emphasize the structure of the question. Explain that during the class, they will learn how to write matching answers for hypothetical situations using the second conditional.	
Instruct (Teach) and Model	
Instruct (explain) Explain the usage of the second conditional. Explain the structure of positive and question sentences of second conditional. Provide examples from the warm-up activity.	
Model Share with the students what would you do if you were a boy. Provide examples and emphasize the structure of second conditional. Students listen your answer and write the sentences in second conditional that they hear.	
Guided Practice	
Students work in pairs and analyze the sentences in second conditional that they write. They give feedback each other. Monitor the class.	
Independent practice	
Divide the class into teams of four. Give each student some slips of paper . Choose one student in each team to be the contestant. The other students in the team are panel members. Have the panel members sit together. The contestants sit in a row at the front of the class. The teacher or leftover students read the first question from the worksheet. Each contestant writes an answer to the question and keeps it secret. The panel members each write the answer that they think their contestant wrote. The contestants then hold up or read out their answers one by one. Panel members are then asked to hold up or read out their answers. For each matching answer, teams score one point. This process is repeated until all the questions have been answered. The team with the most points at the end of the game wins.	
Assessment	
Students discuss If you were on holiday in Europe right now, which country would you be in?	

Lyrics “If I were a boy” by Adele




IF I WERE A BOY

If I were a boy
Even just for a day
I'd roll out of bed in the morning
And throw on what I wanted then go
Drink beer with the guys
And chase after girls
I'd kick it with who I wanted
And I'd never get confronted for it
'Cause they'd stick up for me



If I were a boy
I think I could understand
How it feels to love a girl
I swear I'd be a better man
I'd listen to her
'Cause I know how it hurts
When you lose the one you wanted
'Cause he's taken you for granted
And everything you had got destroyed



Slips of paper

Questions

1. If a stranger on the street asked for some money, how much would you give?
2. If you were a teacher, which subject would you teach?
3. If you were sad, which room of your house would you like to be in?
4. If you were married, how many children would you have?
5. If you were an animal, which animal would you be?
6. If you could live wherever you wanted, where would you live?
7. If you were a famous actor, which one would you be?
8. If you were in your room right now listening to music, what kind of music would you be listening to?
9. If you were eating ice cream now, what flavour would you be eating?
10. If you were on holiday in Europe right now, which country would you be in?
11. If you had to choose only one of the following, would you be extremely rich, good-looking, intelligent or strong?
12. If you had to choose only one subject to get an 'A' in, which one would it be?
13. If you were stranded on a desert island, what is the one thing that you would want to have with you?
14. If all of your clothes had to be the same colour, what colour would they be?
15. If you had only one meal to eat every day for a week, what meal would it be?

LESSON PLAN 20

Class: 2 nd “B” N^o Students: 20	School year: 2021-2022
Language Level: B1.1	Topic: Second conditional
Date: Thursday, 23 rd , 2022	Type of institution: Public
Teacher Student: Evelyn Castillo	Schedule: Thursday, 13h00 – 14h20 Time per lesson: 80 minutes
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> to write second conditional sentences about a classmate. 	<ul style="list-style-type: none"> Jeopardy cards Worksheet
Warm-up and Objective Discussion	
Form groups of 4 students. Explain the instructions of the game. Students play the jeopardy board game . The questions are based on what they have learned so far about second conditional. The group who answers most of the questions wins. Explain that during the class, they will practice the second conditional through the picture game.	
Instruct (Teach) and Model	
<p>Instruct (explain) Revise the usage of the second conditional. Revise the structure of positive and negative sentences of second conditional. Provide examples from the warm-up activity.</p> <p>Model Demonstrate the activity by writing on the board: If you won the lottery, I think the first thing you'd buy is... Tell the students to think about what the first thing you (the teacher) would buy. Elicit answers from around the class and then tell the students what you would buy.</p>	
Guided Practice	
Tell the students that they are going to complete similar second conditional sentences about a partner. Divide the students into pairs (Student A and B). Give each student a corresponding worksheet . Have the pairs sit back to back. Tell the students to complete the sentences by guessing what their partner would do in each situation. When they have finished, students take it in turns to read their completed sentences to their partner, who tells them if the sentences are right or wrong. If a sentence is wrong, their partner explains why.	
Independent practice	
Students create a poster fold about their partners' answers.	
Assessment	
Students make an oral presentation recounting the things that their partner would do in each situation.	

Jeopardy cards

SECOND CONDITIONAL		
100	100	100
200	200	200
300	300	300
400	400	400

...if you won \$1 000 000?

If you were given a pet cat?

If you had superpowers (super strength, invisibility, and the ability to fly)?

If you found out you had a long-lost twin brother or sister?

If something you did went viral?

If you won an all-expenses-paid trip to Japan?

If you were rich and famous?

If your best friend told you a secret?

If you found out your friend had cheated in an exam?

If you had to join the army?

If you were president of the USA?

If you were the king / queen of England?

Worksheet

Student A

A. Complete the sentences below about your partner.

1. If you could meet a famous person, I think you'd like to meet
.....
2. If you could learn another language, I think you'd learn
.....
3. If you could have any car in the world, I think you'd have
.....
4. If you could be any age for a week, I think you'd choose to be
.....
5. If you could go to any country in the world, I think you'd go to
.....
6. If you could have any pet, I think you'd have
.....
7. If you were given unlimited money to buy one object, I think you'd buy
.....
8. If you could eat anything you liked this evening, I think you'd eat
.....
9. If you could have a special talent, I think you'd like to be able to
.....
10. If you could have any job in the world, I think you'd like to be
.....

B. Read the completed sentences to your partner. Were your guesses right or wrong?

C. Now, listen to your partner's sentences about you. Tell your partner if the sentences are right or wrong, and why.



Student B

A. Complete the sentences below about your partner.

1. If you decided to learn something new, I think you'd learn
.....
2. If you could only watch one film again in your life, I think you'd watch
.....
3. If you could be an animal, I think you'd be
.....
4. If you could live anywhere in the world, I think you'd live
.....
5. If you could have a super power, I think you'd choose to be able to
.....
6. If you won a trip around the world for two, I think you'd take
.....
7. If you could go to a concert tonight, I think you'd go and see
.....
8. If you could try a new sport, I think you'd try
.....
9. If you had more money, I think you'd buy
.....
10. If you could learn to play a musical instrument, I think you'd learn to play
.....

B. Listen to your partner's sentences about you. Tell your partner if the sentences are right or wrong, and why.

C. Read the completed sentences to your partner. Were your guesses right or wrong?



LESSON PLAN 21

Class: 2 nd “B” N^o Students: 20	School year: 2021-2022
Language Level: B1.1	Topic: If we didn't have the cellphone, we would have to write letters.
Date: Friday, 24 th , 2022	Type of institution: Public
Teacher Student: Evelyn Castillo	Schedule: Friday, 13h00 – 13h40 Time per lesson: 40 minutes
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> to define things by making conditional sentences about what life would be like without the items. 	<ul style="list-style-type: none"> Board Cards
Warm-up and Objective Discussion	
Divide the class into two groups, explain the rules. The students of a class are made to stand in rows. Tell the phrase only to the first student “If we didn't have the cellphone, we would have to write letters” The person whispers it into the next player's ear only once, with no repeats allowed. That listener tries to correctly repeat that same word or phrase into the next student’s ear. The last person in the line or at the end of the circle repeats the phrase aloud. Tell the correct phrase and emphasize the two times used in the sentence. Explain that during the class, they will learn how to define things by making conditional sentences about what life would be like without the items.	
Instruct (Teach) and Model	
Instruct (explain) Explain the usage of the second conditional. Explain the structure of positive and negative sentences of second conditional. Provide examples from the warm-up activity.	
Model Demonstrate the activity by defining something that isn’t on the worksheet that you will provide. Example: <i>money</i> . If we didn't have this, people would have to pay for everything with credit cards. If this didn’t exist, most people would be a lot happier. Without this, we wouldn’t be able to have savings. Give up to three definitions and see if the students can guess what is being defined.	
Guided Practice	
Write the following second conditional structures for defining on the board: If we didn't have this/these... ... people/we would have to... If this/these didn’t exist... ...nobody/most people would... Without this/these.... ...people/we wouldn’t be able to.. Practice the structures with the class.	
Independent practice	
Divide the students into groups of three or four. Give each group a set of cards . Ask them to shuffle the cards and place them face down on the desk. Explain that the students are going to take it in turns to pick up a card and make second conditional sentences about what life would be like without the item on the card. The student who is defining uses the structures on the board and gives up to three definitions. The student must define the item without saying what it is. When a group member guesses the item correctly, they win and keep the card. If no one manages to guess correctly after three definitions, the student who is defining keeps the card. Therefore, students shouldn't make their definitions too easy to guess. The students play until all the cards have been used. The student with the most cards at the end of the game is the winner.	

Cards

IF WE DON'T HAVE...

homework	clothes	the moon
computers	oil	rhythm
paper	science	television
guns	social media	police
banks	imagination	bees
public transport	alarm clocks	pigs
fire	the Internet	war
mobile phones	social welfare	teachers
to sleep	cars	gravity

LESSON PLAN 22

Class: 2 nd “B” N^o Students: 20	School year: 2021-2022
Language Level: B1.1	Topic: Passive voice present simple
Date: Tuesday, 28 th , 2022	Type of institution: Public
Teacher Student: Evelyn Castillo	Schedule: Tuesday, 14h20 – 15h40 Time per lesson: 80 minutes
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> to implement passive voice present simple when we focus on the object of the sentence. 	<ul style="list-style-type: none"> Markers Cards
Warm-up and Objective Discussion	
The lesson starts with a question "do you know how the books are made?" there will be a quick discussion about the question. Brainstorm students’ ideas. Explain that during the class, they will learn how to implement passive voice present simple when we focus on the object of the sentence.	
Instruct (Teach) and Model	
<p>Instruct (explain) Explain the usage of passive voice present simple. Provide examples from the warm-up activity. Explain the structure of positive and negative sentences in passive voice present simple</p> <p>Model Demonstrate the game by picking up one of the picture cards and showing it to the class. Ask the students to make present simple passive sentences to describe the object. Write the students' ideas on the board. For example, if you picked up the picture of the dictionary, the students might say: It's made from paper. It's used in the classroom. It's bought by someone learning a language. It's used to find the meanings of words, etc. Explain that when the students describe an object, they must use the pronouns: it, they, this or these.</p>	
Guided Practice	
Divide the class into groups of four and give each group a set of cards . Ask the students to shuffle the cards and place them face down in a pile on the desk. Students then take it in turns to turn over a card and describe the object to the other students in the group using the present simple passive. Monitor their progress.	
Independent practice	
Students play the game.	
Assessment	
The first student to guess the object wins the card. The student with the most cards at the end of the game wins.	

Cards



LESSON PLAN 23

Class: 2 nd “B” N^o Students: 20	School year: 2021-2022
Language Level: B1.1	Topic: What have I been doing?
Date: Thursday, 30 th , 2022	Type of institution: Public
Teacher Student: Evelyn Castillo	Schedule: Thursday, 13h00 – 14h20 Time per lesson: 80 minutes
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> to use the present perfect continuous to guess what people have been doing from mimes. 	<ul style="list-style-type: none"> Markers Cards
Warm-up and Objective Discussion	
How Long Have I Been ...? To introduce the concept of a continuing past action, begin the lesson by asking the students what time it is and write the time on the board. Then, without speaking, begin doing something, such as walking around the room. Then look at your watch, and ask, “How long have I been walking around the room?” Explain that during the class, they will learn how to use the present perfect continuous to guess what people have been doing from mimes.	
Instruct (Teach) and Model	
Instruct (explain) Explain the usage of present perfect continuous for actions that started in the past continued up until another time in the past. Explain the structure of positive, negative and interrogative sentences in past perfect continuous. Provide examples.	
Model Explain that the students are going to play a miming game where they guess what someone has been doing using the present perfect continuous. Ask the students to watch you and guess what you’ve been doing. Mime a simple activity and encourage the students to call out their answers in the present perfect continuous.	
Guided Practice	
Divide the class into two groups. Students practice the game. They recall the grammar points explained. Monitor their progress.	
Independent practice	
Next, separate the students into two teams (A and B). A student from Team A comes to the front of the class and is handed a mime card . The student asks the class, “What have I been doing?” The student then has two minutes to mime the sentence on the card to his or her team. During these two minutes, the members of Team A can ask the student questions about what he or she has been doing to which the student can nod yes or no. If Team A guesses the sentence in the allotted time, they score 2 points. The sentence must be exactly the same as what’s written on the card to win. If they don’t guess the sentence or time runs out, it’s Team B’s turn to answer. If Team B guesses correctly, they score 1 point. Then a student from Team B comes to the front of the class and the game continues in the same way. The team with the most points at the end of the game wins.	
Assessment	
Do this as a speaking activity with students describing what they have been doing to their team, without using the words on the card in any form. If a student uses the words, the student’s team lose their turn and the other team can try to answer.	

Cards

<p>You've been singing in the shower.</p>		<p>You've been eating spaghetti in an Italian restaurant.</p>	
<p>You've been doing the housework.</p>		<p>You've been working out at the gym.</p>	
<p>You've been flying a kite in the park.</p>		<p>You've been painting your house.</p>	
<p>You've been watching a 3D film.</p>		<p>You've been playing badminton at the sports centre.</p>	
<p>You've been riding on a roller coaster.</p>		<p>You've been doing your homework in the library.</p>	
<p>You've been studying for an exam all night.</p>		<p>You've been sunbathing on the beach.</p>	
<p>You've been cooking dinner.</p>		<p>You've been arguing with your girlfriend/boyfriend.</p>	
<p>You've been driving a bus.</p>		<p>You've been teaching English to the class.</p>	
<p>You've been talking to your friend on the phone.</p>		<p>You've been shopping for shoes at the mall.</p>	
<p>You've been cycling up a hill.</p>		<p>You've been dancing in the rain.</p>	

LESSON PLAN 24

Class: 2 nd “B” N^o Students: 20	School year: 2021-2022
Language Level: B1.1	Topic: Passive voice present simple
Date: Friday, 01 st , 2022	Type of institution: Public
Teacher Student: Evelyn Castillo	Schedule: Friday, 13h00 – 13h40 Time per lesson: 40 minutes
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> • to apply a test to measure students’ grammatical competence after the intervention plan. • to complete the questionnaire to explore their perceptions towards the instructional process. 	<ul style="list-style-type: none"> • Markers • Posttest • Questionnaire
Warm-up and Objective Discussion	
The lesson starts with a brainstorming activity in which students discuss the following phrase: “I don't care what <i>is written</i> about me so long as it isn't true”. Ask questions “ <i>What is your opinion about that?</i> ”	
Instruct (Teach) and Model	
Instruct (explain) Explain the purpose of the research and give the instructions of the test.	
Model Read the questions of the test and analyze what students must do in every question.	
Guided Practice	
Students can ask questions about the test. Guide them.	
Independent practice	
Students complete the pretest. Students complete the questionnaire.	
Assessment	
The application of the research instruments.	