



**Pontificia Universidad  
Católica del Ecuador**  
Seréis mis testigos

**ESMERALDAS**

**ESCUELA DE EDUCACIÓN**  
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

**RESEARCH REPORT**

ACTIVITIES BASED ON THE GUIDED DISCOVERY APPROACH TO IMPROVE  
A1 LEVEL STUDENTS' ENGLISH GRAMMAR

**INFORME DE INVESTIGACIÓN**

ACTIVIDADES BASADAS EN EL ENFOQUE DE DESCUBRIMIENTO GUIADO  
PARA MEJORAR LA GRAMÁTICA DEL INGLÉS EN ESTUDIANTES DEL NIVEL  
A1

**PREVIO AL TÍTULO ACADÉMICO DE:**  
LICENCIADO EN PEDAGOGÍA DEL IDIOMA INGLÉS

**RESEARCH LINE:**

INNOVATIVE STRATEGIES AND METHODOLOGIES FOR ENGLISH  
LANGUAGE TEACHING

**AUTHOR:**

BRUNA GABRIELA CANO CHILA

**ADVISOR:**

PHD. ARELYS RORÍGUEZ MESTRE

March, 2025

## DISSERTATION COMMITTEE

As members of the Dissertation Committee at PUCE Esmeraldas, we certify that we have read the dissertation prepared by **BRUNA GABRIELA CANO CHILA** entitled **ACTIVITIES BASED ON THE GUIDED DISCOVERY APPROACH TO IMPROVE A1 LEVEL STUDENTS' ENGLISH GRAMMAR** and suggest that it be approved for satisfying the thesis requirement to obtain the bachelor's degree in Language Pedagogy.

---

Reader 1

MSc. José Suárez Lezcano

---

Reader 2

MSc. Rebeca Naranjo corría

---

School Director

MSc. Marjorie Perlaza Rodríguez

---

Thesis Director

PhD. Arelys Rodríguez Mestre

Final approval and acceptance of this dissertation is contingent upon the candidate's submission of the final copies of the dissertation to the Graduate College. I hereby certify that I have read this dissertation prepared under my direction and recommend that it be accepted as fulfilling the dissertation requirement.

---

Thesis Director:

## **CERTIFICADO DEL DIRECTOR**

Yo, PhD. Haydeé Ramírez Lozada, en calidad de directora de esta tesis, certifico haber revisado que el trabajo cumple los requisitos de calidad, originalidad y presentación exigibles y que se han incorporado las sugerencias del Tribunal al trabajo de grado.

---

PhD. Arelys Rodríguez Mestre  
CI: 55051708232

## **STATEMENT BY THE AUTHOR**

I, Bruna Gabriela Cano Chila affirm that the investigation in the present report research is unique, authentic, and personal.

The content of this research is a legitimate legal and academic responsibility of the author and PUCE Esmeraldas.

---

Bruna Gabriela Cano Chila

085027091-9

## **DEDICATION**

“I dedicate this work to the English teachers of PUCESE and to all the educators who are passionate and committed to transforming education, braking barriers, and promoting quality educational inclusion”

## **ACKNOWLEDGMENT**

First of all, I want to thank God for always guiding my path and giving me strength and intelligence during this process of my life.

To my dear parents Myrna and Eduardo for always being the support and the fundamental pillar that I needed during my journey, infinite thanks for always giving me the best advice to move forward despite the adversities and difficulties that I encountered along the way. I could not be more grateful to you for everything you have sacrificed and done for me, simply thank you for all the beautiful things and the infinite love that you always show me every day, I love you with all my heart.

To my dear grandfather, although he is not physically with me, I know that from heaven he was always supporting me as he always did, thank you for being my guardian angel, I always love you and miss you every day, grandpa of my heart.

To my dear siblings, Erick, Mayra, Eduarda and Nicolle, thank you all for always supporting me and for your indispensable contribution during this journey. Each one of you supported me in an unparalleled way and I am very grateful to you for that. Thank you for always showing your love towards me. You have been my joy throughout this journey. Thank you for all your advice and for the affection you have shown me without asking for anything in return.

I love them with my whole heart.

# TABLE OF CONTENTS

Cover.....	i
DISSERTATION COMMITTEE.....	xi
CERTIFICADO DEL DIRECTOR.....	xiii
STATEMENT BY THE AUTHOR.....	xiv
DEDICATION Falta.....	xv
ACKNOWLEDGMENT.....	xvi
TABLE OF CONTENTS.....	xvii
ABSTRACT.....	xix
RESUMEN.....	xx
INTRODUCTION.....	1
Theme presentation.....	1
Problem statement.....	2
Justification.....	2
Objectives.....	3
General.....	3
Specific.....	3
CHAPTER I.....	4
THEORETICAL FRAMEWORK.....	4
1.1. Scientific theoretical foundation.....	4
1.1.1. Definition of Guided Discovery Approach.....	4
1.1.1.1. Advantages of Guided Discovery approach.....	4
1.1.2 Educational resources for guided discovery activities.....	5
1.1.4. Bruner’s Guided Discovery Learning theory.....	6
1.1.5. Definition of grammar.....	6
1.1.5.1 Importance of teaching grammar.....	7
1.1.5.2 The role of grammar in second language learning.....	7
1.1.6 Assessment and feedback in the guided discovery approach.....	8
1.1.7 Descriptive and prescriptive grammar.....	8
1.1.8. Sociocultural theory and scaffolding.....	9
1.1.9. Zone of proximal development.....	9

1.2. Antecedents.....	10
CHAPTER II.....	10
METHODOLOGICAL FRAMEWORK.....	11
2.1 Context.....	11
2.2 Type of Investigation.....	11
2.3 Population and sample.....	11
2.4 Variables (Appendix 1).....	11
2.5 Research methods.....	11
2.6 Research Techniques and Instruments (Appendix 2).....	12
2.7 Data processing.....	12
CHAPTER III.....	13
RESULTS.....	13
3.2 Data triangulation.....	19
PROPOSAL.....	20
CHAPTER IV.....	23
DISCUSSION.....	23
CHAPTER V.....	25
5.1 CONCLUSIONS.....	25
5.2 RECOMMENDATIONS.....	26
References.....	27
Annexes.....	30

## **ABSTRACT**

The present research analyzed the use of the guided discovery method used for teaching grammar to A1 level students, based on the choice of content, topics and activities to improve students' learning of grammar. The research found that students need the contents taught to be according to their level as this helps them to improve their understanding of grammar. It was found that when visual teaching tools and the use of technology are used, this considerably helps students to have greater comprehension when using basic grammatical structures. The research also highlights how important it is to use activities according to the students' preference because this increases their motivation to learn. These activities were designed based on a three-stage structure (Engagement, Guided Practice and Practice) that allowed students to have an easier time learning basic grammatical structures.

**Key words:** *Guided Discovery Approach, interactive activities, teaching activities, English grammar.*

## **RESUMEN**

La presente investigación analizó el uso del método de descubrimiento guiado utilizado para la enseñanza de la gramática a estudiantes de nivel A1, basándose en la elección de contenidos, temas y actividades para mejorar el aprendizaje de la gramática por parte de los estudiantes. La investigación encontró que los estudiantes necesitan que los contenidos enseñados sean acordes a su nivel ya que esto les ayuda a mejorar su comprensión de la gramática. Se descubrió que cuando se utilizan herramientas didácticas visuales y el uso de la tecnología, esto ayuda considerablemente a los estudiantes a tener una mayor comprensión al utilizar estructuras gramaticales básicas. La investigación también destaca lo importante que es utilizar actividades de acuerdo con las preferencias de los estudiantes, ya que esto aumenta su motivación para aprender. Estas actividades fueron diseñadas en base a una estructura de tres etapas (Compromiso, Práctica Guiada y Práctica) que permitió a los estudiantes tener un aprendizaje más fácil de las estructuras gramaticales básicas.

***Palabras clave:** Enfoque de Descubrimiento Guiado, actividades interactivas, actividades de enseñanza, gramática inglesa.*

# INTRODUCTION

## **Theme presentation**

The guided discovery approach is an approach that allows students to have a better understanding of the topics with the help of teachers or a tutor. In this case the teachers do not provide the indications in a direct way but in a more indirect way which leads the students to discover the information by themselves. This allows students to develop skills for comprehension and critical analysis in order to solve problems effectively.

As time goes by, the teaching of English has evolved and now focuses not only on the development of language skills, but also on enabling students to communicate outside of an educational context. This has allowed a new approach to emerge called the guided discovery approach, which allows students to be involved in the learning process.

This approach has been shown to be effective in teaching English grammar. Bustos (2020) emphasizes that this approach promotes the autonomy of students, allowing them to develop their critical thinking, which is essential for them to be responsible for their learning. In addition, there are initiatives such as Ceibal (CEI) in Uruguay that have implemented this approach with a favorable result, since this approach allows the comprehension of grammatical structures to be more manageable for students, which allows their learning to stand out for being participatory and active.

Moreover, this approach is related to current teaching practices that focus on promoting student autonomy. This allows for long-term and deeper learning. Bustos (2020) highlights that: “This approach requires more time compared to others, he considers that using this approach students learn in a more meaningful way since they are the ones who discover the information”.

In addition to no longer using traditional methods, the guided discovery approach emphasizes that students discover their knowledge on their own, which allows them to develop their language learning skills as well as develop critical thinking and effective problem solving skills.

Finally, this approach promotes the active participation of students, which allows their learning to be meaningful and long term, this allows teachers to have a more interesting and appealing environment for students which allows them to increase their motivation to learn the grammar of the English language in an active way.

### **Problem statement**

Students in Esmeraldas have difficulties in learning English, there are some causes that lead students to have little knowledge of grammar, one of these is the complexity of some grammar topics, on the other hand the lack of practice by students is another of the most frequent causes, because of this the consequences are presented in that students cannot know how or how to perform the activities in classes and it is difficult for them to have good results in addition, this difficulty of students to learn English may be caused by the lack of innovative methodologies by teachers, so the following question arises.

Which activities based on the Guided Discovery Approach are useful to improve A1 level students' English Grammar?

### **Justification**

The present research focuses on the use of the Guided Discovery in language teaching, as this approach allows and facilitates students' active participation and learning, unlike traditional methods that can be passive, this approach allows students to participate directly in the construction of their linguistic knowledge, the main objective of using guided discovery is to optimize knowledge retention by deepening learning and making it more applicable to real-life communicative situations. Therefore, the goal is not only to develop language skills, but also effective communicative skills that learners can use in different contexts outside the academic environment.

This project seeks to improve or give a significant contribution to the didactics of the English language, since it seeks to improve the teaching of grammar through the use of the Guided Discovery Approach, therefore with the use of this method it is expected that students have an improvement in terms of knowledge and use of English grammar.

## **Objectives**

### **General**

- To design some activities based on the Guided Discovery Approach to improve A1 level students' English grammar.

### **Specific**

- To determine the grammatical contents according to A1 level students' learning needs.
- To determine A1 level students' themes or preference to be included in the learning activities.
- To identify the most appropriate resources to be used in each of the activities designed.

# **CHAPTER I**

## **THEORETICAL FRAMEWORK**

### **1.1. Scientific theoretical foundation.**

#### **1.1.1. Definition of Guided Discovery Approach**

The guided discovery approach is an approach in which the students are at the center of the learning process, as it promotes the autonomy of the students with the help of the teachers, allowing them to internalize the information and use the grammatical structures effectively. There are many approaches and strategies for teaching but there are criteria that reflect that teachers point to this approach as the most effective.

It is also characterized by the fact that students are the ones who discover their own information. Thornbury (1999) points out that this approach helps with the motivation and active participation of students, which allows them to be the ones who are able to master grammatical structures.

Moreover, this approach not only promotes student autonomy but also allows students' intrinsic interest in learning to grow, which helps to improve students' metacognition.

#### **1.1.1.1. Advantages of Guided Discovery Approach**

This approach has many benefits that allow for improved student learning. By allowing students to discover their own information and solve their problems on their own, this approach highlights that they will have more lasting and meaningful learning in the long term. It also promotes critical thinking and decision making if they are presented with a problem since they analyze the information and come to their own conclusions.

On the other hand, this approach can easily be adapted to the different learning styles of students. By actively participating, students can establish relationships with the information they already master with the new information they are learning, which helps them retain the information more easily. This approach also encourages students to work in pairs, which allows them to share information more dynamically, which allows the discovery of information to be more dynamic and collaborative.

Finally, this approach serves as an aid for students to feel more confident and independent when learning since the objective of education is for students to develop their autonomy. Esmailzadeh (2019) highlights that this approach allows students to be more independent and responsible with their learning.

### **1.1.2 Teaching resources for educational activities**

Teaching resources are of utmost importance for student learning. Tomlinson (2011) points out that the use of these teaching materials contribute significantly to student learning as it helps them to have a better understanding of grammatical structures. On the other hand, Harmer (2007) also states that the use of visual teaching resources helps students to have a better understanding of the use of English grammar, as it is easier for them to understand the grammatical structure represented in a more dynamic way.

The most commonly used resources for guided discovery methods include:

- Authentic texts: These allow students to analyze structure in context.
- Grammar games: These promote fun and engaging learning.
- Interactive digital activities: Apps and online platforms allow for self-guided practice.
- Use comic strips or illustrated dialogues: These facilitate understanding of grammar rules in everyday situations.

The selection of resources should meet the needs of the group and ensure that they are easily accessible and appropriate for the students' level (Harmer, 2007).

### **1.1.3. Characteristics of the Common European Framework of Reference for Languages (CEFR) Level A1.**

The Common European Framework of Reference for Languages (CEFR) defines levels of language competence, with A1 being the most basic. At this level, students can communicate in everyday situations using simple phrases and expressions, provided the other party speaks slowly and clearly (Council of Europe, 2001).

In listening and reading comprehension, students can understand familiar words and expressions in everyday contexts, such as personal introductions or basic instructions. However, their comprehension skills are limited and they rely on very simple texts or recordings.

In terms of interaction and speaking, they can ask basic questions and give simple answers to personal information, but they have a restricted vocabulary and limited grammatical structures. In terms of writing, they can compose text messages and fill out forms with personal data, but they often make mistakes (Ministerio de Educación de España, 2008).

Despite its limitations, level A1 remains essential for language learning because it allows students to handle simple situations and move on to advanced levels.

**Level A1:** This is the most basic level of language competence in the CEFR. Students at this level are able to use simple expressions and phrases to meet specific needs.

**Grammar A1:** Understands basic grammatical structures such as the present simple tense, the verb "to be," personal pronouns, definite and indefinite articles, and basic sentence structures.

#### **1.1.4. Bruner's Guided Discovery Learning theory**

According to Bruner (1960), learning is most effective when learners discover their own knowledge, that is, when they construct their own understanding through discovery learning. According to Bruner, learning is not limited to stimulus-response relationships, but involves the formation of active cognitive structures.

Furthermore, these structures are representational systems that organize and store information in the human brain in the form of rules for interpreting the environment. In addition, Bruner emphasized the importance of avoiding direct teacher response and encouraging students to think for themselves.

#### **1.1.5. Definition of grammar**

In the Chomskyan tradition, the grammar of a language describes the grammatical competence of native speakers, focusing on tacit understanding of linguistic rules rather than actual use or "performance" (Chomsky, 1965). This approach distinguishes between "grammatical competence" and "linguistic competence".

Richards (2022) states that grammar refers to the “system of rules for forming sentences” that includes knowledge of grammatical parts, tenses, phrases, clauses, and syntactic structures necessary to form grammatically correct sentences in English (Richards, 2022).

On the other hand, the ability of grammar refers to the innate knowledge of a speaker in reference to his language. According to Chomsky (1965), people have the innate ability to learn any grammar of any language during their development period, which shows that grammar is not only rules that are learned but is also considered part of people's cognition.

### **1.1.5.1 Importance of teaching grammar**

Learning grammar plays a very important role in the development of speech and communication. Understanding the rules of grammar is what allows people to communicate effectively, to be able to write in a way that is understood when writing or wanting to express themselves.

This allows the person to develop their writing and speaking skills, since knowing the grammatical structure of the language can improve their writing ability, which helps them write coherently and use punctuation marks correctly.

On the other hand, having a good knowledge of grammar helps to have a better understanding when analyzing a paragraph or reading. Regarding the context of teaching English grammar, according to Ellis (2006), the correct use of grammar helps to have better precision when speaking or writing, which allows communication to be effective.

Larsen Freeman (2015) points out that "teaching grammar is not just about the rules of the language itself, but also about how these rules work in different contexts." This highlights that teaching grammar should be comprehensive and not just about learning the grammatical rules (Larsen Freeman, 2015).

### **1.1.5.2 The role of grammar in second language learning**

In the early stages of language learning, such as level A1, students focus especially on learning grammatical structures that allow them to communicate easily and effectively.

Throughout history, there has been a debate about the importance of explicit versus implicit grammar instruction. Krashen (1982) argued that implicit grammar learning through exposure to comprehensible input is more effective than explicit teaching of rules (Krashen, 1982). However, other researchers, such as Ellis (2006), argue that clear grammar instruction, especially in the primary years, can speed up the acquisition process and provide greater clarity for students (Ellis, 2006).

### **1.1.6 Assessment and feedback in the Guided Discovery approach**

Assessment within Guided Discovery approach should be formative and provide ongoing feedback to help students reflect on their learning progress. Brown (2004) believes that effective assessment of second language acquisition should focus on the process and not just the results (Brown, 2004).

The most effective strategies for assessing grammar acquisition using this approach include:

- Self- and peer-assessment: Students analyze their own or their peers' progress.
- Learning portfolio: A place where students can record examples of grammatical structures they discover.
- Immediate corrective feedback: Nicol (2010) suggested that feedback should be clear and specific so that students can correct their errors immediately.
- Task-based assessments: Activities in which students apply grammatical structures in real-world situations.

The purpose of feedback in this approach is to guide students in building their grammatical knowledge rather than simply correcting errors mindlessly (Nicol, 2010).

### **1.1.7 Descriptive and prescriptive grammar**

Descriptive grammar studies the actual use of language by observing and documenting the grammatical structures used by speakers. This approach avoids judging whether language forms are correct or incorrect; instead, it focuses on how language works in the real world. As Hinkel (2013) puts it, “Descriptive grammar is the description of how speakers use language in everyday life, without judging variations or non-standard forms. This perspective allows us to appreciate

linguistic diversity and better understand the social, cultural, and cognitive contexts that shape language development.”

In contrast, normative grammar establishes specific rules for language use and promotes forms that are considered correct according to standards established by linguistic bodies, such as language academies and normative dictionaries. This approach seeks to preserve the "purity" of language and standardize its use, especially in formal and educational settings. According to (Baugh & Cable, 2002) "educational grammar is a set of rules that specify how language should be used and which determine which forms are correct and which are not."

### **1.1.8. Sociocultural theory and scaffolding**

According to Vygotsky (1987), there are two types of psychological functions: inferior and superior. Inferior functions are what a person is born with and what limits their behavior. Higher functions, on the other hand, are acquired through social interactions and are strongly influenced by language, which allows people to organize their mental processes as part of their social development.

This allows them to reach new levels of organization of their actions. Language, as a basic tool, allows us not only to understand each other but also to act consciously and autonomously. In addition, Vygotsky noted that people create culture, which in turn regulates individual behavior, knowledge, and the way we live and interact with others.

He also highlighted the importance of language for cognitive development. He believes that language is not only a means of communication but also a tool of thought.

### **1.1.9. Zone of proximal development**

The learning process needs a guide or a tutor. According to Vygotsky, who points out that students advance from what they already know to what they need to achieve with the help of a tutor, when the teacher or tutor intervenes it is as a facilitator. Likewise, Vygotsky (1978) points out that people learn skills and strategies through contact with society. This allows students to be able to build their own knowledge and criteria based on their interactions with the society in which they find themselves through interaction.

## **1.2. Antecedents**

Solano (2020) conducted a study based on the effectiveness of guided discovery grammar, in which students were able to learn grammar in a more active and autonomous way with the help of the teacher. The research was conducted in a classroom in which the population was high school students. The results of this research showed that the use of this approach significantly improved student learning in terms of the use of the different grammatical structures that were taught. It was also shown that student participation increased and improved, which showed that the use of this approach helps significantly in student motivation and participation.

On the other hand, Mega (2021) investigated the application of guided discovery for teaching vocabulary through online platforms in Indonesia based on high school students. The results of this research showed that the use of technological tools significantly helped students with vocabulary learning. In this way, this method contributed to the active participation of students, which allowed them to learn at their own pace, with the guidance of the teacher, which led to meaningful learning.

Wu (2023) further studied the use of the guided discovery approach for English grammar in a school in China. The results of this study reflected that this approach positively impacted students' learning of grammatical structures, and students showed more interest in learning the language. This study concluded that the approach not only helps in understanding grammar but also allows students to develop their autonomy when learning.

Finally, Esmailzadeh (2019) conducted a study in which he compared three very different methods, which were (self-discovery, guided discovery, and situational presentation) in learning second conditionals in English, which was carried out with students from Iran. This research evaluated the students' comprehension ability to solve the activities using conditionals correctly. The results of this research showed that among the three methods he used, the most effective was the guided discovery method, as it helped students to have a better understanding of the use of the second conditional.

## **CHAPTER II**

### **METHODOLOGICAL FRAMEWORK**

#### **2.1 Context**

The research was conducted in a school located in the province of Esmeraldas, Ecuador. Most schools in this city do not have the necessary resources for teaching English, which is why the students' level of English is low.

#### **2.2 Type of Investigation**

The research used mixed methods investigation design to investigate and develop guided discovery focus-based activities to improve A1 level students' grammar learning. This study seamlessly integrates qualitative and quantitative methods. The mixed methods investigation involves the compilation, analysis, and synthesis of quantitative and qualitative data. As indicated (Sampieri & Baptista 2014), this focus does not replace any of the methods; however, it addresses their respective strengths and minimizes their possible limitations.

#### **2.3 Population and sample**

The research was applied to 8th grade students in a school in Esmeraldas who were learning English as a second language. A purposive sample of 25 students and 4 teachers from different elementary schools in Esmeraldas was selected based on their current levels of English. The sample included participants diverse in terms of gender and socioeconomic status to ensure representativeness.

#### **2.4 Variables (Appendix 1)**

**Dependent variable:** A1 level students' English language grammar.

**Independent variable:** Activities based on the Guided Discovery Approach.

#### **2.5 Research methods**

In this research, methods were used that helped to analyze the problem presented in the research, namely, the synthetic analysis method according to Bunge (1960). This method allows a phenomenon to be broken down into different parts to analyze them and then reintegrate them to understand them comprehensively. In addition, the inductive method proposed by Bacon (1620)

and systematized by Mill (1843) was used. It states that knowledge is built from the observation of specific cases to reach general conclusions.

## **2.6 Research Techniques and Instruments (Appendix 2)**

The research used a survey technique and a 12-question questionnaire with a liker scale format as an instrument, which were designed according to the objectives of the research. The objective of the survey was to collect different perspectives of students and teachers on the use of activities based on the guided discovery approach to improve students' learning in English grammar.

## **2.7 Data processing**

The data was processed using the Microsoft Excel tool. Through this application, the data obtained from the survey were represented in bar graphs that gave it a more attractive and orderly view. Likewise, the responses were analyzed and organized to guarantee clear and precise information to complete the investigation.

## CHAPTER III

### RESULTS

#### 3.1. Results of the Survey Applied to Students

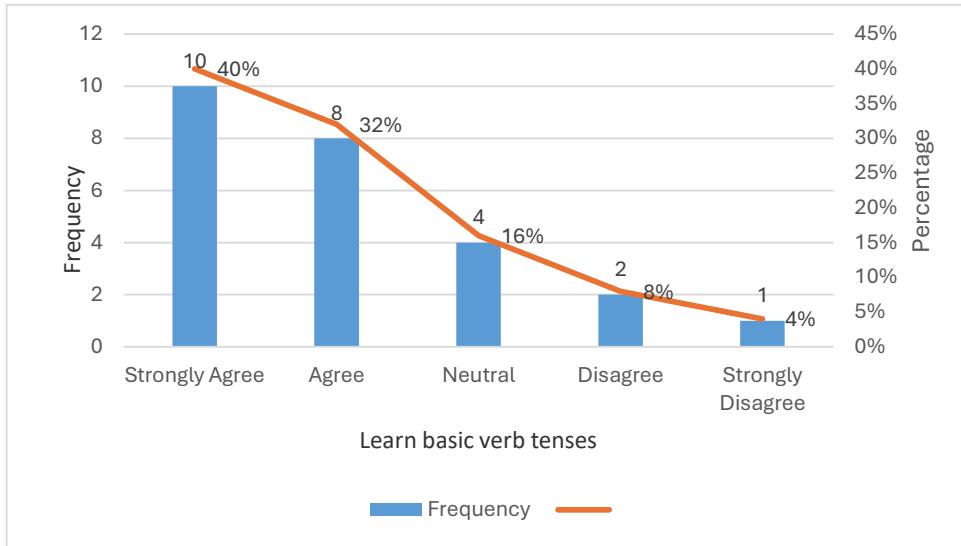
The survey applied in this research was divided into three dimensions, each of these dimensions were based on the specific objectives. The first dimension was the grammatical content according to the level of the students, the second dimension was to determine the preferences of the students for the activities and the third to determine what resources were used. To achieve this, a survey was applied to the students and a survey to the teachers. The analysis of the data involved a detailed comparison of the responses, focusing on the identification of the grammar, activities and resources to improve the learning of grammar in the students.

#### **Dimension 1: Grammatical content according to the students' level.**

Regarding the grammatical content according to the students' level in learning grammar (Figure 1), the results revealed that the majority (40%, frequency 10) selected the Strongly Agree category, (32%, frequency 8) selected the Agree category and (16%, frequency 4) selected the Neutral category.

#### **Figure 1**

*Grammatical content according to the student's level*



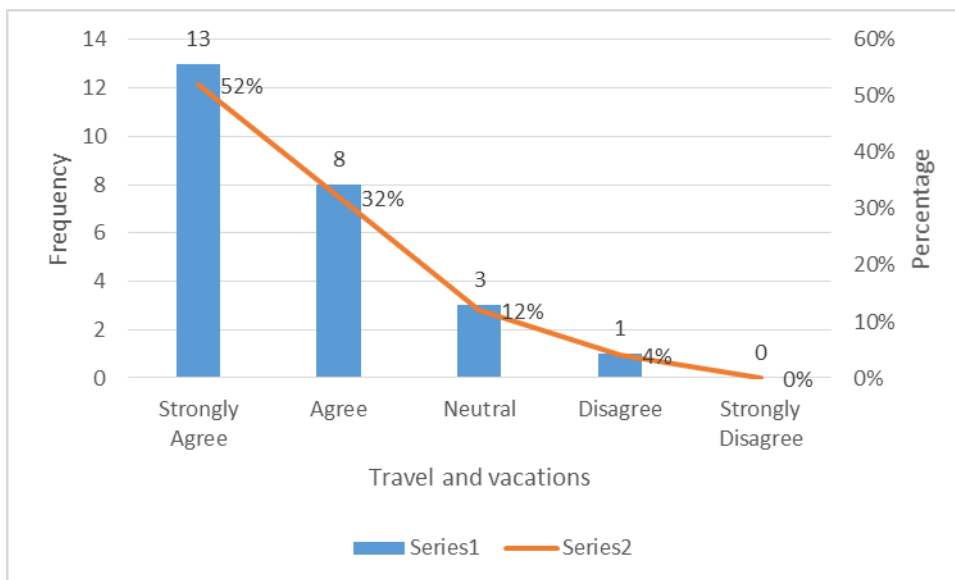
**Note:** The data were taken from the survey applied to students

### Dimension 2: Preference of topics to include in activities

In accordance to the preference of topics for the activities (Figure 2), the results showed that most of the students (40%, frequency 10) chose the Strongly Agree category, followed by (36%, frequency 9) who chose the Agree category and (12%, frequency 3) who selected the Neutral category.

Figure 2

*Students' preference of topics.*



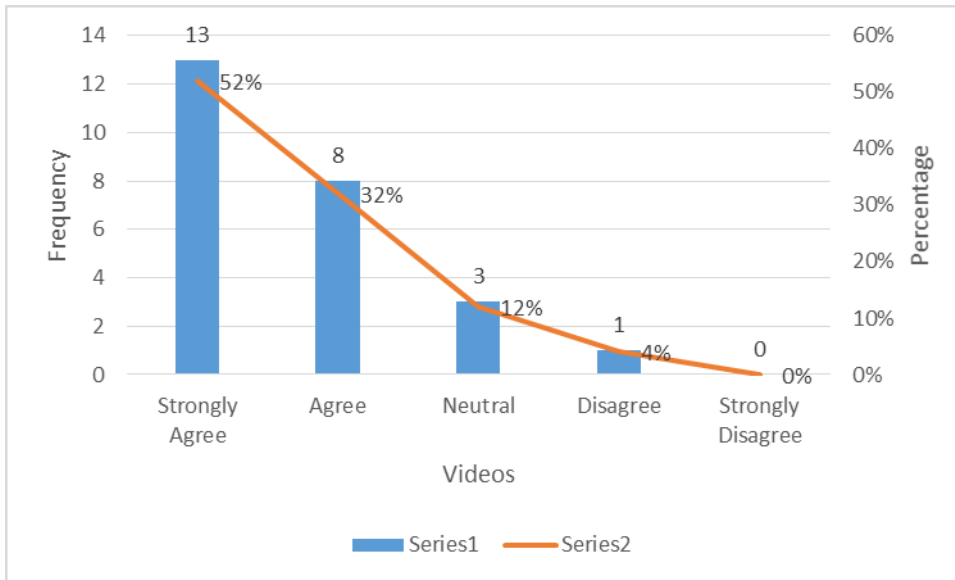
**Note:** The data were taken from the survey applied to students

### Dimension 3: Didactic resources to be use in the activities

Regarding the didactic resources to be use (Figure 3) the results obtained were classified as follows, with (56%, frequency 13) selecting the category Strongly Agree being the highest, followed by (32%, frequency 8) the category Agree and (12%, frequency 3) selected the category Neutral.

**Figure 3**

*Didactic resources to be use in the activities*



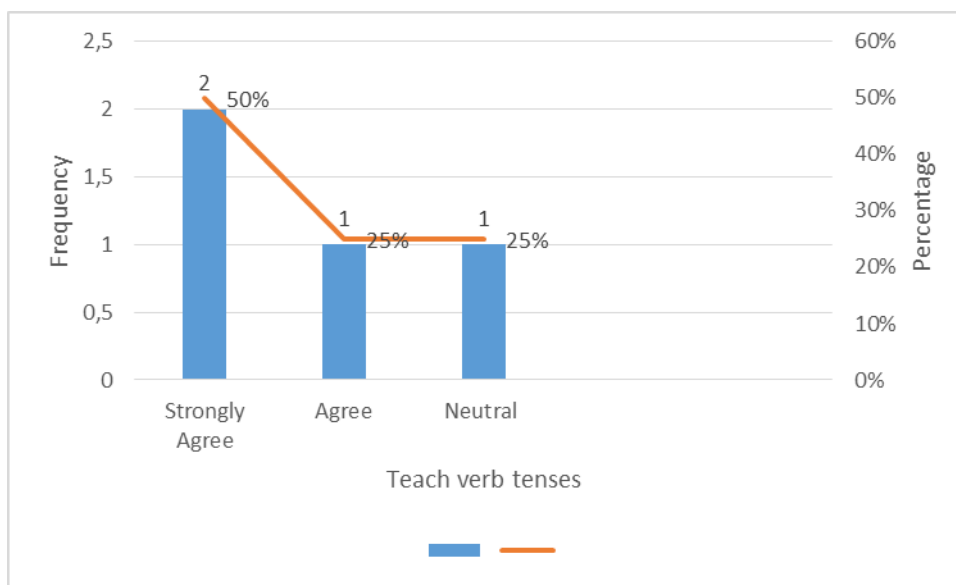
**Note:** The data were taken from the survey applied to students

### 3.2 Results of the Survey Applied to Teachers

In accordance to the teaching of the grammatical content that teachers prefer to teach (Figure 4) the results obtained in the survey show that (50%, frequency 2) chose the category Strongly Agree being the highest, followed by (25%, frequency 1) who selected the category Agree and (25%, frequency 1) chose the Neutral category.

**Figure 4**

*Teachers' preferences to teach grammar*

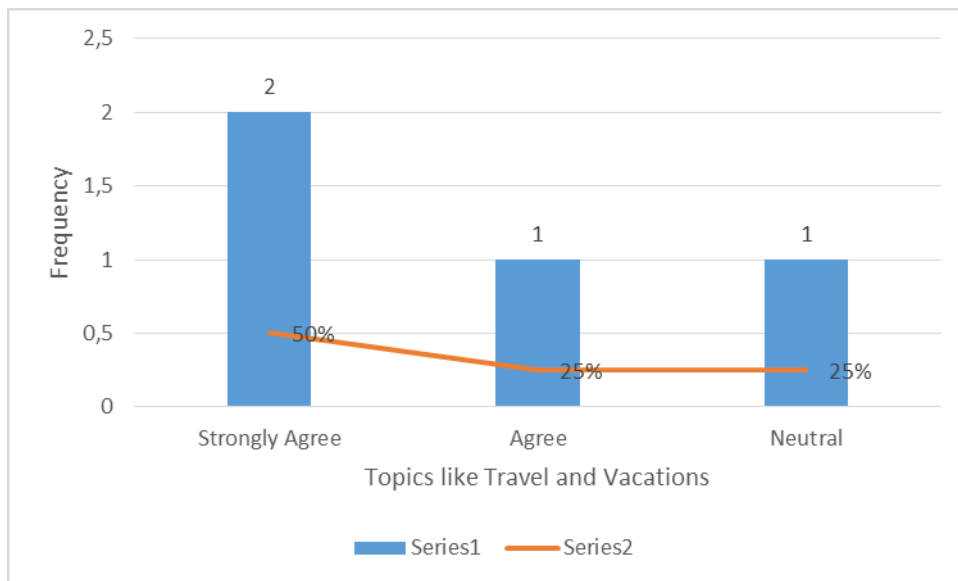


**Note:** The data were taken from the survey applied to teachers

Regarding the topics that teachers used to motivate students to learn grammar (Figure 5), the results show that (50%, frequency 2) chose the Strongly Agree category, followed by (25%, frequency 1) who selected the Agree category and (25%, frequency 1) who chose the Neutral category.

**Figure 5**

*Topic that the teachers like to motive students*

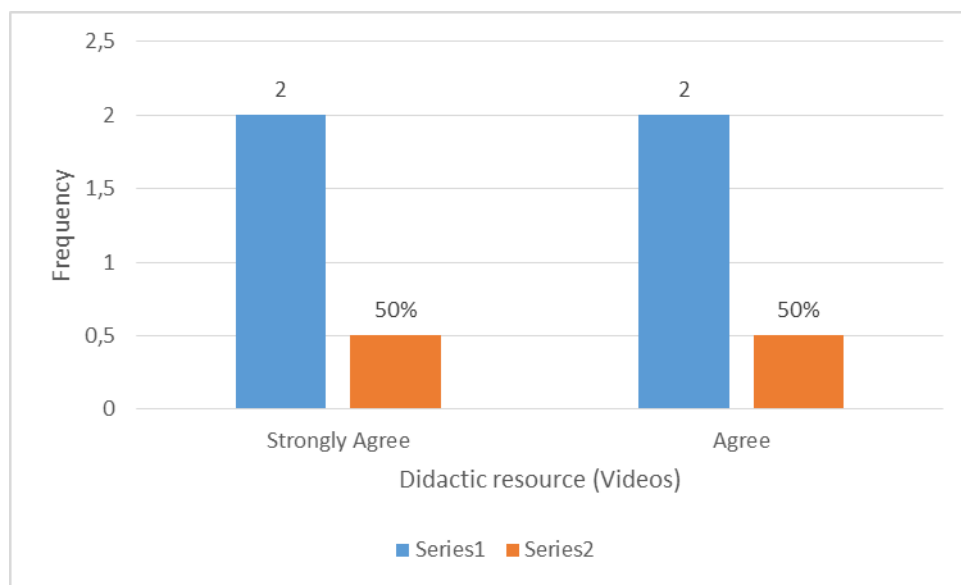


**Note:** The data were taken from the survey applied to teachers

Concerning with the didactic resource used by teachers (Figure 6), the results obtained in the survey show that (50%, frequency 2) selected the strongly agree category and that (50% frequency 2) chose the agree category.

**Figure 6**

*Didactic resource to teach grammar*



**Note:** The data were taken from the survey applied to teachers

### 3.2 Data Triangulation

These are the processed data from the responses of students and teachers with which a data triangulation was performed to identify the area of intersection of each dimension.

<b>Dimension</b>	<b>Students</b>	<b>Teachers</b>	<b>Intersection Area</b>
<b>Grammar content</b>	40% Strongly agree with the level of grammatical content.	50% strongly agree on teaching grammar content	Both considered that the grammatical content was appropriate for learning.
<b>Themes preferences</b>	40% Strongly agree with the topics included in the activities Strongly agree with the topics that motivate students	50% Strongly agree with the topics that motivate students	Both pointed out that the topics chosen help improve grammar learning
<b>Didactic resources</b>	56% Strongly agree with the teaching resources included in the activities	50% Strongly agree with the teaching resources for teaching	Both considered that teaching resources are essential for teaching grammar

## PROPOSAL (Appendix 3)

### Proposal: Activities based on the guided discovery approach to improve A1 level students English Grammar.

Strategies based on the Guided Discovery approach were developed using a variety of research methods to explore the strategies used by teachers and students in the classroom.

In order to implement these activities, different developmental stages need to be followed in the English classroom.

### ACTIVITY 1

#### Topic: Present simple questions

**Objective:** Students improve in the formulation of questions using the present simple tense.

<b>Stage 1 Engagement:</b> This phase is one of the most important since the teacher presents the topic to be taught in class, in which the students will receive the information and then put it into practice.	
<b>Teachers' role</b>	<b>Students' role</b>
<ul style="list-style-type: none"><li>• Use cards with simple present tense questions, such as Do you like pizza? These visual cards stimulate students' thinking by providing clear examples of the topic.</li><li>• Write the entire questions on the board, including the key words. This helps students visualize the structure of the questions.</li><li>• Write each question clearly so students see the correct word</li></ul>	<ul style="list-style-type: none"><li>• Look at the cards and listen for the questions they contain.</li><li>• Read the questions written on the board carefully and underline key words that appear repeatedly.</li><li>• Look at the questions and repeat them silently to become familiar with the written form.</li></ul>

<p>before attempting to repeat it themselves.</p>	
<p><b>Stage II Pre-practice:</b> At this stage, students will already have knowledge about the topic and will be able to put it into practice.</p>	
<p><b>Teachers' role</b></p>	<p><b>Students' role</b></p>
<ul style="list-style-type: none"> <li>• Ask students to identify the word associated with each dot on the board. Remember that (do) is used for I/you/we/they and (does) is used for he/she/it. This will allow them to discover the rule for themselves in a more interactive way.</li> <li>• Then hand out a worksheet with incomplete questions such as: _____ you like tennis? Students should fill in the gaps with what they have learned.</li> <li>• During the activity, supervise groups work, provide feedback, and ask guiding questions to help those who may be struggling.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the questions on the board and try to match the flashcards to key words, thinking about when to use (do or does).</li> <li>• Work on the worksheet in groups, brainstorm and check the correct answers with their partner.</li> <li>• Then compare their answers with others to see if there are making good use of the questions.</li> </ul>
<p><b>Stage III Practice:</b> At this stage, students will manipulate the topic themselves and develop the activity.</p>	
<p><b>Teachers' role</b></p>	<p><b>Students' role</b></p>

<ul style="list-style-type: none"><li>• Provide each student with specific questions to ask their peers, for example: Do you like music?</li><li>• Provide a chart for students to check their answers to their questions.</li><li>• Monitor and listen to interactions and correct students when is necessary to correct errors or clarify doubts.</li></ul>	<ul style="list-style-type: none"><li>• Walk around the classroom and talk to their classmates using the questions you were given by the teacher.</li><li>• Make sure to write the answers on the chart provided by your teacher.</li></ul> <p>Then share the results with the rest of the class. For example (Three students like music, while two don't).</p>
---	---

## **CHAPTER IV**

### **DISCUSSION**

The results of this research revealed that the majority of respondents prefer that English grammar be taught according to their level, in this case the students. It was observed that the implementation of interactive activities and visual materials are effective for teaching grammar, which is similar to the research that has been carried out prior to this research on the guided discovery approach.

In Solano's study (2020), for example, it was discovered that by using the guided discovery approach in grammar activities, not only were students able to understand the grammar rules on their own, but this also allowed them to apply these rules in contexts closer to their reality. In the current research, this observation is agreed with, because the majority of students strongly agreed that topics should be taught according to their level, in this case A1, which showed that the correct use of activities significantly helped to improve students' grammar learning. In addition, Solano (2020) and this research demonstrate that students feel more motivated and actively participate when the guided discovery approach is used.

On the other hand, Mega's study (2021) highlighted that it is effective to use textbooks and visual tools for vocabulary teaching. It should be noted that although this study is not related to grammar teaching as such, it refers to the use of teaching strategies, so the results of the studies show that the majority of students prefer to be taught using activities and tools that are attractive to them and according to their tastes or preferences. Both studies emphasize the autonomy of students in their learning with the help or guidance of the teacher.

Likewise, Wu's research (2023) conducted research on the implementation of the guided discovery approach in the teaching of grammar, which led to the active participation of students and the way of solving problems leading them to have a way of understanding grammatical topics in a deeper way. The results of this research coincide with this one since in the survey that was carried out on the students, they preferred dynamic activities for the teaching of grammar. These investigations agreed that the students improved their participation and also in the way of understanding grammar.

Finally, in the study by Esmailzadeh (2019), it was found that the guided discovery method is the most effective for the acquisition of grammar, this shows that this approach contributes to the independence and autonomy of students in terms of their learning. The results of the survey showed that the teaching resources used by teachers for teaching grammar are important as they help students to assimilate grammatical structures more quickly and effectively. Similarly, the results of this research and that of Esmailzadeh agree that the use of the approach helps to understand grammar more effectively.

To conclude, the results obtained in this research support the findings that have been made in previous studies, which supports that the use of the guided discovery approach is effective for teaching English grammar. In addition, students prefer that topics and activities be used according to their level.

## CHAPTER V

### 5.1 CONCLUSIONS

- The results revealed that A1 level students need grammatical content according to their level. This highlights the importance of choosing basic structures that contribute to their learning, and the implementation of the guided discovery approach proved to be effective in improving the understanding and use of basic grammatical structures.
- Students' preference for interactive activities was demonstrated, indicating that the topics chosen are related to their interests and experiences, since by implementing topics that spark their interest, they feel more motivated to learn English grammar.
- The most effective teaching resources for grammar teaching for A1 level students were found to include visual materials, as the implementation of technology with the guided discovery approach helped to improve student learning significantly, and also contributed to developing student autonomy.
- Based on the results obtained that contributed significantly, activities were designed based on the guided discovery approach in which the activities were divided into three stages: Engagement, Guide Practice and Practice.

## 5.2 RECOMMENDATIONS

It is recommended to A1 Teachers to:

- Prioritize the selection of grammatical structures that adapt to the abilities and level of the students, ensuring that the content is easy to understand and use.
- Adopt the guided discovery approach that has proven to be very helpful in helping students understand, comprehend and apply grammar rules effectively.
- Incorporate activities that are designed with the interests of the students in mind, as this encourages students' motivation for English grammar.

## References

- Baugh, A., & Cable, T. (2002). *vulms*. A History of the English Language.
- Brown, D. (2004). *ACADEMIA*. Language assessment: Principles and classroom practices:  
[https://evelintampubolon.wordpress.com/wp-content/uploads/2016/09/h-\\_douglas\\_brown\\_-\\_language\\_assessment.pdf](https://evelintampubolon.wordpress.com/wp-content/uploads/2016/09/h-_douglas_brown_-_language_assessment.pdf)
- Bustos, A. (2020). *BRITISH COUNCIL*. Guided Discovery approach in CEI Remote Teaching:  
[https://www.britishcouncil.org.ar/sites/default/files/guided\\_discovery\\_approach\\_in\\_cei\\_remote\\_teaching\\_alicia\\_bustos.pdf](https://www.britishcouncil.org.ar/sites/default/files/guided_discovery_approach_in_cei_remote_teaching_alicia_bustos.pdf)
- Council of Europe. (2001). *Biblioteca Digital Mineduc*. The Common European Framework of Reference for Languages: Learning, teaching, assessment: <https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>
- Chomsky, N. (1965). *ASPECTS OF THE THEORY OF SYNTAX*. <https://www.colinphillips.net/wp-content/uploads/2015/09/chomsky1965-ch1.pdf>
- Ellis, R. (2006). *WILEY*. Current issues in the teaching of grammar: An SLA perspective:  
<https://onlinelibrary.wiley.com/doi/abs/10.2307/40264512>
- Esmailzadeh. (2019). *ACADEMIA*. The Effects of Guided-discovery, Self-discovery, and Situational-presentation Techniques on Learning Conditional Sentences in English:  
[https://www.academia.edu/90430590/The\\_Effects\\_of\\_Guided\\_discovery\\_Self\\_discovery\\_and\\_Situational\\_presentation\\_Techniques\\_on\\_Learning\\_Conditional\\_Sentences\\_in\\_English](https://www.academia.edu/90430590/The_Effects_of_Guided_discovery_Self_discovery_and_Situational_presentation_Techniques_on_Learning_Conditional_Sentences_in_English)

Harmer, J. (2007). *Longman*. The practice of English language teaching (4th ed.):

<https://happinesscaress.wordpress.com/wp-content/uploads/2016/02/the-practice-of-english-language-teaching-4th-edition-harmer.pdf>

Hinkel, E. (2013). *TESOL Encyclopedia of English Language Teaching*. Descriptive versus Prescriptive Grammar :

<https://www.elihinkel.org/downloads/descriptive%20v%20prescriptive.pdf>

Krashen, S. (1982). *University of Southern California*. Principles and practice in second language acquisition:

[https://www.sdkrashen.com/content/books/principles\\_and\\_practice.pdf](https://www.sdkrashen.com/content/books/principles_and_practice.pdf)

Khirana, M. (2021). *The implementation of guided discovery method via e- learning to teach vocabulary at smpn 1 kebonsari madiun thesis English education department faculty of education and teacher training state institute of Islamic studies ponorogo.*

[https://etheses.iainponorogo.ac.id/15088/1/210917075\\_DHEA%20AYU%20MEGA%20KHIRANA\\_TBI.pdf](https://etheses.iainponorogo.ac.id/15088/1/210917075_DHEA%20AYU%20MEGA%20KHIRANA_TBI.pdf)

Larsen-Freeman, D. (2015). *weebly*. Teaching grammar:

<https://woucentral.weebly.com/uploads/7/4/6/9/7469707/larsen-freeman.pdf>

Ministerio de Educación de España. (2008). *cervantes*. El MCER: Una guía para la enseñanza y evaluación de lenguas extranjeras.:

[https://cvc.cervantes.es/ensenanza/biblioteca\\_ele/marco/cvc\\_mer.pdf](https://cvc.cervantes.es/ensenanza/biblioteca_ele/marco/cvc_mer.pdf)

Nicol, D. (Agosto de 2010). *researchgate*. From monologue to dialogue: Improving feedback in the twenty-first century. Learning and Teaching in Higher Education:

[https://www.researchgate.net/publication/233337186\\_From\\_monologue\\_to\\_dialogue\\_Improving\\_written\\_feedback\\_processes\\_in\\_mass\\_higher\\_education](https://www.researchgate.net/publication/233337186_From_monologue_to_dialogue_Improving_written_feedback_processes_in_mass_higher_education)

Richards, J. (2022). *professorjackrichards*. Definition of Grammar:

<https://www.professorjackrichards.com/definition-of-grammar/>

Solano, D. (2020). Implementing Guided-Discovery Grammar Learning 1 (La Implementación del aprendizaje de la gramática por descubrimiento guiado). *Letras*, 68, 2215–4094.

Tomlinson, B. (2011). *Cambridge University Press*. Materials development in language teaching.: <https://www.cambridge.org/core/books/materials-development-in-language-teaching/E41952A0EE747951C0DC75BA03121EFB>

Vygotsky, L. (1978). *JSTOR*. Mind in Society: Development of Higher Psychological Processes:

<https://www.jstor.org/stable/j.ctvjf9vz4>

Wu, Z. (2023). A Study of the Application of Guided Discovery Method in English Grammar Teaching in Junior High School. *Studies in English Language Teaching*, 11(4), p25.

<https://doi.org/10.22158/selt.v11n4p25>

## Annexes

### Operationalization of the variables (Appendix 1)

VARIABLE	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	DIMENSIONS	INDICATORS	TECHNIQUE	INSTRUMENTS	ITEMS
To improve A1 level students' English language grammar learning.	Grammar is a set of rules and structures that govern the use of language. It determines how words in a language are combined and arranged to form sentences and express meaning.	Grammar is a set of rules and structures that govern the use of language, represented mainly by verbal tenses.	Verbal tenses	Present simple tense Articles	Survey	Questionnaire	1,2,3,4,5,6,7,8,9,10,11,12.

## Survey Applied to Students' (Appendix 2)

Dimension	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>Grammatical Contents</b>	I need to learn basic verb tenses (e.g., present simple, past simple) to communicate effectively.					
	Understanding how to form questions and negatives in English is essential for me.					
	Learning the use of articles (a, an, the) is important for improving my grammar.					
	Modal verbs (can, must) are important for helping students communicate basic needs.					
	<b>Any other content?</b>					
<b>Themes for Grammar Activities</b>	I prefer learning grammar using topics like <b>daily habits and routines</b> .					
	Activities based on <b>free time activities</b> make learning grammar more interesting.					
	I enjoy learning grammar through topics like <b>travel and vacations</b> .					
	<b>Music and famous singers</b> can be interesting topics.					
	<b>Any other theme?</b>					
<b>Didactic Resources</b>	Videos make grammar activities more engaging for me.					

Dimension	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	Songs help me understand grammar rules better.					
	Pictures and visual aids make it easier for me to learn grammar.					
	Films or movie clips make learning grammar more enjoyable.					
	<b>Any other didactic resources?</b>					

## Survey Applied to Teachers'

Dimension	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>Grammatical Contents</b>	Teaching basic verb tenses (e.g., present simple, past simple) is essential for A1 students.					
	Students need to understand how to form questions and negatives at the A1 level.					
	Learning articles (a, an, the) is crucial for building foundational grammar skills.					
	Modal verbs (can, must) are important for helping students communicate basic needs.					
	<b>Any other content?</b>					
<b>Themes for Grammar Activities</b>	Grammar activities based on <b>daily habits and routines</b> align with A1-level objectives.					
	Topics like <b>free time activities</b>					

	keep students more engaged in learning grammar.					
	Including topics like <b>travel and vacations</b> motivates A1-level students to practice grammar.					
	<b>Music and famous singers</b> can be interesting topics.					
	<b>Any other theme?</b>					
<b>Didactic Resources</b>	Videos are an effective resource for teaching A1-level grammar.					
	Songs can help A1 students internalize grammar patterns.					
	Pictures and visual aids help clarify grammar rules for A1-level students.					
	Films or movie clips can enhance A1-level students' interest in grammar activities.					
	Any other didactic resources?					

## PROPOSAL (Appendix 3)

### Proposal: Activities based on the guided discovery approach to improve A1 level students English Grammar.

Strategies based on the guided observation method were developed using a variety of research methods to explore the strategies used by teachers and students in the classroom.

In order to implement these activities, different developmental stages need to be followed in the English classroom.

### ACTIVITY 1

#### Topic: Present simple questions

**Objective:** Students improve in the formulation of questions using the present simple tense.

<b>Stage 1 Engagement:</b> This phase is one of the most important since the teacher presents the topic to be taught in class, in which the students will receive the information and then put it into practice.	
<b>Teachers' role</b>	<b>Students' role</b>
<ul style="list-style-type: none"><li>• Use cards with simple present tense questions, such as Do you like pizza? These visual cards stimulate students' thinking by providing clear examples of the topic.</li><li>• Write the entire questions on the board, including the key words. This helps students visualize the structure of the questions.</li><li>• Write each question clearly so students see the correct word</li></ul>	<ul style="list-style-type: none"><li>• Look at the cards and listen for the questions they contain.</li><li>• Read the questions written on the board carefully and underline key words that appear repeatedly.</li><li>• Look at the questions and repeat them silently to become familiar with the written form.</li></ul>

<p>before attempting to repeat it themselves.</p>	
<p><b>Stage II Pre-practice:</b> At this stage, students will already have knowledge about the topic and will be able to put it into practice.</p>	
<p><b>Teachers' role</b></p>	<p><b>Students' role</b></p>
<ul style="list-style-type: none"> <li>• Ask students to identify the word associated with each dot on the board. Remember that (do) is used for I/you/we/they and (does) is used for he/she/it. This will allow them to discover the rule for themselves in a more interactive way.</li> <li>• Then hand out a worksheet with incomplete questions such as: _____ you like tennis? Students should fill in the gaps with what they have learned.</li> <li>• During the activity, supervise groups work, provide feedback, and ask guiding questions to help those who may be struggling.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the questions on the board and try to match the flashcards to key words, thinking about when to use (do or does).</li> <li>• Work on the worksheet in groups, brainstorm and check the correct answers with their partner.</li> <li>• Then compare their answers with others to see if there are making good use of the questions.</li> </ul>
<p><b>Stage III Practice:</b> At this stage, students will manipulate the topic themselves and develop the activity.</p>	
<p><b>Teachers' role</b></p>	<p><b>Students' role</b></p>

<ul style="list-style-type: none"><li>• Provide each student with specific questions to ask their peers, for example, Do you like music?</li><li>• Provide a chart for students to check their answers to their questions.</li><li>• Monitor and listen to interactions and correct students when is necessary to correct errors or clarify doubts.</li></ul>	<p>Walk around the room and talk to their classmates using the questions you were given by the teacher.</p> <p>Make sure to write the answers on the chart provided by your teacher.</p> <p>Then share the results with the rest of the class. For example (Three students like music, while two don't).</p>
---	--

## ACTIVITY 2

**Topic: Articles (an, a, and the)**

**Objective:** Students will apply grammatical structure independently in authentic or imaginary scenarios.

<b>Stage 1 Engagement:</b> In this stage, the teacher introduces the topic to the students. He/She uses their prior knowledge and emphasizes key words to improve their understanding of the grammar.	
<b>Teachers' role</b>	<b>Students' role</b>
<ul style="list-style-type: none"><li>• Present flashcards with pictures of familiar objects next to incomplete sentences, such as: This is ____ apple, This is ____ dog. These visual cards stimulate students' thinking and stimulate their curiosity about the use of objects.</li><li>• Write the most important articles (a, an, the) on the board along with incomplete examples. This will encourage students to learn how and when to use them correctly.</li></ul>	<ul style="list-style-type: none"><li>• Observe the flashcards and analyze the incomplete sentences. Try to predict which word is missing.</li><li>• Examine the examples in the table and identify patterns in the use of the words a, an, and the.</li></ul>

<ul style="list-style-type: none"> <li>• Say the examples aloud, emphasizing the differences between (a) and (an).</li> </ul>	
<p><b>Stage II Guide practice:</b> At this stage, students will already have knowledge about the topic and will be able to put it into practice.</p>	
<p><b>Teachers’ role</b></p>	<p><b>Students’ role</b></p>
<ul style="list-style-type: none"> <li>• Ask students: What do you notice about the use of (a, an)? When do you think we use the? Help them figure out these rules for themselves, for example, by explaining that a is used before consonants, an before vowels, and the is used in a specific or exceptional case.</li> <li>• Provide a worksheet with incomplete sentences such as: <ul style="list-style-type: none"> <li>• I have ____ apple.</li> <li>• Please put the pencil ____ on the table.</li> <li>• Observe students as they complete the task and provide guidance and feedback as needed.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the examples and derive the rules for using “a,” “an,” and “the.”</li> <li>• Work individually to complete the worksheet, explaining their choices in each blank.</li> <li>• Then compare the answers with others classmates.</li> </ul>
<p><b>Stage III Practice:</b> At this stage, students will manipulate the topic themselves and develop the activity.</p>	
<p><b>Teachers’ role</b></p>	<p><b>Students’ role</b></p>
<ul style="list-style-type: none"> <li>• Ask students to engage in a pair game in which one student</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the items in the order given, using the correct article.</li> </ul>

<p>describes objects in a real or imaginary space (e.g. There is a chair, a table, an apple, and a door).</p> <ul style="list-style-type: none"><li>• Give them a list of objects to help them use both definite and indefinite articles.</li><li>• Observe their interactions, take notes on correct and incorrect use of objects, and provide feedback at the end of the activity.</li></ul>	<ul style="list-style-type: none"><li>• Listen to their partner and offer corrections if they use the wrong article.</li><li>• Then share their explanation with the rest of the class and get feedback from the teacher.</li></ul>
--	---

### ACTIVITY 3

**Topic:** Famous singers

**Objective:** Students develop their skills in grammar using the grammar topic introduced by the teacher.

<p><b>Stage 1 Engagement:</b> This stage allows the context for discovery to activate students' knowledge, making grammatical content meaningful and easy to understand.</p>	
Teachers' role	Students' role
<ul style="list-style-type: none"> <li>• Present the topic in an engaging way.</li> <li>• Activate students' prior knowledge about music and famous singers.</li> <li>• Provide information about the target grammar without explicit explanation.</li> <li>• Play the Interview with the singer or read the video and adapt the Text with the statements in Present Simple.</li> <li>• Ask students general questions about the daily life of singers (What do singers do every day?).</li> <li>• Write key words and expressions from the video/text on the board</li> </ul>	<ul style="list-style-type: none"> <li>• Watch and listen to the video or text and identify the words directly in the singer's work.</li> <li>• Brainstorm about what they saw in the interview video</li> <li>• Look at the board and start writing the question freely.</li> </ul>

and underline the verbs in Present Simple.	
<b>Stage II Guide practice:</b> At this stage, the teacher provides students with reinforcement of the topic to apply new grammar rules with minimal teacher support.	
<b>Teachers' role</b>	<b>Students' role</b>
<ul style="list-style-type: none"> <li>• Distribute cards with the names of famous singers and cards with actions in the present tense.</li> <li>• Ask students to assign the correct actions to each singer.</li> <li>• Ask students to say their answers out loud in complete sentences in the present tense.</li> <li>• Correct mistakes and provide feedback if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• They work in pairs to match the singers' names to the activities.</li> <li>• They share their answers with the class in complete sentences in the present tense.</li> <li>• They listen to the teacher's feedback and make adjustments as needed.</li> </ul>
<b>Stage III Practice:</b> At this stage, students will manipulate the topic and develop the activity by themselves.	
<b>Teachers' role</b>	<b>Students' role</b>
<ul style="list-style-type: none"> <li>• Explain a simulated interview exercise in which one student plays the role of the interviewer and the other plays the role of a famous singer.</li> <li>• Provide sample questions to help students structure the interview.</li> <li>• Watch and listen to interview presentations and take notes on common successes and mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>• They work in pairs and choose who will be the interviewer and who will represent the singer.</li> <li>• They use model questions to structure the interview and practice the dialogue.</li> <li>• They present their interviews to the class, using the simple present tense in a realistic context.</li> </ul>

