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**EXPLORING THE ROLE OF “CONCIOUSNESS RAISING” IN THE
DEVELOPMENT OF LINGUISTIC KNOWLEDGE IN THE FIRST GRADE OF
SECONDARY SCHOOL**

Director of seminar:

Mauricio Cataldo López

Seminar members:

Catalina de los Ángeles Pino Jorquera

Marcela Belén Sánchez Jiménez

Nicolás Nibaldo Aréjula Guajardo

Saulo Arie Goitiandía Wendegass

Stefany Marín González

Santiago, Chile.

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Abstract

The purpose of this research was to measure through the grammar focused on consciousness raising students acquired in a best way the target language and this was executed through the use of data show, reading comprehension, games, worksheets, among others. The motivation of the group to carry out this research is that the grammar in our country is devaluated by the national curriculum. Both qualitative and quantitative research methodology was utilized in this study. The qualitative research data consisted of class observation and reflections of the teacher of each lesson implemented. The quantitative research data was gathered with the aid of a Pre and Post-test analyzed by a T-test. The Pre and Post-test were taken by the entire class. The results obtained the Pre and Post-test shows inefficient results and a poor knowledge of the grammar that it was going to be taught in the thematic unit, after the pre-test students had five lessons focused and grammar based on consciousness raising activities. After applying the five lessons students had to take another exam which was named as a post-test, substantial improvements were evidenced in all items compared the pre-test.

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CHAPTER I

INTRODUCTION

1. Introduction

Currently, the national curricular framework intends to develop communicative skills, such as, speaking, writing and reading comprehension. As a consequence grammar plays a secondary role when it comes to learning English as a foreign language. Thus as a group we believe that the national curricular framework does not consider real teaching situations at the school, in which students need both communicative skills and grammar competence to the effective learning of the English foreign language.

Also, our research shows that the use of different teaching strategies related to noticing/consciousness raising and its various activities to the teaching of explicit and implicit grammar had an impact during the processing of information, strengthening of linguistic/grammatical knowledge.

In this research we show how, in a typical Chilean high school classroom, teachers can assist students in identifying consciously relevant bits of information by the using of simple yet highly effective teaching strategies, along with technological resources, which will in turn pave the way for further development of language productive skills in the EFL classroom.

Finally this study aims at investigating the potential role that two complementary teaching strategies play in the structural information processing that facilitates understanding of linguistic knowledge on grammatical points in a high school class in the Chilean educational system whereby English language is taught as foreign language. Therefore, this quasi-experimental was regarded as the most convenient choice to conduct research, considering the lack of experience of the research group and time constraints to get access to another group of potential participants of the project.

1.1 Justification

It is widely accepted among foreign language instructors that grammar plays a secondary role when it comes to teaching a language; however, evidence from research has shown that cognitive skills, namely noticing or consciousness-raising play a critical role in the learning process of grammatical competence.

It is one of the key factors which influence the success or failure to assimilate language input presenting by teachers. Many applied linguists have perceived the issue from different perspectives, and these insights enable teachers of English to become aware of the role that noticing plays in their lessons.

Not only then is noticing important but also what didactic procedures and learning tasks can be used in order to make input become intake- that part of linguistic information required for language learning to happen.

In addition to that, another important area that is becoming more mainstream in EFL settings is the use of technology in the classroom. Teachers nowadays know that any language support is helpful for their language acquisition and students need a variety of language experiences. In other words they need to use all resources to support students hear language, write language, speak language and read language. For this reason, the investigation for this project will focus on two main themes:

- Teaching linguistic knowledge
- Use of Technology in the Foreign Language Classroom

This research attempts to explore how in a typical Chilean high school classroom teachers can effectively help students to attend to relevant grammatical information by using simple yet teaching strategies, along with technological resources, which will enhance the grammatical competence in the EFL classroom.

1.2 General objectives:

To implement teaching strategies, together with technological resources, those will be focused on developing intellectual skills extremely necessary to enhance the grammatical linguistic knowledge to sustain the second language learning.

1.3 Specific Objectives:

- To prepare the necessary pedagogical material that will be used to develop the unit, this incorporates linguistic elements and characteristics from technological resources to facilitate the development of cognitive skills to improve the foreign language learning (English).
- To create the evaluation instrument to measure the level of achievement of linguistic knowledge.
- To design a sequence of lessons contained into a didactic unit of learning in our objective group (1° level).
- To employ technological resources and features to facilitate the learning process of grammatical aspects needed to develop language skills.

1.4 Hypothesis of the Study

The starting point of this study contemplates the tentative suggestions of the research group which is the guide to a further investigation and the methods to be followed in studying of our research problem. Therefore, the research hypothesis refers to the following:

“The use of different teaching strategies to develop grammatical linguistic knowledge into a thematic unit named movies and plays; it helps students into cognitive skills to improve the second language learning”.

CHAPTER II

THEORETICAL FRAMEWORK

Introduction

The main purpose of this paper is to analyze and review the importance of grammar instruction in a classroom setting; however, before that we need to answer some relevant questions related to the topic which are going to help us in understanding this issue of investigation.

To answer those relevant questions we will examine the literature in order to answer questions as what is grammar. Descriptive and prescriptive grammar definitions. However, the importance of the role of grammar is an issue to analyze in the national curriculum. The inclusions of history of approaches to teaching grammar are going to give a guidance to direct the investigation. Then we need to focus on inductive/ deductive approaches, the new trends on teaching grammar. Moreover the importance of consciousness raising hypothesis, which has a relationship with noticing hypothesis and the best way to apply it to follow with the advantages and disadvantages to teaching grammar at a secondary level.

At the same time we are going to pay particular attention to the use of technology in a foreign language classroom, that is to say, the types of technology used into a foreign language classroom.

To conclude, the idea of this introduction is to explain the main points that will be covered in this paper and to present the main topics to facilitate the comprehension of this interesting area of linguistic competence.

2.1 What is Grammar?

Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. And it can help everyone--not only teachers of English, but teachers of any subject, because all teaching is ultimately a matter of getting to grips with meaning.

“It is necessary to know grammar, and it is better to write grammatically than not, but it is important to remember that grammar is common speech formulated”. (Somerset, 1938)

During the middle ages, grammar was often used to describe learning in general, including the magical, occult practices popularly associated with the scholars of the day. People in Scotland pronounced grammar as "glamour," and extended the association to mean magical beauty or enchantment. In the 19th century, the two versions of the word went their separate ways, so that our study of English grammar today may not be quite as glamorous as it used to be. (Crystal, 2004).

2.2 Descriptive Grammar and Prescriptive Grammar

In our Glossary of Grammatical Terms, you will find two definitions of grammar:

1. The systematic study and description of a language.
2. A set of rules and examples dealing with the syntax and word structures of a language, usually intended as an aid to the learning of that language.

Descriptive grammar refers to the structure of a language as it is actually used by speakers and writers. Prescriptive grammar refers to the structure of a language as certain people think it should be used.

Both kinds of grammar are concerned with rules but in different ways. Specialists in descriptive grammar (called linguists) study the rules or patterns that underlie our use of

words, phrases, clauses, and sentences. On the other hand, prescriptive grammarians (such as most editors and teachers) lay out rules about what they believe to be the “correct” or “incorrect” use of language.

2.3 National curriculum: The role of grammar in the national curriculum.

The national curriculum shows that grammar has lost priority due to the emphasis given to language skills, namely, writing, listening, reading and speaking. Also “vocabulary” has gained more importance than grammar. For example: (from “Planes y programas de primero medio”, 2011) through simple texts, expressions through dialogues and monologues, read and demonstrate comprehension of main ideas and explicit information, vocabulary recognition, key words, expressions, among others.. Therefore, the role of grammar in grammar teaching in our country has been devaluated by the national curriculum.

2.4 Dimensions of Progression of language development

According to the Chilean National curriculum, the dimensions of progression of language development are focused on four language skills:

Listening: the construction of meaning goes from identifying words or frequency adverbs from the main topic of the text, to establish relations, information hierarchy and comprehend the main message of the listened text.

Reading: the meaning-making process begins with the identification of explicit highlight data and advance to the capacity of comprehend the main ideas and the explicit information which is not evident.

Speaking: in oral expression, the use of language progress through:

- Vocabulary: Idioms, expressions, pronunciation, etc.
- Pronunciation: correct pronunciation of sounds, through repetition.

Writing: short and simple descriptive and narrative texts and vocabulary

Considering the previous scenario and the secondary role given to grammar in the curricular framework, we intend to highlight the fact that grammar is another important component which contributes to develop language skills. Thus, we claim that the use of key teaching strategies, namely comparison and problem solving, may help students activate their “Noticing/Consciousness-Raising” skills when processing linguistic information. Consequently, grammar teaching should become as important as the other language skills in the national curriculum since they all integrate to develop a second/foreign language.

2.5 History of Approaches

During the last centuries we have seen the emergence of a number of methods to teaching English. In the following section we will look at the main methodologies to teaching English language. The array of English methodologies presented include: Grammar-Translation Method, Direct Method, Audio-Lingual Method, The Silent Way, Community Language Learning, Total Physical Response and Communicative Approach.

As already pointed out here is a summary of language teaching methods in which we present the role of grammar in each one. Of course, what is described here is only abstraction in which means the way a method is manifested in the classroom will depend heavily on the individual teacher’s interpretation of its principles.

2.5.1 Grammar Translation Method

The grammar translation method focuses on developing students’ appreciation of the target language language’s literature as well as a teaching the language. The students are presented with target language reading passages and then answer the questions about the text. (Chastain, 1976).

2.5.2 The Direct Method

The Direct Method allows students to perceive meaning directly through the language because no translation is allowed. Visual aids and pantomime are used to clarify the meaning to vocabulary items and concepts. (Diller, 1978).

2.5.3 Audio-Lingual Method

The Audio-Lingual Method is based on the behaviorist belief that language is the acquisition of a set of correct language habits. The learners repeats patterns until able to produce them spontaneously. (Chastain, 1976).

2.5.4 The Silent Way

The theoretical basis of Gattegno's silent way is the idea that teaching must be subordinated to learning and thus students must develop their own inner criteria for correctness. All four skills-reading, writing, listening and speaking- are taught from beginning. (Gattegno, 1972).

2.5.5 Community Language Learning

In Curren's method, teachers consider students as "whole persons," with intellect, feelings, instincts, physical responses, and the desire to learn. Teachers also recognize that learning can be threatening. (Curren, 1976).

2.5.6 Total Physical Response Method

Asher's approach begins by placing primary importance on listening comprehension, emulating the early stages of mother tongue acquisition, and then moving on to speaking, reading and writing. The students demonstrate their comprehension by acting out commands issued by teacher. (Asher, 1982).

2.5.7 The Communicative approach

The communicate approach stresses the need to teach communicate competence as opposed to linguistic competence; thus, functions are emphasized over forms. Students usually work with authentic materials in small groups on communicative activities, during which they receive practice in negotiating meaning. (Brumfit, & Johnson, 1979).

2.6 Inductive or Deductive approaches to teaching grammar

When it comes to teaching grammar, there are basically two important ways through which the learner accomplishes the comprehension of different structures; the deductive and the inductive approaches.

2.6.1 Deductive approach

The deductive approach has that roots in the idea that deductive reasoning works from general to specific. It means rules, principles, concepts or theories are always presented first. To put it simply, we start to think from general to specific.

The deductive approach starts with the presentation of grammar rules and then continues with the examples in which the rule is applied. The Oxford Advanced Learner's Dictionary defines rule as (7th edition): a statement of what is possible according to a particular system, for example the grammar of a language.

The grammar rule is explicitly shown and the learners get engaged with it by using and manipulating it. In other words the deductive approach works from the more general to more specific.

Advantages of the deductive approach:

- It focuses on grammar, so it is considered as time saving. The rules of form are simply and quickly explained. This allows student more time for application and practice.
- It regards the maturity of many students and recognizes the role of cognitive processes in language learning/acquisition.
- This approach helps those students who have a logical learning style.
- It makes it possible for the teacher to deal with language points at the moment they arise, rather than anticipate problems during the class.

Disadvantages of deductive approach

- Stating the lesson with the grammar focus may result in disinterest of some students, maybe some are not able to understand abstract concepts involved.
- The grammar explanation is seldom as memorable as other forms of presentation.
- This approach encourages the idea that learning language refers exclusively to know about language rules.

2.6.2 Inductive approach

Ferlder and Henriques (1995) proposes that the inductive approach comes from inductive reasoning which, in turn, starts from particular data, observations to generalities.

The inductive approach can also be called rule discovering learning. Its purpose is that the teacher teaches grammar by presenting plenty of examples of sentences. The main purpose is for learners to understand grammatical rules by examining the examples. The presentation of grammatical rules may be spoken or written. Eisenstein (Long & Richards, 1987) suggests that the inductive approach aspires to use the value of bringing progression, clarity and meaning to experiences.

To put it differently, this approach tries to stress grammatical rules in an implicit way, in which the learners are stimulated to confirm the rules provided by the teacher.

The advantages of inductive approach

- The learners are familiarized with the process of rule discovering. The mental effort includes a huge degree of cognitive depth, which guarantees greater memorability.
- The learner is more active during the learning process, rather than being passive actors. In this process they will feel more motivated to learn
- If the problem solving activity is developed corroboratively, learners have the possibility of extra language practice.

Disadvantages of inductive approach

- The inductive approach is so time and energy consuming and many students believe that rules are the objective of language learning.
- It forces teachers to prepare data or materials to teach carefully and systematically
- The learners may feel frustrated with their personal learning style, but also with their past learning experiences. They would opt to the rule exposition, so some would maybe opt for traditional grammar teaching.

To sum up what have been said in this section about the inductive and deductive approaches are related to learning/acquisition in SLA (second language acquisition).

First of all, the deductive approach has a strong relationship to the conscious learning process; it tries to place a great emphasis on error correction and the exposition of explicit rules (Krashen, 2002). The deductive approach is often used with adults' learners. With the use of this approach the teacher tries to teach the grammar rules in an explicit way to the learners. Consequently, they will be ready to deal with the development of exercises given. The explicit presentation of rules can increase the student's confidence, in order to execute a task correctly. To check the approach's successfulness, the teacher needs to contribute to student's knowledge with a lot of exercises.

Compared to the deductive approach, the inductive approach is associated with the subconscious learning process, similar to the concept of language acquisition. As reported by this approach, learners learn the system of language in the same way that children acquire their first or second language. We do not have to forget that the meaningful interaction in the target language is more important than the form of language. That is why the learners learn the rule unconsciously, at the moment when the rule is applied.

2.7 Teaching Grammar: New trends and principles.

The subject of this section is to examine the new trends in teaching grammar by presenting a brief view on the new trends in teaching grammar and their core principles. The

approaches mentioned in this chapter are: The Lexical Approach, The Task- Based Learning, Communicative Grammar instruction, Focus on Form Task, and Consciousness Raising Approach.

2.7.1 Lexical Approach

The Lexical Approach is concentrates on improving the learner's proficiency, with lexis or words combined. It is based on the idea that it is an important part of language acquisition.

The lexical approach is a system of analysis and teaching language based on the notion that is formed on lexical units instead of grammar structures. The lexical units are identified as words and pieces formed by collocation and fixed phrases.

Michael Lewis (1993) emphasized the following ideas when defining the term Lexical Approach:

- Lexis is the base of language.
- The lexis is falsely interpreted in language teaching because people have the assumption that grammar is the base of language, and the dominance of grammar structures are a pre-requisite for effective communication.
- The principal notion of a lexical approach is that “language consists of grammaticalized lexis, not lexicalized grammar”
- The organization principles of any meaning – centered syllabus should be lexis.

2.7.2 Task-based learning (TBL)

Task-based Learning helps students to learn a language in a different fashion. It makes students place themselves in real situations, where oral communication is the base of a determined task.

One of the biggest advantages of TBL is that it encourages students to use their skills at their current level, developing language through its use. Moreover, it emphasizes a strong focus on learner's language skills with a view to achieving the language goal, where they

use the language as tool and make the use of their language skills as critical components of the learning process.

The main characteristics of TBL are:

- The task is an activity which students use to achieve a specific issue.
- The activity reflects real-life task and learners are focused on meaning. They are free to use the language as they wish.
- In the TBL approach a list of words is not considered as a real task.
- The task will generate its own language and create the opportunities for language acquisition.

2.7.3 Communicative Grammar Instruction

The new grammar advocates a new idea on form instruction, and its purpose is to look for the possibility to combine and integrate grammar instruction with meaning-based techniques with communicative intentions.

Communicative grammar has a strong relationship with the communicative approach of a second language. It indicates that language structures must not be taught in isolation, it means that the four skills of language have to be included; listening, speaking, reading and writing. This alternative recommends the practicing of structures in oral and written form.

Its characteristics are:

- Grammar patterns are learned at the utterance level, and at discourse level.
- The principal objective focuses on achieving the development of communicative grammatical competence.
- This approach proposes a balance between pre-communicative and communicative activities. The first is used to prepare the learners to manage the language rules for communication, and the next one is used with structures to the real communication.
- The students must interact and communicate with one another when they use the language structures they are studying unconsciously.

- Classes are organized with the objective that students use grammar structures in a natural way and not artificially.
- They require time and practice to interact and comprehend those patterns by a process in which grammar structures are saved but with incorporations and variations from students.

2.7.4 Focus on form Task

This approach claims that learners, who are provided with grammar problems that must be solved interactively, assimilate linguistic information in a more memorable way as long as they engage into meaningful communication during learning activities.

Some investigators as Fotos & Ellis (1991), Lightbown & Spada (1990), Long & Crookes (1992) and others argue that it is essential for learners to negotiate the meaning when problems on communication arise, because they will receive enough information to improve their linguistic competence, and they are going to develop their strategic competence needed for fluency.

This approach suggests four concepts.

- The formal instruction is direct and provides explicit knowledge.
- The formal instruction must be directed to guarantee learning. The learners recognize the target structure and they can use the knowledge as a monitor. The monitor in the sense of self-correction which necessarily allows them to apply the structures correctly through spontaneous communication.
- The role of cognitive comprehension is higher than production, so the use of problem solving task is increased and highlighted.
- The instruction should offer learners opportunities for authentic communication.

2.7.5 Consciousness Raising (C-R) approach

The consciousness raising approach entails careful thought and attention to specific aspects of the information under study. To support this process, the instruction of grammar is enhanced through drills, grammar explanations and other focused activities. It is reorganized as a way of raising the awareness of grammatical features and structures of language. This approach is applied through mostly inductive methods in order to facilitate hypothesis-testing process, a critical component of second language acquisition. Though, in some cases, deductive approach is employed to clarify and confirm students' predictions about the function of grammar points.

Grammar activities have the purpose of making learners aware of grammar structures and help them to notice key aspects in new language input. Ellis argues that C- R tasks minimize learner's production, and are not intended to lead the correct use of target features in the use of spontaneous language. Moreover, Ellis puts forward the idea that that C-R tasks stimulates the learner to build a logical representation of target language features.

The consciousness raising C-R tasks are defined by Willis & Willis, (2007) as having the complete purposes of facilitating language learning from the simplest to the complex activities. Tasks are activities where the target language is used by the learner for communicative purposes to achieve a clear and meaningful outcome. The purposes of consciousness raising tasks are communicative tasks; the learners use the language, discuss meaning, grammar forms and try to identify regular patterns in their use.

According to Willis and Willis (2007) some reasons to employ the C-R tasks in the language classroom are:

- C-R tasks encourage implicit knowledge, as well as explicit knowledge.
- C-R tasks show authentic language.
- C-R tasks can present a large amount of input.
- C-R tasks are interesting and fun.
- C-R tasks lower the affective filter.
- It is easy for learners to prepare their own C-R task.
- The skills learned in C-R tasks may be used outside the classroom.

The consciousness raising task gives support to learners, with regard to grammar learning, C-R task paves the way for interactive lessons. Interaction between teacher and learners is more negotiated while performing a C-R task than in the teacher fronted grammar.

Mohammed (2001) suggests that has been shown that while a learner is engaged into an inductive C-R task, they are encouraged to discover grammar rules by themselves. Thus, this trend has become as effective as deductive C-R task where rules are explained formally.

The consciousness raising approach has an incompatibility with other traditional approaches to teaching grammar. The goal of this method is to put learners in charge of the correct grammatical patterns and habits to guide their comprehension, understanding and acquisition. So, Ellis (1993) argues that C-R consists of activities which will conduct the learner to understand a particular grammatical feature; however, Willis and Willis (1996) claim that learners are encouraged to pay attention to particular features of language to reach conclusions from ideas and hypotheses they have noticed about the target language.

The function of grammar in C-R approach stresses grammatical aspects, the learner will develop his or her awareness from the moment they will be ready to put the specific characteristics of the structure into their developing L2 system. The learner is going to organize a number of topics, and the consciousness raising may help to prevent the fossilization of errors and can also increase the acquisition of grammatical structures.

Ellis mentions some characteristics of C- R approach, which are as follows:

- The C- R approach may be used with learners of different learning styles, not all the students respond equally at teacher direct lesson. If the lesson is more oriented on students' needs they will feel more encouraged to remember and understand the contents.
- C-R encourages cooperative learning, the students work together in the process of learning acquisition.

- C-R approach implicates the pre-checking and the development of their interpersonal skills and relationship agreement at the moment to check the partner's writing.
- The contents are presented in context of use. When people learn in a contextualized situation, they learn by themselves the correct form of the verb, or the correct grammar structure that should be applied in the exercise.

The techniques used in the C-R approach have a huge variety, which may be applied. The diversity of techniques is relevant to cater for learning styles of our students.

Willis (1996) also includes a list of C-R activities, he adds activities as: identify/consolidate, classify, hypothesis build/check, cross language exploration, recall and reference training. All of those techniques improve student's consciousness and facilitate the acquisition.

As for to the main characteristics of consciousness raising activities, Ellis (2002) named the following:

- There is an attempt to isolate specific linguistic features for focused attention.
- The learners are provided with data, that illustrate the target language and they can be replaced with an explicit rule describing or explaining the features.
- The learners are pushed to utilize a major intellectual effort to understand the target features.
- Misunderstanding or the incomplete understanding of grammar structures by the learner guide the clarification in the form of extra data and description or explanation.
- The learner may be required (not obligatory) to articulate the new rule describing the grammar structure.

According to Suter (2001) learners from a foreign language who are taught grammar by consciousness raising activities may have to deal with the following aspects:

- They have to be ready to challenge themselves with different activities or lessons.
- They have to accept that the learning of a foreign language is a process without a definite ending or final perfection.
- They have a considerable quantity of confidence in their teacher's professional skill, because they will be unusually able to experience the short term success.
- They have to take a larger responsibility of their own learning, by the reason of the method implies neither teacher nor the learner can evaluate immediately the results of the lesson.
- They must show a high degree of motivation and active collaboration during the development of the class, so they will be able to catch the suitable information for their individual level of learning progression.

2.8 Consciousness raising hypothesis

First it is important to clarify the several meaning that the term consciousness has, in order to avoid confusions;

- Consciousness as awareness: consciousness is commonly equated with awareness.
- Consciousness as intention: the term is between passive awareness and the active intent.
- Consciousness as knowledge; to know something the learner needs to be conscious of it.

The central aspect to this hypothesis is the use of communication to make the student aware of about what they are learning. The CR hypothesis provides the learner with valuable background information from their first language. The function of this background is to give the learner the ability to solve problems on their own for further grammatical pattern transfer from L1 to L2.

Consciousness raising hypothesis is useful to call students attention to forms, in which the learner may create their own hypothesis about the meaning of the target form, or enable them to be conscious about the practice and build linguistic knowledge implicitly.

The C-R hypothesis helps learners to notice target language features into the given input structures or ideas where the natural acquisition takes place.

2.9 Noticing Hypothesis.

The noticing hypothesis says that only unconscious processing language information is involved in the acquisition process. Noticing is defined as the mental reconstructing of an event in the process of language acquisition. It is related to conscious grammatical structures learning. The main evidence of noticing is when students make evident through verbalization of experiences and they become aware of forms and describe structures meaning and functions.

Swain (1998) supports the concept of noticing hypothesis saying that it is crucial to the second language learning process, because it enables the learner to understand forms in the short-term memory with the potential of being incorporated into the learners' language. Doughty and Williams (1998) add that input is perceived and incorporated into the short-term memory briefly, and only be replaced by the new input which requires further mental processing. The additional process represents the stage of input converted into intake which is the little linguistic information successfully stored in the learners' interlanguage.

Finally, the stage of reconstruction requires an additional mental processing; it is the result where the information being stored in the long term- memory, at the moment that it is integrated in the L2 system.

In the process of acquiring a form, the learner must be conscious to attend forms of input. It is not sufficient only the process of comprehensible input, because the learner might not notice key grammar structures but they will allowed to focus on meaning rather than forms. The focus on meaning and not in form enables students to enhance the comprehensible input to affect their fluency but not their accuracy.

2.10 The use of technology and media

Nowadays technology is present in everything; we may find it around the routine and also into the classroom, so is relevant to incorporate it. The use of technology into the classroom implies the development of certain skills.

Many years of educational research indicates that media and technology are effective in schools as phenomena to learn both *from* and *with*. Historically, the learning *from* or tutorial approaches have received more attention. Meanwhile the “*with*” or cognitive tool approaches are the focus of more interest and investment than before. Media and technology have many other advantages in terms of access.

There are two major approaches to carry out media and technology in classroom. Students learn “from” media and technology and they learn “with” media and technology

Media and technology have been incorporated into schools because it is believed, that technology and media has a positive impact on the learning/acquisition process.

The technical definition of those terms show us what technology is describes as “any object or process of human origin that can be used to convey media” so technology adds phenomena as several as books, films television and internet. Media explained as “all mean communication everything in its form” considering that it includes a symbol system as graphics, animations, audio, and motion pictures.

However, in education the term presented above have a different meaning; media are the symbol system that teacher and students use to represent knowledge. Technology includes different tools that allow the students and teachers to share their knowledge through representations.

Why is it important to incorporate technology and the media into the classrooms? With respect to the media, there are many points of concern to students, parents, educators, governments, and society at large. For example, the relevant effect of different media on the cognitive and moral development of children. Regarding technology, people want to know if new technologies are more effective for teaching and learning/acquiring than other

traditional approaches, or some technologies are more motivating than others, or at the very least, whether technologies are used to increase access.

2.11 Teaching English at an intermediate level

The way of teaching in the secondary education has gone through several changes, mainly the essence of the work and the causes as well as we know are complex and includes several factors. This change affects teachers and students at the same time.

In the attempt to get the answers to those changes and explain them here are expose the most common problems:

- a) The educational system has problems with the undoubted social progress and the necessity of quality in education. But the problem is, not every student has the same opportunities.
- b) The diversity of backgrounds, interest, cultures, and religion believes that co-exist into a classroom, where it is difficult to establish deep educational relationships.
- c) The constant change on society has forced the loss of social values, the huge number of worker mothers and problems as drug addiction, bullying may affect the normal development of a class and interrupt it.

In other words, being a teacher in secondary education involves careful choices about the way of teaching, the contents to teach, or when to teach certain contents, the teacher is constantly exposed to different realities. However, the issues mentioned above cannot be done in isolation, because each actor interacts together in the classroom.

CHAPTER III

METHODOLOGICAL FRAMEWORK

Introduction

In the following chapter, the research strategies as well as the research design adopted for this study are described. Moreover, the research methods and respective instruments employed to gather the necessary data and information to achieve the objectives of the study are defined. Finally, this section will outline the methods used to analyze and interpret data which will be delivered in the following chapters.

3.1 Research Strategy

In order to carry out this research, the group devised an action plan that allows the research team to achieve the major aim of this project, which involves determining that the use of key teaching strategies by teachers based on noticing and consciousness-raising activities favor the development of grammatical knowledge of high school students of English as a foreign language. The purpose of this strategy was to create an organized schedule with a view to managing time and assign duties to each member of the group to accomplish the various tasks at different stages of this project.

As a purpose of developing our research the group created a work system, which allows the research group to collect and organize ideas to execute the main aim. During the classes we used different kinds of strategies related to the consciousness raising hypothesis. The research looks for determine the results through evaluations (pre and post-test).

The goal of this investigation was to produce and create a pedagogical unit called “movies and plays” that has an extension of six classes to carry out our proposal.

The action system we proposed consisted of a number of stages taken to guide our research, those are demonstrated below.

- Firstly, the research group established a meeting day, so as to work in some general aspects that we covered during the process.

- Secondly, the group congregated to define the topic that will be covered in the thematic unit.
- Thirdly, we needed to focus our attention on a topic that was relevant and also interesting to the students, including the grammar contents established previously by the school.
- Another important point was the factor of making the lesson plans using the consciousness raising activities, including on them grammar focus and the thematic unit “movies and plays”.
- Then the research group chose a target level to work, select and create lesson plans and the material to be applied on the thematic unit.
- Finally, the research group started to implement the planning process guided by the lesson plans. At the same time each member of our group had an assigned task to develop the data collection of our research.

3.1.1 Quasi / Pre - Experimental Research Design

This study aims at investigating the potential role that two complementary teaching strategies play in the structural information processing that facilitates understanding of linguistic knowledge on key grammatical points of a high school class in the Chilean educational system whereby English language is taught as foreign language.

Despite the fact that many researchers may criticize the adoption of experimental design in education, this research group agreed to undertake a quasi-experimental model, considering that majority of researchers has no previous experience concerning research process. Based on the previous idea, this type of research implies working with only one group functioning as the experimental set of subjects who were not randomly assigned or matched, because such a group already exists. In this study, the target class chosen, according to specifications of the Chilean curriculum, was a first level of secondary education of state-subsidized school. Therefore, this quasi-experimental was regarded as the most convenient choice to conduct research, considering the lack of experience of the

research group and time constraints to get access to another group of potential participants of the project.

Often in educational research, it is simply not possible for investigators to undertake true experiments, e.g. in random assignation of participants to control or experimental groups. Quasi-experiments are the stuff of field experimentation, i.e. outside the laboratory. At best, they may be able to employ something approaching an experimental design in which they have control over what Campbell and Stanley (1963) refer to as "the who and to whom of measurement" but lack control over "the when and to whom of exposure", or the randomization of exposures - essential if true experimentation is to take place. These situations are quasi-experimental and the methodologies employed by researchers are termed quasi experimental designs. (Kerlinger, 1970) refers to quasi-experimental situations as "compromise design", an apt description when applied to much educational research where the random selection or random assignment of schools and classrooms is quite impracticable)

3.1.2 Quantitative and Qualitative Paradigms

Is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instrument, so that numbered data can be analyzed using statistical procedures. The final written report has a set structure consisting of introduction, literature and theory, methods, results and discussion (Creswell, 2008).

Quantitative methods involve the processes of collecting, analyzing, interpreting, and writing the results of a study. Specific methods exist in both survey and experimental research that relate to identifying a sample and population, specifying the strategy of inquiry, collecting and analyzing data, presenting the results, making an interpretation, and writing the research in a consistent manner with a survey or experimental study (Creswell, 2009).

The strength of the quantitative research is that it is considered more reliable. This is because a quantitative approach aims to control or eliminate extraneous variables within the internal structure of the study, and the data produced can also be assessed by standardized testing (Duffy, 1985). The weakness in quantitative research is that the more tightly controlled the study, the more difficult it becomes to confirm that the research situation is like real life.

The very components of scientific research that demand control of variables can therefore be argued as operating against external validity and subsequent generalizability (Sandelowski, 1986).

Unlike quantitative research, qualitative approach is a means for exploring and understanding the meanings individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data is typically collected in the participants setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure (Creswell, 2007).

Qualitative approaches to data collection, analysis, interpretation, and report writing differ from the traditional quantitative approaches. Purposeful sampling, collection of open ended data, analysis of text or pictures, representation of information in figures or tables and personal interpretation of the findings (Creswell, 2009).

The strength of qualitative research is proposed in the claim that there are fewer threats to external validity, because subjects are studied in their natural setting and encounter fewer controlling factors compared with quantitative research conditions (Sandelowski, 1986).

The reliability of quantitative research is weakened by the fact that the process is under-standardized and relies on the insights and the abilities of the observer, thus making an assessment of reliability difficult (Duffy, 1985). Another disadvantage is data collection and analysis, those factors require a highly amount of time and labor.

In our research we had implemented both the qualitative and the quantitative perspective, i.e. this research employs a method that gathers information based on observations, which

makes it qualitative. And on the other hand, the research is quantitative, because it has two tests and survey, in which the results are analyzed in bar graphics.

3.2 Sources of data

The research relied on a primary source of data in order to come up with accurate and objective findings. Our primary source is a school grade in which we applied our didactic unit and from which the group could collect necessary data test the results and effectiveness of the treatment designed.

3.2.1 Primary source of data

The target class chosen was the first level of secondary education from "Colegio de la Providencia Carmela Larrain Infante", located at Maipú, San José #621. The participants corresponded to a first grade in high school, and the numbers of students in the class were thirty nine.

The age of the participants ranged from fourteen to sixteen years old. Their level of English corresponded to the level that MINEDUC applies for children in that grade. All participants were females. Also the teacher in charge of the course agreed to let us implement our research method (C-R), so there were no problems at this point.

The research consisted in six classes in which they participated with our research aim, i.e. the use of "Consciousness Raising" activities and the effect on the acquisition of grammar.

The specifications of the target class are shown below in chart N° 1.

Chart N°1

Specifications	
Grade	First level of secondary education
Age range	14 to 16
Gender	Female
Social stratum	Middle-class

3.2.2 Data collection techniques

In order to collect the required evidence to achieve the objectives of the study, several methods and their tools were chosen to further analyze and measure the different variables related to the investigation. The instruments designed and used to gather the data are described as follows:

- **Pre-test:** this instrument is designed to measure the current level of students in terms of grammatical skills under the framework stated on the national curriculum. It is a summative instrument of evaluation.
- **Post-test:** another summative tool which was designed to gauge the final results of students in a summative way after applying the thematic unit based on "movies and plays" upon the sample group.
- **Observations:** this instrument is meant to be used as a way of corroborating the teacher's management in the classroom and how she employed the target teaching strategies to create a classroom atmosphere driving students to learn the specific linguistic elements needed to enhance their grammatical competence.

3.2.3 The Tests

Pre and Post Test (see appendix)

According to our research design, an English test was the instrument applied before and after the thematic unit. The aim of these Pre and Post tests were to measure the level of English of each participant. The tests were mostly grammatical, with no vocabulary on them. According to the results of the Pre-test, the thematic unit was modified, as a way to help students to improve their grammar skills through Consciousness Raising activities.

The Post-test was implemented in order to establish a comparison between the previous competences of each participant with the use of grammar, i.e. the knowledge and skill they had before taking this Consciousness Raising unit and the new knowledge acquired once the unit ended. Thus, we were able to measure either the increase or decrease of grammatical competence.

The results from the piloting test and data collection instruments are illustrated below:

a) Piloting-test: The pre-test consisted of four items:

- I) Fill in the gaps (*ten* exercises which students were expected to put the verbs in the correct tense – *Skill: Reading - Writing, Content: Past simple*).

- II) Fill in the gaps (seven exercises whereby the students were expected to put the verbs in the order in the dialogue – *Skill: Writing, Content: Past Simple grammar*).

- III) Fill in the gaps (seven exercises whereby the students were expected to use the past simple and past perfect tense in affirmative, negative and interrogative form – *Skill: Writing, Content: Past simple/Past perfect grammar*).

- IV) Fill in the gaps (six exercises which contained “A” and “B” answers whereby the students were expected to put the verbs in the correct tense – *Skill: Writing, Content: Past simple/Past perfect-grammar*).

- b) **Pre-test:** Based on the outcomes of the piloting test, the pre-test remained the same and only some instructions were refined to clarify some steps to be followed during the pre-test.

The scrutiny of the pre test done by the investigators was not successful due to the demotivation of students; in fact that 100% of the students did not complete the test and followed the instructions correctly. Being the highest score of twenty points out of thirty-six

The pre test was applied to the target class of Colegio de la Providencia Carmela Larraín Infante, whereby the research group tried to prove that through the use of “Consciousness Raising” techniques the students can acquire and learn good competence of the target language. And also the use of Consciousness raising as a technique to motivate students.

- c) **Post-test:** This test was very similar to the pre-test because the same parameters have to be measured.

The test contained:

- I) Choose the correct word (twenty alternatives divided into pairs included on a text – *Skill: Reading, Content: Past simple grammar*)
- II) Completing sentences (the students were expected to complete seven sentences in past simple tense in affirmative, negative and interrogative form – *Skill: Writing, Content: Past simple grammar*)
- III) Reading Comprehension (the students were expected to cross the wrong verb form out - *Skill: Reading, Content: Past simple/Past perfect grammar*)
- IV) Fill in the gaps (six exercises which contained “A” and “B” answers whereby the students were expected to put the verbs in the correct tense – *Skill: Writing, Content: Past simple/Past perfect-grammar*)

After taking the tests and checking them, the results helped us to clarify if the use “Consciousness Raising” techniques improved. First, acquisition and learning of the target language. Second this new methodology through the use of

colors, technology and topics of interest to the students help to increase the motivation of them regarding the new unit. Third, the participation during the whole unit seemed to increased class by class, thus the content comprehension was favored. The test was applied on 19th of June to the same number of students; however, the conditions were different because students would get a grade by taking this test. Thus, the final results were better than the ones we expected.

3.3 Observations

An observation guide was designed and then applied in order to have evidence on how the teacher employed the teaching strategies previously selected to present the linguistic points related to the didactic unit. The design of the observation guide was structured considering the following aspects. In the first place there are two questions related to the teacher punctuality. The second part of the instrument is composed of several indicators (fourteen) looking at the teaching skills and methodologies. The third set of indicators deals with the teacher-Student interaction, which consisted on seven indicators. Finally the fourth part of the instrument was the Student's reaction, which consisted of six indicators related to how students react to the new methodology.

The assigned observer was expected to comment on significant and meaningful issues that might have emerged during lessons with a view to identifying specific behaviors or factors that may affect students' academic performance and providing relevant data for the objectives of this study.

3.3.1 Procedures

As a qualitative instrument we applied the observations in each session or class. In order to make this observation task, the group assigned an observer who was in charge of taking notes and writing important factors of each session. The importance of these observations is that there were certain aspects we could not see as a whole group, having in mind that having 5 people plus the teacher in a classroom could be very distracting for the students.

The analysis of these observations were very difficult, not only because of its difficult to measure, but of the reliability of the observer, as we said before, one of the weaknesses of qualitative method is that the opinion the observer has of the studied group, could change its real measurement. Despite this, the observations resulted to be an important source of data, because of its usefulness when collecting data about the participants' behavior during each class.

3.4 The didactic unit

The unit organization was designed following the idea of implementing a didactic unit and this unit comprised six ninety-minute lessons. The lessons adopted a traditional Presentation, Practice and Production (PPP) model highlighting a pre, while and post reading or listening structure.

An overall description of each lesson is presented below:

Lesson # 1

Main aim:

- Students will apply the previous knowledge by taking a pre-test of the unit.
- Students will be able to develop lexical competence by identifying the key vocabulary about movies and plays.

Materials: Pre-test, Data Show, notebooks and handouts.

Description of the stages and main activities

Warm up: In this stage the teacher presents the new unit through Data show, showing pictures about different kinds of movies.

Presentation: In this stage the teacher presents some extra key-words related to definitions about movies.

Practice: In this stage the teacher gives students a handout with a matching activity about the vocabulary covered in class and asks them to answer the handout.

Production and Wrap up: In this stage the teacher checks the activity on the whiteboard. Also the students have to participate in class giving the correct answer about the matching activity.

Lesson # 2

Main aim:

- By the end of the class students will be able to develop reading comprehension by identifying information in a text about the “New Moon” movie.
- Students will be able to apply grammatical structures by identifying the “past simple”.

Materials: whiteboard, data show, reading text, handout and notebooks.

Description of the stages and main activities

Warm up: In this stage the teacher presents the hangman game at the whiteboard. The teacher gives to students some clues about the word which is related to a movie called “New Moon”.

Presentation: In this stage the students have to guess the name of the movie and the teacher presents some questions about it.

Practice: In this stage the teacher invites students to watch the “New Moon” movie trailer. Students have to pay attention to the video. After that the teacher asks a question about the trailer they have seen.

Production: In this stage, students have to answer a handout. The teacher checks the students work in the handout and help them clarifying doubts.

Wrap-up: In this stage the teacher gives students three personal questions in past simple, which they have to answer at their notebooks.

Lesson # 3

Main aim:

- Students will be able to identify the use of the past simple tense and the past simple of the verb “TO BE”, in affirmative, negative and interrogative sentences.
- Students will be able to apply the use of verbs in past simple.

Materials: list of verbs, whiteboard, data show, videos, handout and notebooks.

Description of the stages and main activities

Warm up: In this stage the teacher asks two questions about what they did the last weekend. And the teacher shows a video to the students about the film “New Moon”.

Presentation: In this stage the teacher presents and explains the key-words. Also the teacher encourages students to participate through repetition of the key-words given.

Practice: In this stage the teacher presents a video about the “Twilight” movie, and students have to pay attention to the video. The teacher repeats the video two times if it is necessary. Before doing the activity the teacher asks ¿what was the video about? And then the teacher explains the grammar focus of both “Past tense times”.

Production: In this stage the teacher divides the students into two groups and gives them an envelope, which contains pieces of words. The students play during the activity.

Wrap-up: In this stage the teacher the sentences were written on the board and the students wrote them down on the handout.

Lesson # 4

Main aim:

- Students will be able to apply grammar structures by identifying the past simple and past perfect in contrast.

Materials: sheet with sentences, sheet with the paragraph, data show, whiteboard.

Description of the stages and main activities

Warm up/Presentation: In this stage the teacher asks to students to form work groups and present three questions at the whiteboard using the past simple and the past perfect tense.

Practice: In this stage the teacher explains the grammar focus about past simple tense in contrast with past perfect using the data show highlighting the structures in affirmative, negative and interrogative form, including the auxiliary “had”.

Production/Wrap-up: In this stage the teacher gives students a handout and students have to answer the exercises to develop the following activities:

- Complete the sentence with the verb
- Read the dialogue below and cross the wrong verb form out
- Which tense? Simple past or Past perfect
- Match each sentence to the right meaning

Lesson # 5

Main aim:

- Students will be able to contrast the use of past simple and past perfect tenses in different situations by answering a handout.

Materials: sheets with verbs, plastic bag, whiteboard, data show, handout and notebooks.

Description of the stages and main activities

Warm up: In this stage the teacher asks for two volunteers to participate in the game. Two students participate in the front of the class playing a game named “Playing with verbs”, the teacher gives some sheets with verbs and students have to write the verb, letter by letter at the back of their classmate.

Presentation/Practice: In this stage the teacher uses a power point presentation with the grammar focus (review), students have to pay attention to the teacher and clarify any doubts they have. And then the teacher writes some examples on the whiteboard and students have to take note on their notebooks

Production/Wrap-up: In this stage the teacher gives students a handout which contains two stories named “The little red riding hood” (Past simple) and “Kung Fu Panda” (Past perfect). Students have to complete these stories using the correct verb in past simple or past perfect respectively

Lesson # 6

Main aim:

- Students will apply they what learned by taking a post test of the unit covered.

Materials: post test, whiteboard.

Description of the stages and main activities

Warm up/Presentation: In this stage the teacher gives to students the post test and explains the items one by one. The students listen to the teacher and the teacher clarifies doubts.

Practice: In this stage the students take the test. Once they have finished they hand it to the teacher.

Production/Wrap-up: In this stage the teacher asks students about the test and if it was difficult or easy to them. Students give their opinion about the test.

3.5 Sampling

3.5.1 Target Group

The participants were all of the same grade “1º medio B” in high school, and this class was made up of thirty nine students who voluntarily accepted to take part in this study.

3.5.2 The tests

Our selected sample for the survey was the entire target class from the same school. They willingly agreed to answer all the questions of the pre and post tests.

3.6 Sampling Techniques

Our research group did not use sample techniques. Our sampling techniques were determined firstly by the scarce of opportunities to find a sample class. On the other hand, we had to deal with a poor focus on grammatical contents in textbooks provided by MINEDUC for first level of secondary education. For this reason we chose that level, because there is an attempt to teach grammar aspects of the target language emphasizing cognitive skills required to enhance linguistic competence, a critical component of second language learning process.

3.7 Data presentation Techniques

Along this study, the research group selected three techniques for data presentation. These techniques were clear and accurate in order to display the data collected. The selected techniques were bar graphs, pie charts and tables.

3.7.1 Charts

Charts are used to present large quantities of data arranged and labeled by rows and columns. The research group used charts to present data since there was a big quantity of numbers and figures that needed to be displayed in a clear and organized manner.

3.7.2 Bar Graphs

Bar graphs are one type of graphs that uses bands of standard width and varying length to present magnitude. The research group used bar graphs since it is easy to compare the results from one graph to the other.

3.7.3 Pie charts

Pie charts are useful for comparing data. Pie charts are easy to understand and they do not require great effort to be interpreted.

3.8 Data Analysis Techniques

3.8.1 Descriptive and inferential analysis

The descriptive statistics do exactly what they say: they describe and present data, for example, in terms of summary frequencies. This will include, for example:

- The mode (the score obtained by the greatest number of people)
- The mean (the average score)
- The median (the score obtained by the middle person in a ranked group of people, i.e. it has an equal number of scores above it and below it)
- Minimum and maximum scores.

We use this technique to analyze the class observation table in order to describe the quantitative analysis used for each of the criterion of the table observation using the previous describing factors. We had to take the mean of the dates and observed the minimum and maximum score to conclude the progress of the class and the strategies used in this research.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

Introduction

In this chapter we are going to present the data collected in our quasi pre- experimental research through the analysis of the classes and the results of the pre and post test.

The strategy that we use to teach the students of first grade from the Colegio de la Providencia Carmela Larraín Infante was a new strategy aiming at applying the ideas previously discussed in the theoretical framework. These strategies were different from the methodologies applied in the majority of the Chilean schools. Therefore, to obtain the result we expected from the students, we develop the strategies which consist of comparisons between students L1 and L2 and problem solving. Along with the target teaching strategies, we adopted the power point presentations as a technology material to present the grammar structure and develop the cognitive ability of consciousness raising.

The data gathered through the study has been organized into four class observation tables and several pie charts, the information we were able to select from the treatment we applied to the students in six classes applying the consciousness raising strategy. Our research allowed us to represent the results obtained graphically, showing the achievements of students in terms of score and also percent and item by item.

Through this representation we could compare and contrast the results from the pre and post tests to know the degree of success of the treatment applied.

The following pie charts make clear the results students accomplished while taking two tests. Their score were turned into percentages to provide the book reviewer with a clear view. Finally we will analyze the pre and post tests. The pre-test focused on one point to measure the student's acquisition/learning about grammatical structures. By contrast, the post-test looked for comparing the results with those found in the pre-test in order to monitor students' progress on grammar comprehension covered during lessons. In an attempt to monitor each test's objectives, the collected information was analyzed using quantitative methodologies such as, arrangements of scores in tables, calculation of grades creation of graphs and calculations of percentage.

4.1 Data presentation: class observation table

4.1.1 CLASS OBSERVATION TABLE N°2

School:	Colegio de la Providencia Carmela Larraín Infante	District:	Maipú
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			Scale
Teacher's name:		To a great excellent	5
Date:	June 5th, 2012	To a certain excellent	3
Starts at:	10:30	Scarcely	1
Finishes at:	12:00	N.O	Not observed
Students' attendance:	37	N.A	Not applicable
Class number:	2		

COMP.TO BE OBSERVED	SCORE	
1. PUNCTUALITY	8	10
2. METHODOLOGY	50	70
3.TEACHER STUDENT INTERACTION	25	35
4.STUDENT STUDENT INTERACTION	26	30

TEACHER'S OBSERVATION
The students participate actively in class
The students had a good willing to the activities
Warming up activity was not good enough
The students enjoyed the material
The students shared knowledge about the movie with other students

CLASS OBSERVATION TABLE N°2

PUNCTUALITY	SCORE
The teacher started the class on time	3
The teacher ended the class on time	5
Total score	8
METHODOLOGY	
The teacher explained the aims at the beginning of the class	1
Student's previous knowledge was used by the teacher	5
The teacher performed a warm up activity	3
There was a clear presentation stage	1
Material (PPT) were presented and used appropriately	5
Graded activities followed the presentation stage	5
Meaningful grammar exercises were done	5
Individual practice was done when necessary	5
Group practice was done appropriately	N.A
There was a clear practice stage	5
There was a clear productive stage	5
There was a clear wrap up stage	5
The teacher used a defined methodology	5
The lesson was smooth, sequenced and logical	5
Total score	55
TEACHER-STUDENT INTERACTION	
The teacher checked student understanding	3
The teacher moved around the class and made eye contact	1
The teacher was able to make students feel comfortable	5
The teacher was able to control and direct the class	5
The teacher was able to control the use of Spanish in the class	1
Teacher encouraged students to participate freely	5
Mistake were corrected positively	5
Total score	25
STUDENTS' REACTION	
Students followed teacher's instructions without hesitation	3
Students did the exercises accurately	3
Students were willing to do the exercises	5
Students looked excited about the class development	5
Students correct answers improved by the end of the lesson	5
at the end of the class students looked relaxed and impressed	5
Total score	26

Table description N°2

As a table shows in the first criterion (punctuality) you can see that the highest descriptor is the fact that the teacher always ends the lesson on time. In the second criterion (methodology) the table shows that eight of thirteen facts obtained the highest score, one fact obtained the lowest score and another fact could not be applicable. In the third criterion (teacher-student interaction) you can see that four of seven indicators obtained the highest score and one of this obtained the lowest. In the last criterion (students' reaction) you can see that three of six descriptors obtained the highest score and two the lowest.

4.1.2 CLASS OBSERVATION TABLE N°3

School:	Colegio de la Providencia Carmela Larraín Infante	District:	Maipú
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			Scale
Teacher's name:		To a great excellent	5
Date:	June, 11th 2012	To a certain excellent	3
Starts at:	11:45	Scarcely	1
Finishes at:	13:30	N.O	Not observed
Students 'attendance:	35	N.A	Not applicable
Class number:	3		

COMP.TO BE OBSERVED	SCORE	
1. PUNCTUALITY	8	10
2. METHODOLOGY	53	70
3.TEACHER STUDENT INTERACTION	27	35
4.STUDENT STUDENT INTERACTION	20	30

TEACHER'S OBSERVATION
The teacher noticed that students changed the color of their pen at the moment of writing down the contents
Not warming up activity
The students paid attention during the PPT presentation
The students were relaxed while they were working in class
There was an interruption (another teacher)

CLASS OBSERVATION TABLE N°3

PUNCTUALITY	SCORE
The teacher started the class on time	3
The teacher ended the class on time	5
Total score	8
METHODOLOGY	
The teacher explained the aims at the beginning of the class	5
Student's previous knowledge was used by the teacher	5
The teacher performed a warm up activity	1
There was a clear presentation stage	3
Material (PPT) were presented and used appropriately	5
Graded activities followed the presentation stage	5
Meaningful grammar exercises were done	5
Individual practice was done when necessary	3
Group practice was done appropriately	N.A
There was a clear practice stage	3
There was a clear productive stage	5
There was a clear wrap up stage	5
The teacher used a defined methodology	5
The lesson was smooth, sequenced and logical	3
Total score	53
TEACHER-STUDENT INTERACTION	
The teacher checked student understanding	5
The teacher moved around the class and made eye contact	5
The teacher was able to make students feel comfortable	3
The teacher was able to control and direct the class	5
The teacher was able to control the use of Spanish in the class	1
Teacher encouraged students to participate freely	3
Mistake were corrected positively	5
Total score	27
STUDENTS' REACTION	
Students followed teacher's instructions without hesitation	5
Students did the exercises accurately	5
Students were willing to do the exercises	5
Students looked excited about the class development	1
Students correct answers improved by the end of the lesson	3
at the end of the class students looked relaxed and impressed	1
Total score	20

Table description N°3

As a table shows in the first criterion (punctuality) there was not high score and there was only mid score. In the second criterion as you can see ten of fourteen indicators obtained the highest score and four criterions obtained a mid score. In the third criterion two of seven descriptors obtained the highest score and only one criterion lower score. In the last criterion tree out of four descriptors obtained highest score, only one obtained the lower score and the two could not be observed.

4.1.3 CLASS OBSERVATION TABLE N°4

School:	Colegio de la Providencia Carmela Larraín Infante	District:	Maipú
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			Scale
Teacher's name:		To a great excellent	5
Date:	June, 12th 2012	To a certain excellent	3
Starts at:	10:30	Scarcely	1
Finishes at:	12:00	N.O	Not observed
Students 'attendance:	32	N.A	Not applicable
Class number:	4		

COMP.TO BE OBSERVED	SCORE	
1. PUNCTUALITY	6	10
2.METHODOLOGY	62	70
3.TEACHER STUDENT INTERACTION	23	35
4.STUDENT STUDENT INTERACTION	16	30

TEACHER'S OBSERVATION
The class was just practice and production of grammar
The warming up activity was successful
There was a good environment with students in the classroom
The student participated actively in the class
The teacher checked the activities of students

CLASS OBSERVATION TABLE N°4

I	PUNCTUALITY	SCORE
1.	The teacher started the class on time	3
2.	The teacher ended the class on time	3
	Total score	6
II	METHODOLOGY	
3.	The teacher explained the aims at the beginning of the class	3
4.	Student's previous knowledge was used by the teacher	5
5.	The teacher performed a warm up activity	5
6.	There was a clear presentation stage	5
7.	Material (PPT) were presented and used appropriately	5
8.	Graded activities followed the presentation stage	3
9.	Meaningful grammar exercises were done	3
10.	Individual practice was done when necessary	5
11.	Group practice was done appropriately	5
12.	There was a clear practice stage	5
13.	There was a clear productive stage	5
14.	There was a clear wrap up stage	5
15.	The teacher used a defined methodology	5
16.	The lesson was smooth, sequenced and logical	3
	Total score	62
III	TEACHER-STUDENT INTERACTION	
17.	The teacher checked student understanding	5
18.	The teacher moved around the class and made eye contact	3
19.	The teacher was able to make students feel comfortable	3
20.	The teacher was able to control and direct the class	3
21.	The teacher was able to control the use of Spanish in the class	1
22.	Teacher encouraged students to participate freely	3
23.	Mistakes were corrected positively	5
	Total score	23
IV	STUDENTS' REACTION	
24.	Students followed teacher's instructions without hesitation	5
25.	Students did the exercises accurately	5
26.	Students were willing to do the exercises	5
27.	Students looked excited about the class development	1
28.	Students correct answers improved by the end of the lesson	N.O
29.	At the end of the class students looked relaxed and impressed	N.O
	Total score	16

Table description N°4

As a table shows in the first criterion (punctuality) there was not high score and there was only mid score. In the second criterion as you can see ten of fourteen indicators obtained the highest score and four criterions obtained a mid score. In the third criterion two of seven descriptors obtained the highest score and only one criterion lower score. In the last criterion tree out of four facts obtained highest score, only one obtained the lower score and the two could not be observed.

4.1.4 CLASS OBSERVATION TABLE N°5

School:	Colegio de la Providencia Carmela Larraín Infante	District:	Maipú
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			Scale
Teacher's name:		To a great excellent	5
Date:	June, 18th 2012	To a certain excellent	3
Starts at:	10:30	Scarcely	1
Finishes at:	12:30	N.O	Not observed
Students 'attendance:	35	N.A	Not applicable
Class number:	5		

COMP.TO BE OBSERVED	SCORE	
1. PUNCTUALITY	2	10
2. METHODOLOGY	64	70
3.TEACHER STUDENT INTERACTION	29	35
4.STUDENT STUDENT INTERACTION	14	30

TEACHER'S OBSERVATION
The class was developed in the multimedia classroom
The students worked anxiously in class
The student were not focused on the topic when teacher explained the PPT presentation
The class started late

CLASS OBSERVATION TABLE N°5

I	PUNCTUALITY	SCORE
1.	The teacher started the class on time	1
2.	The teacher ended the class on time	1
	Total score	2
II	METHODOLOGY	
3.	The teacher explained the aims at the beginning of the class	5
4.	Student's previous knowledge was used by the teacher	5
5.	The teacher performed a warm up activity	5
6.	There was a clear presentation stage	5
7.	Material (PPT) were presented and used appropriately	5
8.	Graded activities followed the presentation stage	5
9.	Meaningful grammar exercises were done	3
10.	Individual practice was done when necessary	5
11.	Group practice was done appropriately	5
12.	There was a clear practice stage	5
13.	There was a clear productive stage	5
14.	There was a clear wrap up stage	1
15.	The teacher used a defined methodology	5
16.	The lesson was smooth, sequenced and logical	5
	Total score	64
III	TEACHER-STUDENT INTERACTION	
17.	The teacher checked student understanding	5
18.	The teacher moved around the class and made eye contact	5
19.	The teacher was able to make students feel comfortable	5
20.	The teacher was able to control and direct the class	5
21.	The teacher was able to control the use of Spanish in the class	1
22.	Teacher encouraged students to participate freely	3
23.	Mistake were corrected positively	5
	Total score	29
IV	STUDENTS' REACTION	
24.	Students followed teacher's instructions without hesitation	1
25.	Students did the exercises accurately	3
26.	Students were willing to do the exercises	5
27.	Students looked excited about the class development	3
28.	Students correct answers improved by the end of the lesson	1
29.	At the end of the class students looked relaxed and impressed	1
	Total score	14

Table description N°5

As a table shows in the first criterion (punctuality) there was only lower score. In the second criterion as you can see twelve of fourteen descriptors obtained the highest score and one fact the lower score. In the third criteria five of seven facts obtained the highest score and one obtained the lower score. Finally in the last one criterion only one indicator obtained the highest score and three descriptors obtained the lower score.

4.2 Data presentation: Graphs

4.2.1 Description of data base

In this section, the general quantitative data is described mainly to elaborate a statistical report which was taken from the experience of applying two instrument (pre and post tests), in two different instance.

1. Students: the tests were applied to 39 students whose attendance was 100 % in both occasions, as it is revealed in the table.

Number	Students	Attendance Pre Test	Attendance Post Test
1	student	yes	yes
2	student	yes	yes
3	student	yes	yes
4	student	yes	yes
5	student	yes	yes
6	student	yes	yes
7	student	yes	yes
8	student	yes	yes
9	student	yes	yes
10	student	yes	yes
11	student	yes	yes
12	student	yes	yes
13	student	yes	yes
14	student	yes	yes
15	student	yes	yes
16	student	yes	yes
17	student	yes	yes
18	student	yes	yes
19	student	yes	yes
20	student	yes	yes
21	student	yes	yes
22	student	yes	yes
23	student	yes	yes
24	student	yes	yes
25	student	yes	yes
26	student	yes	yes
27	student	yes	yes
28	student	yes	yes
29	student	yes	yes
30	student	yes	yes
31	student	yes	yes
32	student	yes	yes
33	student	yes	yes
34	student	yes	yes
35	student	yes	yes
36	student	yes	yes
37	student	yes	yes
38	student	yes	yes
39	student	yes	yes

TEST 1: The Pre test was divided into four items with a 36 total score.

Pre Test	Score	Instructions
Item I	10	Complete the blanks with the past simple form of the verbs in brackets.
Item II	7	Complete the short dialogue using the suitable answers in the chart.
Item III	7	Make positive, negative and interrogative sentences using simple past and past perfect.
Item IV	12	Put the verbs in brackets into the gaps in the correct tense Past Perfect or Simple Past.

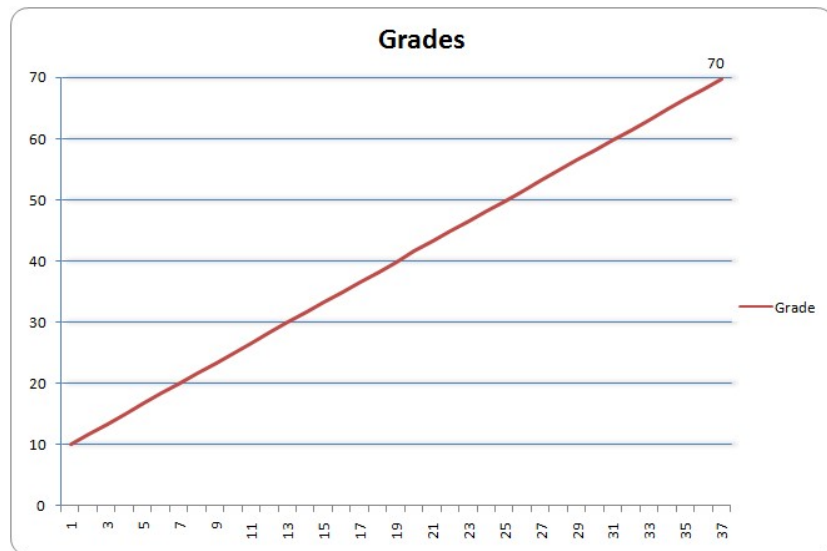
TEST 2: The Post test was divided into four items with a 36 total score.

Post Test	Score	Instructions
Item I	10	This is Jacob's letter to his friend. Choose the word correct forms of the verb
Item II	7	Make positive, negative and interrogative sentences using simple past.
Item III	7	Read the dialogue below and cross the wrong verb form out
Item IV	12	Put the verbs in brackets into the gaps in the correct tense Past Perfect or Simple Past.

General Criteria: The pre and post tests are different. However, the same scores and grammatical structures were established to compare both experiences.

4.2.2 Grade Scale: This scale is used to obtain, a) minimum grade 1,0 b) maximum grade 7,0 c) medium grade 4,0 with 18 total score.

Score	Grade
0	10
1	12
2	13
3	15
4	17
5	18
6	20
7	22
8	23
9	25
10	27
11	28
12	30
13	32
14	33
15	35
16	37
17	38
18	40
19	42
20	43
21	45
22	47
23	48
24	50
25	52
26	53
27	55
28	56
29	58
30	60
31	61
32	63
33	65
34	66
35	68
36	70



4.2.3 DATA COLLECTION

Number	Students	Item 1			Item 2			Item 3			Item 4		
		Pre Test Score	Post Test Score	Max Score	Pre Test Score	Post Test Score	Max Score	Pre Test Score	Post Test Score	Max Score	Pre Test Score	Post Test Score	Max Score
1	Student	2	7	10	1	5	7	1	3	7	0	6,5	12
2	Student	0	8	10	1	6	7	0	4	7	0	4	12
3	Student	9	8	10	7	6	7	2	5	7	2	3,5	12
4	Student	2	8	10	4	5	7	2	5	7	4	5	12
5	Student	3	9	10	0	5	7	0	3	7	3	6,5	12
6	Student	1	7	10	3	6,5	7	0	6	7	0	4,5	12
7	Student	3	6	10	0	5	7	0	6	7	2	7	12
8	Student	2	8	10	0	6	7	0	3	7	5	7,5	12
9	Student	2	7	10	2	6,5	7	1	5	7	0	7,5	12
10	Student	2	8	10	0	6,5	7	0	4	7	1	8	12
11	Student	1	7	10	0	7	7	2	5	7	0	8	12
12	Student	0	2	10	3	2	7	1	0	7	0	3,5	12
13	Student	0	0	10	1	3	7	0	4	7	0	3,5	12
14	Student	0	3	10	2	6	7	0	3	7	0	3	12
15	Student	1	4	10	1	2	7	1	4	7	4	5	12
16	Student	0	7	10	4	1	7	0	2	7	3	4,5	12
17	Student	4	5	10	5	3	7	1	1	7	2	3	12
18	Student	1	5	10	1	3	7	0	4	7	2	0	12
19	Student	2	4	10	2	3,5	7	0	3	7	0	3,5	12
20	Student	4	4	10	1	2	7	3	1	7	5	6	12
21	Student	1	4	10	0	2,5	7	3	2	7	3	4,5	12
22	Student	2	7	10	1	3,5	7	0	3	7	1	0	12
23	Student	1	4	10	1	4	7	0	2	7	0	4	12
24	Student	4	7	10	5	5	7	1	4	7	3	0	12
25	Student	5	5	10	3	3	7	5	3	7	4	7	12
26	Student	4	5	10	2	2	7	2	5	7	4	4	12
27	Student	1	3	10	1	3	7	0	4	7	0	5,5	12
28	Student	1	6	10	3	3,5	7	0	4	7	0	2,5	12
29	Student	0	7	10	3	3,5	7	1	6	7	4	0	12
30	Student	3	6	10	5	3	7	3	3	7	0	6	12
31	Student	0	9	10	3	3	7	0	2	7	0	4	12
32	Student	2	6	10	7	5	7	0	2	7	3	4,5	12
33	Student	2	6	10	0	4,5	7	0	4	7	0	4	12
34	Student	2	8	10	3	7	7	0	2	7	1	2,5	12
35	Student	1	7	10	0	4	7	2	6	7	4	3	12
36	Student	3	5	10	4	6	7	1	4	7	4	6	12
37	Student	1	5	10	2	4	7	0	5	7	3	2	12
38	Student	1	4	10	4	7	7	1	4	7	5	9	12
39	Student	3	8	10	3	7	7	1	5	7	4	9	12
Total		76	229	390	88	170,5	273	34	141	273	76	177,5	468

Approved Score: Pre Test	274
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Approved Score: Post Test	718
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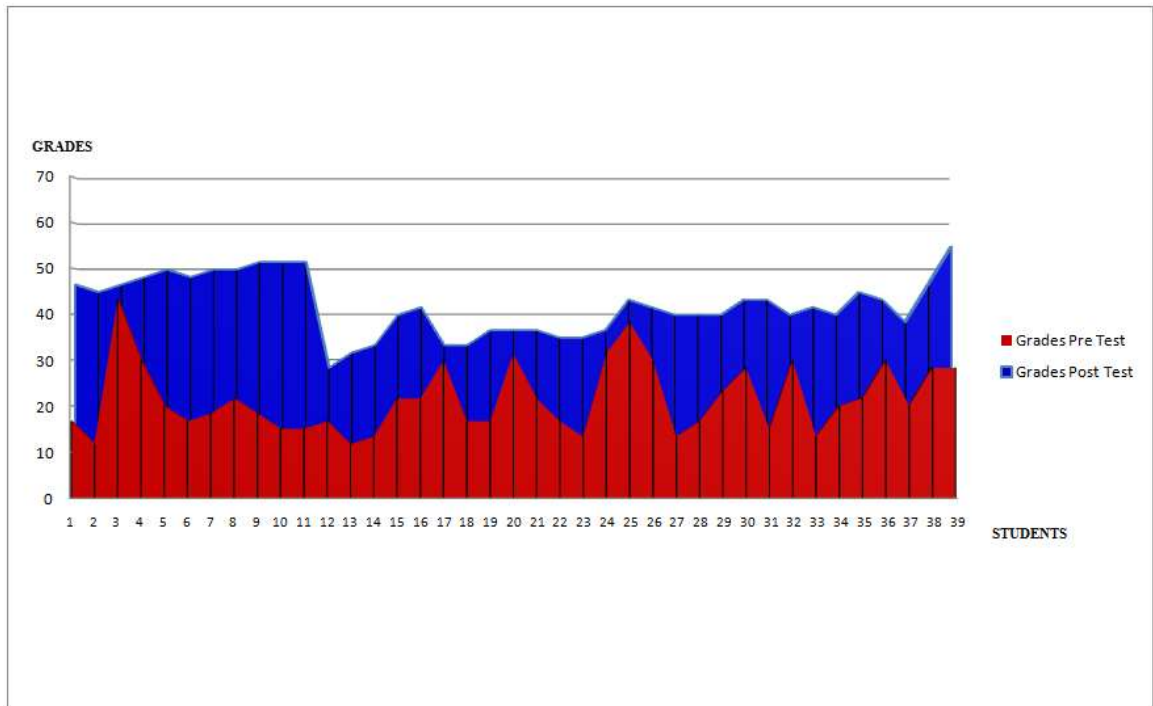
The table data collections above was made to put in order the scores of every students to calculate grades of the tests and percentage of approved and failed answers.

4.2.4 STUDENTS' GRADES

Number	Students	Total Score Pre Test	Total Score Post Test	Grade Pre Test	Grade Post Test
1	Student	4	22	17	47
2	Student	1	22	12	47
3	Student	20	23	43	48
4	Student	12	23	30	48
5	Student	6	24	20	50
6	Student	4	24	17	50
7	Student	5	24	18	50
8	Student	7	25	22	52
9	Student	5	26	18	53
10	Student	3	27	15	55
11	Student	3	27	15	55
12	Student	4	8	17	23
13	Student	1	11	12	28
14	Student	2	15	13	35
15	Student	7	15	22	35
16	Student	7	15	22	35
17	Student	12	12	30	30
18	Student	4	12	17	30
19	Student	4	14	17	33
20	Student	13	13	32	32
21	Student	7	13	22	32
22	Student	4	14	17	33
23	Student	2	14	13	33
24	Student	13	16	32	37
25	Student	17	18	38	40
26	Student	12	16	30	37
27	Student	2	16	13	37
28	Student	4	16	17	37
29	Student	8	17	23	38
30	Student	11	18	28	40
31	Student	3	18	15	40
32	Student	12	18	30	40
33	Student	2	19	13	42
34	Student	6	20	20	43
35	Student	7	20	22	43
36	Student	12	21	30	45
37	Student	6	16	20	37
38	Student	11	24	28	50
39	Student	11	29	28	58
Average				22	41

The table about students' grades shows the scores reached by every students in both pre and post tests and the grade obtained by each participant, apart from that, a total average was calculated, a low grade was reached in the pre test a 2,2 in contrast a medium grade was reached in the post test a 4,1.

4.2.5 Grades graph between pre and post tests

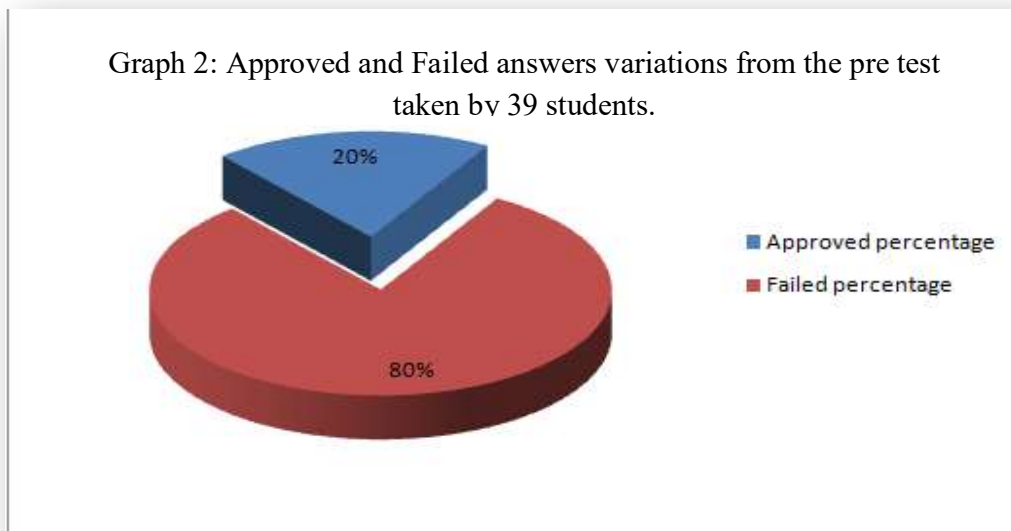


Graph 1: Grades variations between pre and post tests

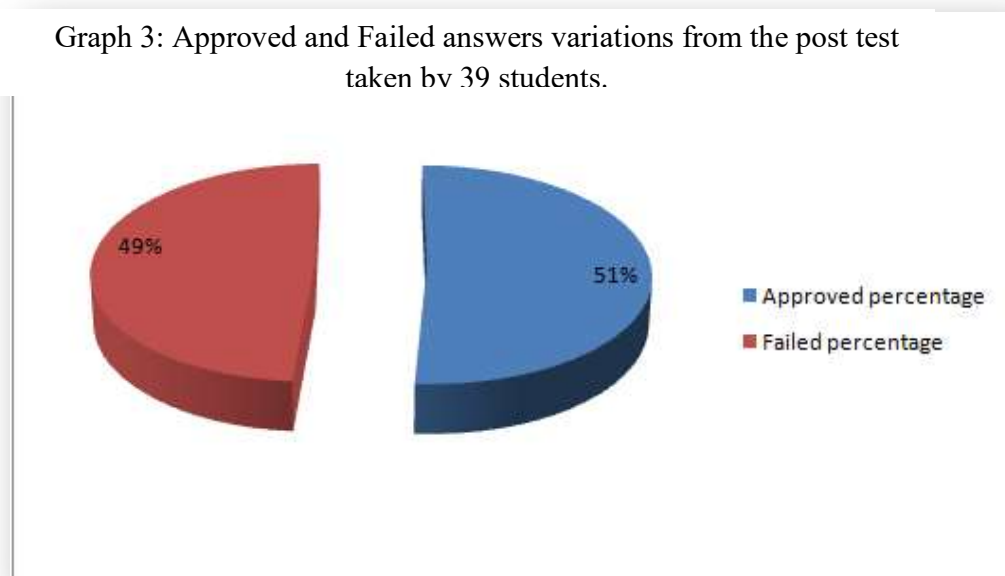
- Graph 1 shows that the post test had an increase in the student's performance because the pre test did not reach a highest level in comparison with the post test as it clearly reveals. Moreover, in the pre test some students got almost a minimum grade 1.3 and the maximum grade was a 4.3, while in the post test the maximum grade obtained was 5.8

4.2.6 General Analysis pre and post tests

Percentage graphs between approved answers V/S failed answers



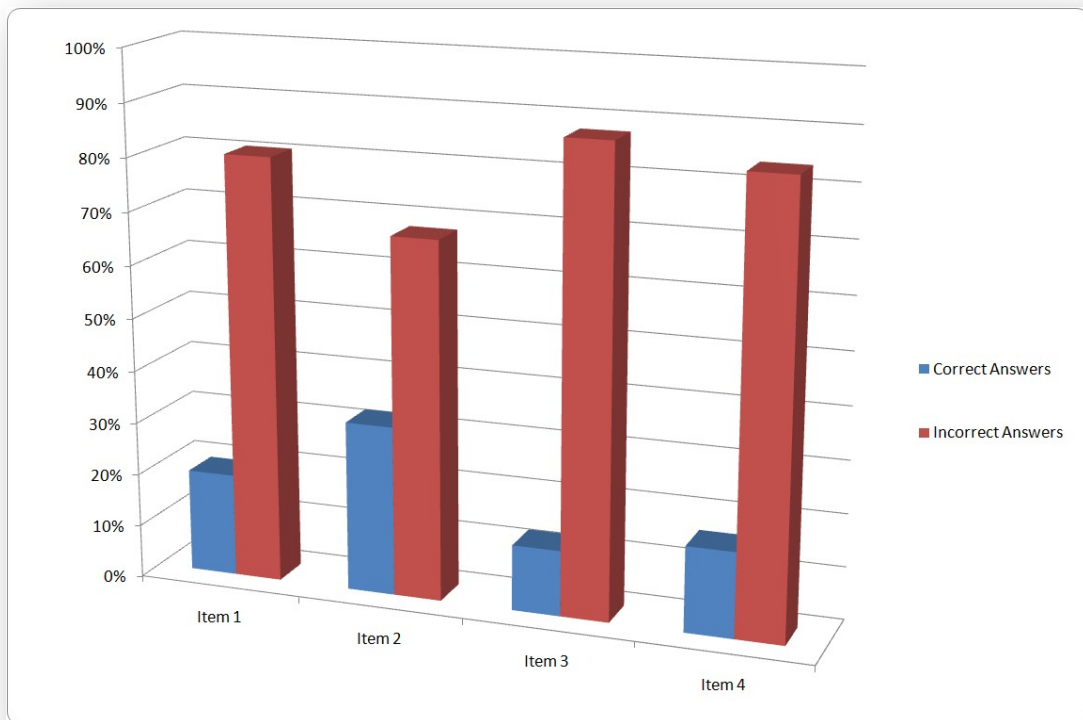
This graph reveals that the pre-test percentage was just 20% of approved answers v/s 80% of failed answers.



- On the contrary, as the graph reveals above, the percentage of the post test reached 51% of approved answers, versus 49% of failed answers.
- The two previous graphs 2 and 3 show that there is a meaningful increase in the percentage of approval between the pre test and the post test.

4.2.7 Percentage graphs between correct v/s incorrect answers by each item in both pre and post tests

Pre Test

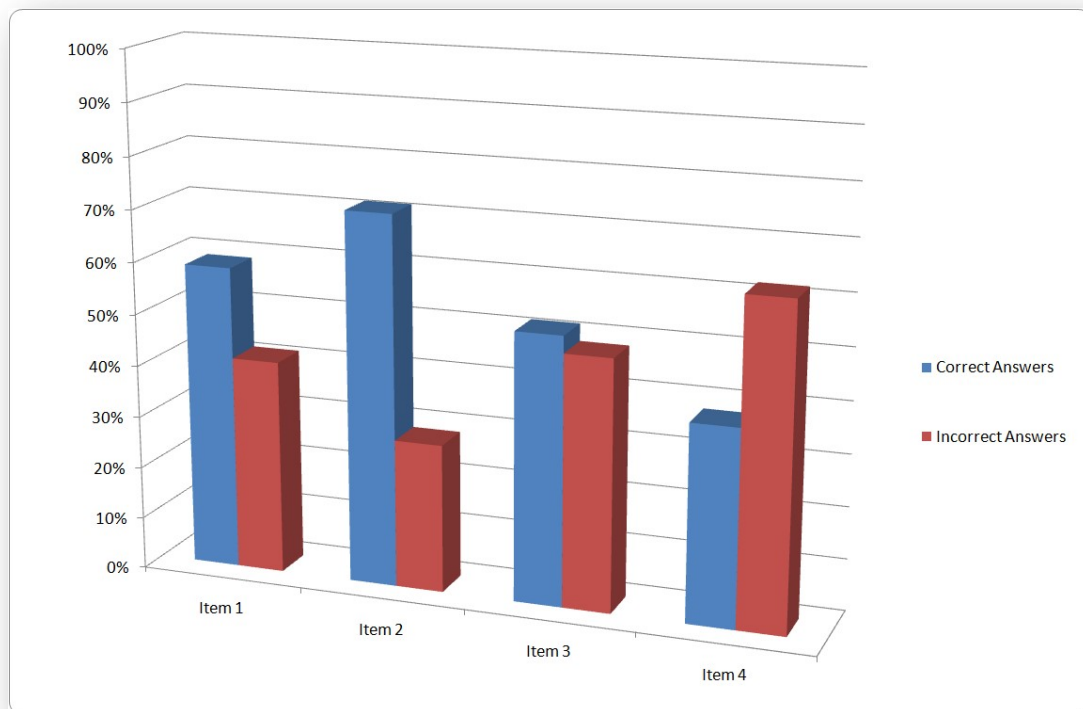


Graph 4: correct and incorrect answers variation from pre test taken by 39 students.

- In the item 1, the pre test was answered correctly just 19%, versus 81% of incorrect answers.
- In the item 2 pre test was answered correctly just 32%, versus 68% incorrect answers.

- In the item 3 pre test was answered correctly just 12%, versus 88% incorrect answers.
- In the item 4 pre test was answered correctly just 16%, versus 84% incorrect answers.

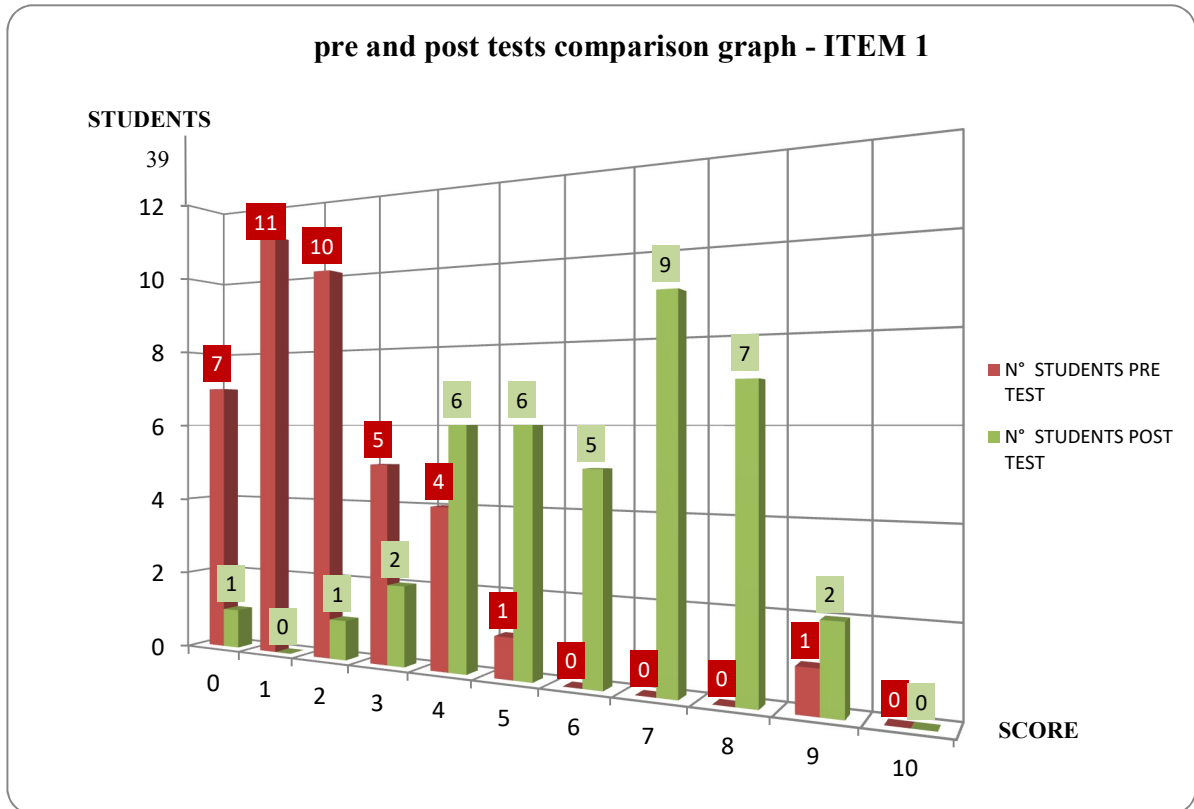
Post-Test



Graph 5: correct and incorrect answers variation from post test taken by 39 students.

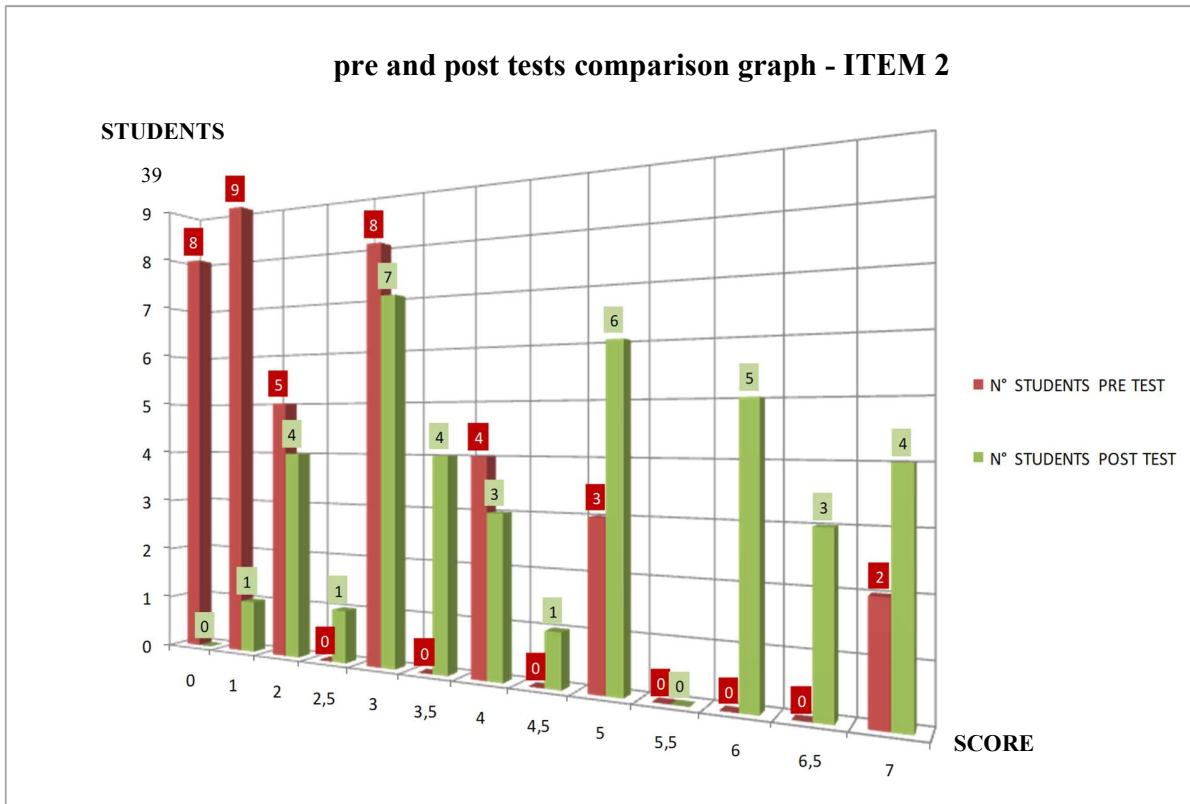
- In the item 1 post test was answered correctly just 59%, versus 41% incorrect answers
- In the item 2 post test was answered correctly just 71%, versus 29% incorrect answers.
- In the item 3 post test was answered correctly just 52%, versus 48% incorrect answers.
- In the item 4 post test was answered correctly just 38%, versus 62% incorrect answers.

4.2.8 Pre and post items comparison graphs



The following graph shows to make a comparison of the number of students which obtained X score, It helps us to determine if the students move forward or backward in the acquisition of knowledge between one test and another.

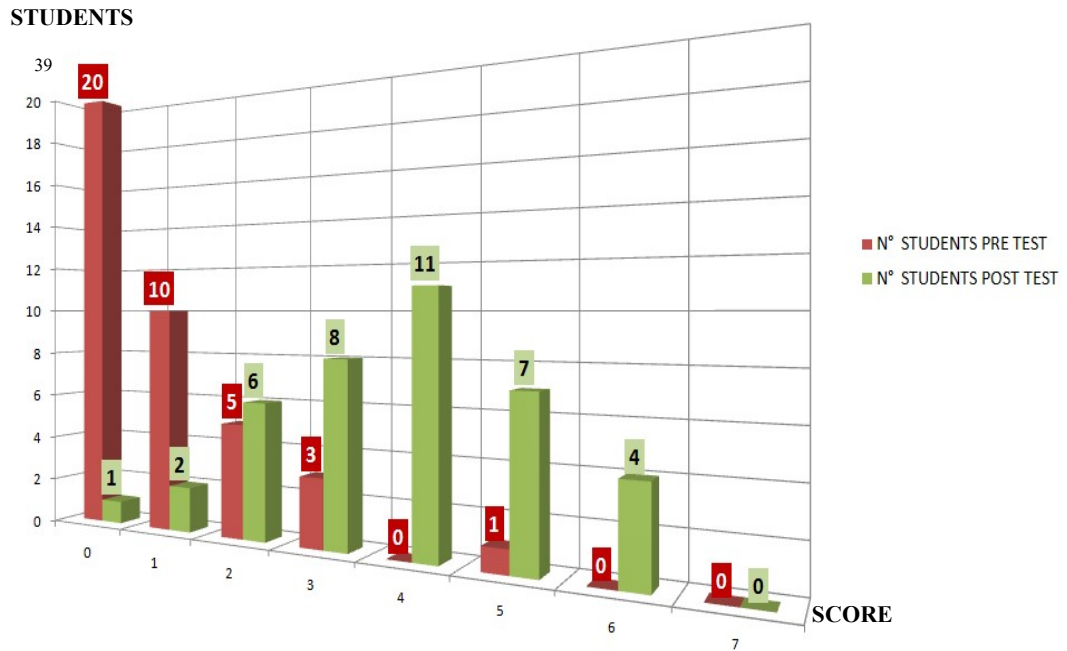
- The graph presented above exhibits that the first item, 37 students in the pre test obtained between 0 and 4 points of 10 as the highest score. Likewise to the post test 35 students obtained from 4 to 9 points.



The following graph represents a comparison of the number of students which obtained X score to a similar question in the pre and post test. It helps us to determine if the students move forward or backward in the acquisition of knowledge between one test and another.

- The graph presented above shows that the second item, 34 students obtained between 0 and 4 points of 10 as the highest score in the pre test. Likewise to the post test 22 students got from 4 to 7 points.

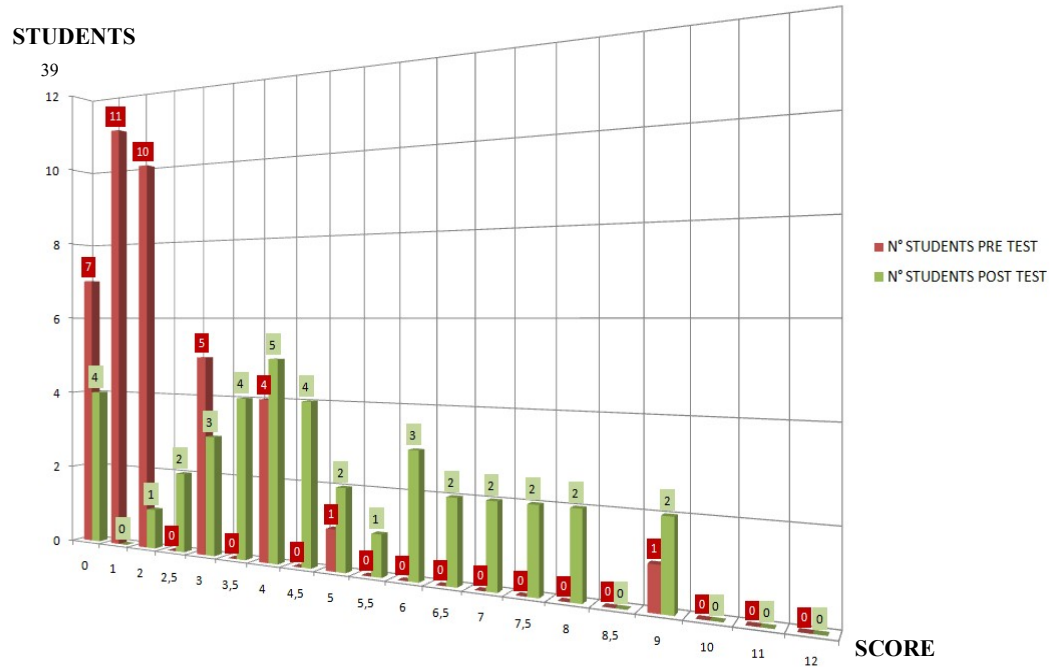
pre and post tests comparison Graph - ITEM 3



The following graph exhibits to make a comparison of the number of students which obtained X score to a similar question in the pre and post test. It helps us to determine if the students move forward or backward in the acquisition of knowledge between one test and another.

- The graph presented above exhibits that the third item, 38 students obtained between 0 and 3 points of 10 as the highest score. Likewise to the post test 22 students got from 4 to 7 points.

pre and post tests comparison graph- ITEM 4



The following graph shows to make a comparison of the number of students which obtained X score to a similar question in the pre and post test. It helps us to determine if the students move forward or backward in the acquisition of knowledge between one test and another.

- The graph presented above shows that the fourth item, 37 students obtained between 0 and 4 points. Likewise to the post test 25 students got from 4 to 12 points.

4.2.9 Data analysis

For a better comprehension of the data presented above, the class observation tables were analyzed weekly describing and presenting the data in term of summary including the score obtained class by class.

The teacher used two different strategies to enhance students' consciousness raising in her classes, such as comparisons and problem solving with a view to identifying some grammar structures, filling the gaps with verbs, ordering the sentences, among others. The grammar activities allowed students to become aware of grammar structure being studied in the new language and identify the grammatical patterns in the use of language.

The teacher also prepared the pedagogical material according to the classes and the interests of students and presented interesting and fun activities to students using the data show resource. The students participated enthusiastically in the interactive lessons. So for that reason we obtained an increase in the knowledge of students class to class and we facilitated the grammar structure knowledge.

The results showed that the punctuality and the environment of the class were highly carried out in the second and third class. On the other hand, the lowest punctuality was in the fifth class. The methodology of the class presented the learning strategies which showed us an increase from the second and the fifth class and the highest level of the class was in the last class.

If we talk about the teacher and student interaction we will see that the teacher was able to perform the class satisfactorily in the last class, but there was a lot of variability among class. Moreover the lower interaction was in the fourth class because the students were not willing to participate in class. For that reason it was the most difficult teacher and students' interaction of the process.

Finally the student's participation in class showed that the students were highly motivated with the material (PPT) during the second and third class. On the other hand, the lower motivation was in the last class.

The four tables revealed interesting results. From the second lesson table, we could observe that the students participate actively in class and they had a good willing to do the activities. Also they enjoyed the material using in class (PPT) and they could activate and use the previous knowledge about topic. Moreover the teacher felt a little unsure but comfortable within the classroom. There were some difficulties at the beginning of the class, the teacher was half-hearted but at the class progressed the interaction and classroom activity got better. We can also say that the teacher made an appropriate use of the time in order to follow her lesson procedures and she optimized the time from the beginning to start the class with a very good closer stage.

The third lesson table showed more improvements in the methodology applied by the teacher. She started the lesson explaining to students the contents of the lesson enthusiastically and creating a good environment into the classroom by doing a warm up activity. Despite this, the teacher involved the students cognitively by giving them the possibility to express themselves and explore the contents of the lesson and the teacher clarify doubts and answer the student had at the time.

In order to refer to students they were very attentive to the grammar focus explanation given by the teacher and they noticed an important fact about the strategy implemented in the class, they different the color of the pen, highlighting the grammar rules when they wrote down in their notebooks. Also they were relaxed working in class without noise.

Finally the lesson was interrupted by other teacher during students working in the activity. But this was not reason for students to stop working.

As you can see the fourth lesson table, in contrast to the third lesson showed as that the teacher got the attention of the students by presenting the warming up activity which was very successful for students and the teacher. The teacher felt pleased and motivated with the activity. The students participated enthusiastically by making questions, clarifying doubts and giving opinions about the topic. Also the students practiced grammar exercises and the teacher checked the activities done in class and praised students with a sign as a reward.

The fifth and last lesson table showed us a difficult lesson related to the punctuality of the class. We can see that the teacher neither started nor ended the lesson on time. This was the result of the environment and the changing room. The students were excited and restless and they were not focused in the topic when the teacher explained the PPT presentation. However the teacher could control the situation and the methodology and the teacher-student interaction presented the best results in the activities since the students clarified doubts and developed the worksheet successfully.

In line with the previous data analysis, we have to consider that the results were taken from the pre and post tests, this analysis was made item by item and 39 students were part of the treatment, through this process, high results according grades, percentages and scores in the post test were obtained in comparison with the low results in the pre test.

To start with the intervention, first of all, we applied them a pre test because we needed to detect the previous knowledge of the students about the grammar competence, their ability to use the grammatical resources of the English language to plan our intervention strategies and the results obtained in section 4.2.6 *general analysis pre and post tests* shows 80% was failed answers and just a 20% was approved answers, it means that students had a low comprehension, understanding and acquisition of the correct grammatical patterns, after that, we applied them the post test, on the contrary, just 49% was failed answers and a 51% was approved, this graph 3 in section 4.2.6 shows that students had a remarkable improvement in the post test after the intervention. This proves clearly that after five lessons which had simple and complex activities where the English language was used by the students for communicative purpose to archive an outcome, moreover, they discussed meaning, grammar forms and tried to identify regular patterns in their use, the process had substantial results and improvements. It is also clearly reflected in section 4.2.4 students' grades where the highest average was in the post test 4,1 in comparison with the average of the pre test which was quite lower 2,2 this shows that after a great effort during the planned lessons where different strategies related to noticing/consciousness rising hypothesis were implemented, students obtained positive higher results reveled in the graphs.

To prove this, in a percentage way, in sections 4.2.7 percentage graphs between correct v/s incorrect answers by items, graph 4 and 5, the best results were in the post test again, for example, the item one which was specifically made in order to involve students in a text that was extremely motivated for them because it was about the topic where they were exposed through lessons, significant variations were evidenced, for example, the post test had a 59% of correct answers and 41% of incorrect answers, meanwhile, the results in the pre tests were 19% of correct answers and a 81% of incorrect answers, this is a good evidence for the group to establish that the post test shows that the grammar activities implemented made learners aware of grammar structures and notice them in new language input, finally in the fourth more complex item which was intentionally the same in both tests the higher results were evident, in the pre test the correct answers were just a 16% v/s 38% in the post test and the incorrect answers were a 84% in the pre test v/s 62% in the post test and although the item was extremely complex for the students as they had to put the verbs in brackets into the gaps in the correct tense past perfect or simple past but they did not know the verbs which they had to infer, however, through these higher results and the considerable improvement in the post test, it was shown that students developed their awareness to put the specific characteristics of the structures into their developing L2 system and they were able to organize a number of topics, in addition to this, the consciousness rising helped them evidently to prevent the fossilization of errors and increase the acquisition of grammatical structures.

CHAPTER V

CONCLUSION

CONCLUSION

Considering the evidence through observations and results students obtained in both test, our research group confirms that the implementation of these complementary teaching strategies may help secondary students of state-subsidized school to develop grammatical competence by activating their noticing/consciousness-raising cognitive skills.

The group implemented teaching strategies, together with technological resources; those were focused on developing intellectual skills which were necessary to fortify the grammatical linguistic knowledge to sustain the second language learning.

As a general conclusion, the effectiveness of the teaching strategies applied during the six lessons within a thematic unit utilized by the School where the research took place. The effectiveness seemed reflected class by class and reinforced on the Post-test results.

As a final conclusion we all agree on refers to five main things:

- The use of fresh ideas teacher and the new methodology will have positive results in both the acquisition and results of the students at the end of the thematic unit.
- The role of grammar inside of the national curriculum is absent. It is just focused on developing the language skills.
- As the research showed in the data analysis those percentages increased and reflected not a complete the effectiveness of the new strategy, we obtain positive result from that was implemented by the group in just six lessons.
- Continuing with the data analysis the percentages exposed in the graphs we realized that the use of complex and simple activities were useful to archive our outcome, the use of grammar.
- How is presented in the data analysis the importance of pedagogical material according to the classes and students level, but also age play a relevant role at the moment to see the students participation.

In terms of further research, our research group agreed on two suggestions:

1. The importance of being able to utilize all the available technological resources, for example, Data show, Computer, Multimedia Images, etc. to facilitate both the participation and attention of students.
2. Use more activities related to consciousness raising, although this suggestion implies a higher amount of time applied to carry out research.

To conclude this research group agreed that this was an enriching experience to our future competences as teachers of English. In addition this research gave us an invaluable knowledge to our pedagogical competences which now reflect the use of different activities, techniques, strategies, among others, related to consciousness raising.

Finally we realized that our pedagogical and teaching competence must be informed since the complexity of the language learning process and the diversity of students we as teachers have to face every day.

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APPENDIX