



UNIVERSIDAD CATÓLICA
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Departamento de Humanidades y Educación Media
Carrera de Pedagogía en Inglés

**A STUDY OF THE EFFECTS OF THE EXPOSURE TO SPANISH WRITTEN
GRAMMATICAL FEATURES OF THE SIMPLE PRESENT IN THE ENGLISH
LESSON ON 7TH GRADE STUDENTS OF MASTER COLLEGE AND LICEO
NACIONAL DE MAIPU.**

Seminario para optar al grado de Licenciado en Educación y al Título
Profesional de Profesor de educación Media en Inglés.

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ABSTRACT

This thesis work was conducted with the aim of demonstrating that the use of a comparative grammar of L1 is effective and beneficial when teaching a foreign language. The investigation was carried out in two different state schools from Santiago, Chile ('Liceo Nacional de Maipú' and 'Master College'). In both cases, the work was carried out with a group of 15 students of each school. All students were enrolled in Seventh Grade. The research was conducted within 6 lessons, in the first one a Pre-test was applied in order to find out students' previous knowledge in relation to the Simple Present Tense. Afterwards, the results were analysed, and from the second lesson until the fifth one; the two groups of students were taught using different teaching methods. Finally in the sixth lesson a Post-test was applied in order to compare it with the pre-test and evidence students' improvement.

The results showed that the students who were exposed to their mother-tongue when being taught the Simple Present Tense structures in classes got better results than those who were taught mainly in the target language. An implication of this could be that the use of L1 in explaining the Simple Present Tense can be beneficial for the language learning process of students from Seventh Grade in Santiago, Chile.

INTRODUCTION

'Grammar is the sound, structure, and meaning system of language...'

Beverly Ann Chin

Currently, the importance of teaching English as a foreign language in Chile has grown massively during recent years. The significance of understanding grammatical structures in English has become more and more imperative, especially because it has been turned into one of the most used foreign languages, not only in this country but all over the world.

During our time as English teaching trainees we have observed many problems concerning the development in mastering a foreign language. One of the main issues that can be observed, particularly in Chile, is the comprehension of English grammatical structures and the differences from the Spanish ones, especially, in the case of students from State Schools.

Recent studies confirm that there exists a lack of understanding when it comes to learning a second language under the conditions of a facility of this type, like state school which most of the time does not have all the necessary resources for a complete English class, especially, from the very beginning in

the study of the Simple Present structure which is one of the most basic units in mastering a target language.

Due to the importance of developing new strategies in the teaching field, it is essential to make teachers aware of the impact that the mother tongue has on learning a foreign language. According to this thesis work, the most suitable approach is the 'bilingual approach' which claims that the use of L1 is essential in L2 classes in order to develop students' L2 properly.

Another important aspect is that the use of L1 facilitates communication between teachers and students; this can be of great help for the process of developing an excellent connection and therefore, succeeding in mastering the target language.

Taking all the previous points in consideration, the following project tries to demonstrate how the use of L1 is a beneficial tool in the classroom, which provides students with proper help when attempting to understand simple grammatical structures in the target language.

Our thesis is divided into five chapters; which are elucidated as follows:

In chapter one, the reader will find the General Objectives, the Specific Objectives, the Hypothesis and Variables, the Research Problem, and Research Questions.

In chapter two, the reader will find the Theoretical Framework, a review of the theories that support the hypothesis, and the main concepts that will help the reader comprehend the text.

In chapter three, the reader will find the Methodological Framework which consists of the investigation carried out in both schools, and the results obtained from this work.

In chapter four, the reader will find the Data Analysis from the investigation.

In chapter five, the reader will find the Final Conclusions in order to corroborate the hypothesis statement.

Learning English has never been an easy task to be accomplished, and as future teachers we are well aware of the significance in finding new ways of teaching English. In this study, the most important thing is that, L1 can be used as a favourable instrument in some cases in order to help students to understand the differences and the similarities of simple grammatical structures between Spanish and English, especially, when using the Simple Present structures.

CHAPTER 1:
INTRODUCTION

1. Objectives

1.1 General Objective

The purpose of this study is to prove that the explanation of Simple Present comparative grammar in Spanish in the classroom is beneficial for students in their English language learning process.

This study also aims to clarify some doubts that teachers may have about to what amount of Spanish should be used in English lessons.

1.2 Specific Objectives

The specific objectives of this study are:

- To collect information regarding the level of proficiency of Seventh Grade students from Liceo Nacional de Maipú and Master College about the Simple Present Tense in L2.
- To compare Simple Present features of English and Spanish in order to identify what these two languages have in common and how teachers can relate such common features in class.
- To comprehend the objective and importance of the use of the mother tongue in foreign language learning.

- To define the relevance of the use of L1 for teachers when it comes to their performance in the classroom.

1.3 Hypothesis and Variables

The Hypothesis proclaims that comparing L1 with L2 grammatical features in relation to Simple Present is beneficial for the language learning process of students from Seventh Grade of Liceo Nacional de Maipú and Master College.

The independent variable is the use of the comparative grammar features of Spanish and English which positively affect the learning process of Seventh Grade students.

The dependent variable is the learning process of Seventh Grade students of Liceo Nacional de Maipú and Master College which is affected by the comparative grammar features.

1.4 Research Problem

The research problem states that Seventh Grade students do not always understand language structures when these are explained implicitly, so they tend to use their mother tongue structure (L1) even when they have to write

something in L2; they immediately transfer to Spanish structure assuming that it is structured the same as in English, that is why the comparative structure between L1 and L2 is necessary to be explained.

1.5 Research Question

Finally the research question is presented as follows:

Is the exposure to grammatical comparison of features of the Simple Present Tense in L1 (Spanish) beneficial for Seventh Grade students of Liceo Nacional de Maipú and Master College to develop writing skills?

CHAPTER 2:
THEORETICAL FRAMEWORK

2.1 Introduction

In this chapter, the most important approaches and meanings are mentioned and described in order to make each concept clear as well as the project easier to understand.

They are divided into three main classifications; the first category is about the Historical Background, the second category consists of Basic Concept Definitions and in the last category the Cognitive Implications are included.

2.2 Historical Background

In this first category, the most important approaches that underpin this thesis are presented; the methods are ordered according to their relevance, as follows.

2.2.1 Grammar Translation Method

According to Richards & Rogers (2001), one of the most classic theories is the Grammar Translation Method which is used in teaching foreign languages; this method was developed in the eighteenth century as an

approach for teaching Latin and Greek, in which students focus their attention on learning grammatical rules and apply them in the translation of sentences.

Richards & Rogers (2001) cited Kelly when they said that this method has several features. Some of them are:

- The analysis of grammar rules and the translations of sentences and texts; that is why in order to understand the morphology and syntax of the L2, classes should be taught in the mother tongue.
- Reading and writing are the main skills; very little attention, if nothing, should be focused on the speaking ability.
- Long lists of vocabulary are taught without any connection between them.
- The sentence is the basic unit. This means that teachers should not focus on the context but only on the isolated sentences.
- The grammar rules and structures are taught explicitly in order to make the translation process clearer. In this characteristic the focus is on sentence formation and word endings.

(Adapted from "Approaches and methods in language teaching", 2001, pp 5-7)

As a response to the above mentioned method, many linguists such as Krashen (1985) and Atkinson (1987) presented a different methodology called Monolingual Approach.

2.2.2 Monolingual Approach

This approach states that the use of the mother tongue in the learning process should be minimal; this, in order to prevent the use of L1 from becoming a habit for students and then they will return to L1 instead of trying to develop their L2. In order to succeed in foreign language learning the oral interaction should be very intensive, and as opposed to Grammar Translation Method, the grammatical analysis has to be almost null and translation should be avoided as much as possible.

Krashen (1985) stated that students should have maximum exposure to the target language in the foreign language classroom, and as the teacher is the only source of comprehensible input, L2 should be used all the time. If this very important use of L2 fails, students may have errors that emerge from transfer from L1 to L2. Linguists like Atkinson (1987) claim that when learning a foreign language, L1 has no aim in the classroom.

One of the most frequent methods used in this approach is the Direct Method which claims that the teaching and learning process of a second language should be conducted under the same conditions as L1 acquisition.

2.2.3 Direct Method

According to the British Council web page, the Direct Method, also called “Natural Approach”, was developed in the nineteenth century as a critical reaction to the Grammar Translation Method. Some of the characteristics of this approach deal with teaching a foreign language in the same way that students acquire their first language. Therefore classes are taught in the target language and grammar is taught implicitly; in order to achieve learning, teachers use many resources such as realia, visual aids and demonstrations. In this method the focus is on developing speaking and listening skills.

Some linguists suggest that the weakness of this method is that a second language cannot be learnt in the same way as a first language, because people acquire their native language under very different conditions. This is not the rule for second language learners in private schools that are exposed to the target language from an early age and have the opportunity to experience it in many situations. In Chile the Direct Method cannot be applied

because of the cultural conditions and the null exposure to a second language that most students encounter.

In 1995 Nunan came up with the Bilingual Approach as a response of the use of both languages.

2.2.4 Bilingual Approach

This approach states that the use of L1 is necessary in L2 classes in order to develop students' L2. The use of L1 can be present in numerous occasions as long as its use is correct. This use in foreign language classroom should be moderated in order to give students suitable comprehensible input.

What some linguists such as Nunan (1995) claim is that the aim of the use of L1 in L2 classrooms is to optimize the use of L2 learning time. That is to say, if we want to explain the meaning of the word "car" for instance, instead of spending time explaining what car means, it is better just to say the word in L1 (Spanish: Auto). Harbord (1992) indicated that explaining new topics in L2 is more difficult than in L1, especially when you want to clarify grammatical matters that are not present in L1. In addition, the use of L1 enables communication between teacher and students; this use helps in their relationship and in the learning process.

The use of L1 and L2 can show us some points of disagreement in the cognitive learning process but this is not new. Years ago these approaches came up. Cummins in 1978 had already proposed the Interdependence Hypothesis.

2.2.5 Interdependence Hypothesis

Cummins' hypothesis (1978) is based on the *Iceberg Theory* which claims that the more languages you know, the easier it is to learn a new one. Cummins' Interdependence Hypothesis focuses on this concept, offering some insight into how languages may influence one another and will make the learning process easier.

Cummins' Interdependence Hypothesis reveals the relationship of the first language with the learning of a second one. What appear to be two very different phenomena in fact are interdependent psychologically; that is to say that the process of learning a second language is strongly connected to the process of acquiring the first language.

Sometimes when we try to use both languages in class we tend to translate word by word. This translation can be positive or negative depending on the influence of L1 in this process.

2.2.6 Positive and Negative Transference

Most languages have similar units or structures, and many words are spelled similarly, but not always mean the same. When a word is written the same in English and as in Spanish and also has the same meaning, then they are called 'cognates'; for example, the word 'chocolate' is written the same and matches the meaning in Spanish, English, French and others. When the linguistic transference occurs correctly in language production, it is called *positive transference*; therefore, cognates have a positive effect on the speakers' learning. (Leberman et al 2006)

On the other hand, there are many native speakers' notions which are incorrect in the linguistic transference such as 'false cognates' for example the word 'Exit' in English means 'Way out', but if we do not know the meaning in Spanish it might be confused with the word 'éxito' which means 'success'.

2.3 Basic Concept Definitions

In this second category the main concepts are explained with the purpose of helping the reader's comprehension of the Methodological work that was put into practice.

2.3.1 Prescriptive Grammar and Descriptive Grammar

According to www.usingenglish.com website Prescriptive Grammar deals with the rules and forms of the language. This approach is concerned with highlighting what is correct or incorrect in the use of grammar. On the contrary, the Descriptive Grammar analyses how the language is actually used by speakers and creates rules about it. This approach is the one that allows some dialects to be correct. For example in the case of the contraction *Ain't* (which is the equivalent of *Are not*), used to be labelled as incorrect by the prescriptive grammar view; but then, the Descriptive Grammar observed that many people use it, and instead of keeping labeling it as wrong, they accepted its colloquial use.

As Prescriptive Grammar is based on rules and structures it is necessary to classify them into different stages, one of the most important teaching techniques is the PPP (Presentation, Practice and Production).

2.3.2 PPP (Presentation, Practice and Production)

According to Kostoulas (2012), the Presentation, Practice and Production (PPP), is a technique used in lesson planning (e.g. grammar or vocabulary) of foreign language teaching. As its name suggests, PPP is divided into three stages, moving from close teacher control towards greater learner autonomy.

The first phase is called 'Presentation' which is entirely managed by the teacher. The presentation stage involves explaining the aims of the lesson so the learners know what they will learn and what its purpose is. It is also during this stage that the teacher explains the new content, including its meaning, form, and how to say or write it correctly.

The second phase is called 'Practice'; the purpose of this stage is to help the learners practice the new language that has been explained to them. The teacher can ask the students to complete sentences or answer questions that demonstrate their understanding of the proper use of the language. It is at this stage that error correction is most important.

The final phase is 'Production'. This stage can help in the learner's motivation to communicate meaning with the new language. Students should have the time to experiment with the language in this stage. Then teachers can observe students and give them feedback at the end of the lesson.

(Adapted from Achileas Kostoulas website)

Based on the correct order of a lesson plan to improve learners' skills it is necessary to identify the characteristics of the learners in order to understand their needs. According to the categorization of Lightbown and Spada (2006), the following features represent the learner's role in the classroom.

2.3.3 The Learner

When we talk about learners, there are many attributes that we have to consider before teaching, such as their cognitive capacities, personalities, motivation, age, learning style and beliefs about how languages should be delivered. In other words, individual differences, which may affect not only the learner's own learning process but also the learning environment.

Lightbown & Spada (2006), Ellis (1994), and Lewis (1993) agreed that learners have different kinds of abilities and predictions to the second language which may lead to expectations of success or failure in learning. Equally these authors exposed some individual differences that they share, such as aptitude, learning style, personality, motivation, learner beliefs and age. Ellis (1994) added the affective state to this classification. In addition, Lightbown & Spada expressed intelligence, identity and ethnic group association as important factors. These individual differences will be analyzed as follows:

a) The first factor is *intelligence*, which has been traditionally measured through tests associated with the prediction of success in second language learning, specially, IQ tests (Lightbown & Spada, 2006). These tests are more related to metalinguistic knowledge rather than communicative skills. Therefore, we can say that intelligence has been related to the development of the second language in terms of grammar, vocabulary and reading, but not to oral production skills.

b) The second factor is *aptitude*, which is the learner's ability and speed to learn a second or any number of languages. Some tests, such as the Aptitude Test (MLAT) and the Primslieur Language Aptitude Battery, are based on the idea that aptitude is composed by the abilities to:

- Identify and memorize new sounds.
- Understand the function of particular words in sentences.
- Figure out grammatical rules from language examples.

c) The third factor is *learning style*, which can be defined as an individual's natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills (Reid 1995, quoted by Lightbown & Spada, 2006). As we can see there are different ways of learning. The first classification is perceptually-based learning style which can be briefly categorized as visual, oral and kinesthetic. Then, there is a second classification which is associated to individuals who have been described as field independent or field dependent. In harmony with Lightbown & Spada (2006), the concept 'independent learner' refers to individuals who tend to split ideas from particular to general, but on the other hand 'field dependent' refers to learners who see things as a whole. Teachers should not assume that the ways in which learners choose to learn are wrong even if their choices are different from the pedagogical approach that teachers are applying. It would seem that the challenge of teachers nowadays is to find helpful approaches that suit learner's needs with a variety of aptitudes and learning styles.

d) Another important factor is *personality*, which is difficult to describe because different studies have shown several changes regarding this topic. It

is often argued that an extroverted learner will be more suitable to learn a second language. Although some researchers have found that success in learning a second language depends on learner's scores on questionnaires which measure the characteristics associated with the personality. Wong-Fillmore (1979) found that, in certain learning situations, the quiet observant learner may have greater success. It has been suggested that inhibition discourages risk-taking, which is necessary for progress in language learning.

The learner's anxiety, worry, nervousness and stress have been widely investigated. Horwitz E., Horwitz M., and Cope (1986) postulated The Foreign Language Classroom Anxiety Scale, which measures the above mentioned factors. More recent researchers found that learner's anxiety in L2 classrooms is more likely to be dynamic and dependent on particular situations.

e) The following factor is *motivation and attitudes*. It is very difficult to know whether positive attitudes produce successful learning or successful learning engenders positive attitudes, or whether both are affected by other factors, although there is plenty of evidence showing that positive motivation is associated with a willingness to keep learning. Motivation in L2 learning has been defined in terms of two factors: first, as learners' communicative needs, and second, as their attitudes towards the second language community.

Motivation in the classroom depends mainly one hundred percent on the teacher; classrooms should be places where students enjoy being and the contents should be interesting and relevant to their age and level of ability, and all these factors should be managed by the teacher.

Crookes & Schmidt (1991) pointed to several areas where educational researches have reported increasing levels of motivation for students in relation to pedagogical practices. Included among these are:

- Motivating students into the Lesson.
- Varying the activities, tasks, and materials.
- Using co-operative rather than competitive goals.

f) The other factor is *learner beliefs*. Some learners have strong beliefs and opinions about how their instruction should take place. These beliefs are usually based on previous learning experiences. More recent researches about the role of grammar and corrective feedback in L2 learning confirm that there is often a mismatch between students and teachers' points of view. Schulz (2001) found that all students express a desire to have their error corrected but teachers feel this is not required.

Learners' instrumental preferences will influence the strategies they use in trying to learn new contents, teachers can use this information to help learners expand their learning strategies.

g) The last factor is *age*. This characteristic is easier to define and measure because it is known that the brain is predisposed for success in language learning in the critical period. Some studies of L2 development of older and younger learners have shown that older learners are more efficient than younger learners in using their metalinguistic knowledge, memory strategies and problem-solving skills.

(Adapted from "How languages are learned" by Lightbown & Spada, 2006)

The previously mentioned factors are very important in the learning process, but still every individual is unique, and that is why they learn in a different way. Over the years, there have been many researches about the way that people learn but Gardner studied not the method, but the learner itself.

2.3.4 The Multiple Intelligences Theory

The theory of multiple intelligences was proposed by Gardner (1983); he argued that there is a large variety of cognitive skills, and there exist very weak correlations among them. This theory is especially important for the children and adults' future. It shows many techniques about people learning

and interpretation of information. There are eight types of intelligence, which are showed as follows:

a) Verbal-Linguistic Intelligence (*Words*), the capacity of using language in order to express what is on our mind and to be able to understand other people.

b) Mathematical-Logical Intelligence (*Numbers*), it consists of the ability to perceive models, reason deductively and think logically. This intelligence is mainly linked with scientific and mathematical thinking.

c) Visual-Spatial Intelligence (*Pictures*), the ability to influence and produce mental images in order to resolve problems.

d) Intrapersonal Intelligence (*Self-reflection*), it involves a uniquely human pursuit to know the meaning, purpose, and significance of things. It engages the awareness of the internal world of the self, emotions, beliefs, values.

e) Bodily-Kinesthetic Intelligence (*Physical experience*), this area has to do with body movement and physiology. People who have this intelligence should learn better by involving muscular movement.

f) Interpersonal intelligence (*Social experience*), this is the person-to-person method. It is the knowing that happens when we work with and relate to other people, often as part of a group. This way also asks how to develop a

whole range of social skills that are needed for effective person-to-person communication and relating.

g) Naturalist Intelligence (*Experience in the natural world*), this is the most recent addition to Gardner's theory. According to Gardner (1983), individuals who are high in this type of intelligence are more in tune with nature and are often interesting in nurturing, exploring the environment and learning about other species.

h) Musical-Rhythmic Intelligence (*Music*), this is the Knowledge that happens through sound and vibration. Someone who is good at this intelligence area is probably very sensitive to sounds in the environment.

The learner is rather vulnerable at making errors and mistakes, however, the meanings of these concepts are pretty different so it is necessary to clarify both of them.

2.3.5 Error and Mistake

There are different definitions for *error*; Maicusi & Carrillo (2000) cited Ellis (1994) when they said "learners make errors in both comprehension and production, they all make errors which have a different name according to the

group committing the error. Children's errors have been seen as 'transitional forms', the native speakers' ones are called 'slips of the tongue' and the second language learner (L2) errors are considered 'unwanted forms'" (Maicusi & Carrillo (2000) P: 168). In other words, learners make errors but they are relevant or not depending on which level of the language they belong to. Maicusi & Carrillo (2000) also mentioned Lennon (1991) by saying that 'an error is a linguistic form or combination of forms which in the same context and under similar conditions of production would not be produced by the speakers' native speakers counterparts' (P: 168). That is to say, an error would not be made by native speakers in similar conditions.

Different from errors, mistakes come up when learners fail to perform their competence and they are not aware of it; for instance, Fossilization which occurs when people keep using wrong words even though they have been corrected many times. For this reason, it is stated that learners learn better from errors than from mistakes. (Maicusi & Carrillo, 2000)

2.4 Cognitive Implications

In this last category some implications that directly affect the learner's abilities in their learning process will be explained.

2.4.1 Teaching Grammar

For many teachers, teaching grammar is a process which consists of explaining forms and rules. Other teachers prefer to avoid L1, because according to some theories of language acquisition, human beings acquire language without instruction, so they give their students the opportunity to learn a foreign language in the same conditions as L1. However, this approach does not allow students to understand how grammar works in the second language. For this reason, the communicative competence model accepts that teaching grammar by giving the forms and rules (instruction) helps students to acquire the foreign language more effectively.

(Adapted from “The essentials of language teaching” by The National Capital Language Resource Center (NCLRC), 2012)

This chapter has discussed how over the years many linguists have come up with different approaches about teaching a second language. Some of them state that only the target language should be used in the classroom; others claim that the first language is helpful in this process. All of them are correct because each teacher has its own method, but we, as future teachers, think that in Chile, where students are not exposed to a foreign language every

day, the use of the L1 in a comparative way might be useful in the learning process.

In the next chapter, the methodological process will be presented and explained.

CHAPTER 3:
METHODOLOGICAL FRAMEWORK

3.1 Introduction

In this chapter the investigation process is going to be observed step by step. This semi-experimental research was carried out in order to check if the hypothesis is validated or null. The hypothesis is based on the idea that exposure to Spanish is beneficial in the process of learning English grammatical simple present structures.

The investigation process was divided into three parts, carried out in two parallel similar sessions; at first; a Pre-test was given to students in order to collect information about the students' proficiency using the simple present tense in English. The second part of the process was carried through a plethora of lessons making emphasis in the grammatical structure of simple present using the comparative grammar between the target language and students' L1. Finally a Post-test was given to students in order to find out how much they improved during the experimental process.

Through the analysis we could realize that students presented an improvement in their Post-tests due to the exposure to Spanish as well as

English simple present lessons in a comparative manner, so if we observe the charts and the graphs we can conclude that the hypothesis is confirmed.

3.2 Setting

3.2.1 Type of Study

The elaboration of the current document is based on an interpretative paradigm, as a semi-experimental research with a mixed method approach (mainly qualitative).

The interpretative paradigm suggests us a reality made of different subjective perceptions or understandings. The active agents, in this case Seventh Grade students, are involved in a social construction of meaning, that is to say, a meaningful learning in the form and use of the Simple Present Tense.

The use of a Semi-experimental research implies a controlled overview in the production of equivalent lessons except for certain variables: teachers' skills were similar; the exact number of students; four programmed lessons with the same material, and so on.

The quantitative approach enables us to make inquiries into an identified situation. The information is analysed in order to achieve measured results.

On the other hand, the qualitative approach denotes multiple perspectives but mainly a natural setting by which it explains us the phenomenon through different sources of information. At last, the mixed method approach incorporates significant assumptions in the analysis of the data collection.

Immediately afterwards, the experiment was carried out by two members of our team who led the teaching procedures and also worked in those establishments, which made the experiment more feasible.

The current work has got the purpose of giving us an idea of how beneficial the Spanish grammatical rules in the process of learning English as a foreign language are, mainly the Simple Present Tense in seventh grade students.

3.2.2 Subject of the Study

In this section, the research will be described according to the data collected in every context and agents involved during the process.

Liceo Nacional de Maipú, located in the same city as its name, is an educational establishment financed by the Chilean State. About a thousand and seven hundred male students attend this school every year from Seventh Grade to Fourth Year of Secondary School. With only ten years from its

foundation, this institution is recognised as one of the best schools in the country.

On the other hand, with only four hundred and eighty five students Master College, placed in San Bernardo, deals with people who range from six to eighteen years old, that is to say, from First Grade of Primary School to Fourth Grade of Secondary. As well as the institution mentioned above, this school is financed by the State; nevertheless, students' families have to contribute with monthly fees.

With a total of thirty students, fifteen for each school, the learners selected were in Seventh Grade, with ages from twelve to thirteen years old where fifteen students from Liceo Nacional de Maipú are men and the rest are divided into boys and girls.

Finally, two teachers were involved in the process; both of them part of our team who led the four control lessons from the beginning to the end. One of them was in charge of the experimental group – the group that was exposed to the English-Spanish sessions – and the other one in charge of the control group – the group which was exposed to the full English sessions. Each educator focused on the productive skills, making emphasis in the written one.

3.3 Pre-Intervention Stage

At this stage, the main objective was to measure how much students knew about the Simple Present; before the experiment was conducted, the researchers focused on creating a Simple Present proficiency test which was divided into three items.

In the first item students had to choose the right alternative, where they had to identify Simple Present forms; In the second item, students had to choose the correct answer and finally in the third item, students had to write about their own daily routines, using the Simple Present form. **(Refer to Appendix A, page 73)**. Before applying the instrument, it was checked by two English teachers who validated it.

The test was applied on Thursday 4th October to two groups of fifteen students (the groups were named group A and B), both teachers gave the same instructions before the test started and students were reminded of the importance of writing down their names on the test. It only took students thirty five minutes to develop the test.

Once the creative process was finished, and after applying the test, the pre-test analysis process started; when the tests belonging to groups A and B were revised, the results showed a main weakness in item number three where students had to write a short text about their daily routine using the

Simple Present, the most noticeable failures were the lack of vocabulary and of the corresponding different grammatical structure needed.

Finally, the control and experimental groups were defined according to their weaknesses and strengths shown by the pre-test results, turning out group A (Liceo Nacional de Maipú) to be the control group and group B (Master College) the experimental group.

The following step was the creation of materials for the lessons, such as lesson plans, and several scripts through which both teachers performed the same classes, and used the same examples; the only difference was the emphasis given to the language focus on the comparative grammar between Spanish and the target language.

3.4 Intervention Stage

The first part of the intervention process, consisted of the creation of lesson plans and material for the lessons, focusing on the students' weaknesses and strengths displayed from applying the pre-test.

The lesson plans were created based on the PPP model, being the Presentation part of such plans different for both experimental and control group. In this process, we can highlight the exposure to comparative grammar

between Spanish and the target language. These lesson plans were designed for 4 classes (**lesson plans can be found on appendix B**), where the contents and materials were changing throughout the different Simple Present forms (affirmative, negative and interrogative forms).

The scripts followed by the teachers were made with the main purpose of following the same patterns, examples and the use of Simple Present structures in classes by teachers, except for the part in which the teacher in charge of the experimental group had to make a Spanish-English grammatical contrast. Apart from this, equal material was created and applied in each class for both groups including flashcards and worksheets.

The experimental procedure was divided into four classes, every lesson of 45 minutes. At the beginning the class started as a normal class, asking students what they knew about Simple Present in order to retrieve their previous knowledge.

The first class was about recognizing the affirmative and negative structures of Simple Present; writing was the main skill that we wanted to develop, in order to make students write their favourite celebrities' daily routines. During the class the teachers worked with flashcards and worksheets, both teachers used the same examples but in the presentation stage, when the negative form of Simple Present was introduced, the teacher in the experimental group

exposed the students to explanations and exemplifications in Spanish of the negative form, in order to state the corresponding comparison. For instance, the teacher explained that in Spanish we don't use auxiliaries to deny something or turn it into negative; we only use the adverb **"No"**. Different examples were used in Spanish and the target language to state the difference. The final activity consisted of the creation of sentences of a daily routine of their favourite artist using the negative and positive structure of the Simple Present Tense.

The objective of the second class was centred on students being able to recognize the interrogative structure of Simple Present and for them to create questions about celebrities' healthy habits. Both classes were carried out in exactly the same manner except for the Presentation Stage where the experimental group was presented with further explanations as to how both Spanish and English language work differently. For instance, the explanations were based on the use of question words as well as auxiliary verbs to make interrogative sentences, whereas in Spanish we only use interrogative forms such as: *cómo, dónde, qué, por qué* and so on.

This was explained through a chart that was drawn on the whiteboard and through several examples of questions in English and then the same questions in Spanish to make a clearer difference.

The third class was very similar to the first and second class; in this class we explained the interrogative structure of full questions and the use of WH questions and in the experimental group the same use of full questions in Spanish was explained; in Spanish we don't use auxiliaries and the only similar structure to WH questions is the interrogative form.

The fourth class was a review of all the previous structures already studied in the previous four classes; it was a mixture of different activities where students could apply all the Simple Present structures that they had learnt.

3.5 Post-Intervention Stage

The following section intends to elucidate the procedures conducted after the interventions in the control and experimental groups.

Once the students identified the topic with its corresponding function, they related the new grammatical structure to the thematic vocabulary through controlled practice and applied their current knowledge in several activities which were checked by the teachers and the students themselves, a Post-test was carried out in order to confirm the improvement in the students' use of Simple Present rules through the intervention of the L1 during the lessons in the language focus.

The Post-test was elaborated with three items similar to the Pre-test; the first one was about filling in the gaps with multiple choices as possible answers; in the second one, different forms of the Simple Present Tense were asked for students to identify the correct statements among several options; finally, the third item was represented by the use of the written language where students should write a brief and simple text related to the topic.

With a length of forty five minutes, the assessment was accomplished by the thirty students.

The following Chapter presents the corresponding analysis of the results through some graphs according to the data gathered.

CHAPTER 4

DATA PRESENTATION & ANALYSIS OF RESULTS

4.1 Introduction

This chapter shows the different results obtained by the students in both schools in the pre and post tests. These results are illustrated through graphs and then analyzed one by one, giving a clear demonstration of the semi-experimental research.

4.2 Data Presentation and Analysis

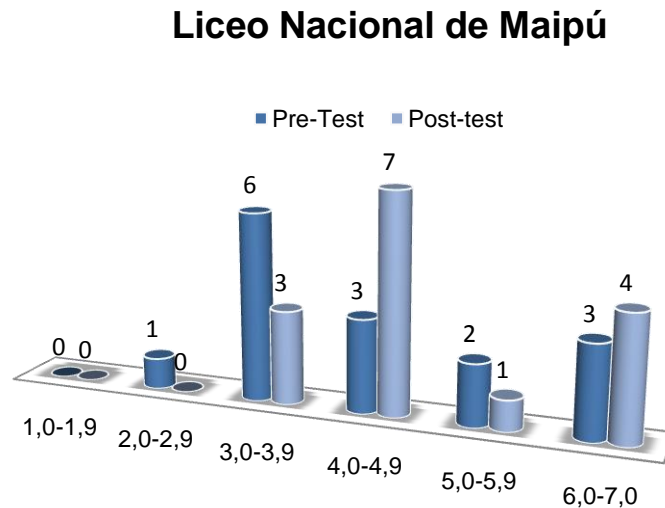
PRE & POST TEST RESULTS

School name: Liceo Nacional de Maipú.

Teacher's name: Marcelo Allup.

Amount of students: 15.

Graph n°1



On the one hand, graph n°1 shows us an overview of Liceo Nacional de Maipú's results observed in both tests. The Pre-test is located on the left side and the Post-test on the right side. From a total of fifteen students, seven of them failed in the Pre-intervention stage because the marks obtained by the students are ranging from 2.0 to 3.9 and the rest (eight) passed the exam. A great amount of students, six in total, achieved a low mark ranging from 3.0 to 3.9; nevertheless, the majority of them are located in the group who got sufficient ranging from 4.0 to 4.9 and good results ranging from 5.0 to 7.0 .

On the other hand, only three students failed in the Post-test and twelve achieved the minimal passing grade getting a great improvement in the

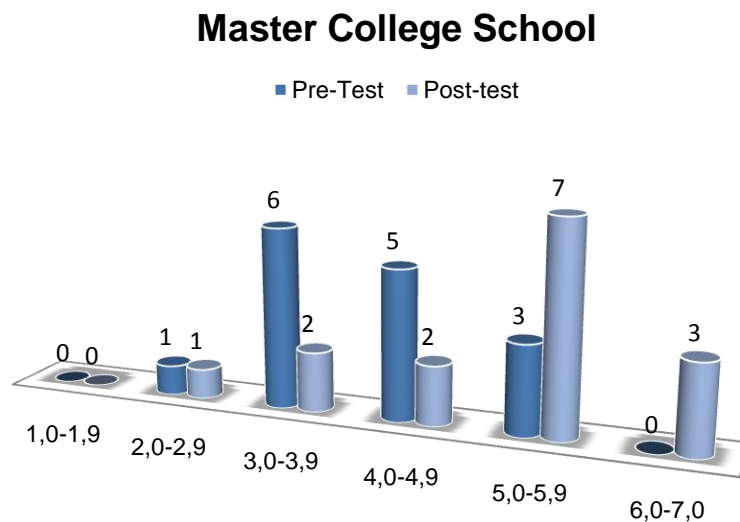
results. Finally, the marks from 4.0 to 4.9 were reached by seven students, a considerable amount in comparison with the Pre-test. So it can be inferred that the factors that helped in the improvement reached on the Post-test by the students are, motivation because a lot of new and fun material was used in classes and the constant attendance to the lessons.

School name: Master College, San Bernardo.

Teacher's name: Angelina González.

Amount of students: 15.

Graph n°2



Graph n°2 shows Master College School's results in both tests. The Pre-test is located on the left side and the Post-test on the right side. From a total of fifteen students, seven failed obtaining a mark under 4.0 in the Pre-test and the rest (eight) passed the exam; only three students failed in the Post-test obtaining marks under 4.0 and twelve got the minimal passing grade 4.0. As it can be observed and inferred the improvement shown by the students was due to the lessons given after the Pre-test, even though some students maintained their marks, the most noticeable cases had an important improvement on their marks. Three students obtained marks between 5.0 & 5.9, and the other three obtained high marks which are between 6.0 & 7.0.

ITEMS RESULTS PRE & POST TEST

Chart n°1

Control Group A
School's name: Liceo Nacional de Maipú
Amount of students: 15
Teacher's name: Marcelo Allup Herrera

Names	ITEM I		ITEM II		ITEM III	
	Pre- test	Post- test	Pre- test	Post- test	Pre- test	Post- test
Kairon Escalona	4	3	4	4	1	5
Pablo Navarrete	3	4	1	1	7	7
Sebastián Donoso	1	4	2	1	5	8
Felipe Osorio	4	5	3	4	10	10
Fernanda Oñate	4	4	4	4	10	10
Víctor Amengual	4	4	4	4	8	10
Mathias León	5	5	3	2	6	9
Cassiel Mancilla	5	5	1	1	2	5
Carlos Acevedo	5	5	4	4	9	9
javier Millares	3	3	3	2	1	3
Matias Neira	4	4	4	2	0	0
Diego Alarcón	3	3	4	4	3	6
Felipe Ruz	3	2	2	2	7	8
Fabian Vinet	2	0	1	2	0	8
Samuel Figueroa	3	2	3	2	0	4

The chart n°1 shows the scores achieved in the Pre and Post-tests by every student in each item.

Chart n°2

Experimental Group B
School's name: Master College
Amount of students: 15
Teacher's name: Angelina González Vera

	ITEM I		ITEM II		ITEM III	
Names	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Lucas Moraga	6	4	1	3	0	9
Nicolás González	5	3	2	2	0	9
Elizabeth Morales	4	4	2	3	0	7
Ignacio Erazo	3	4	1	2	0	0
Selena Silva	6	5	2	3	8	9
Diego Rojas	4	4	2	4	8	9
Matías Garrido	4	4	2	0	7	1
Francisco Alarcón	4	4	2	1	8	8
Souling Arancibia	5	3	2	1	0	10
Ariel Gómez	6	4	3	3	0	10
Francisca Vargas	4	2	0	1	6	9
Aylin Arias	4	3	0	2	5	10
Macarena Pineda	3	5	2	3	6	8
Rodrigo Quintanilla	3	3	3	1	9	9
Nicolás Vera	6	4	2	3	4	9

The chart n°2 shows the scores achieved in the Pre and Post-tests by every students in each item.

FINAL RESULTS

ITEM I

Final Results	Group A	Group B
Improved	3	1
Remained	8	5
Decreased	4	9

ITEM II

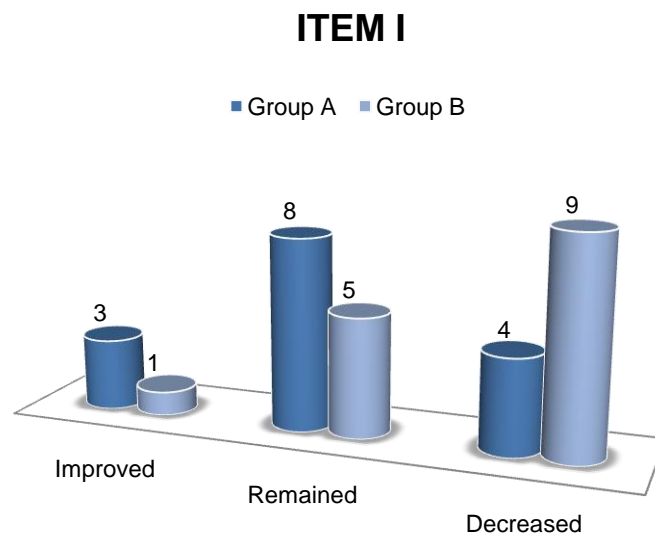
Final Results	Group A	Group B
Improved	2	9
Remained	8	2
Decreased	5	4

ITEM III

Final Results	Group A	Group B
Improved	10	11
Remained	5	3
Decreased	0	1

Comparative analysis between pre and post-tests from item I

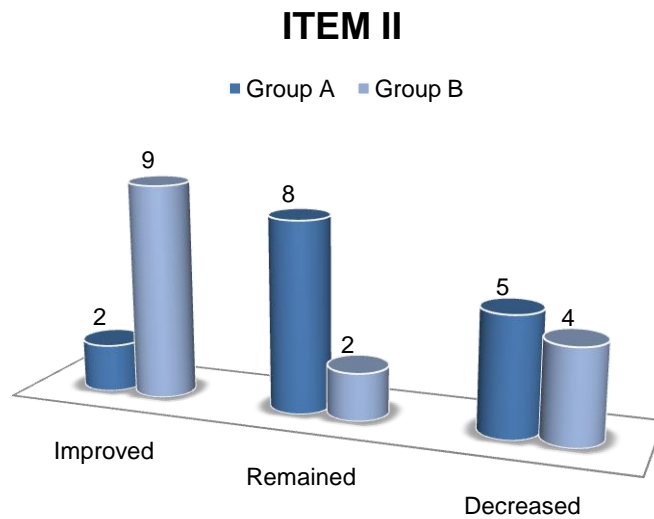
Graph n°3



From graph n°3, it can be inferred that group A obtained better results on this item than group B. At the beginning, the majority of the students had problems with the third person singular in the Simple Present Tense. After the Post-test was applied, the results proved that students are well aware of the use of the auxiliary verb in English, as well as the rules for the verbs in Simple Present.

Comparative analysis between pre and post-tests from item II

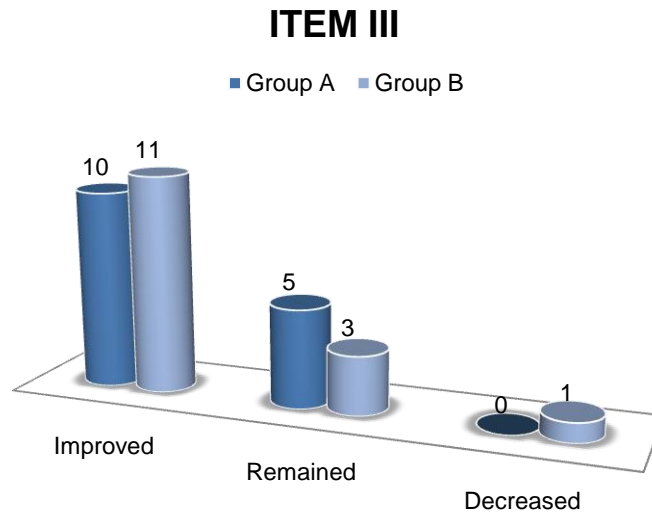
Graph n°4



From item II, it can be observed that group B acquired satisfactory results on this item, especially when recognizing the correct Simple Present structure and identifying the right answer from the rest of the alternatives. Furthermore, it can be seen that group A did not achieve a significant improvement on this item. The majority of the students from group A, continued showing the same problems as in the Pre-test.

Comparative analysis between pre and post-tests from item III

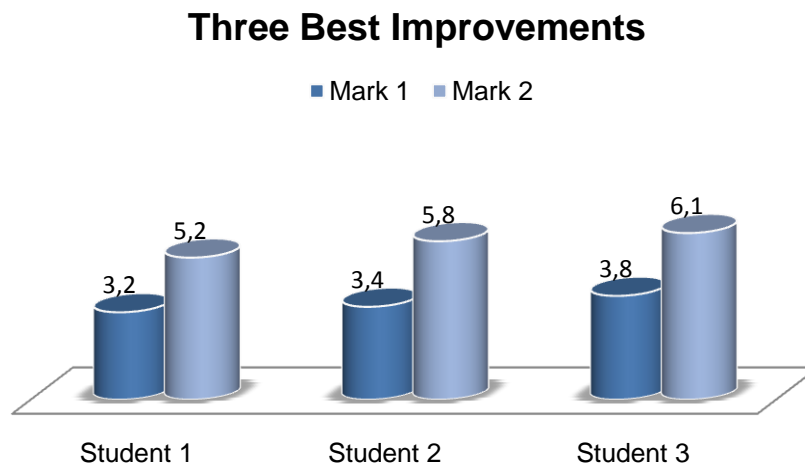
Graph n°5



From the last item, it can be resolved that, both groups accomplished an improvement on this part which was focused on a writing task, where students had to put in practice the simple present structure learnt previously in classes. It can also be stated that, from the individual analysis, the students from group B obtained better results given that the difference between the score in the Pre and Post tests were higher than in group A. The main factor that can be attributed to the improvement of group B is the comparative explanation and the emphasis given to writing production on Simple Present.

Individual results

Graph n°6

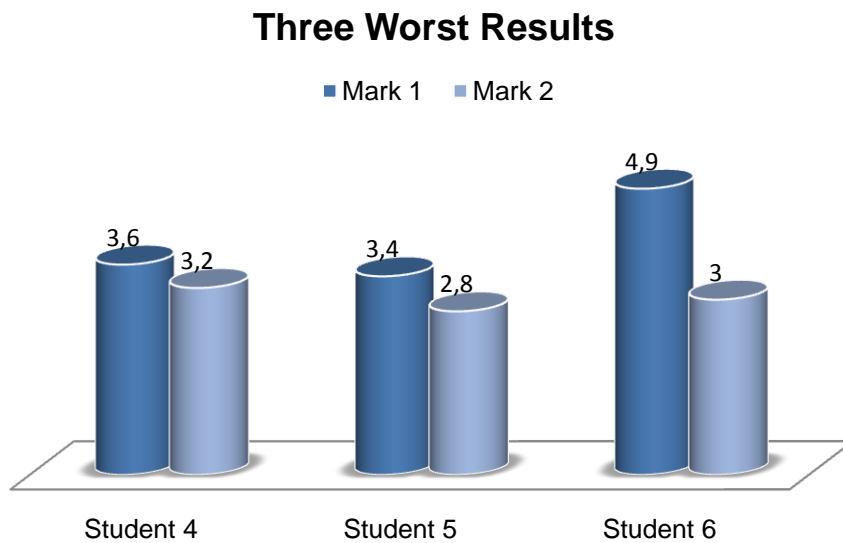


In this part, the results are described according to the three most outstanding improvements achieved between the Pre and Post Intervention Stages. These meaningful samples were the product of three students from the same school, that is to say, from the experimental group.

At the beginning, the learners started with a low mark in the Pre-test; nevertheless, the Post-test elucidated an important growth on each result. In the case of student 1 who presented a mark 3.2 in his first test, once the intervention was finished and the second test was applied, he improved his score and got a 5.2. A similar situation happened with student 2 (from 3.4 to

5.8) and 3 (from 3.8 to 6.1). The main factors that can be related to the three best improvements are: firstly, the constant attendance to the lessons, secondly, the motivation due to fun and different material during the lessons, and thirdly, the comparative grammar lessons between the target language and student's L1.

Graph n°7



Finally, graph n° 7 shows three unusual situations hard to describe in simple words but still important during the course of the research.

Three students were assessed using the same Pre-test as the other people in order to identify their corresponding level of competence. On the one hand, some learners achieved low marks in the placement test; student 4 got a 3.6 and student 5 a score which represented a 3.4. On the other hand, student 6 showed a better result in the use of the Simple Present Tense getting a 4.9.

Once the Post-test was carried out by the same three students, their scores described a fall instead of a possible improvement; student 5, who belonged to the control group, achieved a 2.8; students 4 and 6 were part of the experimental group in which the first one got a 3.2 and the second one showed the worst fall with a 3.0.

Those results were probably obtained because of certain variables could not be planned by the researchers during the intervention. The first variable was due to the students' frequent absence during the lessons. The second one was lack of interest showed by the learners either doing the activities or answering some questions during the lessons developed. Finally, the third variable was students' lack of confidence in asking too many times if the answers were correct or not.

As it can be concluded, both groups (A & B) showed an improvement after the lessons that subsequently followed the pre-test, but it highlights in a most noticeable form the individual improvement of group B, some students raised

their score in the Post-test showing 10 points of difference from Pre-test. The graphs were created to demonstrate the level achieved by students of both groups in pre and post tests, as schools, as students and item by item.

Next chapter will be centered around the conclusions of the investigation, based on the analysis of the results according to the main objective and hypothesis of the research.

CHAPTER 5
CONCLUSIONS

5.1 Introduction

Since the results were presented and analysed on Chapter IV, this section will be focused on the elaboration of conclusions based on; firstly, confirmed approaches mentioned in the Theoretical Framework, secondly, in the breakdown of outcomes coming from the intervention stages, and thirdly in the General and Specific Objectives.

5.2 Main Findings

In this chapter, the main conclusions are divided into two categories; firstly, the objectives, and secondly, the hypothesis exposed as the bases of the current research.

The intention of the study was to demonstrate the fulfilment of certain goals which were accomplished during the process of preparation for this type of investigation.

Collecting information about the use of L1 in the classroom was essential as first objective, in order to find out how important the presence of suitable comprehensible input to English language learners is.

Another key goal was the comparison of some grammatical features between Spanish and English in order to elucidate what those languages have in common, especially in the Simple Present Tense.

It was imperative to highlight the use of Spanish as a means to explain the Present Simple Tense in the classroom, particularly in the language focus stage where students learn the rules from L2. It was also very essential benefiting the study through the use of L1 as a positive tool, making students aware of the comparison between Spanish and English since they tend to translate from their mother tongue language before realising what they are actually learning. The lessons were concentrated on one particular subsidiary aim, in this case, the grammatical structure of the Simple Present Tense in the course of teaching writing skills.

We believe that is of vital importance to provide the students with explanations using their mother tongue in order to understand L2 structures from the very beginning, since it affects positively on the students' security when it comes to written production. Therefore, the students are enthusiastic to experiment and take risk when learning L2 improving their confidence and encouraging to use the target language as much as they can.

Another important issue that we observed is that, using L1 when teaching L2 also helps teachers to feel more confident in their lessons when explaining the Simple Present structure. It can also be mentioned that recurring to the students' mother tongue make the class less of a threat and helps with a more relaxing atmosphere in the classroom which is essential for an appropriate learning process.

After the objectives were achieved successfully, the hypothesis validation was confirmed by the experimental group's results; therefore, the comparative use of the grammatical features between Spanish and English are beneficial in the explanation of Simple Present, because it affects positively in the writing comprehension activities Seventh Grade students of Master College School and Liceo Nacional de Maipú.

5.3 Possible Reasons

Both categories, in which the main findings were exposed and confirmed, have got their appropriate evidence for supporting those foundations.

The first one was based on the theoretical approaches, mainly the Grammar-translation Method, the Bilingual Approach, the Interdependence Hypothesis and the Positive and Negative Transfer, which denote the significant implications of the mother tongue in the English lessons; not only in the word

translation process, but in the meaningful learning of certain grammatical structures which could be easier to understand if they had certain characteristics in common.

Finally, the second conclusion, that is to say the hypothesis validation, was based on the results obtained in the intervention stage by the experimental group. In that process, low marks were achieved in the Pre-test by groups A and B (control and experimental), but once the students were exposed to four similar programmed lessons, with the exception in the language focus though, the effects produced by the results in the Post-test proved the positive aspects of introducing and comparing students' L1 in the English lessons for the reasons already mentioned.

5.4 Reflections

As future teachers, we strongly believe that it is of vital importance to find new ways of teaching English as a foreign language. That is why we decided to centre our research on the importance that L1 has when teaching English; according to our personal experiences in the classroom we have noticed that most of students feel more comfortable learning English when they can understand the structures of the target language in their own mother tongue, because they can give a sense to language. It is also important to indicate

that using L1 helps students to feel more confident and less ashamed when it comes to experiment with the target language.

Throughout this study, we have understood the importance of being aware of the grammatical structures of the mother tongue before learning a foreign language.

We consider that, in order to complete a meaningful learning in a foreign language, it is necessary to know that in some cases (Simple Present structures); Spanish can be used as a favorable tool in the process of mastering a foreign language.

To conclude, we will eventually put in practise all that we have learnt during the research and the investigation, because it is essential to be aware of the great impact that the mother tongue has on the target language in order to make the learning of English successful.

5.5 Suggestions for Further Studies

What is suggested for future researchers of further studies are the following aspects: to find out how detrimental the exposure to comparative grammar between Spanish and English in the learning process could be, that is to say the negative aspects of exposing students to Spanish comparative grammar

because the beneficial aspects have already been studied in the present work. Another aspect is motivation, how students react in front of a motivational lesson and teachers, also to know if this aspect affects the class and the semi-experimental situation.

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APPENDIX A:

PRE- TEST

Name: _____ Grade: _____

I. Choose the correct alternative using the Simple Present Tense.

- | | |
|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| 1. Andy _____ the family car.
a) wash
b) washes
c) washed
d) washing | 2. John _____ handball.
a) play
b) plays
c) played
d) playing |
| 3. Mandy and Susan _____ films every weekend.
a) watches
b) see
c) watch
d) look | 4. Do you _____ milk with cereals?
a) like
b) likes
c) liked
d) liking |
| 5. His friend _____ to school.
a) goes
b) went
c) go
d) gone | 6. It _____ a beautiful day.
a) am
b) are
c) be
d) is |

II. Which sentences/questions are correct?

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Which affirmative sentence is in the Simple Present Tense?
a) He a bike ride.
b) He ride a bike.
c) He rides a bike
d) He is ride a bike. | 2. Which negative sentence is in the Present Simple Tense?
a) Sarah do not read a book.
b) Sarah does not read a book.
c) Sarah is not reading a book.
d) Sarah not read a book. |
| 3. Which question is in Simple Present?
a) Do she work in an office?
b) Do she works in an office?
c) Does she work in an office?
d) Does she works in an office? | 4. Which sentence is in Simple Present?
a) Andrew and Carol fix the table.
b) Andrew and Carol fixes the table.
c) Andrew and Carol are fixing the table.
d) Andrew and Carol fixed the table. |

III. Write your daily routine using the Simple Present Tense and Frequency Adverbs in no more than 5 lines.

APPENDIX B
LESSON PLAN

- Yellow sections are highlighted in order to make a difference between experimental & control groups during each lesson.

Lesson Plan on Thematic Unit: Daily routines & Healthy life

Lesson number: 1/4

Trainees' names: Marcelo Allup & Angelina González.

Date: October 7th, 2012

Target grade: 7th year of primary education.

Learning Aims (OFV)-(OFT):

By the end of the lesson students should be able to develop:

- Reading comprehension by identifying explicit information about celebrities' daily routines.
- Written expression by composing a short list which is going to be used for describing routines about any celebrity.
- Values to respect people, history and traditions of the thematic unit in a globalized and exchanged context.

Learning Outcomes:

- To identify the main ideas related to the thematic unit and key words.
- To relate the new grammatical structure to explicit information in the worksheet.
- To apply a brief and simple list using the grammatical structure and key words to describe celebrities' daily routines.

Key Activities (language skills/aspects):

- Brainstorming
- Gap-filling
- Written Activity (List)
- Revision.

Contents

<u>Skills/Procedures</u> Accuracy in writing.
<u>Lexis</u> Daily routine, celebrity, to wake up, to get up, to have breakfast, etc.
<u>Grammar</u> Simple Present Tense: Affirmative Form Subject + Verb + Complement Negative Form Subject + Auxiliary Verb + Not + Infinitive Verb + Complement
<u>Functions</u> Describing celebrities' daily routines
<u>Pronunciation</u> Stressing the most important elements in the speech.

Learning Assumptions:

Students already know the form and use of the verb To Be and the affirmative form and function of the Simple Present Tense.

Anticipated Problems:

Students may get confused and apply the use of the suffix “-s” in negative sentences.

Solutions:

Teacher may make emphasis in the suitable use of the suffix “-s” only in affirmative statements by 3rd person singular.

Stages	Learning activity-task and specific goal	Interaction + Procedures	Materials	Time
Engage (Warm-up)	Brainstorming: to activate previous knowledge.	Teacher shows some celebrities' pictures and asks students what they think about their lives and daily routines. Students reply in English to the teacher using their own knowledge about the topic or just guessing.	Whiteboard. Flash cards. Marker.	7 min.
Presentation	Language Focus: to recognise the form and use of the grammatical structure.	Teacher explains the grammatical structure to describe negatives sentences using examples from the first activity. Also he makes a comparison with the Spanish Simple Present Tense in its respective forms. Students identify examples given by the teacher. They make sense of the function and grammatical structure.	Whiteboard. Flash cards. Worksheet. Dictionaries. Pencils.	10 min.
Practice/Study	Gap-filling: to relate and apply thematic	Teacher gives instructions about the activity. He and his		5 min.

	vocabulary.	students do the first exercise as an example. After that, they check the answers.		
		Students fill the gaps using the new grammatical structure and information in brackets.		
Production/ Activate	Writing Activity: to apply the new grammatical structure and thematic vocabulary using elements to support the descriptions.	Teacher shows the same images and asks students to create a list using the structures taught in this class about what celebrities do and don't do in their regular days. Students apply their current knowledge of the topic for writing about celebrities' habits.	Notebooks. Pencils. Dictionaries. Whiteboard. Markers.	16 min.
	Revision: to check written production.	Students read their works in front of the class. They receive some feedback from their own classmates and teacher.		5 min.
Wrap up	To summarize and highlight the most important aspects in the lesson.	Teacher asks students certain questions about the most important things during the lesson.		2 min.
		Students reply to the teacher and express their feelings about the lesson.		

Lesson Plan on Thematic Unit: Daily routines & Healthy life.

Lesson number: 2/4

Trainees' names: Marcelo Allup & Angelina González.

Date: October 14th, 2012

Target grade: 7th year of primary education.

Learning Aims (OFV)-(OFT):

By the end of the lesson students should be able to develop:

- Reading comprehension by identifying explicit information about celebrities' healthy lives.
- Written expression by composing a short interview which is going to be used for describing good and bad habits.
- Values to respect people, history and traditions of the thematic unit in a globalized and exchanged context.

Learning Outcomes:

- To identify the main ideas related to good and bad habits
- To relate the new grammatical form to explicit information in the worksheet.
- To apply a brief and simple interview using the grammatical structure and key words to describe celebrities' healthy habits.

Key Activities (language skills/aspects):

- Brainstorming
- Gap-filling
- Interview

Contents

Skills/Procedures

Accuracy in writing.

Lexis

Habit, healthy, celebrity, football, exercise, vegetables, to play, to eat, to have breakfast, etc.

Grammar

Simple Present Tense:

Interrogative Form

Auxiliary Verb + Subject + Infinitive Verb + Complement

Functions

Describing celebrities' healthy lives.

Pronunciation

Stressing the most important elements in the speech.

Learning Assumptions:

Students already know the form and use of the verb To Be, the affirmative and negative forms and functions of the Simple Present Tense.

Anticipated Problems:

Students may get confused with the location of the auxiliaries "do" and "does"

Solutions:

Teacher may emphasis the location of the auxiliaries by writing in red

in the interrogative form.		those words on the whiteboard.		
Stages	Learning activity-task and specific goal	Interaction + Procedures	Materials	Time
Engage (Warm-up)	Brainstorming: to activate previous knowledge.	<p>Teacher asks some questions about last lesson. After that, he shows some pictures about healthy habits and students have to describe them.</p> <p>Students reply to the teacher using their own knowledge about the topic.</p>	Whiteboard. Flash cards. Marker.	7 min.
Presentation	Language Focus: to recognise the form and use of the grammatical structure.	<p>Teacher explains students the grammatical structure to create questions using examples from the first activity. Also he makes a comparison with the Spanish Simple Present Tense in its respective form.</p> <p>Students identify examples given by the teacher. They make sense of the function and grammatical structure.</p>	Whiteboard. Flash cards. Worksheet. Dictionaries. Pencils.	10 min.
Practice/Study	Gap-filling: to relate and apply thematic vocabulary.	Teacher explains the instructions of the gap-filling activity where the interrogative form of Simple Present Tense has to be used correctly. After that, the		5 min.

		answers are checked by everybody.		
		Students fill the gaps using the new grammatical structure and information in brackets.		
Production/ Activate	Interview: to apply the new grammatical structure and thematic vocabulary using elements to support it.	Teacher asks students to create a short interview about good and bad habits but they have to act out as a famous celebrity and a journalist using the structures taught in the lessons. In pairs, students apply their current knowledge of the topic for writing an interview about celebrities' healthy lives.	Notebooks. Pencils. Dictionaries. Whiteboard. Markers.	16 min.
	Revision: to check written production.	Teacher checks some students' performance and gives feedback. Students present their works in front of the class. They receive some feedback from their own classmates and teacher.		5 min.
Wrap up	To summarize and highlight the most important aspects in the lesson.	Teacher asks students certain questions about the most important things during the lesson.		2 min.

		Students reply to the teacher and express their feelings about the lesson.		
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Lesson Plan on Thematic Unit: Daily routines and Healthy Life.

Lesson number: 3/4

Trainees' names: Marcelo Allup & Angelina González.

Date: October 21st, 2012

Target grade: 7th year of primary education.

Learning Aims (OFV)-(OFT):

By the end of the lesson students should be able to develop:

- Reading comprehension by identifying explicit information about healthy habits.
- Written expression by composing short sentences which are going to be used for asking good and bad habits.
- Values to respect people, history and traditions of the thematic unit in a globalized and exchanged context.

Learning Outcomes:

- To identify the main ideas related to good and bad habits
- To practice the grammatical forms of the Simple Present making emphasis on questions.
- To write short and simple questions with their corresponding answers using the grammatical structures and key words.

Key Activities (language skills/aspects):

- Concentration game
- Jumbled words
- Written activity

Contents

Skills/Procedures

Accuracy in writing.

Lexis

Habit, healthy, celebrity, football, exercise, vegetables, to play, to eat, to have breakfast, etc.

Grammar

Simple Present Tense

Interrogative Form

Wh-words +Auxiliary Verb + Subject + Infinitive Verb + Complement

Functions

Expressing curiosity about healthy habits.

Pronunciation

Stressing the most important elements in the speech.

Learning Assumptions:

Students already know the form and use of the verb To Be and Simple Present Tense.

Anticipated Problems: Students may get confused with the location of the auxiliaries “do” and “does” in the interrogative form.	Solutions: Teacher may emphasis the location of the auxiliaries by writing in red those words on the whiteboard.
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Stages	Learning activity-task and specific goal	Interaction + Procedures	Materials	Time
Engage (Warm-up)	Concentration Game: to engage students' attention.	In secret Teacher tells two students some good and bad habits and they have to act them out in order for their classmates to guess. Students pay attention and try to guess the habits.	Whiteboard. Flash cards. Marker.	3 min.
	Brainstorming: to activate previous knowledge.	Teacher shows some pictures about good and bad habits and students have to identify and describe them. Students reply in L2 to the teacher using their own knowledge about the topic.		4 min.
Presentation	Language Focus: to recognise the form and use of the grammatical structure.	Teacher explains full and short questions. He explains that in both languages the answers of full questions are very similar but in short ones their answers are quite different because of in English they have to add an auxiliary. Students identify examples given by the teacher. They make sense of the function and grammatical structure.	Whiteboard. Flash cards. Worksheet. Dictionaries. Pencils.	10 min.

Practice/Study	Jumbled Words: to relate and apply thematic vocabulary.	According to the previous activity, teacher explains the jumbled word activity in order to practice and reinforce students' skills.		5 min.
		In the worksheet students have to order some jumbled words which are some full and short questions (those sentences are in the interrogative form).		
Production/ Activate	Written activity: to apply the new grammatical structure and thematic vocabulary using elements to support it.	Teacher asks students to create 8 simple questions about good and bad habits. After that, they have to answer them.	Notebooks. Pencils. Dictionaries. Whiteboard. Markers.	16 min.
		Students are asked to write eight interrogative sentences; four full questions and four short questions.		
	Revision: to check written production.	Teacher checks some students' questions and answers. He and his students give feedback. Students present their works in front of the class. They receive some feedback from their own classmates and teacher.		5 min.
Wrap up	To summarize and highlight the most important aspects in the lesson.	Teacher asks students certain questions about the most important things during the lesson.		2 min.
		Students reply to the teacher and express their feelings about the lesson.		

Lesson Plan on Thematic Unit: Daily routines and Healthy life.

Lesson number: 4/4

Trainees' names: Marcelo Allup & Angelina González.

Date: October 28th, 2012

Target grade: 7th year of primary education.

Learning Aims (OFV)-(OFT):

By the end of the lesson students should be able to develop:

- Reading comprehension by identifying explicit information about daily routines and healthy lives.
- Written expression by composing a short text which is going to be used for describing healthy routines.
- Values to respect people, history and traditions of the thematic unit in a globalized and exchanged context.

Learning Outcomes:

- To practice using the form and use of the Simple Present Tense in different situations.
- To apply a brief and simple text using the grammatical structures and key words to describe healthy routines.

Key Activities (language skills/aspects):

- Transformation Form
- Written Activity (Text)
- Revision

Contents

Skills/Procedures

Accuracy in writing.

Lexis

Daily routine, habits, healthy, to wake up, to get up, to have breakfast, etc.

Grammar

Simple Present Tense:

Affirmative Form

Subject + Verb + Complement

Negative Form

Subject + Auxiliary Verb + Not + Infinitive Verb + Complement

Interrogative Form

Auxiliary Verb + Subject + Infinitive Verb + Complement

Functions

Describing healthy routines.

Pronunciation

Stressing the most important elements in the speech.

Learning Assumptions:

Students already know the form and use of the verb To Be and Simple Present Tense.

<p>Anticipated Problems: Students may get confused and apply the use of the suffix “-s” in negative or interrogative sentences.</p>	<p>Solutions: Teacher may make emphasis in the suitable use of the suffix “-s” only in affirmative statements by 3rd person singular.</p>
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Stages	Learning activity-task and specific goal	Interaction + Procedures	Materials	Time
Engage (Warm-up)	Brainstorming: to activate previous knowledge.	<p>Teacher starts talking about what is the meaning of healthy living. He asks some students about their own healthy lives. After that, students have to respond a quiz about the same topic.</p> <p>Students reply to the teacher using their own knowledge about the topic or just guessing and respond the quiz given by the teacher.</p>	Whiteboard. Quiz Marker.	7 min.
Presentation	Language Focus: to recognise the form and use of the grammatical structure.	<p>Teacher explains students the grammatical structures to describe healthy habits. Also he makes a comparison with the Spanish Simple Present Tense in its respective forms.</p> <p>Students identify and make sense of the function and grammatical structure given by the teacher.</p>	Whiteboard. Flash cards. Worksheet. Dictionaries. Pencils.	5 min.
Practice/ Study	Transformation Form: to relate and apply the grammatical structures.	Teacher gives instructions about the activity. He and his students do the first exercise as an example. After that, they check the answers.		10 min.

		Students write sentences according to the right form. They check their sentences with and correct them.		
Production/ Activate	Written activity: to apply the new grammatical structure and thematic vocabulary using elements to support the descriptions.	Teacher shows the same images and asks students to create a short text about their perfect healthy routine using the structures taught in this class. Students apply their current knowledge of the topic for writing about their perfect healthy routine.	Notebooks. Pencils. Dictionaries. Whiteboard. Markers.	15 min.
	Revision: to check written production.	Teacher checks some students' questions and answers. He and his students give feedback. Students present their works in front of the class. They receive some feedback from their own classmates and teacher.		
Wrap-up	Conclusion: to summarize and highlight the most important aspects in the lesson.	Teacher asks students certain questions about the most important things during the lesson.	Notebooks. Pencils. Dictionaries. Whiteboard. Markers.	6 min.
		Students reply to the teacher and express their feelings about the lesson.		
				2 min.

APPENDIX C
POST-TEST

Name: _____ Grade: _____

I. Choose the correct alternative using the Simple Present Tense.

1. Andy _____ the family car.
a) Wash
b) Washes
c) Washed
d) Washing
2. John _____ play handball.
a) don't
b) doesn't
c) wasn't
d) didn't
3. Mandy and Susan _____ films every weekend.
a) Watches
b) See
c) Watch
d) Look
4. _____ you _____ milk with cereals?
a) Do/Like
b) Does/Likes
c) Do/likes
d) Does/Like
5. His friend doesn't _____ to school.
a) Goes
b) Went
c) Go
d) Gone
6. It _____ a beautiful day
a) am
b) are
c) is
d) be

II. Which sentences/questions are correct?

1. Which affirmative sentence is in the Simple Present Tense?
a) He ride a bike.
b) He a bike ride.
c) He rides a bike.
d) He is ride a bike
2. "I work every day" into a negative sentence in simple present is:
a) I didn't work everyday.
b) I wasn't work everyday.
c) I don't work everyday
d) I doesn't work everyday.
3. Which question is into the Simple Present?
a) Do she go to school?
b) Do she goes to school?
c) Does she goes to school?
d) Does she go to school?
4. Which sentence is the Simple Present used correctly?
a) Andrew and Carol fix the table.
b) Andrew and Carol fixes the table.
c) Andrew and Carol are fixing the table.
d) Andrew and Carol fixed the table.

III. Write a letter to your favorite celebrity, telling her or him about your daily life. 7 lines as top.

APPENDIX D
MATERIALS

WORKSHEET N°1

Name: _____

Grade: 7°

Date: _____

I. Complete the sentences using the verb in Simple Present in the correct form.

1. Demi Lovato _____ (play) the guitar every day.
2. The members of One Direction _____ (take) the bus in the morning.
3. _____ Kesha _____ (drive) to school?
4. James Bond _____ (practice) parachuting.
5. Sandra Bullock _____ (watch) TV six hours a day.
6. Reese Witherspoon _____ (not smoke) when she plays with her babies.
7. Katy Perry _____ (eat) sweets before singing.
8. Shaquille O'Neil _____ (not/ drink) alcohol during the week.
9. Justin Bieber and Selena Gomez _____ (eat) pizza at weekends.
10. Jennifer Lopez _____ (not/ eat) chocolates three times a week.
11. Rooney _____ (not/ cycle) in the park at weekends.
12. Shakira's parents _____ (dance) ZUMBA twice a week.
13. Justin Timberlake _____ (not speak) Chinese.
14. Lindsay Lohan _____ (use) drugs almost every day.
15. Kristen Stewart _____ (not/ do) jogging in the morning.

WORKSHEET N°2

Name: _____

Grade: 7°

Date: _____

I. Complete the sentences using the auxiliaries *Do* or *Does* and the verb in brackets in Simple Present in the correct form.

1. _____ Angelina Jolie _____ (go) to Mc Donald's?
2. _____ Kim Kardashian _____ (appear) on TV every day?
3. _____ Hannah Montana and Lilly _____ (go) to concerts once a month?
4. _____ Prince William _____ (play) the guitar at school?
5. _____ Jonas Brothers _____ (go) shopping at weekends?
6. _____ Bruno Mars _____ (dance) every day?
7. _____ Beyoncé _____ (swim) three times a week?
8. _____ Michael Buble _____ (eat) fast food once a month?
9. _____ Cristiano Ronaldo _____ (smoke) twice a week?
10. _____ Lady Gaga _____ (drink) alcohol every Saturday?
11. _____ the members of the group Coldplay _____ (watch) TV every Friday?
12. _____ the members of the group Maroon 5 _____ (do) exercises every day?
13. _____ Michael Phelps _____ (drink) water two times a day?
14. _____ Rihanna _____ (practice) some sports one a week?
15. _____ Harry Potter _____ (play) football every weekend?

WORKSHEET N°3

Name: _____	Grade: 7 th
Date: _____	

I. Put in order the following words to create questions using the auxiliaries *Do* or *Does* in Simple Present.

a) at/ the morning/ he/ seven o'clock/ in/ get up?

.....

b) teeth / often/ Bob/ his/ wash?

.....

c) 1964/ since/ smoke/ Jane?

.....

d) they/ gossip/ always/ in/ class?

.....

e) swear/ you/ classmates/ your/ to?

.....

f) never/ bed/ John/ early/ go/ to?

.....

g) clean/ room/ you/ your?

.....

h) friends/ I/ eat/ sometimes/ Saturdays/ with/ my/ on/ vegetables?

.....

i) burp/ she/ always/ during/ meal/ the?

.....

WORKSHEET N°4

II. Make sentences with the correct information (affirmative, negative and interrogative form)

1) + They go to McDonalds once a month

- _____

? _____

2) + _____

- He doesn't smoke

? _____

3) + _____

- _____

? Do I eat vegetables twice a week?

4) + _____

- We don't drink alcohol

? _____

5) + She does sports three times a week

- _____

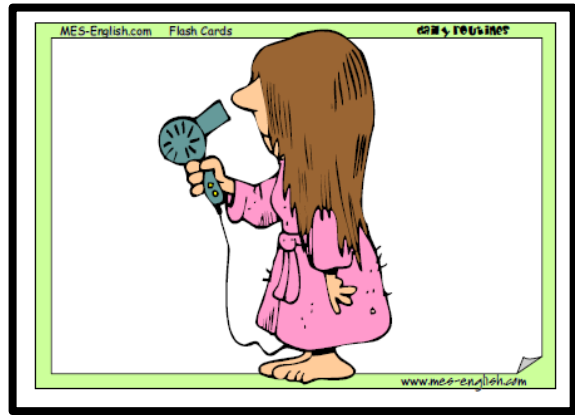
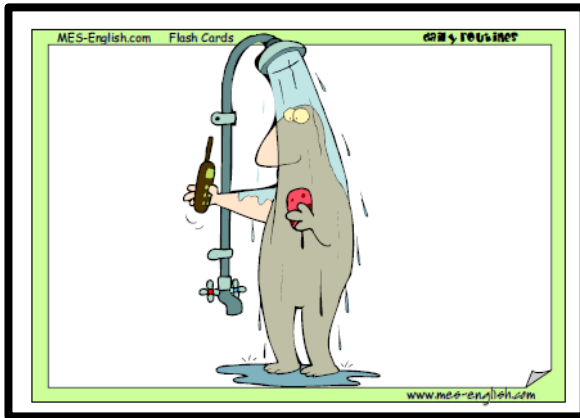
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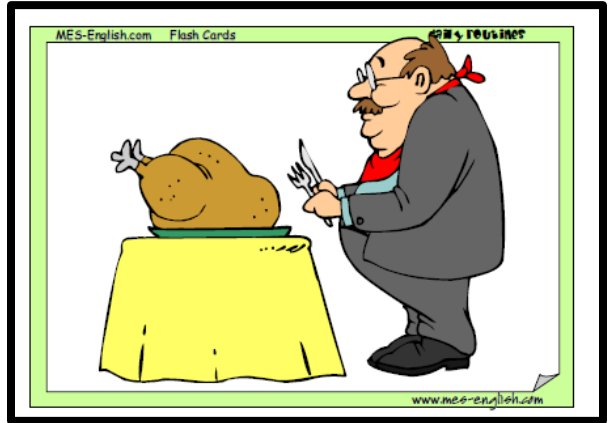
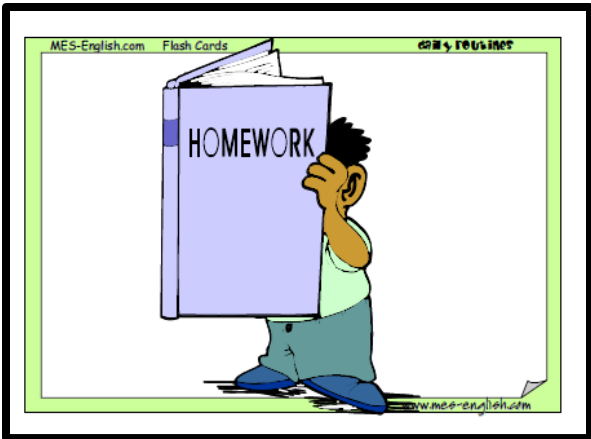
6) + _____

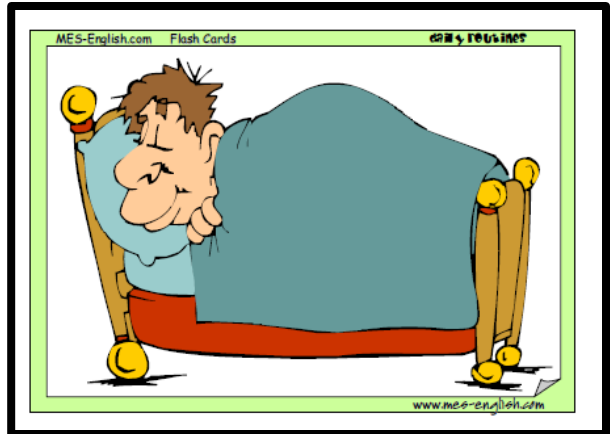
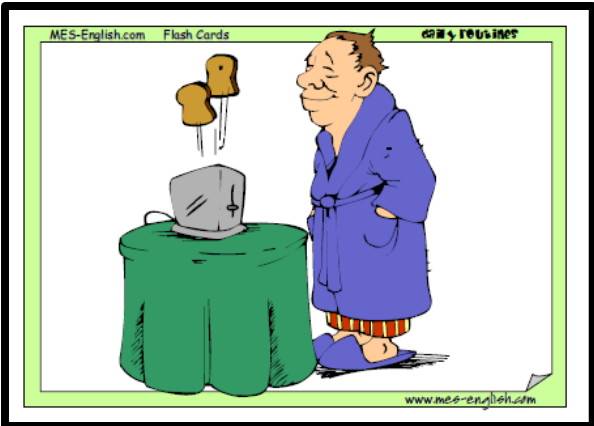
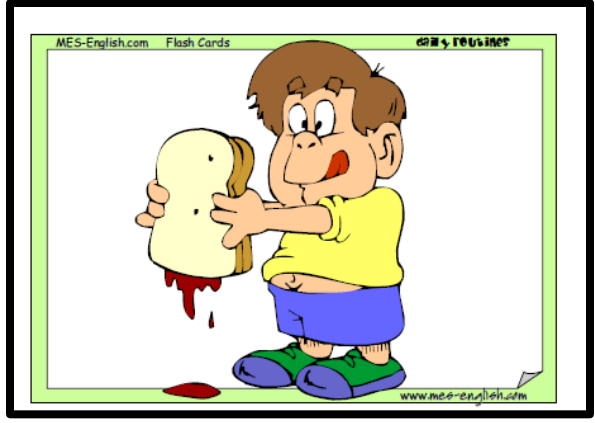
- _____

? Do you sleep eight hours every night?

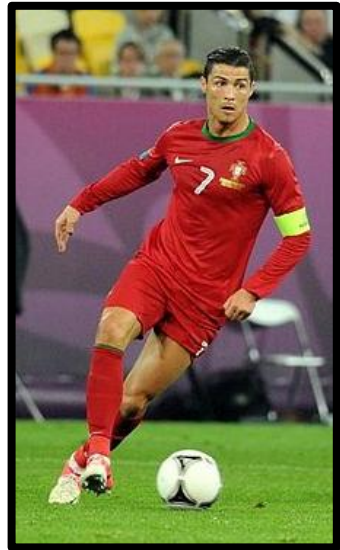
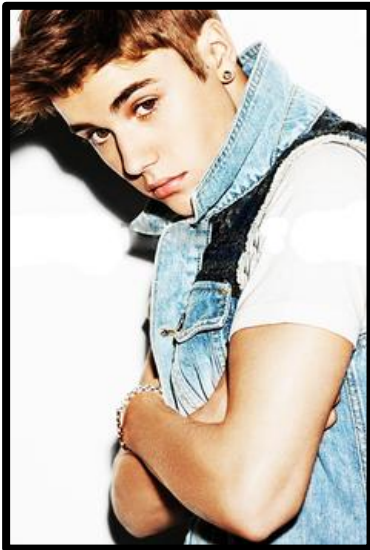
Daily Routines





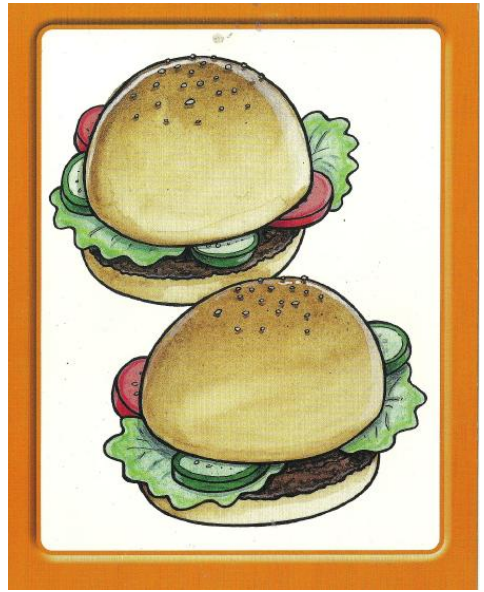
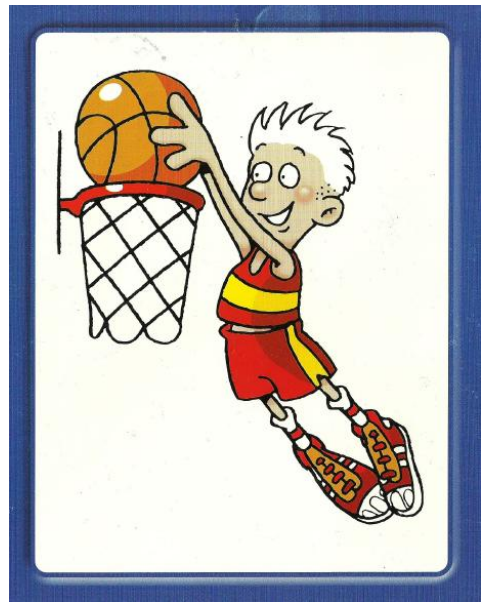
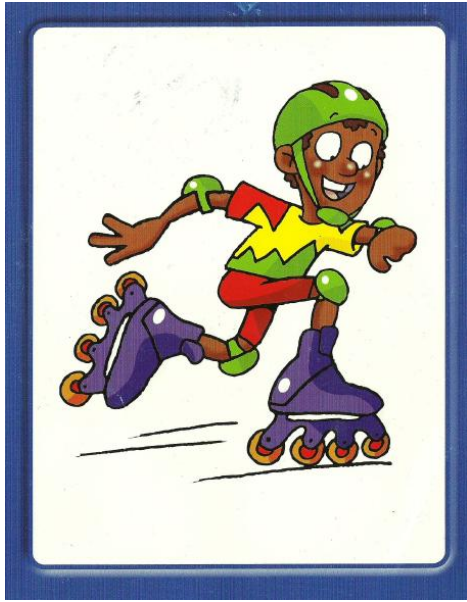


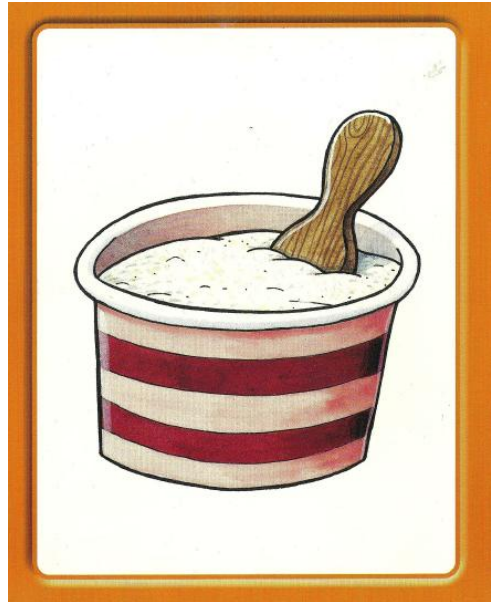
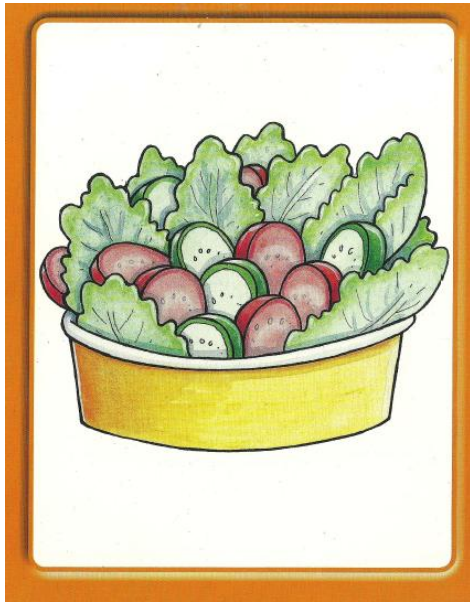
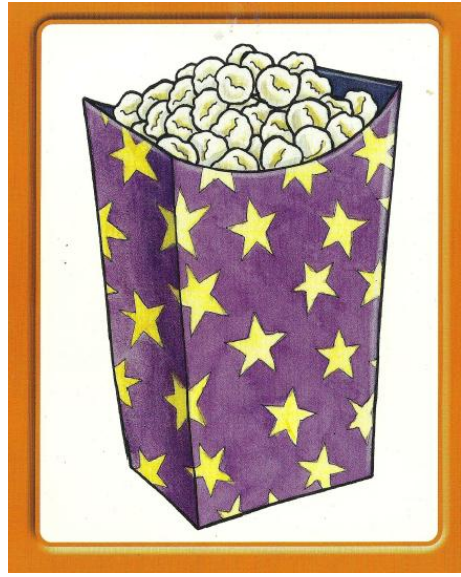
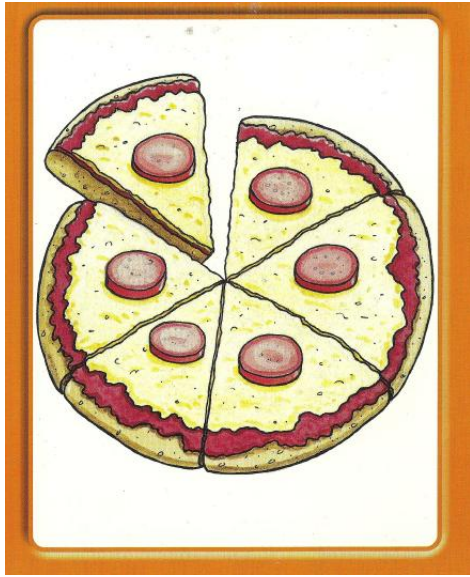
Celebrities



Healthy Lives







Bad Habits



Good Habits

