SEMINARIO DE TÍTULO

The Integration of Technology Resources as the Mobile Phone within a Sequence of Learning Activities focused on Project-Based Learning Methodology in Second-Year Secondary Education at Cumbre de Cóndores de Renca Poniente.

Seminario para optar al grado de Licenciado en Educación y al Título de

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Abstracto

Hoy en día el uso de las tecnologías se ha hecho cada vez más importante no sólo en la vida cotidiana si no también dentro de la sala de clases. Por lo tanto, es de gran ayuda mezclar el uso de las tecnologías con la enseñanza del inglés, ya que facilita tanto la labor del profesor como el aprendizaje de los alumnos.

Es por esto, que el estudio que se presenta a continuación se enfoca en el uso de un elemento tecnológico como el celular mezclado con las habilidades comunicativas como: listening and speaking dentro de la metodología de enseñanza del inglés. Siendo estas las herramientas para promover el aprendizaje significativo.

Para conocer si estas herramientas generan algún cambio en dicha área fue necesario implementar un proyecto de intervención a corto plazo el cual busca verificar la efectividad que pudiese producir el uso de la tecnología y las habilidades mencionadas previamente.

Abstract

The current use of technology has played a fundamental role that not only in daily life but also in the classroom. Therefore, it is helpful to mix technologies with teaching English, because these facilitate teaching and learning.

That is why this study focuses on incorporating a technological tool, mobile phone within listening and oral production methodology, being these tools the responsible to promote the meaningful learning.

To determine whether the use of this tool generates an improvement in language learning, it was necessary to implement an intervention in a municipal school whereby a class of thirty six students was exposed to a short term teaching period seeking to verify the effectiveness of technology and the abilities said previously, as well as pertinent language teaching methodology to promote productive language skills development.

Chapter I

Introduction

Introduction

In the first chapter of this research study the main elements will be presented: the research question, why it is important to do this research and its relevance for the English subject, the reasons why we chose this project based on the differences in education in our country, the methodologies that the teachers use and how they make use of resources available to foster the skills. Also, the general and specific objectives will be defined and finally, the hypotheses will be presented.

1.   Research Question

How effective is the integration of technological resources such as the mobile phone to teach and develop listening and speaking skills in the EFL classroom in Chile?

The answer to this question will describe the characteristics and most recurrent teaching methods used in the classroom in the EFL educational context.

Also, it will determine the effectiveness of innovative teaching methodology that uses non-conventional resources to develop listening and speaking skills in English as a foreign language.

2. Groundings

In the Chilean educational system there is a need to accommodate different teaching methods that do not always conform to the requirements of the curriculum framework (2009), particularly in order to foster skills, incorporating innovations and new perspectives, considering the vast majority of teachers who have prevailed for a long time and are based on traditional perspectives and who do not wish to learn new methods to teach a foreign language.

Therefore, conventional methods for teaching a language based on a traditional paradigm, in which the teacher is the main focus, is probably a model that is still present in schools in Chile. This paradigm to use just one skill or use just grammar into the classroom seems, however, to be increasingly challenged especially in its effectiveness, as pointed out by many researches. It has been proven that passive students learn less and are characterized by assimilating curricular structures that emphasize learning as mere transmission of contents, more than the exploration and use of language to interact in the classroom and ask questions, or memorization

at the expense of critical thinking, the control of parts of information rather than understanding the context. Even worse, traditional methods do not take students to work together or in a group, neither to share ideas and information to solve a learning task significantly.

Moreover, the Education Reform for teaching English as a foreign language, channelled through the curriculum framework (2009) and Programas de Estudios (2011) in Chile emphasises a different project that aims at promoting the development of language skills, along with the integration of cross-level technological tools, which should manifest upon teaching strategies where students exhibit a more leading role in a learning environment which is more inclusive, interactive and pedagogically challenging.

In relation to the methodological proposals articulated by English teachers in their classrooms, Ur (1999) Harmer (2007) point out that, historically, the four language skills are grouped into two categories, receptive and productive, they also state that teachers have presented these two types of skills and worked in their classes erroneously, giving prominence to one

over another. However, research and modern literature emphasize the simultaneous presentation of language skills, to reflect the natural and communicative use of language in everyday contexts. In this line, teachers should seek to integrate these skills. Therefore, it is highly necessary to adopt and integrate an approach to promote language skills as they occur in real life communicative situations.

3. Problem Statement

This project studies the lack of congruence between what the literature promotes along with the various curriculum documents for English Teaching Language and learning strategies and learning modalities designed for a large number of teachers in the Chilean educational system who do not significantly stimulate or strengthen the English communication skills of students during their secondary education which, conversely, undermines the opportunities for these students to develop capabilities to reach a higher level of achievement in the use of a second language in the near future.

4. Relevance and Usefulness of the Research

The main reason that motivates this research study is to design and implement instructional strategies that will strengthen, with a focus on practical-reflective teaching, communicative English skills, particularly listening comprehension and oral production. It also attempts to consolidate a set of disciplinary s, pedagogical and methodological skills, needed to achieve the goal of the competencies specified in the curriculum framework of students from a functional perspective, with a predominant amount of language skills for communicative use of English in different contexts and situations. In this way, students will build a solid personal tool, highly demanded in various occupational fields and valuable in the various socio-cultural, economic and academic contexts of modern society.

5. Objectives

5.1. General Objectives:

a) To determine the impact of a period of instruction following a project-based methodology that promotes the development of communicative skills (listening comprehension and oral production) in EFL students belonging to second-year of secondary education.

b) To ascertain how useful the use of technological devices such as t h e mobile phone is in the EFL classroom, integrating this resource to develop communicative skills.

5.2.   Specific Objectives:

a) To analyse the educational proposals, together with methodological procedures suggested by MINEUC to teach communication skills in English as a foreign language.

b)   To establish the achievement levels of listening and speaking skills of students belonging to the second-year of secondary education at Colegio Cumbre de Cóndores Poniente, located in Renca.

c)   To design and implement a teaching unit, along with relevant teaching strategies that will strengthen the capacity of students to use technological resources as the mobile phone in developing communication skills (listening and speaking) in a foreign language.

6. Hypothesis:

The operational hypothesis of the study belongs to the correlational type that consists in establishing the relationship between two variables, in this research the mobile phone as a technological resource will be linked to communicative skills development (Listening comprehension and oral production).

6.1 Work hypothesis

The integration of technological resources such as the mobile phone within a sequence of learning activities based on project mode, increases opportunities for students to reinforce Listening comprehension and Oral production leading to progressively develop communicative skills in a foreign language.

6.2 Negative Hypothesis:

The integration of technological resources such as the mobile phone within a sequence of learning activities based on project mode, does not increase opportunities for students to reinforce Listening comprehension and Oral production leading to progressively develop communicative skills in a foreign language.

To sum up, the aims of the research study which will be developed and supported in the next chapters are going to be presented, the literature review where the theories and articles are presented, to continue with the methodological framework and finally the data analysis.

Chapter II

Literature Review

1. Introduction

The Education in Chile is one of the most important topics today; in addition, English is one of the signatures that present more changes in just two decades which involves the changes in our society like globalization, tourism and diplomatic relations with English speaking countries.

Mineduc (2009) mentions in Fundamentos Del Ajuste Curricular en el sector de Idioma Extranjero, Inglés, it is important to give students skills to use the L2 as a tool to access the information or solve communicative situations. Furthermore, to develop the learning of a foreign language it is important to work the four skills: Listening Comprehension, Reading Comprehension, Writing Production and Oral Production.

To contextualise this research study, in the following lines, we will make a brief summary of the history of the educational system in Chile. Also, we will support theoretically the English impact on our society and how we work today with new technology integrating methodologies such as the Task-Based

Learning, and project-based learning, using a non-conventional device as the mobile phone since nowadays, we live in a world which is interconnected and communicated, and this device is one of the most widely used. Moreover, it will be discussed why is important to use these communicative skills: Listening comprehension and oral production, and why it is important to work in the EFL classroom and to integrate these skills.

2. The role of English in the modern world; why people learn English?

Nowadays, society has changed roughly, because of globalization, and it demands on graduates to have a command of a second/foreign language for a successful trading agreement with some important English speaking countries.

"The changes experimented by the country as a result of their increasing integration into the globalized world require students to finish their secondary education with a high command of a foreign language to enable them to cope successfully with different communicative situations and, at the same time promote their active participation in higher education or in their workplace."
(Curriculum Framework, p. 85, 2009)

Currently, the importance of learning English language is recognized in all areas. It is a global communication tool and a path to higher knowledge, to a wide range of information and technologies, which can cope with the demands of the environment and society. Besides, being a means of communication with other realities, learning English helps people

understand and appreciate their own language and culture and the development of cognitive skills. (Bases Curriculares, 2012)

On the other hand, the huge amount of tourism is why is necessary to learn English as a Foreign Language: for the North American, Asian and European people or countries where English is used much more than Spanish. The objective is also to increase tourism in Chile, the communication with other countries and the development of the people in our country.

3. Historical Review of the Education in Chile

In 1980 the 4002 decree which sets objectives, plans and programs for the education in Chile is enforced. The same year three kinds of school were created: Municipal, Semi-Privates and Privates. The government gives the municipal and semi-private schools an amount of resources for each student who attends effectively to classes in that school. (Unidades de Subvención Educacional)

The beginning of the 90's had shown the need to create adjustments in the curriculum. As a consequence, the Constitutional Organic Law Education Nº 18.962 (LOCE) was promulgated which sets the Contenido Mínimos Obligatorios (CMO) for each of the levels in primary and secondary education aiming at the improvement of the quality and equity in education.

Another approach that the government takes in 1997, and which was one of the more transcendental challenges for the Chilean education of the last decades, is the task of universalizing the All-day School Law Nº 19.352 (JEC) for all Semi-private schools in Chile. This is how it begins to implement, in a gradual way, the JEC as one of the main pillars of the reform i.e. an axis of the new effort in education; which intends to help students make a better use of their time and skills. The program was not thoroughly implemented though due to organizational and infrastructure issues that prevented an extended school day in all establishments.

In 2006, Michelle Bachelet faced a big student movement, the 'Penguin' Revolution, that was against the LOCE, which segregated the society: where the student was considered a customer and not a person (Movimiento estudiantil, 2006).

Consequently, Michelle Bachelet decided to enact the General Law of Education (Ley General de Educación, LGE) which aimed to correct the LOCE and end up with discrimination and ensure the quality of teaching in Chile.

3.1. Secondary Education in Chile

Secondary education in Chile has an extension of four years and two areas: Scientific-Humanistic and Technical Education.

The Scientific-Humanistic education is divided into two cycles and includes topics for general education, which seek to prepare students for the university. The first cycle corresponds to the 1st and 2nd secondary courses, while the second cycle is equivalent to 3rd and 4th. In the English subject, there are two more modules per week than in the scientific or technical education, similar to the communicational English and social English in the two last years.

Technical education aims to prepare students for the workplace. It consists of various types: commercial, industrial, and agricultural and tourism.

Until 2003, compulsory education was only primary education, from that year on a constitutional amendment established the Secondary grades as a compulsory for all Chileans up to 18 years of age. Then the State has the responsibility to ensure access to education in the twelve years of school education (Mineduc).

3.2. Secondary English Teaching in Public Schools

The changes that our country has experimented are the result of the insertion into the globalized world. For this reason, the requirement for students to leave school includes a level of English that will allow them to communicate with English speakers. The basis of the curriculum is to provide students with abilities for the use of English as a tool that will allow them to access information, so the last reform in the curriculum (2009) adopted the communicative orientation, paying attention on the message and use of the language. The Fundamental Objectives (OF) and Mandatory Minimum

Contents (CMO) were now pointing to the four language skills: Reading comprehension, listening comprehension, writing production and speaking production.

Before these changes in the curriculum in 2004, 'English Open Doors' was created during the management of the minister Sergio Bitar to promote a higher level of English as a foreign language for students. This program has various lines of action:

A direct action in the school system as Centro Nacional de Voluntarios Angloparlantes created by Ministry of Education and Programa de Las Naciones Unidas para el Desarrollo (PNUD); The Winter and Summer Camps aimed at helping outstanding students to practice English in real contexts through interactive activities; Public Speaking, i.e. a debate program for primary and secondary students; for Superior students the President (Michelle Bachelet) announced a governmental scholarship for those who were studying a degree in English Teaching and obtained a diploma for academic excellence, with the aim of improving and knowing a foreign culture, related with the English Language. The government created this scholarship with the aim of improving the teaching

and learning of English in the public schools of our country.

And the last line of action from this program was measuring the level of learning and achievement in students. In 2004 Mineduc gave a diagnostic test to 8th grade and 4th grade students in secondary school. The result showed that students had an elementary level of command in the English language. As a consequence, a few years later (2010) the ministry decided to measure the levels of achievement in the English language again, but now through the SIMCE. This time the test included all four skills that were mentioned above: Listening comprehension, reading comprehension, writing production and speaking production. The results obtained by the students on this test were very similar to the previous ones.

Probably, the reason why students would not get better results included that fact that teacher at school, instead of working on every project designed by the government, were still teaching students under the traditional way, developing just one skill or just teaching grammatical structures without even mentioning the four skills.

4.   Technology in the EFL Classroom

Currently, our society lives in constant transition. For this reason, the idea of integrating technology into the classroom is to adapt knowledge to the reality that we are living: full of mobile phones, smartphones, computers, i-pads and different other gadgets to be interconnected with the rest of the world.

Mercado (2011) mentions that technology is important in the classroom, because students want to learn and know, an idea more which goes beyond the whiteboard or a book, they want to learn through other methodologies, with the aid of modern technology.

In the curricular framework, the reasons why we need technology to teach in the classroom are mentioned:

- To use applications which solve the needs of information and communication inside the social environment.

- To search and access information from diverse virtual sources, including access to the information of public organizations.

- To use applications to r epresent, analyse and model information and situations to understand and solve problems.

- To use applications to present and communicate ideas and arguments in an efficient and effective way taking advantage of multiple media such as texts, image, audio and video.

- To test the relevance and quality of information from various virtual sources.

- To interact with social networks.

- To make a conscious use of ICT.

4.1. The Use of Mobile Phone in the Classroom

Nowadays mobile phones invade our society but above all our classrooms, almost all students have one which can be used in different ways like: listening to music, reading books, playing video games, sending messages and talking with a friend, not just by speaking, but also by using the internet e.g. chatting, using social networks, recording videos or podcasts, showing that a mobile phone could be a useful tool. Perhaps, teachers feel this as a threat as the Washington Post mentioned in its article:

"Educators here fear that the immediate gratification of texts and Wikipedia threatens face-to-face communication and original thinking, so they ban cell phones, laptops and tablets and require students to hand-write papers until high school." (The Washington post, 2012)

Teachers should take this electronic device as an important tool into de classroom, not only just for the reason that mobile phone is part of the students' lives. But also, the aim is to facilitate the use of ICT's and allow students to work with the applications from a tablets or a mobile phone because today's world is so globalized that it is important to be connected permanently with those things that motivate students.

The United Nations Educational, Scientific and Cultural Organization (2012), points out that the use of the mobile phones in education makes learning more accessible, collaborative and relevant. Also, it states that they are low cost and accessible to most people.

The advantage of this device is related to the social networks which help us integrate and develop new ways to develop communicative skills. This electronic device has a wide distribution; every teacher has one because it is more comfortable using it. For this reason, UNESCO promotes the use of the mobile phone to improve and support the practice of every teacher in Latin America.

In Chile, "Puentes Educativos" is a foundation which uses smart phones to present videos to the class. Teachers can access a digital library to get different tools like: videos, audios, etc., using the internet to download them, which gives the teachers a technological methodology. Moreover, as mentioned above, the use of mobile phone is an economical way to be updated and connected with the students, because everyone has one, and it is an accessible device (UNESCO, 2012).

The same organisation mentions six categories about the use of mobile technology:

1.   Teachers use mobile technologies to access multimedia resources and present them to students in the classroom.

2.   Students use mobile technologies to participate in collaborative activities.

3.   Students use mobile technologies to collect and share information or multimedia resources.

4.   Students use mobile technologies to play educational games or reinforce key concepts.

5.   Specific groups or populations use mobile technologies to receive educational content.

6.   University students use mobile technologies to communicate and share information with professors and peers.

Finally, using mobile phones is a way to put new technology in context inside the classroom. Moreover, it is possible to show the students that this tool could be a useful learning partner and not an enemy for the teacher in the classroom.

5. Theories of Language Learning and Curriculum Guidelines

Currently, in the curriculum guidelines the methodology connects learning with the context of the students. Before this, the Ministry had suggested that the contents were completely related to grammar and its structures without any real communicative situation. In consequence, the ministry decided to make a reform adopting a communicative orientation which pays attention on the message and the use of language.

The Objetivos Fundamentales (OF) and Contenidos Mínimos Obligatorios (CMO) point to developing the four language skills: Listening comprehension, Reading comprehension, Oral production and Writing production. The idea behind these changes include the principles of the communicative approach,

which states that the language is not just about grammar, but also about language functions and the use of language in itself (Harmer 2007) which means in simple words, that students try to communicate with real messages and not only with a grammatical language.

Another theory presented in the curriculum is that English has to be taught early. According to this, children have to be exposed to the L2 to "acquire" the language following the same way as they did with their mother tongue (Krashen, 1987). For this reason, the ministry of education decided to expose students to the English language from 5th grade primary school and optionally 1st grade.

Finally, the age is not just an effective way to learn a foreign language, it depends also on the role of the teacher, the level, and the methodology being used, the amount of time that the students are exposed to the language and many others factors to trigger a high level of command of the language (Mineduc, 2009).

To conclude, the curriculum is focused on receptive skills to give students tools to have access to the information, knowledge and technology, and also to learn about other cultures and different ways of thinking, developing a

comprehension that will exceed the acquisition of a foreign language at a higher level. (Mineduc 2009)

6. Teaching Language Skills

The purpose of teaching language skills is to provide learners with as many opportunities as possible to develop them; for listening: different accents, intonations; for speaking: creating dialogues about real situations, role-plays and so on; for reading: instructions, flashcards, stories, and so on; and for writing: developing sentences, descriptions, scripts, plays, letters and so on. But in this research study we will just revise two of them: Listening comprehension and speaking production as integrated skills.

7. Integration of Language Skills

It is important to know that the modern way to teach a foreign language is by integrating two abilities into the classroom, one receptive and the other one productive; to know more about this we made a brief summary of how to

integrate those skills in everyday teaching as confirmed by the following quote:

"When we are engaged in a conversation, we are bound to listen as well as speaking because otherwise we could not interact with the person we are speaking to." (Harmer, 2007)

Every skill is different from the other, so it is better to direct the students' effort towards more meaningful tasks. This is why there are different kinds of techniques which integrate the skills supported by Brown (2007) who mentions:

1.   Interaction means sending and receiving messages.

2.   Written and spoken English are often related, also if we ignore this relation, we are ignoring the richness of the language.

3.   One skill reinforces another; we learn to speak in order to what we hear, or write in order to what we are reading.

In the same line, Harmer (2007) also refers to the integration of the skills, mentioning the input and output. This means that a teacher gives the student

massive language input like audio material, podcast or reading texts (receptive skills) with the objective of exposing the students to different variations of English. And an output means that the teacher give to them a task where the students have to develop a situation or create a dialogue, create a podcast or a story (productive skills).

7.1. Listening Skill

As it was mentioned before it is important to use different skills to improve the learning of a L2, in this case we will describe the listening skill, i.e. it is important to get a perception of different accents, intonations with the aim of learning about the existence of different ways to speak and say some words.

Listening comprehension is a key initial step in communication. The better a student can understand what is being said, the better their ability to communicate will be. In addition, students will be able to notice the characteristics of the target language which will improve their language development in four key skill areas.

Harmer (2007) mentioned that the students need to be able to: recognize paralinguistic clues (intonation, to understand mood and meaning), listen for specific information (dates, time, places) and general understanding. Students can recognize the differences of culture too; contrasting accents and realizing that words are not pronounced as they seem according to their spelling.

Also Orwig (1999) and Harmer (2007) mention that there exist different listening situations. They are:

• Interactive: that includes face-to-face conversations, where there is an alternate interaction with a partner.

• Non-interactive: some of these include watching television, attending lectures, or listening to the radio, because there is no interaction while performing these activities.

In addition, Richards (1983) mentions different micro-skills which are necessary for the listening comprehension skill, and we will mention the most important ones:

- Discriminate distinctive sounds in the L2.

- Retain chunks in the short term memory.

- Recognize stress, rhythm, intonation and tone, also reduced forms of words and vocabulary.

- Recognize key words to identify topics and ideas.

- Recognize syntactic patterns.

- Recognize word order patterns.

7.2. Speaking Skill

Speaking is a productive skill and is one that the students have to learn and develop. The ability to speak is highly valued by students, but teachers often find it difficult too. Students often feel a great anxiety for speaking, but they are scared of feeling embarrassed or making mistakes.

Developing this skill is not just about producing words, Orwig (1999) points out that there are three kinds of speaking situations:

- Interactive: face-to-face communication, conversations and phone calls.

- Partially interactive: speech in a living audience or conventions.

- Non-interactive: recordings, podcast or descriptions without interaction.

Also she mentions that there are different micro-skills: pronouncing language clearly; using stress and intonation patterns; using the correct form of the words; being careful with the order of words; using the vocabulary appropriately;

The learning of the speakers is divided into Linguistic knowledge (features of language) and extra linguistic knowledge (knowledge independent from the language as a topic or story).

One of the primary benefits of improving communicative competence is the resulting job, education and travel opportunities; it is always an asset to be able to communicate with other people using.

8. Teaching Listening

Teaching listening as described by Ur (1999) includes learning outcomes, such as listening for sounds, for meaning, for comprehension, for a specific purpose, for pleasure and to improve pronunciation.

In addition, Harmer (2007) mentions the listening principles for teaching:

1.   Encourage students to listen as often and as much as possible: this means that the more English students hear, the better their pronunciation will be, which means better understanding at the same time.

2.   *Help students prepare to listen:* this means that teacher has to help students get involved in the listening activity by discussing about the topic or making predictions about what they will hear to create a motivation for them.

3.   *Once may not be enough:* students will always want to hear a recording more than once because they need to find more information or specific information, such as dates, names, etc.

4.   *Encourage the students to respond to the content of a listening, not just to the language:* this principle shows the objective of the listening comprehension, because it is important that students understand what people say in the audios, what is the importance of the topic, the mood of the actors or if the listening was interesting.

5.   *Different listening stages demand different listening tasks:* sometimes we have activities that need general information; in other cases we have activities to search for detailed information, the recording should be selected according to the aim of the class.

6.   Good teachers exploit listening texts to the full: the teacher invests time and energy in a listening activity. Thus, they should create different tasks for the students to take full advantage of the listening activity.

9. Teaching Speaking

The main objective of teaching speaking is that the student has to understand others occupying their own knowledge and using their own skills. The student must try to avoid confusion in the message, avoid phonetic mistakes, and know the cultural rules that apply in every social situation.

As Brown (2007) explains, teaching speaking includes practical considerations:

1. Conversational discourse: is the set of knowledge to hold a conversation

2. Teaching pronunciation: the class does not focus on the accent, but it may be improved in time and with practice.

3. Accuracy and fluency: to speak correctly, grammatically and phonetically speaking, and at a regular pace.

4. Affective factors: the teacher has to provide an embracing climate that will encourage students to speak; a student should feel confident at the moment of speaking.

5. The interaction effect: the conversation is an interchange of ideas among students.

10. Lesson planning

Researches have shown that student learning is correlated to teacher planning. When a plan is ready, teachers can focus on its implementation. When teachers do not have to think so much about what they need to do next, they are able to focus on other parts of the lesson. This is especially important in TEFL where a teacher not only has to concentrate on the content being taught and learner needs but also on the use of the second language as well.   This concept relates to the idea of cognitive capacity and cognitive load.   In short, when a plan is prepared the teachers'

cognitive load is less and they can pay more attention to other aspects of the learning process.

11. Modality of Teaching

It is important for a teacher to know that all students do not learn in the same way. Teachers need to use different teaching methods according to the level of the students, their interests, and the improvement that the teacher wants and the students need.

11.1 Task-Based Learning (TBL)

Our project is based on Task-Based Learning because this methodology reflects the principles that characterise a modern language classroom. As Nunan (2004) points out that a task is:

"Any classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form."

Richards (2002), describes TBL as the use of task which works to facilitate communication and interaction. Also, Nunan (2004) in this modality, propose seven principles for TBL teaching:

- Scaffolding: that means that learners should not be expected to produce language that has not been introduced. The materials given by the teachers give to the students provide a supporting framework.

- Task dependency: teacher can exploit tasks that build in previous one moving into the integrate skills, from receptive to creative tasks.

- Recycling: relate the contents with a transversal topic.

- Active learning: An active learning is when the teacher uses the L2 actively, because that is what the students are learning.

- Integration: teacher has to integrate linguistic, communicative functions and semantic meaning.

- Reproduction or creation: students have to improve from reproductive to creative way in language use.

- Reflection: the reflexive time for the students to know how well they are doing and what they have learned.

As in the principles mentioned by Nunan(2004), the importance of this modality is to give a task to the students, they develop it, the teacher can integrate different topics into it with an active learning using the L2, where the students receive and input to create during the class the task that the teacher ask them to conclude with a reflexion time as a revision of the task. These principles, was mentioned because show the structure of the class and how we will work in the testing part that will be mention in the next chapter.

11.2. Project-Based Learning approach

A Project-Based Learning (PBL) is related with (TBL) because it emphasises tasks rather than the language. PBL is an innovative format which students choose many aspects of their assignment motivated by real world problems

that may help or contribute to the community. The objective of this approach is work with a task including contents and real problems or situations in a cooperative way.

- Preparing students for jobs. Students are exposed to a wide variety of skills and competencies such as collaboration, project planning, decision making and time management.

- Increase motivation.

- Make the connection between school learning and reality.

- Provide opportunities for building collaborative knowledge.

- Increase communication and social skills.

- Enhance the skills to solve problems.

- Allow students to both do like seeing the connections between different disciplines.

- Provide opportunities to make contributions to the school or community.

- Increase self-esteem.

- Allow students to use their individual learning strengths and their different approaches to this.

- Facilitate a practical, real-world, to learn to use the technology.

Finally, is important to mention that the use of the mobile phone facilitate the motivation of the students, because is a device that it is always present in their lives, giving to the teacher an important achievement to create classes according the interests as we mentioned in modality of teaching, that not every student learn at the same way, but with that aid of this element we can create a different environment and disposal from them. Also, giving to them the achievement to work together in a final project would improve the communication between them, and provide opportunities to contribute with the scholar community.

Chapter III

The Study

Introduction

In this part of the research study, the strategies that are used to develop the investigation are described. So, the methodological design is defined, as well as the instruments that were used to collect the data before the analysis.

It is important to mention that this part of the work corresponds to the backbone of the research study because it explains how this investigation was carried out. Consequently, in this chapter the reader will find the theoretical backing to methodological aspects behind the type of research apart from details about the sample selection and the criterion used by the researchers to select the subjects for the study.

Another important section to consider here corresponds to the phases of the intervention which shows how the study was developed in the selected environment, in this case, the classroom.

In this chapter the instruments that were designed to collect the data will be described as well as the methods used to tabulate the results obtained.

2. Type of Study

The researchers have the purpose of finding if the integration of technological resources within a sequence of learning activities based on a project mode, increases opportunities for students to reinforce listening comprehension and oral production, leading to progressively develop communications skills in a foreign language. This is the reason why this thesis takes a mixture between a quantitative and a qualitative paradigm, but more clearly oriented to the former.

The quantitative part of this research is focused on the analysis of the information that was provided by the empirical observation of facts and situations expressed in numbers and which had to be analysed through statistical methods, transforming the measures into quantitative data (Hernández, 2006). All these data considered the impact of the listening and speaking intervention which will be described in the next pages.

On the other hand, the qualitative part of this study has the aim of providing the researchers with the possibility of capturing the knowledge of certain human attitudes such as perceptions or opinions and self-concepts, all of them important because this type or research has an interpretative approach focused on the understanding of the meaning of human actions.

3. Research Design

The research design was chosen according to the study of the models proposed by important researchers and the criteria selection that the researchers considered according to their possibilities of carrying out an efficient research project.

As the project was raised it was considered that the most appropriate Design would be a Quasi-experimental Design. The reasons of this decision are explained in the following section.

4. Quasi - experimental Design

A research with this type of specific design is a research in which the subjects of the study groups are not selected by a random process but the groups are defined before the research. This design differs from a pure experimental one for the different degree of reliability about the initial equivalence of the study groups (Hernández, 2006), which means that these two groups are similar in their conditions, so they are able to be compared. In addition to this, this type of design contemplates an intervention process or the administration of a treatment to a group and then applies a measurement of the variables to establish levels into the group. For this research it will be implemented a "one group pre-test/ post-test Study with a Control Group" because includes aspects that are required for the proposal research.

5. One Group Pre-test and Post Test Study with a Control Group

This type of design comprises the application of a pre-test to the groups that are involved in the experiment, but just one of these groups (work group) is subjected to treatment or the intervention, not so the other group (control group), at the end of the intervention process both groups are subjected to a

post-test. According to Hernández (2006) this design gives the advantage of get the pre-tests score for experimental control purposes and also makes possible the analysis of the gain-score of each group observed in the difference of score between pre-test and post-test. The researchers considered that this design was the most appropriate according the possibilities that they had to undertake a project in a school and specifically for control of the population and the sample that was considered necessary for the research.

6. Phases of the Intervention Project

For this research, three phases of the study were considered determinant in to carry out the research.

6.1. Pre-Intervention

This phase of the research consists of the application of a pre-test to a control group considered as a representative sample of a specific population that has not been exposed to a methodical work in aspects of communicative skills development. This data will be used to contrast it with the data collected after the exposure or intervention.

6.2 Testing

This second phase of the intervention project is based on 4 lessons along 2 weeks in which the work is focalized on the development of communicative skills, specifically listening comprehension and oral production. One topic proposed by MINEDUC was used and adapted in order to support the research; this topic was "Technologies" and the researchers tried to involve the students with technological objects such as a Smartphone or an I-phone during certain instances of the class. With this objective, the researchers developed four lessons plans in which aspects like grammar, phonetic, functions, lexis are treated, all of this related with the general objective that is the communicative skills development. To see a detailed description of the classes see Appendix 2.

As well, diverse teaching material was created to support the lessons and make them more dynamics.

6.3 Post-Intervention

In this phase the post-test is performed by the control group belonging to the population, different to the first one, in order to cover more subjects and making the results of experiment more representative. After that, Work group is subjected to a focus group in a relaxed context to provide opinions and perceptions of the intervention which are recorded for further study and analysis. Finally students and teacher/researcher share a moment with soft drinks and some food.

7. Sample Selection

In this point of the methodological research are explained the groups or samples that will be used for the research. The reasons of sample selection will be specified in the following sections.

7.1. Population

The secondary students at the Colegio Cumbre de Cóndores Poniente" were chosen, a secondary school mixed sex (male and female students) located in Renca. Specifically the students of the four second grade of secondary school of this institution were taken as a population.

7.2. Sample

A design of non-probabilistic sample was selected, in which the elements or subjects of the experiment are not chosen by matter of probabilities but causes related to the purpose or research characteristics (Sampieri, 2006).For this research two classes were selected, the first one, Second-year of secondary education (A) at Colegio Cumbre de Cóndores Poniente, a class composed of thirty six students of both genders, twenty girls and sixteen boys. This group was selected as an Experimental or Work Group and will be subjected to a treatment or intervention.

The other group that will not be subjected to any treatment or intervention, in other words the Control Group, was selected for their similarities with the work group and it was considered the most appropriate the class of Second-year of secondary education (B) at Colegio Cumbre de Cóndores Poniente with thirty eight students of both genders.

7.3. Sample Selection Criteria

In first place the class that is considered the work group was selected in order of to be the class in charge of one the researchers established by the school for the course of Practicum II. This class was assigned by a matter of Schedule of the research and School willingness. But the Control Group (2 Medio B) was selected as Hernández (2006) proposes, according to the close relationship in the characteristics with the work group. In this case, of the present research, that class was the most similar according the total number of students, the other two classes had a very low number of students in relation to the work group.

8.   Research Methods

For the research a series of methods were considered to carry out our investigation. They will be described in the following lines:

8.1. Observation

This method is used in order to collect fresh data from naturally occurring social situations, facts or events that are important to determinates the focus on some aspects or qualities of the human behaviour (Hernández, 2006) useful for the research to obtain data about aspects further than statistical data but also some phenomena related to the students attitudes developed in the classroom as motivation and interest. It is consider to this research a structured observation.

8.2. Structured Observation:

This kind of observations will be used for the researchers to generate a systematic way of numerical data recollection (as observation guide with a scale of appreciation) in order to permit data comparison and also to deduce specifically attitudes or possible situations and their respective justifications. In this research the observation will be execute by the teacher In order to not influence in the group of students with the presence of a foreigner subject.

8.3. Documents Collection:

Another method to carry out this research is according documents that are recollected to guide the correct course of the objectives that were determinate in first instance. In this part other theses, books related with the topic, websites data and the support of the guide seminar director are being used.

8.4   Testing

The testing has the purpose of finding a possible method with a potential influence in the students´ Listening and speaking skills or at least in their motivation. This method works in addition with the observation in order to collect data info.

9.   Data Collection Instruments

In the present research the data collection, were determinated the following instruments or tools:

9.1. Pre-test and Post-test

These tests are an adaptation of the Cambridge Preliminary English Test (PET) of the University of Cambridge; they are focused on speakers of other languages. It is a test of international prestige and recognition with a medium difficulty and its approval is certificated for the University of Cambridge and recognized for different employers and Universities around the world. The

original test is composed by four parts: Reading and Writing, Listening comprehension and Oral production, of this way, the test covers the four main skills of the language, Reading, Writing, Listening Comprehension and Oral production.

This research is focused on two communicative skills such as listening comprehension and oral production, so the adaptation covers these two skills. It is important to say that the exercises are adapted to the thematic unit (Technologies). In Chile, the PET is performed by third grade students of secondary school. For this research that was performed by a group of students from second-year of secondary education subsequently the test was modified in order to reduce the extension in the items according the skills of students from that grade. Also it was added an answer sheet with the name of the student to collect the answer of each exercises of the items to help in that way, to the researchers to analyse the collected data. On the other hand, for the oral production item, it was added a rubric with the name of the student in which are describe different levels of achievement, by assigned a score according the students 'skills. (to see the adaption, please review Appendix 1)

9.2. Rubric

This instrument is part of the pre-test and post-test and it was selected in order to measure the results of the tests in the part assigned to the oral expression skills. The rubric was taken from the PET, it is the same used in the original test. For the purposes of measuring there is a table that covers different aspects of the oral expression skill; also there is a description of a specific level of achievement complemented with a score that is marked according to ability that present the student at the moment of test. (Appendix 3)

9.3. Observation Guide

This instrument was created and selected to monitor and demonstrate the achievement level of the most important pedagogical tasks and the use of effective cognitive skills in order to develop communicative skills of the English as foreign language.

This guide is structured for the first instance observation and basically for the same reasons that were mentioned before. To collect numerical data in a systematically way, this collection will be useful to analyse the information

and comprehend attitudes, students interesting, motivation and skills development. For the research this instrument has the main purpose of measure the listening and speaking skills in the classroom allow to the students learn English efficiently as well how the students relate the use of technological objects into the class and if this aspects cause sympathy or motivation in the students attitude. All of this is indicated and presented in a table designed to be complete according a scale of appreciation.

Other important factors that this observation guide covers are the general aspects that can affect the development of the class, as hygiene conditions, lightning and so on. For these factors, the guide counts with formal information of the class, as number students, female and male, duration of the class, and so on. And finally the guide has a free section for written comments of any type related to the class, the students or the intervention. (Appendix 3)

9.4. Focus Group

This instrument was selected in order to collect qualitative data, related to students 'interests, opinions and concerns to have a complete vision of the research covering aspects and factors connected to more internal human dimensions related to the research further than cognitive increase.

The focus group is a group interview. For this research it was applied a focalized interview derived of non-structured interview pattern to students of the work group and it was recorded with the purpose to be analysed later for obtain qualitative information.

The focus group is performed at the end of the intervention, after the post-test and consists of introduce the interview with friendly questions that invited to the students to open their perceptions of the experience and then five questions completely relate with the purpose of the research. Finally there is a close-up, acknowledgments and an instance to share conversations, food and soft drinks in order to have a good time at the last part of the intervention. (Appendix 1)

10.   Validating Instruments

In this part of the research, the researchers search for experts 'approval of the instruments that were created for the data collecting process during the research. In first place the instruments were selected, modified and created according to the purpose, context and environment of the research. It was determined that the validation processes of the instruments were performed through the experts' judgment, considering that the subjects selected for the validation are the most indicated according their professional profile.

10.1. Pre-test, Post-test and rubric:

These instruments correspond to an extraction and adaptation of the PET and they have validation and recognition enough besides of a global certification approve in first instance by the experts of the University of Cambridge.

On other side, the researchers considered effectively that the validation process was important for the adaption of the test in terms of clarity of the instructions and the modifications according to the thematic context of unit.

For this purpose, the researchers name one teacher belonging to the school in which the intervention is performed; Colegio Cumbre de Cóndores Poniente, located in Renca as experts trained to validate the instruments.

The teacher is Silviana González Riqueros, teacher and coordinator of the school English department with Thirty-three years of experience as a teacher, graduated from USACH.

10.2. Observation Guide and Focus Group

These instruments were created completely by the researchers with the purpose of collected the most number of data for the research. The expert named in this case, was the teacher Carla Moforte Madsen, teacher of educational subjects as Educative Research at Universidad Católica Silva Henríquez. She also belongs to the Faculty of Education, Institute of Pedagogy and Education Interdisciplinary of that institution. The instruments were subjected to analysis and after some corrections there were approved by Mrs Carla Moforte.

11. Data Analysis.

11.1. Triangulation:

As a mixed research, this research is based on quantitative and qualitative methods of data collection which together give to the researchers a picture more rewarding and more meaningful understanding of the phenomena (Hernández, 2006).

According to this, the quantitative data results are important, but also the data obtained from the instruments that gave to the research a qualitative vision of the phenomena that can occur into the classroom.

Reference to a Data Triangulation, in this project are used the results of three research instruments, the pre and post-test, the guide observation and the Focus Group. The results of each instrument will be analysed of an independent way and after that the researchers take the most important aspects of each analysis in order to create a final conclusion of the research.

11.2. Pre and Post-test Data Analysis.

As Numerical data, will be analysed through statistics graphs which granted a visual comparison of the results, also allows the possibility of comprehending the difference between the two groups and their improvements if there are.

11.3 Observation Guide.

The data collected from this instrument allows the researchers to have a general vision of the environment inside the classroom and the students' behaviour, and all of this is reflected in a report considering the most important aspects which were repeated during the 4 classes held and their respective observation guide.

11.4. Focus Group.

This method as a more informal way of data collection comprises a type of conversation between the research and the students but with a structure to follow, but the answers of the researcher´s questions are commented by

all the participants into the classroom. So as the Observation Schedule, these aspects of motivation or interest are commented in a detailed report of the conversation.

12. The Study Conclusions

Finally, about this chapter, the researchers point at that the reader could find the methodological background of how to make a research with these features.

In this section were decided on research techniques and a work methodology to follow the course of the research and it was explained the reasons of why these techniques and methodologies were selected by the researchers.

It is important to mention that in this part of the work it is contained the ways of how the data must be collected for its following analysis.

In fact this chapter is the base of next section corresponding to the data analysis after the application of the intervention project using the instruments proposed in the chapter corresponding to the study.

Chapter IV

Data Analysis

1. Introduction

In this chapter all data were analysed, according to the different results showed by the Pre and Post- Tests. Descriptive and comparative graphics were included in order to make this analysis as clear and specific as possible. In relation with the graphics below, all results were separated into two different categories: Approved, failed.

- Approved represents the mid- high which indicates that the student answer more than 60% of test successfully it means that from the total score 27, the students got 16 points.

- Failed represents the lowest score which means that the majority of answers were incorrect and the student got less than 60% of the answers correct. It means, the student got less than 16 points in the whole test.

Firstly we analysed the listening pre-test part and then the post-test results in order to make this analysis clear and understandable, and then we will move to speaking part and examine all the data that were collected. Finally, we compared all the data and analysed them to conclude the analysis.

2. Listening Part Work Group

2.1. Pre- test Listening part

Graph 1
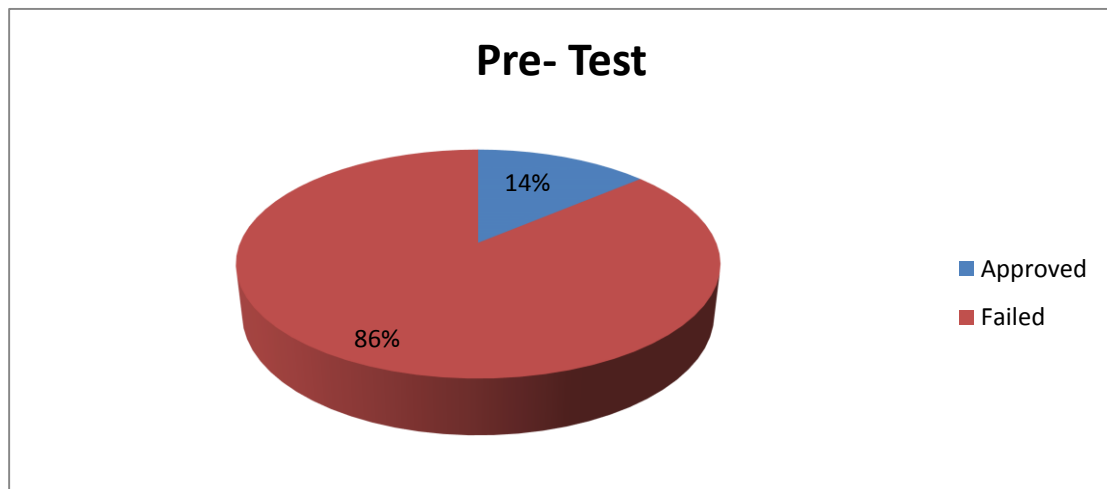
The graph above represents how the experimental sample students performed the diagnostic test at the beginning of the process. Firstly, the total score of the listening part test was 13 points so students who got more than 8 points, they were consider approved that is represented in the graph by the colour blue.

On the other hand, it showed that from a total of thirty six students, which represent 100% of the course, 5 students which were 14% pass the test. It percent could be considered as none of the students manage this ability

because it percent is not a representative at all. So, we concluded that none of the students manage listening skill before the intervention.

2.2. Post- test Listening Part

Graph 2

Post- Test

- 50% Failed
- 50% Approved
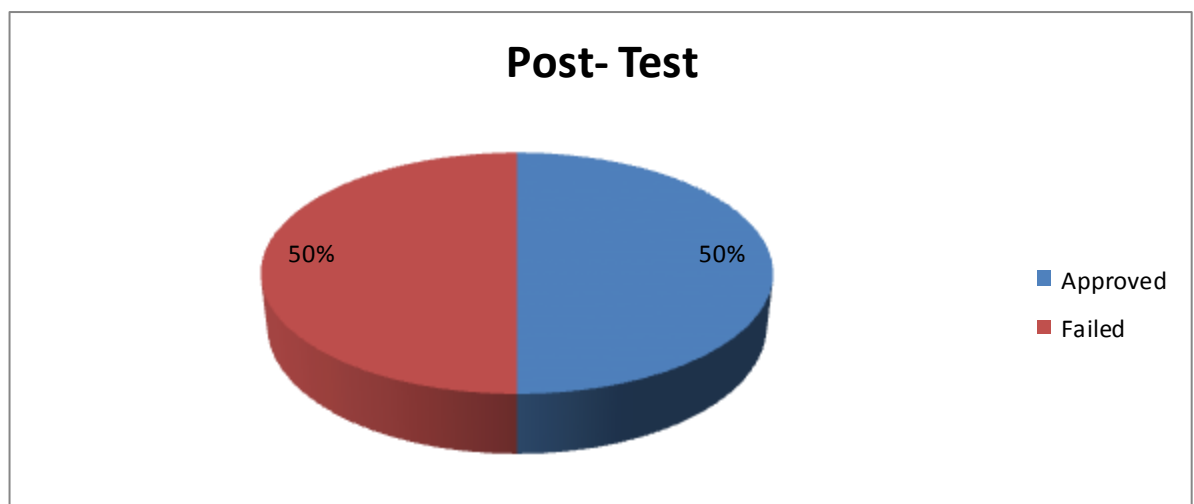
■ Approved
■ Failed

The graph above shows us the percent of the students that failed and approved the post test. In order to understand this, we have to consider that the total score of this part was 16 points, so students failed the test with less than 8 points that 60% is the minimal requirement.

So we can concluded that in the post test before the intervention period, 18 students it means 50% of the course got pass the test. On the other hand we have the same 50% that failed the post-test.

2.3. Comparative Graph between Pre and Post Test

Graph 3
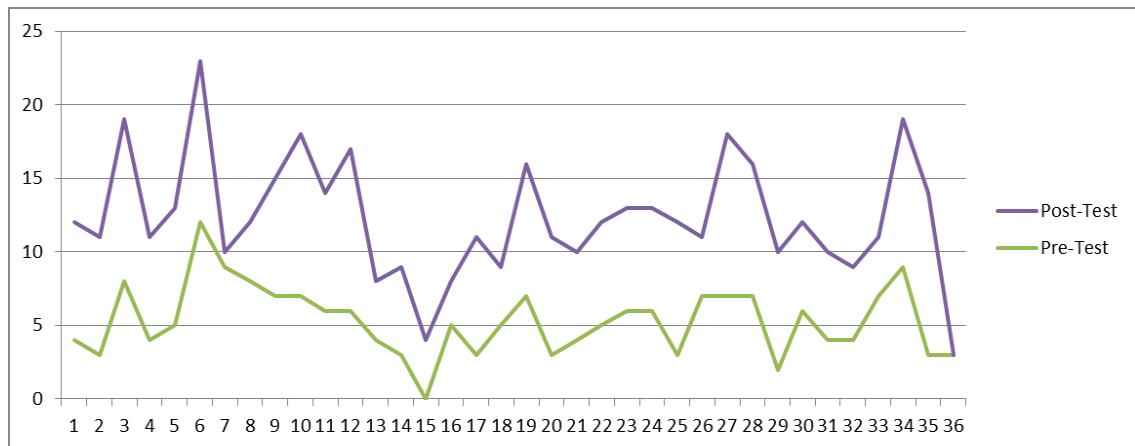
The graph above represents a comparison between the Pre- Test and Post-Test diagnostic. So here, we can see the progress or recoil of each student. The green line shows the pre- test results and the purple one shows the post-test results. In addition to this is important to say that the approved score was 8, and the graph shows us that even students approved they did with the lowest score, it means 8 or 9 points. On the other hand, we can see that some students failed in the pre- test and failed in the post- test too. And finally, we can see students that the maintained their score and did not change at all.

3. Speaking Part Work Group

In order to analyse the speaking part we also have two main categories that divide our study. Firstly we have approved category that requires 10 points to approve the test that is 60% of the total score. On the other hand we have the failed category that requires less than 10 points to fail the test. According to these categories we divided the students into two.

3.1. Pre-test Speaking Part

Graph 4

The graph above represents the second part of the test that was a speaking part. Firstly, the total score of the speaking part test was 16 points so students who got more than 10 points, they were consider approved that is represented in the graph by the colour blue.

On the other hand, it showed that from a total of thirty six students, which represent 100% of the course, 6 students which were 17% pass the test. It percent could be considered as none of the students manage this ability because it percent is not a representative at all. So, we concluded that none of the students manage speaking skill before the intervention.

Now we are going to show a graphic that will show us the results of the post-test in speaking part. It means, that these test were taken after the intervention period.

3.2. Post-test speaking Part

Graph 5

Post test Speaking part

33%

67%

■ Approved
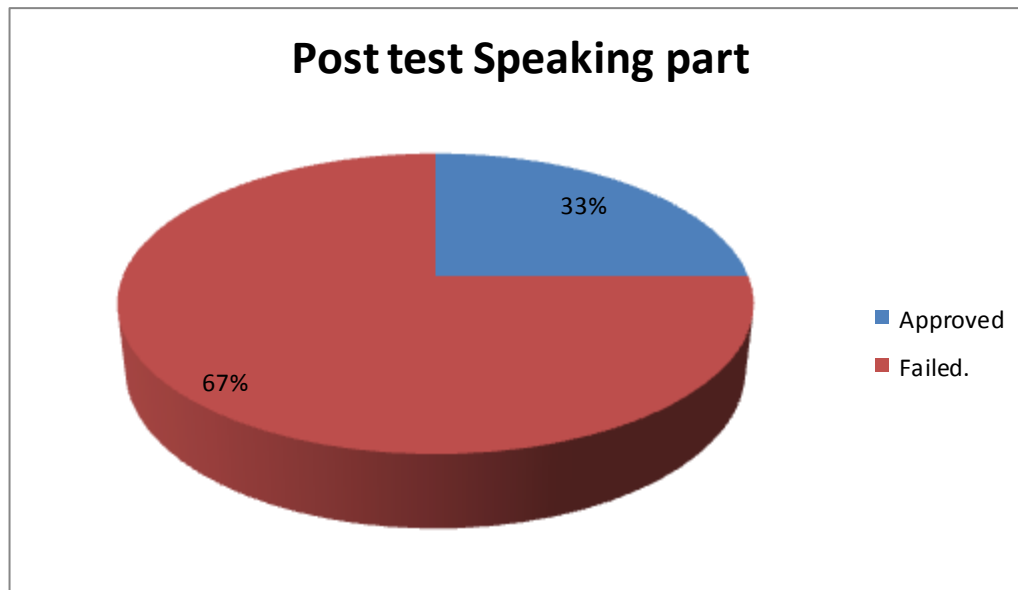
■ Failed.

The graphic above represents the progress that students had in the post-test, it means before the interventions. We can observe that the colour red represents the students that failed this part of the test, it belong to 67% (24 students). On the other hand we can see the blue colour that represents the students that approved this part of the test, it belong to 33% (12 students). Even the percent of approved students is being less than a representative population we can notice that the progress of the students have been evident.

3.3. Comparative Graph between Pre and Post Test
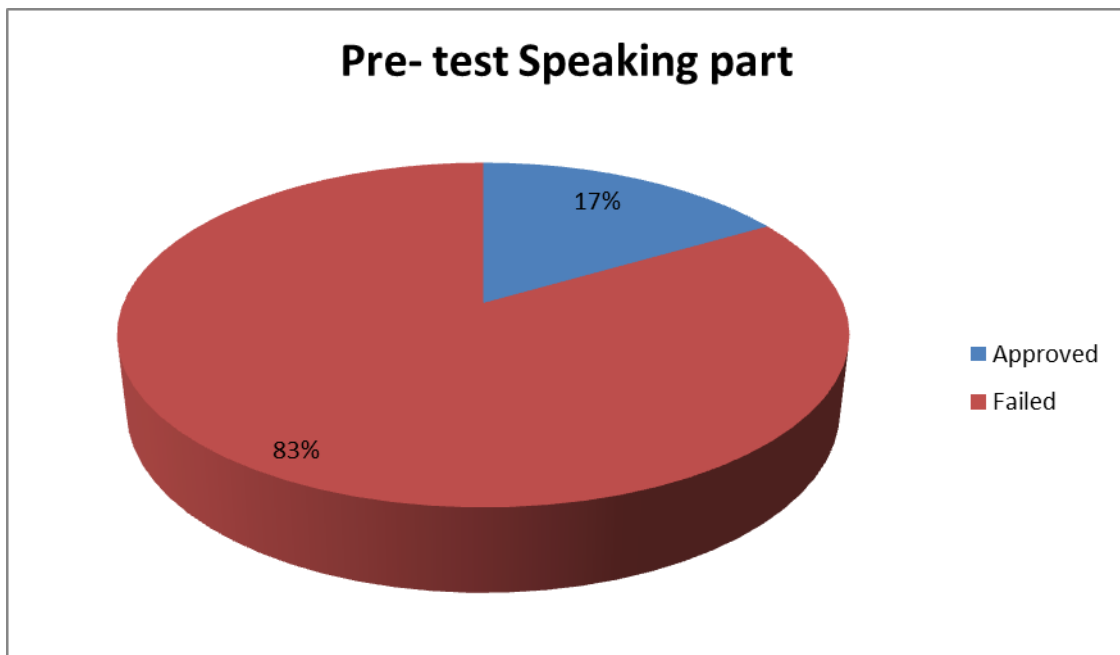
Graph 6
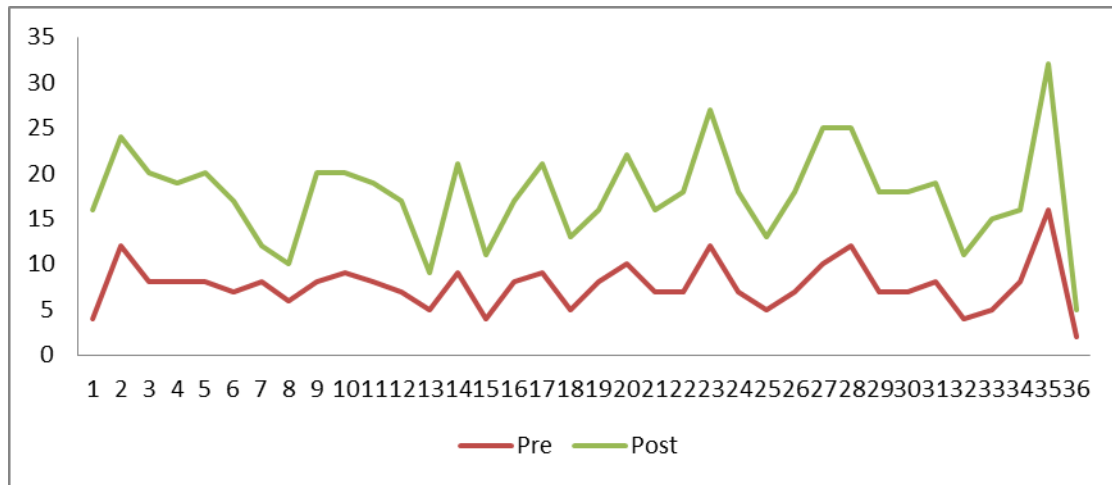
The graph above represents a comparison between the Pre- Test and Post- Test diagnostic. So here, we can see the progress or recoil of each student. The green line shows the pre- test results and the purple one shows the post- test results. In addition to this is important to say that the approved score was 16, and the graph shows us that even students approved they did with the lowest score, it means 10 or 11 points. On the other hand, we can see that some students failed in the pre- test and failed in the post- test too. And finally, we can see students that the maintained their score and did not change at all.

4. Control Group Data Analysis

In this part of the chapter all the control group data were analysed, in order to compare the results with the sample group data. According to the results we are going to conclude if the intervention was useful to facilitate English learning process. These data were taken from second- year "D" of secondary school, the number of students of this course is 38. So, thirty eight were tested by the Pre and Post- Tests. On the other hand, descriptive and comparative graphics were included in order to make this analysis as clear and specific as possible. In relation with the graphics below, all results were separated into two different categories: Approved, failed.

• Approved represents the mid- high which indicates that the student answer more than 60% of test successfully it means that from the total score 27, the students got 16 points.

• Failed represents the lowest score which means that the majority of answers were incorrect and the student got less than 60% of the answers correct. It means, the student got less than 16% points in the whole test.

4.1. Pre-test Listening part

Graph 7
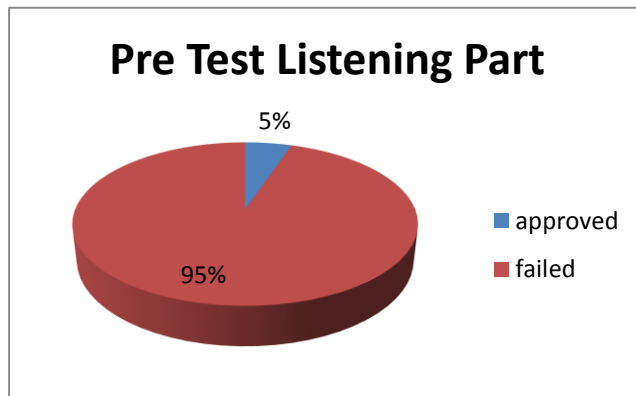
Pre Test Listening Part

5%

95%

■ approved
■ failed

The graph above represents how the experimental sample students performed the diagnostic test at the beginning of the process. Firstly, the total score of the listening part test was 13 points so students who got more than 8 points, they were consider approved that is represented in the graph by the colour blue.

On the other hand, it showed that from a total of thirty eight (38) students, which represent 100% of the course, 1 student which was 3% pass the test. It percent could be considered as none of the students manage this ability because it percent is not a representative at all. So, we concluded that none of the students manage listening skill.

This group of students did not have any intervention, so the results belong to the real level or management of communicative skills. On the other hand they were tested at the same time of the sample group but they have not any teacher interaction.

4.2. Post-Test Listening Part
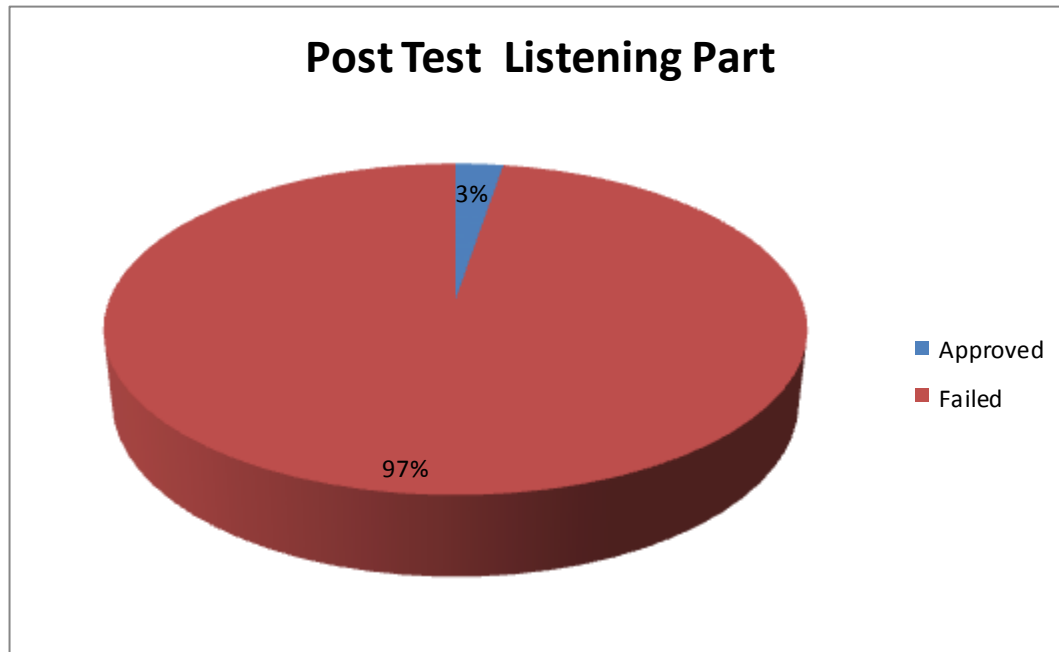
Post Test Listening Part

3%

97%

- Approved
- Failed

The graph above represents how the experimental sample students performed the diagnostic test at the beginning of the process. Firstly, the total score of the listening part test was 13 points so students who got more than 8 points, they were consider approved that is represented in the graph by the colour blue.

On the other hand, it showed that from a total of thirty eight (38) students, which represent 100% of the course, 1 student which was 3% pass the test. It percent could be considered as none of the students manage this ability

because it percent is not a representative at all. So, we concluded that this course that did not have intervention maintained the results in zero. It is means and confirms that students need the intervention to improve the management of listening comprehension skill.

4.3.   Comparative graph between Pre and Post Test
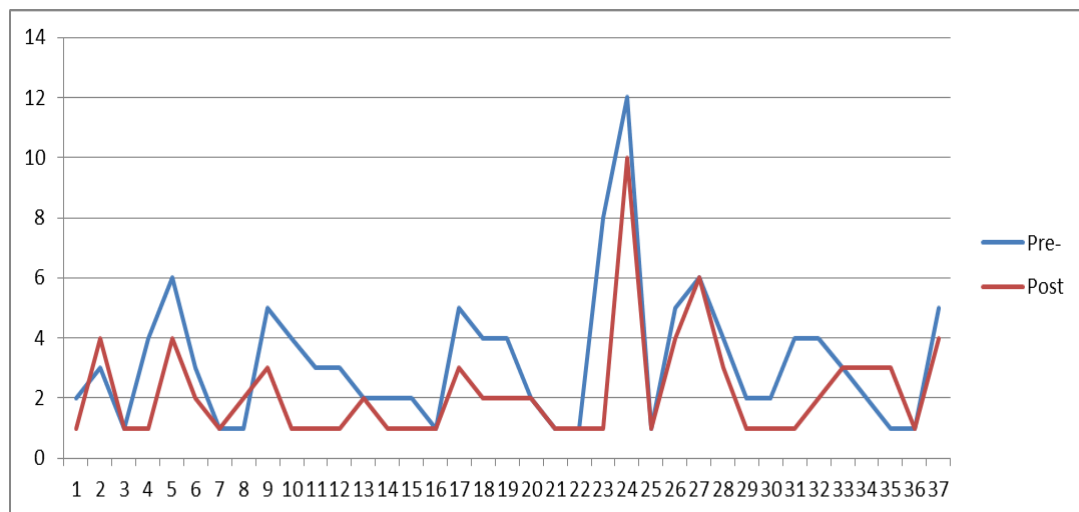
The graph above shows a comparison between the pre listening part test and the post listening part test. We can see the progress or recoil of the students. In this case, we can notice that students did not get to progress at all in fact the majority of them maintained the results or got less score in the post test. It shows that the intervention is an important and valuable instance to let the

students improve their level of English and level of management of the communicative skill such as: Listening comprehension.

Now, we are going to analyse the speaking part. Even they were tested with the same test it is important to remember that they did not have any intervention. It means, they did not have access to the vocabulary and neither the techniques to include the mobile phone to learn English.

5. Speaking Part Control Group

5.1 Pre-test Speaking Part
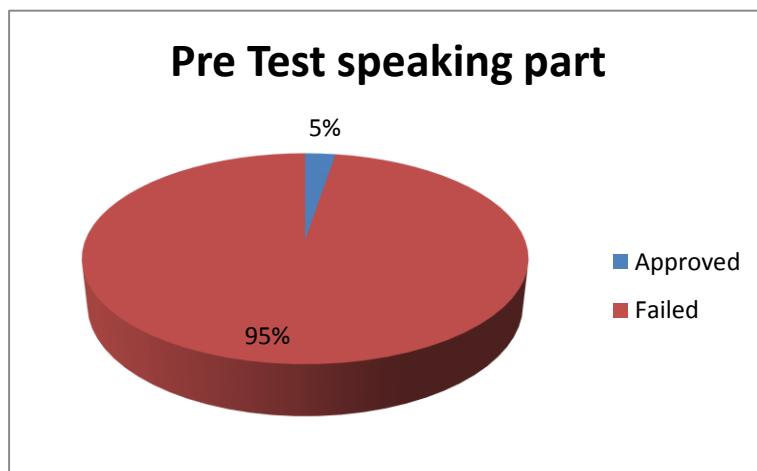
Pre Test speaking part

5%

95%

- Approved
- Failed

The graph above represents the second part of the test that was a speaking part. Firstly, the total score of the speaking part test was 16 points so students who got more than 10 points, they were consider approved that is represented in the graph by the colour blue.

On the other hand, it showed that from a total of thirty eight students, which represent 100% of the course, 2 students which were 5% pass the test.

It percent could be considered as none of the students manage this ability because it percent is not a representative at all. So, we concluded that none of the students manage speaking skill before the intervention. Now we are going to show a graphic that will show us the results of the post-test in speaking part. It means, that these test were taken after the intervention period.

5.2. Post Test Speaking Part
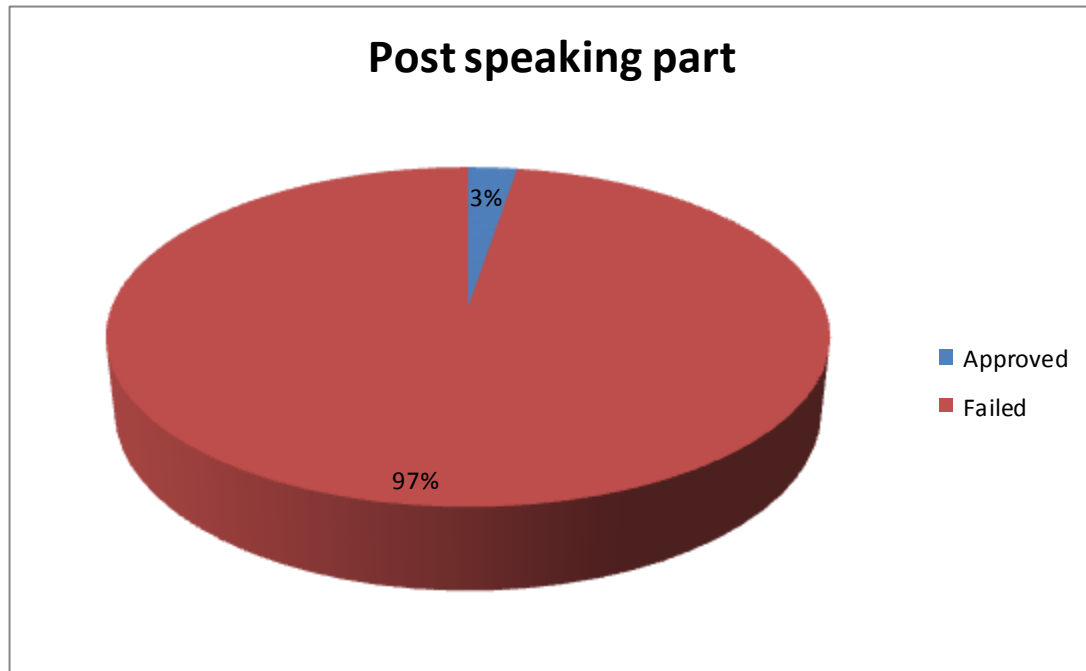
Post speaking part

Approved
Failed

3%

97%

The graph above represents the progress that students had in the post-test, it means before the interventions. We can observe that the colour red represents the students that failed this part of the test, it belong to 97% (36 students). On the other hand we can see the blue colour that represents the students that approved this part of the test, it belong to 5, 2% (2 students). So in this part of the test students maintained the results. It means, they did not improve their level.

5.3. Comparative Graph between Pre and Post Test
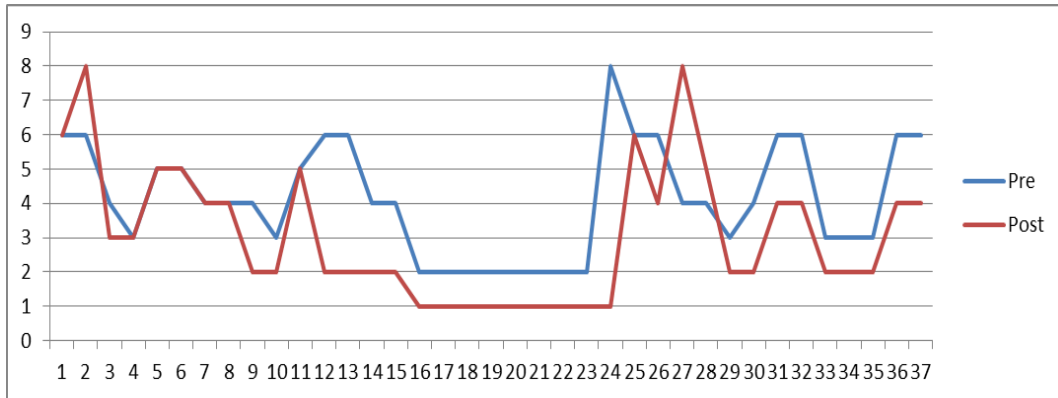
The graph above represents a comparison between the Pre- Test and Post-Test diagnostic. So here, we can see the progress or recoil of each student. The blue line shows the pre- test results and the red one shows the post- test results. In addition to this is important to say the students maintained their score and in some cases they got less score in the post- test than the pre-test. So it is important to say that the intervention take an important place in the learning process.

We have analysed all the data results that were collected in the whole process. So now we can conclude that the intervention process really helped the students to improve their communicative skills not only because they improved their scores in the test but also because they felt motivated to work with these skills and also with the technological element. They showed they were keen on the activities and the class.

6. Comments from the Teacher who gave the Intervention

Most of the students were able to practice in class; some of them did very well acquiring vocabulary and structures tense to their speech. On the other hand other students, that confessed that English subjects was not interesting did not matter at all, they participate of the classes and completed all the tasks given by the teacher.

All those who did not like English at all were not participating in everything but the got motivated with the practical part of the class in which we used the mobile phone to record the task.

Most of the students attended almost all classes; the media of attendance in the whole interventions was 34, which is good because the total of students is 36.

Evaluations on schedule (UTP office), the final activity of the lessons were required by Rodolfo Canales (UTP) to graded it. So the final product was evaluated for the teacher.

On the other hand, we can see the results to say that the intervention did not get improved the whole class, helped to increase the number of the students that after the intervention were able to speak about technology and hand in the final task. In the listening part we had 5 (14 %) students that approved, and then in the post we had 18 (50 %) students. So we can say that in the listening part we increased 36 %.

According to the speaking part, in the pre-test we obtained 6 (17 %) students approved the test and the results of the post- test were 12 (33%) students approved.

Finally, we conclude even we did not get enough students that manage these abilities; we contributed to integrate these abilities and motivate the use of technological elements within the classroom, we are sure that the integration of these is the key to learn English successfully.

7.   Focus Group Data Analysis

The focus group was performed as a group interview applied to the whole class, the second-year of secondary education (A), corresponding to the sample that was intervened or in other words, the group that received the treatment (work group). The Control group had normal lessons according the school lesson plans.

The focus group was developed in a relaxed environment inside the classroom with soft drinks and some snacks in order to give to this space certain degrees of trust.

The focus group consisted of a number of questions asked in an order of relevance and confidence created for the students inside the classroom. These questions are located in the Appendix 1.

The researchers considered that to put strict parameters of measure to a semi open conversation was difficult, especially when there are multiple

speakers sharing opinions and they are answering the questions at the same time, they considered that the answers and interventions of the students could be divided according to positives and negatives opinions about the intervention itself.

When the recording was analysed by the researchers an agreement was reached in relation to, in general, the intervention project was positively accepted by the students of the work group. It is important to take note of the environment in which the focus group was extremely relaxed for the students so they had conversations between them that differed of the guide of focus group, including repeated jokes and laughter and this jokes were part of some answers that they gave to the researchers but the answers of the main questions were answered and that was the important.

The students considered that the type of activities that were implemented by the teacher was entertaining and playful but they recognized that for some of them, their first impression was of difficult and confused. Also for the students, according their own words the main difficulties were understand correctly the audio files that the teacher used in the class, as well to produce and pronounce effectively dialogues and speeches.

An important aspect to be considered by the researchers derived from the result of this instrument, it was the fact students felt that these kind of learning dynamics could be more effectives at the time of learning English, because is more close to a real exposure of another language that just write grammatical examples and exercises.

Students did not feel any kind of negative aspects of the intervention project, just one or two jokes with no significant relevance for the research but they highlighted the positive face of developing communicative skills in order to get a more important approach to have a really learning of other language, in this case, English.

8. Observation Guide Data Analysis

The form of the Guide Observation can be seen in the appendix 1. As it can be seen, this instrument consisted of six items to consider, that cover:

-General information

-General Aspects

-Educational Environment

-Two items to answer according to a scale of appreciation in which are analysed the students' information and the use of the technological object.

-Observations Notes (Free writing)

In the present research, this instrument was applied during the classes of the experimental group in two opportunities, in the first class of the intervention and then in the last one. All this in order to generate a panoramic view of the environment generated into the classroom of the experimental group. It is important to say that the results of this instruments are strictly determined according the perceptions and certain degrees of the objectivity of the teacher researcher which tried to capture the most part of the reality own of the classroom and the students that are participated inside.

- General Information

    About the general information, the researcher confirmed that in the two classes participated thirty six students, in both classes were twenty females and sixteen males and the duration of the class was approximate to a one hour and forty minutes.

- General Aspects

    Referring to the General aspects, the researcher considered that the classroom in the two specific classes had proper Hygiene, ventilation and Lighting.

- Education Environment

    In this aspect, the researchers confirm that the classroom in the two times had audio-visual resources used to improve the students learning.

Also, in the first class, the students were organized in rows into the classroom, but in the last class they worked organized in pairs in order to promote motivation and mutual collaboration.

- Students information

According the scale of appreciation the researchers observed that the students rarely participated in the classes using speaking and listening skills so too they just occasionally developing the activities and asked questions and doubts helped by the teacher. By other side, the students often collaborated with their classmates and were enthusiastic and motivated in some aspects for the class and the activities proposed by the teacher.

- Use the Technological Object

According the scale of appreciation the classroom had permanently technological elements that promote the learning as MP3 radio,

projector, and so on. Just as the teacher often integrated technological objects in the teaching methodology to encourage a significant learning in the students. It is important to note that the students were permanently enthusiastic in the use of a technological object (as a Smartphone) in the developing of the activities in the class given for the teacher, being able in the first class, to produce a listening activity with their mobile phones. If well the observations of the last class were not so positives as the first one, the researchers considered that for the results were important the main content of the class and the way how the teacher treated the topic. This is the reason because in some opportunities students had more chances to develop oral or listening skills using a technological object. And no less important is to mention that the teacher tried not always but often to promote the use of technological objects inside and outside the classroom for enhance learning English.

- Observation Notes

In the observation notes of the first class was recorded that the total number of students demonstrate communicative skills working in the final activity of that class using the mobile phone (to see the class,

review appendix…). On other side, in the final class, students were not so enthusiastic for the class activities, but it is important to say that they were quite receptive for the use of a technological object inside the classroom. These two dualities showed to the researchers the fact of the developing of a class and the effect that the teacher tries to results in the students it is strictly determined according the way of how the teacher channelled the topics, searching stimulating activities for motivated answers.

Conclusions

In recent years Communication technology has started to be more relevant not only in our society but also inside the classroom, even it has been promoted by MINEDUC (2009) to use it efficiently and responsible by the students. A good example of it is the use of ICT that facilitate not only the labour of the teacher but also students' educational process.

Instituto Cumbre de Cóndores poniente was the intervention stage. A plan was made to know its needs and weaknesses and the integration of the ITC to improve the communicative skills such as: Listening comprehension and oral production. The class involved in this research was a second- year of secondary education; one of the researchers was the responsible to conduct the intervention. The intervention was made in three weeks using the technological element (mobile phone). The thematic unit to develop this work was "technology in everyday communication". Before the intervention the Pre-test was given to students, in order to know the current control of these skills that could be improved by students. In the first class the project was presented to the students, the teacher explained what they had to do (Appendix 2). In the second class the teacher showed the task including the mobile phone as a facilitator element to the English learning process, at the same time, teacher presented an audio related with the unit and implicitly promoted listening comprehension as a mean to knowledge (Appendix 2). In

the third class, teacher presented an audio tutorial (how to make a role play) as inspiring element to the construction of the final task that consisted in to create a "role play" with situations given by the teacher, using the mobile phone, and the record application. Likewise, the teacher assisted students to guide, correct and check their work process. In the fourth class students showed the final Project this activity called: "Role plays" (appendix 2). After all the classes, teacher administered the post evaluation, which would be useful to measure the language knowledge and skills developed by students.

During the intervention four instruments were used; the test, a rubric, and observation guide and a focus group. These instruments collected valuable information for us. Through the test and the rubric we could obtain information about the level of progress, knowing the growth in listening comprehension and oral production; the observation guide was used to collect information about students and the use of the mobile phone as a facilitator of the learning process. And finally, the focus group was used to know the students' opinion in relation with the intervention project.

Regarding the extent to which the general objectives of this study were accomplished, particularly, "Systematise the use of technological devices such as mobile phone, integrating this resource to the teaching methodology

based on the type of Project in order to develop communication skills in English. We could say that students had a positive disposition to the class, showing a collaborative participation that had variation in the different lessons that was detected with the observation guide. However, the results were not what we expect regarding to the achievement levels obtained after both tests (pre and post) concerning the communicative skills (listening comprehension and oral production). It is important to mention that the motivation in learning a second language was not the best, because of the external factors of the students, such as the environment, the family, friends, and personal goals. They did not find the idea of learning a foreign language useful or necessary.

According to the results obtained, the hypothesis which says that "The integration of technology resources known as the mobile phone within a sequence of learning activities based on project mode, increase opportunities for students to reinforce Listening comprehension and Oral production leading to progressively develop communication skills in a foreign language." We conclude that the intervention process was successful and affect in a positive way the listening and speaking production to the second- year secondary education students at "Cumbre de Cóndores Renca poniente" School. Students got to improve before the post- test; we can see this in the graph (figure 2, 4) that the level of approval increased. To be more specific

we obtained just a 14% of approval in the pre-test it means that 5 of 36 students approved the pre- test. On the other hand we obtained a 50% of approval in the post test. It means that 18 of 36 students got to improve their communicative skills. In comparison with the control group, we obtain a 3% of approval in the pre-test. It means, that only one student approved the pre-test in the first time. On the other hand, we obtained 3% of approval in the post-test. It means the same percentage of the pre- test. We had not any change in this course and the students maintained the percent of approval.

We consider that is significant that in first instance, just 14% (five students) from the students that approve the listening part, increase to 50% (eighteen students) of approval that means an increase of 36% (thirteen students) in the index of approval, just in this part.

Regarding to the part of oral production, the approval in first instance, just was of 17% (6 students) of approval between students, instead in the post-test, the approval level increase into a 33% (twelve students) in which we found an increase of 17% (six students). While, these data are not broadly satisfactory, concerning approval terms and disapproval, we consider that was positive notoriously the evolution of both students' results in terms of the first and the second test, this considering the difficult in diverse fields that were presented during the execution of the intervention project and that could

affected the process of learning that carried out the students into the classroom.

Are these same data, which do reject the negative hypothesis that was mentioned at the beginning of this research, which posed the decline in opportunities for students of the progressive development of communicative skills (listening comprehension and oral production) through the use Mobile phone in a sequence of learning activities into the classroom.

Also, these data mentioned before, was useful to answer the research question "How effective is the integration of technological resource such as the mobile phone to teach and develop listening and speaking skill in EFL classroom in Chile?", because the results show us that the use of the mobile phone as a technological resource facilitate and improve the develop of listening comprehension and oral production into the classroom, that was checked in the graphs.

At the same time, the impact of the testing according of a period of instruction following a project-based methodology promotes developing these skills, was not successful at all, because the testing was not extended enough that present some problems that was mentioned before. On the other hand, the

students that were subject to the testing affirmed that was a positive experience, because they felt comfortable to work with a different method.

According to our second objective that the use of the mobile phone is useful in the EFL classroom is ascertain into the testing, because as the observation guide shows, the motivation and participation of the students was considerably better respect to the first class experience, also, in the focus group results, were the students that who mention that was more fun and interactive to work with this resource that is common for them and the use of it is not permitted in the classroom.

We believe as the intervention group had mild results, but would have been much more favourable this if it had extended over time, as perceiving the above findings, it is concluded that the skills worked show a progressive growth, so we can say that the use of technological element, in this case the mobile phone favoured us the motivation and interest of students, according to the observation pattern. In addition, the integration of task based learning methodology and teamwork to create a final project, increase participation rates in classes, which we see favourable to the context in which the students are. We believe that this material can be a great opportunity for teachers who want to embrace this research in their respective contexts, applying in future

research or interventions in different social contexts, schools and technological resources.

Lastly, we do not want to criticise the methodology currently used by the school, but we want to give a contribution to them, classes which complement integrating production and comprehension skills using different elements or technological resources, as is currently technologized society, so we consider that the use of ICT can help the class to enrich their teaching methodologies and also suit the today's needs of every student.

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Appendix 1
Instruments

Questions 1-7

There are seven questions in this part. For each question there are three pictures and a short recording. Choose the correct picture and put a tick in the box below it.

Example: Where did the man leave his camera?

A ✓   B ☐   C ☐
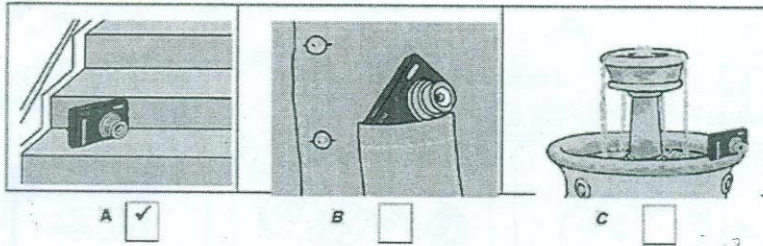
1.

Where's the computer?

A ☐   B ☐   C ☐
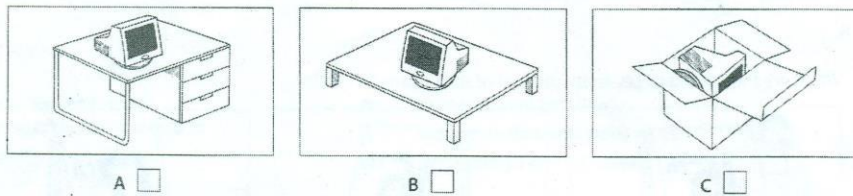
2.

Where is the mobile phone?

A ☐   B ☐   C ☐
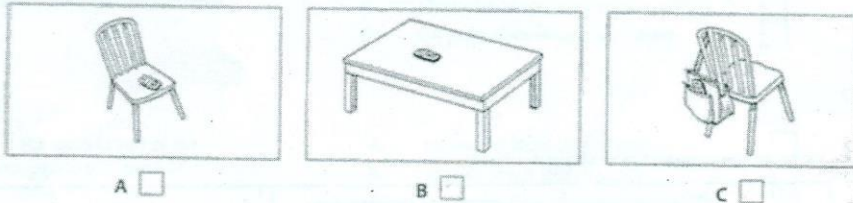
3.

What is the guest going to talk about?

A ☐   B ☐   C ☐
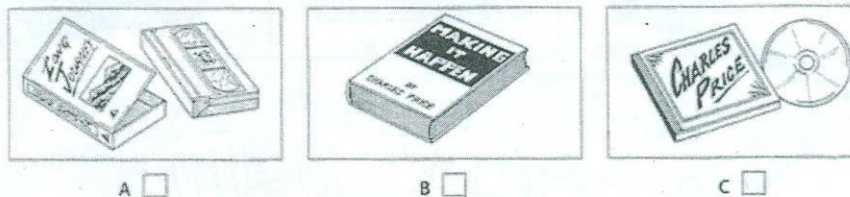
4.

Where is the letter?
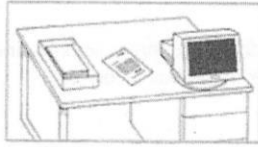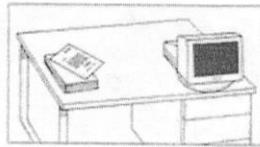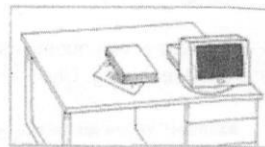
A ☐   B ☐   C ☐

5.

How did the woman hear from James?
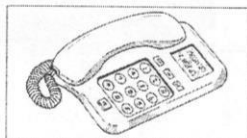
A ☐   B ☐   C ☐

6.

When are they going to celebrate the end of their exams?
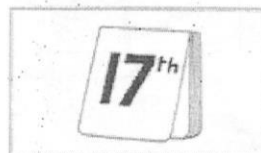
A ☐   B ☐   C ☐

7.

How did the woman learn about the fire?
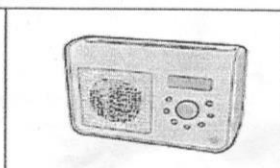
A ☐   B ☐   C ☐

Listening Part 2 – Extract from PET test

Questions 7- 13

You will hear a woman called Lucy talking on the radio about a new magazine. For each question put a tick in the correct
box.

What is Lucy's main reason for starting a new magazine?	A	She was asked to do it.	☐
	B	She wanted more writing experience.	☐
	C	She wanted to produce her own magazine.	☐

The magazine is different to a local newspaper because of	A	what it looks like.	☐
	B	what it contains.	☐
	C	where you can buy it.	☐

The first half of the magazine helps people to	A	choose leisure activities.	☐
	B	keep up to date with world news.	☐
	C	plan holidays around Britain.	☐

The restaurants in the reports are chosen because	A	readers recommend them.	☐
	B	people have complained about them.	☐
	C	the journalists have tried them.	☐

In the second half of the magazine you can find	A	reviews of local artists' work.	☐
	B	articles about local people.	☐
	C	articles to help local businesses.	☐

What pleases Lucy about the magazine?	A	the high quality of the writers	☐
	B	the attitude of the readers	☐
	C	the variety of subjects covered	☐

Speaking Part 3 – Extract from PET test

Questions from 13 - 19
Teacher asks you some questions and you will have 3 minutes to answer each part of the speaking module.

Answer these questions:

What's your name?

What's your surname?

Where do you live?

Do you work or are you a student?

Do you enjoy studying English?

What do you enjoy doing in your free time?

Questions 19 – 20

Simulate a situation:

- You are planning to go to a technological shop and you want to buy the most modern mobile phone. Name some characteristics that you want to have in its mobile.

- You are an assistant in a computer shop and you have a customer that want to return his computer because it does not work. You have to offer a new computer.

- Your mother wants to change his mobile because she has an old one. You have to give advantages and disadvantages about modern mobile phones.

- Your best friend asks you for smart phone applications. You have to explain what the uses of those applications are? And you have to suggest one.

INSTITUTO CUMBRE DE CÓNDORES- RENCA PONIENTE
Corporación Municipal de Renca
" Todo es posi ble a la
acción"

Name: **Grade:**   **Date:**

Listening Part 1
Answers 1 -7

	A	B	C
1			
2			
3			
4			
5			
6			
7			

Listening Part 2

Answers 8-13	A	B	C
8			
9			
10			
11			
12			
13			

Observation schedule

Objective: This Instrument has as a main objective to measure, if the use of listening and speaking skills in the classroom allow to the students learn English efficiently

General information.

Class: ☐

Date: ☐

Start time: ☐   End time: ☐

Total number of female students: ☐

Total number of male students: ☐

Number of students attending: ☐

General aspects: (put a tick on the box below it)

The room has proper:

Hygiene conditions ☐   Ventilation: ☐   Lighting: ☐

Educational environment:

The classroom is organized in:

Rows: ☐   Groups: ☐   Pairs: ☐   Others:

The classroom count with educational resources such as:

Classroom library: ☐   Texts: ☐   Audiovisual resources: ☐

Others: ☐

Put a tick on the number from 1 to 5 scale in order to measure your perception during the class. (interaction, motivation, participation, etc.)

Scale of appreciation:

1. Permanently	2. Often	3. Occasionally	4. Rarely	5. Never

Course data observed during the class:

Student's information

1)Students Interact in the classroom using speaking and listening skills.

1. Permanently	2. Often	3. Occasionally	4. Rarely	5. Never

2)Students participate actively in the classroom, developing activities, answering questions and ask doubts the teacher.

1. Permanently	2. Often	3. Occasionally	4. Rarely	5. Never

3)Students collaborate with their classmates doing the tasks and learning activities.

1. Permanently	2. Often	3. Occasionally	4. Rarely	5. Never

4)Students are able to interact orally to each other using the techniques selected by the teacher.

1. Permanently	2. Often	3. Occasionally	4. Rarely	5. Never

5)Students demonstrate enthusiasm for the class and the topic to develop activities chosen by the teacher.

1. Permanently	2. Often	3. Occasionally	4. Rarely	5. Never

6)Students demonstrate keen on the class, they ask and answer the teacher in the interaction moments

1. Permanently	2. Often	3. Occasionally	4. Rarely	5. Never

Use of the technological object (mobile phone, radio, mp3 audios):

1)The classroom counts with technological elements.

1. Permanently	2. Often	3. Occasionally	4. Rarely	5. Never

2)The teacher integrates technological elements to the teaching methodology to promote significant learning in their students.

1. Permanently	2. Often	3. Occasionally	4. Rarely	5. Never

3)Students demonstrate enthusiasm for the use technological resources to develop activities chosen by the teacher.

1. Permanently	2. Often	3. Occasionally	4. Rarely	5. Never

4)Students use the technological elements to develop the activities given by the teacher.

1. Permanently	2. Often	3. Occasionally	4. Rarely	5. Never

5)Students are able to produce a listening activity using the mobile phone.

1. Permanently	2. Often	3. Occasionally	4. Rarely	5. Never

6)The teacher encourages their students to use the technological elements to use inside and outside the classroom to enhance learning English.

1. Permanently	2. Often	3. Occasionally	4. Rarely	5. Never

Observations:

_____
_____
_____
_____
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_____
_____

Focus Group

At the end of intervention Project, it will be carry out a focalized interview, derived of the non-structured interview pattern focus on the students, in order to collect qualitative data of the aspects that captured their interest and curiosity.

This activity will be applied at the end of the post-test and it will be developing in the classroom by the teacher to the experimental group (the group that received the treatment). They will be recording and guide to help them to express their opinions about the intervention.

In order to promote a relaxed environment of discussion, the class will share soft drinks and some snacks while the activity is taking course.

This focus Group will be in charge of Claudia Quezada, who will conduct the intervention and then, after the post-test, will be meet with students who participated in the experiment.

Focus Group Questions

Introduction questions

1. ¿Qué les pareció la experiencia vivida de nuestra investigación?

2. ¿Les gustó la intervención como experiencia educativa?

Main questions

1. ¿Qué opinan acerca de las actividades realizadas durante la intervención?

2. ¿Cuál fue su impresión al enfrentarse a actividades de carácter oral y auditivo?

3. ¿Cuáles fueron las dificultades que se le presentaron en las actividades?

4. ¿Consideran que este tipo de dinámicas de aprendizaje pudiesen ser más efec- tivas a la hora de aprender el idioma extranjero inglés?

5. ¿Qué aspectos consideran que fueron desarrollados positivamente durante la intervención? ¿Y negativos?

Focus Group Transcription

Teacher/ researcher: Ya chicos ¿qué les pareció la intervención?

Student 1: ¿ah?

Teacher/researcher: ¿Que les pareció tener la experiencia de una intervención?

Student 2: "fome" profesor

Student 3: Buena

Teacher/ Researcher: ¿Solo Buena?

Student 4: Good

Student 5: "Bacán" ahh

Student 4: "Chipa"

(Students laughter)

Student 6: "SHHHH" (In order to shut up his classmates)

Teacher/ researcher: ¿Alguna otra opinión?

A group of students: (Murmuring)

Student 7: Aprendimos "weas" que no sabíamos

Teacher/ researcher: Ya…

Student 6: oye ya poh hablen poh…

Teacher/Researcher: ¿Pero les gustó como experiencia educativa?

A group of students: Síííííí

Student 7: Y la comida también.

Teacher/ Researcher: ¿Qué opinan de las actividades realizadas durante la intervención?

Student 8: Wenas

Student 6: Estaban terrible pelúas

Student 9: Estuvieron buenas porque aprendimos.

Student 7: ah porque aprendimos… (Ironic mood)

Student 9: Desarrollamos la audición.

Teacher/researcher: ¿Por allá? ¿No?

Student 5: Aprendimos.

Teacher/researcher: ¿Cual fue su impresion al estar frente a actividades de expresión oral y comprensión auditiva?

Students: (Murmuring)

Student 9: ¿Qué es eso? Ahh

Teacher/researcher: Al hacer actividades donde ustedes pudieran hablar y escuchar…Chicos, silencio.

Student 9: fueron buenas.

Teacher/researcher: ¿Por qué fueron buenas?.

Student 8: porque aprendimos cosas que no sabíamos "poh".

Student 10: Porque aprendimos a oír bien las palabras

Teacher/researcher: Chicos, silencio. ¿Puede repetirlo por favor?

Student 10: Aprendimos a pronunciar y escuchar bien el texto.

(Students laughter)

Teacher/researcher: Ya pues.

(Students laughter)

Teacher/researcher: Chicos silencio, esto después se lo vamos a mostrar a otras personas… ¿Cuáles fueron las dificultades que se les presentaron durante las actividades?

A group of students: Pronunciar…

Student 7: los textos

Teacher/rLsearcher: a ver, en la creación del dialogo, en la situación que les tocó hacer, en todas esas actividades ustedes tienen que fijarse, ¿Qué fue lo que más les costo para realizarlo?

Student 7: Esa cuestión que escuchabamos de la radio

Teacher/researcher: ahh ya, le costó la comprensión de los audios, ¿Qué más vimos? ¿Qué más les costó comprender? ¿Qué les causo dificultad?

Student 8: Pronunciar el texto

Teacher/researcher: ¿Pronunciar? ya, ¿Quién dijo eso?

Student 8: Yo.

Teacher/researcher: ¿Seba? Ya, ¿Qué más les costó hacer? ¿Tuvo dificultad escuchar?

Student 11: Escuchar.

Student 8: Si, escuchar lo que en los audios decían.

Teacher/researcher: Ya.

Students: (Murmuring)

Student 12: ¿No hay mas bebida?

Student 13: Aquí hay.

Students: (Discussion)

Teacher/researcher: Silencio, Chicos, ya "poh", siéntense, Chicos falta poquito, porfavor… ¿Creen que les sirvió este tipo de actividades para aprender inglés?

A group of students: Síííííí.

Teacher/researcher: ¿Por qué?

Student 14: porque uno aprende más a hablar inglés "poh".

Student 11: porque aprendimos mas como acentos

Teacher/researcher: ¿Se familiarizan con el acento?

A group of students: Síííííí.

Teacher/researcher: ya, y la última… ¿Qué consideran que fue positivo de la actividad?

Student 14: ¿cómo?

Teacher/researcher: de la intervención, ¿Qué fue bueno?

Student: esta actividad.

Teacher/researcher: no, aparte de eso

Student 4: La convivencia.

Student 15: La experiencia

Teacher/researcher: La experiencia, ¿Qué más? ¿Y negativo?

Student 8: No alcanzó "pa`" todos la comida.

(Students laughter)

Teacher/researcher: No estamos hablando de eso, estamos hablando de la intervención… Chicos, guarden silencio… Ya, ¿Alguna opinión?, ¿algo negativo? ¿Algo que no les haya gustado?

A group of students: Noooo

Teacher/researcher: ¿No tienen ninguna otra sugerencia?¿reclamo?

Student 8: No, estaba todo perfecto.

Teacher/researcher: Ya chicos, Muchas Gracias.

Appendix 2
Lessons Plan

Lesson Plan 1

Main Objective: Identify and recognize Vocabulary about communication technologies

Subsidiary aims: give a use of the words in a specific context.
Key Activities: Create a short dialogue.

Contents			

Skills/procedures:
  Listening
  Speaking
	Lexis
	Vocabulary Related to technology and everyday communication
		Grammar
		 Likes and dislikes
		I like to...
		I don't like…
		I prefer …
			Function
			Attaching new words in their lexicon to use when talking about everyday communications

Assumptions:

-   May some students not understand at first some of the vocabulary

Stages	Interaction	Materials-Timing
Presentation (warm-up)	- Introduce the group project - Introduce the subject talking about technologies in everyday communication	**20 min.**
Practice	- Show pictures of gadgets related to everyday communication - Show list of vocabulary related to the topic - Give context and examples to some of the words - Give them a worksheet of how to use the simple past and related to technologies in everyday communication	**45 min.**

| Production (Wrap-up) | Check the exercises and clear doubts about the contents review the contents covered during the class summarizing asking about words in the vocabulary putting into context the use of simple past | **30 min.** |

Lesson Plan 2

Main Objective: To know Vocabulary related to the unit and express opinion about technologies everyday communication	
Subsidiary aims: to give a use of the word learnt last class.	
Key Activities: create a short dialogue about technology everyday communication.	

Contents			

Skills/procedures:
  Listening
  Speaking
	Lexis
	Vocabulary Related to technology and everyday communication
		Grammar
		 Likes and dislikes
		I like to...
		I don't like…
		I prefer …
			Function
			Attaching new words in their lexicon to use when talking about everyday communications technologies.

Assumptions:
-   May some students not understand at first some of the vocabulary

Stages	Interaction	Materials-Timing
Presentation (warm-up)	- Talk about what was covered last - class - Play a short conversation listening about the topic. - Pre- listening activity.	**20 min.**
Practice	-Expose the intention of the unit; Explain what the conversation was about. - Students must work in pairs in a while-listening activity. - Assist the students about how to use a technological element to get communicated. - Students must take notes of what they are going to do (brainstorming)	**45 min.**

Production (Wrap-up)	-Check the exercises and clear doubts about the contents -Review the contents covered during the class summarizing asking about words in the vocabulary putting into context expressing preferences.	**30 min.**

Lesson Plan 3

Main Objective: Use the vocabulary and express opinion about technology everyday communication.
Subsidiary aims: Express opinion using the vocabulary to create a role play.
Key Activities: Role play.

Contents			

Skills/procedures:
  Listening
  Speaking
	Lexis
	Vocabulary Related to technology and everyday communication
		Grammar
		 Likes and dislikes
		I like to...
		I don't like…
		I prefer …
			Function
			Attaching new words in their lexicon to use when talking about everyday communications technologies.

Assumptions:
-   May some students not understand at first some of the vocabulary

Stages	Interaction	Materials-Timing
Presentation (warm-up)	- Talk about what was covered last - class - Show a role play and explains the students what it was about. - Show a role plays tutorial and explain how to create one step by step.	**20 min.**
Practice	- Teacher explains the role play activity giving situation. - Students must work in pairs in creating a short role play conversation. They have to record it in their mobile phones. - Assist the students creating a role play. - Students should record the role play in the patio and then come back to the classroom.	**45 min.**

Production (Wrap-up)	- Clear doubts about the activity. - Summarizing what it was covered.	
		30 min.

Lesson Plan 4

Main Objective: Check knowledge of vocabulary and listening and speaking skills.
Subsidiary aims: Give use of the words learnt last class.
Key Activities: Role play.

Contents			

Skills/procedures:
   Listening
   Speaking
	Lexis
	Vocabulary Related to technology and everyday communication
		Grammar
		 Likes and dislikes
		I like to...
		I don't like…
		I prefer …
			Function
			Attaching new words in their lexicon to use when talking about everyday communications technologies.

Assumptions:
- May some students not understand at first some of the vocabulary

Stages	Interaction	Materials-Timing
Presentation (warm-up)	- Talk about what was covered last - class - Show a role play and explains the students what it was about.	**20 min.**
Practice	- Students listen to the role play activity that they did. - Teacher talks about each listening and giving feedback to every pair. - Teacher gives general review of the project.	**45 min.**

Production (Wrap-up)	- Clear doubts about the content and - Summarizing what it was covered. - Teacher thanks the disposition	

Appendix 2

Observation Guide Third Class

Observation schedule

Objective: This instruments has as a main objective to measure, if the use of listening and speaking skills in the classroom allow to the students learn English efficiently.

General information.

Class: I° A

Date: 20-5-13

Start time: 13:30   End time: 15:10

Total number of female students: 20

Total number of male students: 16

Number of students attending: 36

General aspects: (put a tick on the box below it)

The room has proper:

Hygiene conditions ☑   Ventilation: ☑   Lighting: ☑

Educational environment:

The classroom is organized in:

Rows: ☐   Groups: ☐   Pairs: ☑   Others: ☐

The classroom count with educational resources such as:

Classroom library: ☐   Texts: ☐   Audiovisual resources: ☑

Others: ☐

Put a tick on the number from 1 to 5 scale in order to measure your perception during the class. (interaction, motivation, participation, etc.)

Scale of appreciation:

1. Permanently	2. Often	3. Occasionally	4. Rarely	5. Never

Course data observed during the class:

Student's information

1)Students Interact in the classroom using speaking and listening skills.

1. Permanently	2. Often	3. Occasionally	4. Rarely	5. Never
			✓	

2)Students participate actively in the classroom, developing activities, answering questions and ask doubts the teacher.

1. Permanently	2. Often	3. Occasionally	4. Rarely	5. Never
			✓	

3)Students collaborate with their classmates doing the tasks and learning activities.

1. Permanently	2. Often	3. Occasionally	4. Rarely	5. Never
		✓		

4)Students are able to interact orally to each other using the techniques selected by the teacher.

1. Permanently	2. Often	3. Occasionally	4. Rarely	5. Never
			✓	

5)Students demonstrate enthusiasm for the class and the topic to develop activities chosen by the teacher.

1. Permanently	2. Often	3. Occasionally	4. Rarely	5. Never
	✓			

6)Students demonstrate keen on the class, they ask and answer the teacher in the interaction moments

1. Permanently	2. Often	3. Occasionally	4. Rarely	5. Never
		✓		

Use of the technological object (mobile phone, radio, mp3 audios):

1)The classroom counts with technological elements.

1. Permanently	2. Often	3. Occasionally	4. Rarely	5. Never
	✓			

2)The teacher integrates technological elements to the teaching methodology to promote significant learning in their students.

1. Permanently	2. Often	3. Occasionally	4. Rarely	5. Never
	✓			

3)Students demonstrate enthusiasm for the use technological resources to develop activities chosen by the teacher.

1. Permanently	2. Often	3. Occasionally	4. Rarely	5. Never
	✓			

4)Students use the technological elements to develop the activities given by the teacher.

1. Permanently	2. Often	3. Occasionally	4. Rarely	5. Never
			✓	

5)Students are able to produce a listening activity using the mobile phone.

1. Permanently	2. Often	3. Occasionally	4. Rarely	5. Never
			✓	

6)The teacher encourages their students to use the technological elements to use inside and outside the classroom to enhance learning English.

1. Permanently	2. Often	3. Occasionally	4. Rarely	5. Never
	✓			

Observations:
The students don't demostrate so much entuthiasm for the clas, but with the technological element they feel more comfortable.

Observation schedule Last Class

Observation schedule

Objective: *This instruments has as a main objective to measure, if the use of listening and speaking skills in the classroom allow to the students learn English efficiently.*

General information.

Class: 2° A

Date: 29-5-13

Start time: 8:00   End time: 9:40

Total number of female students: 20

Total number of male students: 16

Number of students attending: 36

General aspects: (put a tick on the box below it)

The room has proper:

Hygiene conditions [✓]   Ventilation [✓]   Lighting [✓]

Educational environment:

The classroom is organized in:

Rows: [✓]   Groups: [ ]   Pairs: [ ]   Others: [ ]

The classroom count with educational resources such as:

Classroom library: [ ]   Texts: [ ]   Audiovisual resources: [✓]

Others: [ ]

Put a tick on the number from 1 to 5 scale in order to measure your perception during the class. (interaction, motivation, participation, etc.)

Scale of appreciation:

1. Permanently	2. Often	3. Occasionally	4. Rarely	5. Never

Course data observed during the class:

Student's information
1)Students Interact in the classroom using speaking and listening skills.

1. Permanently	2. Often	3. Occasionally	4. Rarely	5. Never
			✓	

2)Students participate actively in the classroom, developing activities, answering questions and ask doubts the teacher.

1. Permanently	2. Often	3. Occasionally	4. Rarely	5. Never
		✓		

3)Students collaborate with their classmates doing the tasks and learning activities.

1. Permanently	2. Often	3. Occasionally	4. Rarely	5. Never
	✓			

4)Students are able to interact orally to each other using the techniques selected by the teacher.

1. Permanently	2. Often	3. Occasionally	4. Rarely	5. Never
		✓		

5)Students demonstrate enthusiasm for the class and the topic to develop activities chosen by the teacher.

1. Permanently	2. Often	3. Occasionally	4. Rarely	5. Never
	✓			

6)Students demonstrate keen on the class, they ask and answer the teacher in the interaction moments

1. Permanently	2. Often	3. Occasionally	4. Rarely	5. Never
		✓		

Use of the technological object (mobile phone, radio, mp3 audios):
1)The classroom counts with technological elements.

1. Permanently	2. Often	3. Occasionally	4. Rarely	5. Never
✓				

2)The teacher integrates technological elements to the teaching methodology to promote significant learning in their students.

1. Permanently	2. Often	3. Occasionally	4. Rarely	5. Never
	✓			

3)Students demonstrate enthusiasm for the use technological resources to develop activities chosen by the teacher.

1. Permanently	2. Often	3. Occasionally	4. Rarely	5. Never
✓				

4)Students use the technological elements to develop the activities given by the teacher.

1. Permanently	2. Often	3. Occasionally	4. Rarely	5. Never
✓				

5)Students are able to produce a listening activity using the mobile phone.

1. Permanently	2. Often	3. Occasionally	4. Rarely	5. Never
	✓			

6)The teacher encourages their students to use the technological elements to use inside and outside the classroom to enhance learning English.

1. Permanently	2. Often	3. Occasionally	4. Rarely	5. Never
✓				

Observations:

All the students made the final activity with the mobile phone. Demostrating their communicative skills

UNIVERSIDAD CATÓLICA
SILVA HENRÍQUEZ
Salesiana

Departamento de Humanidades
Facultad de Educación
Escuela de Educación en Inglés

A Carla Moforte Madsen:

En el presente documento se da registro que la profesora Carla Moforte Madsen perteneciente a la Facultad de Educación, Instituto Interdisciplinario en Pedagogía y Educación, correspondiente al Plan común de Educación, y que desempeña labores de docencia en diferentes secciones de la asignatura de Investigación Educativa en la Universidad Católica Silva Henríquez , prestó colaboración con la revisión y corrección de instrumentos de investigación confeccionados por los Seminaristas de la Carrera de Pedagogía en Inglés Claudia Quezada, Leslie Morales y Juan Carlos Caicedo Gálvez con el objetivo de ser utilizados durante su proyecto de investigación correspondiente al desarrollo de su Seminario de Grado, en concordancia a la consideración de su experticia en el Área que comprende la Investigación Educativa, siendo el juicio experto de la profesora avalado para poder validar la confiabilidad de los instrumentos confeccionados, específicamente *Focus Group y la Pauta de Observación*.

Se Pretende que con este consentimiento quede demostrado la participación de dicha profesional en la validación de instrumentos correspondientes a la investigación trabajada por los investigadores ya mencionados.

_____
Firma   Investigadores

_____
Firma Profesora Colaboradora

UNIVERSIDAD CATÓLICA
SILVA HENRÍQUEZ
Salesiana

Departamento de Humanidades
Facultad de Educación
Escuela de Educación en Inglés

A Silviana González Riqueros:

En el presente documento se da registro que la profesora Silviana González Riqueros perteneciente al Colegio Cumbre de Cóndores Poniente de Renca, en el cual desempeña labores de Profesora y Coordinadora de Departamento de Inglés, prestó colaboración con la revisión y corrección de instrumentos de investigación confeccionados por los Seminaristas de la Carrera de Pedagogía en Inglés Claudia Quezada, Leslie Morales y Juan Carlos Caicedo Gálvez con el objetivo de ser utilizados durante su proyecto de investigación correspondiente al desarrollo de su Seminario de Grado, en concordancia a la consideración de su experticia en el Área que comprende la Docencia del Idioma Extranjero Inglés, siendo el juicio experto de la profesora avalado para poder validar la confiabilidad de los instrumentos confeccionados, específicamente *Adaptación P.E.T. y la Rúbrica de desempeño de expresión oral.*

Se Pretende que con este consentimiento quede demostrado la participación de dicha profesional en la validación de instrumentos correspondientes a la investigación trabajada por los investigadores ya mencionados.

_____
Firma Investigadores

_____
Firma Profesora Colaboradora

Pre- Test

12

INSTITUTO CUMBRE DE CÓNDORES- RENCA PONIENTE
Corporación Municipal de Renca
"Todo es posible a la acción"

Name: Mariana Rodríguez C.   Grade: 2º "A"   Date: 13. Mayo. 2013

Listening Part 1
Answers 1 -7

	A	B	C	
1	X			X
2			X	✓
3		X		✓
4	X			✓
5				X
6	X			X
7		X		

Listening Part 2
Answers 8-13

	A	B	C	
8	X			X
9	X			X X
10		X		X ✓
11			X	✓
12		X		✓✓
13			X	X

6

Rubric

Student Name: _Mariana_ Grade: 13/05

Date: _7pA_ Time: _____

Criteria	1	2	3	4	Total
Content and organization	Information is hard to understand, there is no coherence and relevance of the information.	The information sequence is unclear and some information is not relevant to the task or is absent.	The information is presented in a logical and clear sequence. The information is mostly relevant.	The information is presented in a clear and interesting sequence. The information is relevant, including everything required.	2
Use of language (grammar and vocabulary)	A lot of grammatical errors that interfere with understanding the message. Absence of vocabulary required.	Some grammatical errors that interfere with understanding the message. Simple vocabulary with some misuse.	Few errors that in general do not interfere in the understanding of the message. Mostly good use of vocabulary.	No grammatical errors are present or, if are present, are due to a desire for greater sophistication in the use of language. Varied and well applied vocabulary.	2
Pronunciation	Enough pronunciation errors that interfere with communication of the message. Speech is difficult to follow and / or understand.	Some pronunciation errors that interfere with communication of the message. It is possible to understand most speech.	Few pronunciation errors not affecting (mostly in communicating the message). It is possible to understand the speech.	The student pronounces clearly and correctly. Only fails in unfamiliar words.	1
Communication of ideas.	Expresses ideas confusingly. Modules little at the moment to speak or has very low voice. No expression to convey ideas.	Some ideas are expressed in a confusing manner. Sometimes it is not possible to understand the message because of the voice tone or little modulation. Sometimes student accompanies the message with expression	Most of the ideas are expressed clearly. It is possible to understand most of the message. Student uses appropriate tone and modulates well. Student tries to incorporate expression in most of the message.	The student communicates ideas clearly accompanied by expression. It is possible to understand the whole message. The tone of voice and modulation are suitable.	2

7

(1) Low performance (2) Adequate (3) Good (4) Excellent

Observations: _____
_____
_____
_____

Post-Test

INSTITUTO CUMBRE DE CÓNDORES- RENCA PONIENTE
Corporación Municipal de Renca
"Todo es posible a la acción"

Name: MARIANA Rodríguez   Grade: 2° "A"   Date: 19. MAYO 2013

Listening Part 1
Answers 1 –7

	A	B	C	
1			X	✓✓
2			X	✓✓
3		X		✓✓
4	X			✓✓
5		X		✓✓
6		X		✓✓
7		X		✓

Listening Part 2
Answers 8–13

	A	B	C	
8			X	✓
9			X	✓✓
10	X			✓✓
11		X		✗
12		X		✓
13		X		✗

Rubric

Student Name: _Mariana R._ Grade: _2°A_

Date: _29/04_ Time: _____

Criteria	1	2	3	4	Total
Content and organization	Information is hard to understand, there is no coherence and relevance of the information.	The information sequence is unclear and some information is not relevant to the task or is absent.	The information is presented in a logical and clear sequence. The information is mostly relevant.	The information is presented in a clear and interesting sequence. The information is relevant, including everything required.	3
Use of language (grammar and vocabulary)	A lot of grammatical errors that interfere with understanding the message. Absence of vocabulary required.	Some grammatical errors that interfere with understanding the message. Simple vocabulary with some misuse.	Few errors that in general do not interfere in the understanding of the message. Mostly good use of vocabulary.	No grammatical errors are present or, if are present, are due to a desire for greater sophistication in the use of language. Varied and well applied vocabulary.	3
Pronunciation	Enough pronunciation errors that interfere with communication of the message. Speech is difficult to follow and / or understand.	Some pronunciation errors that interfere with communication of the message. It is possible to understand most speech.	Few pronunciation errors not affecting (mostly in communicating the message). It is possible to understand the speech.	The student pronounces clearly and correctly. Only fails in unfamiliar words.	1
Communication of ideas.	Expresses ideas confusingly. Modules little at the moment to speak or has very low voice. No expression to convey ideas.	Some ideas are expressed in a confusing manner. Sometimes it is not possible to understand the message because of the voice tone or little modulation. Sometimes student accompanies the message with expression	Most of the ideas are expressed clearly. It is possible to understand most of the message. Student uses appropriate tone and modulates well. Student tries to incorporate expression in most of the message.	The student communicates ideas clearly accompanied by expression. It is possible to understand the whole message. The tone of voice and modulation are suitable.	3

10

(1) Low performance (2) Adequate (3) Good (4) Excellent

Observations:

_____
_____
_____

Pre-test

4

INSTITUTO CUMBRE DE CÓNDORES- RENCA PONIENTE
Corporación Municipal de Renca
"Todo es posible a la acción"

Name: Abimelec Alarcón   Grade: 2º A   Date: May 13th, 2013

Listening Part 1
Answers 1 -7

	A	B	C
1	X		
2		X	
3		X	
4			X
5		X	
6			X
7			X

Listening Part 2
Answers 8-13

	A	B	C
8			X
9	X		
10		X	
11	X		
12		X	
13			X

4

Rubric

Student Name: _Abimelec_   Grade: _29A_

Date: _13_   Time: _____

Criteria	1	2	3	4	Total
Content and organization	Information is hard to understand, there is no coherence and relevance of the information.	The information sequence is unclear and some information is not relevant to the task or is absent.	The information is presented in a logical and clear sequence. The information is mostly relevant.	The information is presented in a clear and interesting sequence. The information is relevant, including everything required.	2
Use of language (grammar and vocabulary)	A lot of grammatical errors that interfere with understanding the message. Absence of vocabulary required.	Some grammatical errors that interfere with understanding the message. Simple vocabulary with some misuse.	Few errors that in general do not interfere in the understanding of the message. Mostly good use of vocabulary.	No grammatical errors are present or, if are present, are due to a desire for greater sophistication in the use of language. Varied and well applied vocabulary.	2
Pronunciation	Enough pronunciation errors that interfere with communication of the message. Speech is difficult to follow and / or understand.	Some pronunciation errors that interfere with communication of the message. It is possible to understand most speech.	Few pronunciation errors not affecting (mostly in communicating the message). It is possible to understand the speech.	The student pronounces clearly and correctly. Only fails in unfamiliar words.	1
Communication of ideas.	Expresses ideas confusingly. Modules little at the moment to speak or has very low voice. No expression to convey ideas.	Some ideas are expressed in a confusing manner. Sometimes it is not possible to understand the message because of the voice tone or little modulation. Sometimes student accompanies the message with expression	Most of the ideas are expressed clearly. It is possible to understand most of the message. Student uses appropriate tone and modulates well. Student tries to incorporate expression in most of the message.	The student communicates ideas clearly accompanied by expression. It is possible to understand the whole message. The tone of voice and modulation are suitable.	3

8

(1) Low performance (2) Adequate (3) Good (4) Excellent

Observations:

_____
_____
_____

Post-Test

INSTITUTO CUMBRE DE CÓNDORES- RENCA PONIENTE
Corporación Municipal de Renca
"Todo es posible a la acción"

Name: Abimelec Alarcón   Grade: 2ºA   Date: 29/05/2013

Listening Part 1
Answers 1 -7

	A	B	C	
1			X	✓
2			X	✓
3		✓		✓
4	✓			✓
5		X		✓
6		X		✓
7			X	

Listening Part 2

Answers 8-13	A	B	C	
8			X	✓
9		X		X
10		X		X
11	X			X
12			X	X
13			X	X

7

Rubric

Student Name: _Abimelee · Alarcón_ Grade: _2ºA_

Date: _29/06_ Time: _____

Criteria	1	2	3	4	Total
Content and organization	Information is hard to understand, there is no coherence and relevance of the information.	The information sequence is unclear and some information is not relevant to the task or is absent.	The information is presented in a logical and clear sequence. The information is mostly relevant.	The information is presented in a clear and interesting sequence. The information is relevant, including everything required.	3
Use of language (grammar and vocabulary)	A lot of grammatical errors that interfere with understanding the message. Absence of vocabulary required.	Some grammatical errors that interfere with understanding the message. Simple vocabulary with some misuse.	Few errors that in general do not interfere in the understanding of the message. Mostly good use of vocabulary.	No grammatical errors are present or, if are present, are due to a desire for greater sophistication in the use of language. Varied and well applied vocabulary.	3
Pronunciation	Enough pronunciation errors that interfere with communication of the message. Speech is difficult to follow and / or understand.	Some pronunciation errors that interfere with communication of the message. It is possible to understand most speech.	Few pronunciation errors not affecting (mostly in communicating the message). It is possible to understand the speech.	The student pronounces clearly and correctly. Only fails in unfamiliar words.	1
Communication of ideas.	Expresses ideas confusingly. Modules little at the moment to speak or has very low voice. No expression to convey ideas.	Some ideas are expressed in a confusing manner. Sometimes it is not possible to understand the message because of the voice tone or little modulation. Sometimes student accompanies the message with expression	Most of the ideas are expressed clearly. It is possible to understand most of the message. Student uses appropriate tone and modulates well. Student tries to incorporate expression in most of the message.	The student communicates ideas clearly accompanied by expression. It is possible to understand the whole message. The tone of voice and modulation are suitable.	4

11

(1) Low performance (2) Adequate (3) Good (4) Excellent

Observations: _____

_____

_____

_____