Universidad Católica Silva Henríquez
Salesiana

Facultad de Educación

Escuela de pedagogía en inglés

SEMINARIO DE TÍTULO

EXPLORING LEARNERS' PERSPECTIVES ON THE USE OF ADAPTED

AUTHENTIC MATERIALS IN A CHILEAN SECONDARY EFL CLASSROOM

Seminario para optar al Grado de Licenciado de educación y al Título de profesor de educación

Media en inglés.

Seminar Director:

Claudia García Meza

Authors:

Marcos García

Javiera Muñoz

Raúl Polanco

Natalia Rodríguez

Santiago, Chile

2017

Acknowledgments

Marcos García

A través de las siguientes palabras quiero agradecer, antes que todo, a Dios, por darnos las herramientas cognitivas necesarias para construir conocimiento y así poder mejorar las condiciones de la realidad en la que vivimos. También, agradezco profundamente a mis padres, Rudith Garay y Miguel García, a quienes les debo todo lo que soy y he logrado hasta ahora; a mis hermanos, quienes han sido siempre un apoyo incondicional en mis procesos formativos; a la profesora Claudia García, por iluminarnos en este proceso; a mi estimado equipo de colegas con quienes compartí en este viaje: Javiera Muñoz, Natalia Rodríguez, y Raúl Polanco. Por último, agradezco a mis compañeras y compañeros de carrera con quienes compartí durante estos cinco años y, muy afectuosamente, al plantel docente y administrativo del departamento de inglés. Todas y todos ustedes son parte de esta fructífera y atesorada etapa de mi vida.

Javiera Muñoz

Quiero agradecer a mis padres Mariluz y Sergio por todo el apoyo, comprensión y paciencia durante este proceso. A mi hermano Ariel, por los consejos y los retos que me motivaron a continuar durante estos 5 años de carrera. A mis amigos que fueron parte fundamental para mi distracción en momentos complicados.

A los profesores Pablo Moreno y Tamara Cortés, por su forma tan propia de hacernos sentir humanos dentro de un sistema que no permite mucho de ello. Infinitas gracias a la profesora Claudia García por acogernos, aconsejarnos y guiarnos durante nuestro seminario, con sinceridad expreso que sin su guía hubiera sido imposible terminar nuestro proyecto.

Gracias a mis compañeros de tesis Natalia Rodríguez, Marcos García y Raúl Polanco por las pizzas en PRIAVU, las risas e, incluso, los malos momentos. He aprendido el significado del trabajo en equipo y como salir adelante a pesar de los errores.

Para concluir, me gustaría también agradecer mi constante perseverancia y positivismo, aunque los tiempos y situaciones no acompañaran; estos cinco años de carrera me han otorgado momentos buenos y otros malos, los mismos que me han construido como la persona que siempre quise ser.

Natalia Rodríguez

Quiero agradecer de todo corazón a mi bisabuela por haber sido un pilar fundamental en mi vida, a mi madre Guillermina Manríquez por todo su apoyo y comprensión ¡Esto es gracias a ti! y a Joaquín Cantero por su paciencia, amor y comprensión.

Muchísimas gracias Javiera Muñoz, Marcos García y Raúl Polanco por darme la oportunidad de compartir esta experiencia con ustedes. Me hicieron sentir bienvenida desde el primer momento, me apoyaron y me brindaron su amistad.

Agradecer a mis profesoras Tamara Cortés, Mireya Aguilera, Marlene Gutiérrez, Claudia García y Patricia Pulgar por toda su ayuda en lo académico y lo personal. No habría continuado mis estudios sin su apoyo y consejo.

Gracias por creer en mí.

Abstract

This study aims to describe perspectives provided by a group of tenth-grade students about their two most prominent learning styles and the adaptation of authentic materials throughout a three-lesson unit. They had had few opportunities to work with other type of materials apart from what is provided by the Ministry of Education (MINEDUC), and lacked visual and listening EFL experiences. The design adopted for this study is a qualitative participatory action research, which aims to the constant revision and reflection of what has been planned. After three lessons in which authentic materials were applied in agreement with the class's most prominent learning styles, the students participated in one focus group geared to gather the necessary information about the materials used in each session and the way they were displayed. In general, the participants provided positive opinions about those elements. Also, they added new, unexpected information that leads to further reflection at the end of the study.

Acknowledgments

Abstract

CHAPTER I: THE STUDY

CHAPTER 2: THEORETICAL FRAMEWORK

CHAPTER III: METHODOLOGY

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CHAPTER I: THE STUDY

1.1   Statement of the problem

The teaching of English as a foreign language implies the development of a variety of competences which challenge teachers to provide the right conditions for students to gain learning. To make this happen, in-classroom observation is a primary tool to gather evidence about education environments and realities.

Our experience as pre-service teachers gave us the opportunity to observe that lessons are not planned considering the students' learning styles. Another key concept normally omitted by teachers during the observed lessons is the lack of application of diverse types of teaching materials that might be considered more suitable by students to learn apart from the use of instructional textbooks.

More importantly, we have also discovered that most of the efforts to check and prove materials within the observed classes are made based on the academic results of the students, rather than on the innumerable effects these pedagogical resources may provoke. It is difficult for those EFL teachers to have a general impression about the quality of the materials beyond grading their students, maybe because there is not enough time left, and resources to carry out other duties apart from what is currently demanded—which is already a lot—are not reachable.

For these reasons, and aiming to form more critical views on the way EFL lessons lack variety and diversity of interactions among the technical-pedagogical factors implicated in the processes of teaching and learning, and the way students perceive those relationships, we have decided to conduct an exploratory research, which is based on the questions proposed in the following section.

1.2   General research question:

This exploratory research aims to scrutinize tenth graders' reactions and opinions on adapted authentic materials according to the most prominent learning styles in their class. To accomplish this objective, the following research question is proposed:

What do EFL learners report about the use of adapted authentic materials used at a public school in Santiago, Chile?

1.3   General objective

To describe the students' responses on adapted authentic materials applied in three EFL lessons of a tenth-grade class at a Chilean public school.

1.4   Specific Objectives

a) To identify the most prominent sensory learning style(s).

b) To integrate authentic materials according to the identified learning style(s) in a three-lesson unit.

1.5   Reflections on preliminary data

For this research, we needed to collect preliminary data from a learning styles' questionnaire applied to tenth graders from a public school in Santiago. From its results, we would be able to adapt authentic material according to the most prominent learners' learning styles and, finally, explore their opinions about such material used which is the aim of this study. This preliminary instrument was an adapted 30-question Reid's (1995) Perceptual Learning Style Preference Questionnaire (PLSPQ) (See Appendix A) by discarding the tactile preference part because tactile learning methods are not feasible for the didactic unit required from MINEDUC's Programa de Estudio Segundo Medio. Thus, the instrument (See Appendix B) resulted in 25 questions regarding real situations students face every day in the classroom.

The results showed that out of 41 participants, 26 learn best by auditory channels; 13 prefer visual means; and 2 process knowledge by kinesthetic settings. Figure 1 illustrates the percentages of the preferred learning styles in the tenth-grade class.
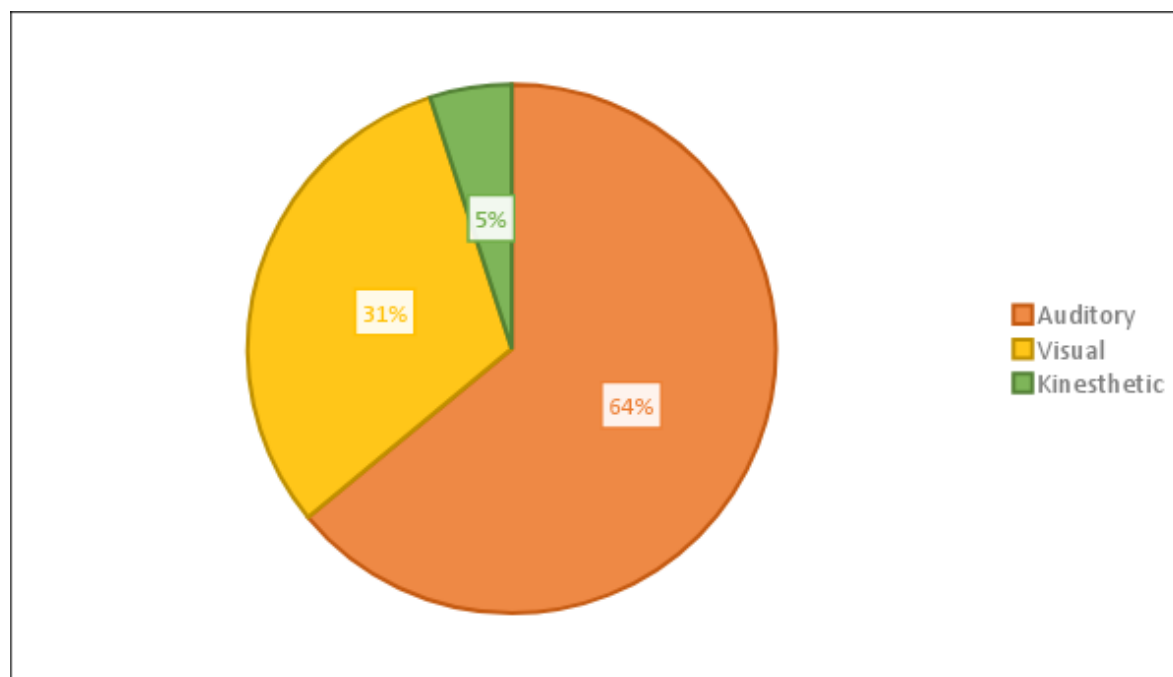
Figure 1   Perceptual Learning Styles Preference Questionnaire results.

Identifying the most prominent learning styles within a classroom is a crucial step because it means to center the focus on the learner rather than on the teacher. This move also leads to take students' opinions and reflections about the diverse factors into consideration to finally impact the way teachers plan their lessons, assess students, and use more suitable materials.

In this context, it has been decided to integrate the way students learn into the presentation, practice and production (PPP) procedure and the use of authentic materials

throughout the unit because they provide real context to the contents used in classes, and, in

Thomas' phrase they "increase learners' motivation, and connect the classroom with the outside

world" (Thomas, 2014, p. 15).

CHAPTER II: THEORETICAL FRAMEWORK

2.1 Introduction

This chapter attempts to explain the three main categories, and their features and implications that compose this study. Firstly, the Presentation, Practice and Production (PPP) procedure is presented, as it is the approach taught and used for the purposes of English pre-service teachers at UCSH(See appendix C), and guides the process of creating lesson plans in the school where this research is conducted. Secondly, students' learning styles are defined because of the importance when planning lessons and gearing teachers' efforts to create the right conditions for learning to occur. Finally, some lines are dedicated to defining authentic materials as these are the didactic elements that will be implemented, prior specific adjudgments, for all the lessons in which this study is carried out.

2.2 Presentation, practice and production (PPP)

Language teaching history, although newer than other cultural and cognitive disciplines, has been influenced by a considerable number of theories and approaches, some of them being very far in nature from each other. Consequently, English language teaching (ELT) has also been part of this changing process, showing in its list of influences a diverse range of theories and approaches developed throughout the years.

One significant approach, popular among language classrooms during the XX century, was the audiolingual method, which was basically based on the repetition of drills to memorize and produce sentences. As time passed, audiolingual procedures came under criticisms because the implementation of contents lack of meaningful patterns for learning. To compensate these

flaws, ELT adopted a new variation from audiolingual method: The Presentation, Practice and Production (PPP) procedure.

According to Harmer (2007), PPP arouse during the 1960's as a further modification to the audiolingual method. Its most important contribution is bringing language in context through placing contents into real situations. Originally, the teacher first presents a situation which shows the target language in context; then, in the practice part of the procedure, students make repetitions and add variations according to the presented situation. Finally, by using the new language, they should produce sentences on their own.

Even though the introduction of PPP illustrates a more meaningful shift within ELT, Harmer argues that this procedure, as the way it is originally delivered, is teacher-centered, estimates knowledge is acquired in straight lines, pays little attention to students' previous knowledge, is greatly based on restricted utterances, and pushes learners produce language right after the content is practiced, leaving behind more complex psychological factors that are involved in learning processes. Additionally, Lewis (1993; as cited in Harmer, 2007) added that PPP models introduce language in a too restricted form, which leaves out options in teaching and learning a language.

One significant change proposed by Johnson (1982; as cited in Harmer, 2007) is to place the final part of PPP at the beginning of the procedure. Thus, the teacher can determine, depending on the results, whether to continue with presentation or practice. Likewise, Byrne (1986; as cited in Harmer, 2007) suggested that the teacher and students can agree where to begin in PPP by shaping the procedure as a circle.

In conclusion, PPP and Audiolingualism depict a behavioral response in finding teaching ways for ELT. Therefore, even though there have been modifications, language learning seems

to be externally controlled and modeled. As a result, criticisms made PPP teachers more flexible adaptations to place the focus in learners, which has shown that this procedure can vary to keep as one of the most popular influences in ELT.

2.3 Learning styles

According to Dörnyei and Ryan (2015), Learning Styles are used to demonstrate that there are different ways for learning; besides, each person adopts a style (or styles) to merge easily what is meant to be learned. Thus, they are "an individual's natural, habitual and preferred way(s) of absorbing, processing, and retaining new information and skills" (Reid, 1995, cited in Dörnyei and Ryan, 2015, p. 108). This definition helps us to understand that when approaching to a certain learning task, it would be characterized by systematic patterns, which is fair to comprehend as learning styles. The diversity of models has been criticized, and according to Coffield, Moseley, Hall and Ecclestone (2004), the assortment had led to find a total of 71 different learning styles.

2.3.1 Sensory learning styles

Reid (1995) divides learning styles into major categories: cognitive learning styles; sensory learning styles; and personality learning styles. For our study, and because ICT's (Information and Communication Technologies) have clearly impacted students' learning patterns, the chosen category will be sensory learning styles. According to Oxford (2003), this category is the physical-perceptual learning channels through which a student feels more

comfortable. She decomposed the concept into four main areas: visual, auditory, kinesthetic and tactile.

2.3.2 Visual learning

As Oxford (1995) proposed, visual learners follow visual instructions and demonstrations easily, showing difficulty with oral tasks and instructions; they also can remember information seen in texts by the page or section; take notes when studying, such as descriptive passages in stories; visualize scenes, and so on. At the same time, Dörnyei & Ryan (2015) explain that "these learners absorb information most effectively if it is provided through the visual channel" (p 126).

2.3.3 Auditory learning

In contrast, auditory learners learn best by hearing the information delivered by the teacher. Thus, students "are comfortable without visual input and thus enjoy and profit from unembellished lectures, conversations, and oral directions." (Scarcella,1990, cited in Tong Tuan, 2014, p. 23). Carbo, Dunn and Dunn (1986) also add that students who prefer learning this will be able to recall what they hear and respond better when hearing oral instructions. They can recreate what they hear by concentrating on previous lessons, and learn easily with listening and speaking activities.

2.3.4 Kinesthetic learning

According to Oxford (2003) kinesthetic learners lose patience with too much oral or visual input and prefer to try things out by themselves. Also, they remember best when recalling

what has been done previously, and integrating the whole body in their actions. Likewise, Dörnyei and Ryan (2015) mention that they "are often grouped together under the 'haptic' style category and this is understandable because the two style preferences are somewhat related although not identical" (p. 126).

2.4 Knowing students' learning styles

Current education conditions necessarily demand teachers to know their students' learning styles because this way learning and teaching processes within schools (and other education environments) seem facilitated by adapting as many teaching tools and means as possible. For this reason, it is necessary that teachers have a grasp of—and hopefully apply—at least one test geared to get details about how a specific group of students learn.

So far, multiple instruments have been developed to identify which of a variety of learning styles are predominant in different individuals. To demonstrate this, there is the case of Reid's Perceptual Learning Style Preference Questionnaire (PLSPQ) that "attempts to elicit their self-reported perceptual learning style preferences. The PLSPQ consists of 30 randomly ordered statements, with five variously phrased statements for each of the six learning style preferences: visual, auditory, kinesthetic, tactile, group learning, and individual learning" (Wintergerst, DeCapua, & Verna, 2003, p. 88).

2.5 Teaching materials

The term teaching materials refers to all resources that teachers use in the scholar environment to assist and support the students' learning in favor of increasing the students'

success. In Tomlinson words' teaching materials are "anything used to help language learners to learn (…) anything which presents or informs about the language being learned" (Tomlinson 2011, p. xiii).

Examples of teaching materials can be games, posters, flashcards, samples of student writing, story books, worksheets, group activity instructions or homework assignments, articles from the Internet, etc.

2.6 Authentic materials

According to Thomas (2014), authentic materials are real-life communication devices— of any nature—whose primary function is to communicate meaning and information; and that are brought to the classroom by teachers with the purpose of teaching, in this case, language. In other words, authentic materials are the opposite to what is typically used in classrooms such as textbooks, which are basically elements that will only fulfill their purpose within education environment because they are meant exclusively to teach and not to communicate or create meaning.

2.6.1 Advantages of using authentic materials

In her text, Thomas also summarizes the benefits of authentic materials as the following:

1. expose learners to language that serves a useful purpose;

2. provide a refreshing change from textbook;

3. focus more closely on learners' interests and needs;

4. provide information about a variety of topics;

5.   increase learners' motivation; and

6.   connect the classroom with the outside world (Thomas, 2014, p. 15).

2.6.2 Disadvantages of using authentic materials

Although using authentic materials presents more significant advantages than disadvantages, it is important to consider the challenges teachers face when implementing them. For Temizyürek and Birinci (2016), some disadvantages are related to the long time it takes selecting authentic materials, inclusion of complex lexical items that may decrease motivation in learners, and difficulty in understanding prejudiced cultural aspects. Other types of challenges are related to the confusion provoked in students the variety of accents cast by some oral authentic sources.

2.7 Adapting authentic materials to students' learning styles

Considering students' learning styles entails the shift some education communities have made from a teacher-centered paradigm to a more learner-centered one. This fact allows education communities to shift from a teacher-centered paradigm to a more learner-centered one. According to Aliweh (2011), students' learning styles are a key factor—even a core element—in teaching and learning. He adds that if teachers know well the way their students learn, they improve their capacity to adapt teaching modes and strategies in the classroom.

Positioning the focus of education on learners also brings new challenges for teachers in the field of lesson preparation. One of these challenges is to adapt authentic teaching materials to students' learning styles so that students can get the best from what is being taught and learnt.

Even though there is little reference on how to make this happen, some authors, such as Darian (2001) and Thomas (2014), respectively highlight linguistic and culture-relevancy aspects in authentic materials when it comes to adaptation. Likewise, Ghosn (1996, pp. 5-9) establishes four simple lesson steps aiming to make students play a more significant role in learning, and accommodate and consider as many learning styles as possible:

1. Motivational experience

2. Formulation and examination of facts

3. Practice and personalization of concepts

4. Application of the concepts to a new personal experience

As proposed by Ghosn, these basic steps are meant to meet students' learning styles with textbooks materials to work on reading and vocabulary. However, the interest of this research aims its attention to the relationship between authentic materials and learning styles and how these elements impact on students' perceptions over quality features of the used-in-class materials. Moreover, by the time Ghosn's study was carried out, the influence of ICT's over the learners' minds had not yet entirely covered education systems as it does nowadays, considering that this revolution may have an impact on the way people learn, especially after the beginning of the XXI century.

CHAPTER III: METHODOLOGY

This chapter will describe the methodology applied in the study, which is a qualitative inquiry made into a 10th grade EFL class of a public school in Santiago. Specifically, the most suitable study model to find answers to the research question set in chapter 1 was a participatory action research (Kemmis & McTaggart, 2005) that required to keep field notes about the English lessons, and to implement a focus group activity at the end of the unit.

3.1 Participants' context

The school is a public property organization that covers education needs from pre-K to twelfth grade. It has been open to public for more than 50 years, and its alumni hold strong bonds to it, which implies this school is a standout in terms of education tradition in the area.

Its mission is to educate democratic citizens who can think critically and get involved in their realities; and develop competences to face higher education in the future.

As expected, the school's student body is immensely diverse, as they come from different areas around Santiago, creating a heterogeneous group of people in terms of social-cultural and economic backgrounds. There are, of course, cases in which social issues are more prominent but this is not a major obstacle for peaceful coexistence to occur in and out of its classrooms. Accordingly, the institution also has an integrated psycho-social professional-service team that aids when required cases are derived.

EFL lessons in tenth grade are delivered twice a week, 90 minutes each lesson; and students and teachers have access to the standard didactic material provided by the Ministry of Education (Teens Club tenth grade book) besides digital projectors and speakers.

3.2 Type of study

This study corresponds to a qualitative design that, according to Creswell's definition, "focus on data collection, analysis, and writing, but they originate out of disciplines and flow throughout the process of research" (Creswell, 2014. p. 187). This means that researchers collect the data—which for this study is through field notes and focus groups—from the setting where participants are experiencing the problem so that the information can be analyzed to answer the research question.

One of the models of qualitative design proposed by Kemmis and McTaggart (2005) is the Participatory Action Research which they define as "a social—and educational—process. The "subjects" of participatory action research undertake their research as a social practice. Moreover, the "object" of participatory action research is social" (p. 277). Figure 2 is a representative model of how Participatory Action Research works. In this spiral, initial plans and previous thoughts rapidly become obsolete from the gained experience; subsequently, reflections and observations provide new plans through the re-examination of the initial assumptions. Kemmis and Mctaggart also acknowledge that this process is not as neat as it is presented on the figure, because researchers might start their investigation at any of the stages.
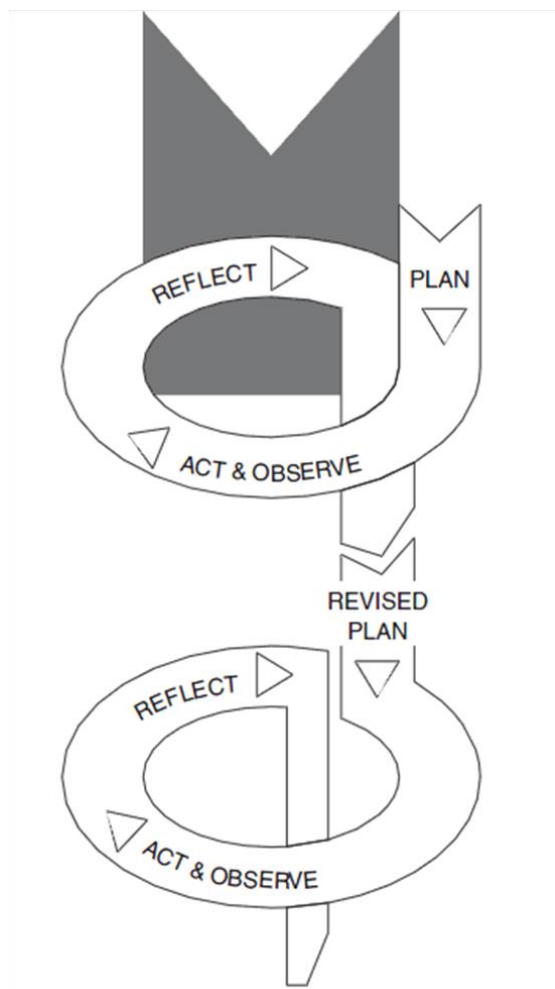
Figure 2   Kemmis & McTaggart (2005) Participatory Action Research: Spiral of self-reflection.

impossibility to find in-class evidence of the impact of applying adapted authentic materials to students' learning styles in Chilean EFL classrooms. Likewise, it was necessary to divide the procedure into specified stages, so it could properly be done.

3.2.1 Stages of the Study

Before the school intervention (PLAN)	1	Observation / statement of the problem
	2	Taking adapted version of PLSPQ
	3	Type of study / project elaboration
	4	Literature review
	5	Unit and lessons planning / selecting and adapting authentic materials
During the school intervention (ACT & OBSERVE)	6	Delivering lessons
	7	Observation field notes
	8	Focus group
After the school intervention (REFLECT)	9	Data analysis
		Reflections and conclusions

The rightmost columns span all rows: Feedback and reflections among the research team members and the participants | Report writing

Table 2   Stages of the study

To obtain information about the opinions that the participants hold about the adapted authentic materials used in their lessons, it was necessary to go through a process that systematically provided ways to improve and reflect about the way EFL lessons were delivered in the targeted class. Table 2 shows nine stages and three major moments followed in the study: before the school intervention, during the school intervention, and after the school intervention.

The entire process embodies an early stage in the continuous coiled research model, where the results are the simultaneous "reflect" part before revising what has been planned. Thus, the idea is to continuously improve and reflect over the answers provided by the participants about the use of authentic materials, their own learning styles, and the role of the teacher. Ultimately, in this way learners become active participants in the process of EFL teaching/learning.

3.3 Lessons development

One vital moment of this research is the school intervention, as that is "when" and "where" the natural setting, together with the problem can naturally be observed. Also, it is the primary source from which the previously specified data collection instruments gather information to set the final outcomes of the study. Therefore, it is important to mention how the three EFL lessons were carried out in the classroom. The following part is a general account of the development of each lesson.

Lesson 1 (See Appendix D): 11/21/2017

Lesson 1
Objective: To identify mass media and communication professional careers using simple present. **Date:** 21/11/2017   **Grade:** 10th.
Content: Vocabulary: Maintain equipment, control sound and color, signal strength; picture, capture images, portrait; report, interview people, research; language, spoken words, convert words; edit content, publish information, evaluate and select. Simple Present (affirmative/negative/interrogative form)

Stages (PPP)	Description	Material
Presentation	The teacher will read aloud an internet article related to mass media and communication careers. The students will follow the reading.	Data show Whiteboard PPT Text: https://www.thebalance.com/communications-and-media-careers-525617
Practice	In pairs, students will write all the words that they related to communication and mass media. Then, the students will describe each professional profile according to the actions described in the text.	Data show White board PPT Notebooks
Production	Students will identify career names in the text that they recently read. Then, the students will draw five groups under each career name. Students will listen to the teacher. The teacher will dictate all the vocabulary words randomly. Students will have to select and group them by career. There are three words by each career or category.	Data show White board Notebook

Steps:

The teacher arrived in the classroom and waited for the students to sit down while he prepared the projector and computer to work on the lesson. At the same time, he greeted the students and introduced a research assistant who had gone there to observe and take notes. After that, the teacher wrote down and explained the lesson objective to begin by warming-up with images of the target vocabulary introduced in the previous lesson, and read sentences including the words of the images and asked randomly which image corresponded to the sentence that teacher read. This part took around 5 minutes.

Later, the teacher showed a webpage (See Appendix E) that described seven professions related to mass media and communication, but the teacher had previously chosen to omit two of

them because they would not be too appropriate for the unit. Also, each description would not be read entirely because the most important part was always the first paragraph. Likewise, it was necessary to adjust the size of the image projected on the whiteboard so that everyone in the classroom could see and follow the reading. This being considered, the career descriptions were read aloud by the teacher and the students, who were asked to write down the words they related to mass media and communication. They also were recommended to stop at those whose meaning could have been difficult to understand. This activity took around 25 minutes, which was most of the lesson timing.

Once the reading part was over, the teacher asked the students an account of the words they kept on their notebooks and he listed them on the whiteboard, so all students could see and read them. Right after this, he came out with the target vocabulary, whose main part had been identified by the students already in the previous activity. Next, the teacher explained that they had to pay attention to the vocabulary that he would read because they should classify each word within a group corresponding to each communication profession showed on a PPT (See Appendix F) described at the beginning of the lesson. There were three words by group, and class worked together to complete the activity.

The closure of this lesson could not be finished because there was an unexpected delay that took out essential minutes from the scheduled lesson.

Lesson 2 (See Appendix G): 12/04/17

Lesson 2		
Objective: To express hypothetical situations using "wish".		
Date: 4/12/2017 **Grade:** 10th.		

Content:		
Vocabulary: Series, publish information, interview, tattoo, portrait, send message, Television show. Simple Present (affirmative/negative/interrogative form) Simple past (affirmative/negative/interrogative form)		

Stages (PPP)	Description	Material
Presentation	The teacher will explain the structure of "wish" to talk about hypothetical situation about the past and will give some examples.	Data show Whiteboard PPT
Practice	The teacher will give to the students a worksheet paper. Students will listen to a song at the same time they are reading the lyrics on a video. Then, Students will have to underline all the sentences that are related to "wish" on the worksheet with the lyrics.	Data show White board Worksheet Song: Milow – You and me.
Production	Students will write on their worksheet the sentences that they underlined, and rewrite them using "I wish" or "He wishes".	Worksheet Data show

Steps:

At the beginning of this lesson the teacher arrived in the classroom, greeted the students and introduced the assistant who went to take notes about the class. After the assistant greeted the students, the teacher started the lesson.

First, the teacher prepared the projector and the computer to start working. As a warming up activity guided by the teacher, the students played the "hang-man" game twice. After that, the

teacher explained the objective of that lesson and introduced the new content by projecting a PPT presentation (See Appendix H). At that moment of the session, the teacher read the content's grammatical structure, gave some examples, and checked if the students understood what was being seen.

At the practice part, Milow's "You and Me" was played on YouTube with English lyrics, and explained that it was connected to the content they were learning—the use of "wish"—so they had to pay attention to the lyrics while they were listening (before the song started, two students handed out a worksheet containing the song's lyrics). After they listened to the song, the teacher asked the students what they had understood about it. Again, the original video song and the Spanish lyrics were displayed so the students could have comprehended the use of "wish" for hypothetical situations. Next, the students had to underline all the "whish" sentences from the worksheet (See Appendix I), and rewrite them on their notebooks, now using "I wish" or "He wishes" plus the content of the sentences. The teacher walked around the classroom solving doubts about vocabulary of the lyrics or how to write the sentences.

Once they finished, the teacher asked randomly to read any written sentence they had made before. Finally, the students had to produce sentences applying the "wish" structure by saying something they would like to change. These sentences were written down on the whiteboard and the class was asked to evaluate the correctness of the new production.

Lesson 3 (See Appendix J): 12/05/2017

Lesson 3
Objective: To practice the use of "wish" for hypothetical situations.
Date: 5/12/2017   **Grade:** 10th.

Content:

Vocabulary: To whisper, TV programs, interview, social media, messages, mass media, series, signs, letter.

Simple Present (affirmative/negative/interrogative form)
Simple past (affirmative/negative/interrogative form)

Stages (PPP)	Description	Material
Presentation	The teacher will show a power point presentation about "wish" as a review. The teacher will project questions about the use of "wish". Students will answer the questions in order to remember what they learned last lesson.	Data show PPT White Board
Practice	The teacher will show 9 pictures related to mass media and communication. Students will have to describe the pictures using mass media and communication vocabulary.	PPT Data show White Board
Production	Students will have to write 9 different sentences using "wish" for hypothetical situations or regrets, but each sentence need to have one word of the vocabulary of the pictures.	PPT Data show White Board

Steps:

The teacher arrived in the classroom, greeted the students, and introduced the assistant who was in charge of taking the lesson's field notes. The teacher wrote down and explained the objective of the lesson.

As in the previous sessions, it was necessary to prepare the projector and computer used to present the content and materials. As a warm-up activity, the teacher showed 3 words related to media and communication. The teacher explained that each word was disorganized and gave

students three minutes to think which the word was, so they could write them on their notebooks. After three minutes, the teacher randomly asked some students which the words were, and wrote them in the right side of the board. Then, the teacher moved to the next slide of the presentation, which contained five different questions about the use of "wish" sentences. The teacher asked some students one question and explained if the answer was right or wrong, and why. Accordingly, the teacher wrote down the answers on the whiteboard and the class was given ten minutes to write the questions and answers on their notebooks.

After that, students saw nine different images that were related to the vocabulary of media and communication projected on the whiteboard (See Appendix K). The teacher asked for the corresponding word of each image, and the vocabulary was written down on the board; and the students were given two minutes to copy the glossary.

When students finished copying it, the teacher gave the instructions for the following activity: they had to write on their notebooks nine sentences applying "wish" for hypothetical situations, and the target vocabulary related to media and communication. Students were given twenty minutes to write the sentences, but the activity took thirty minutes due to its difficulty. After they finished writing the sentences, the five volunteer students read the sentences they had written down, and the teacher copied them on the whiteboard, asking the class to evaluate whether they were right or wrong.

To conclude the lesson, it was necessary to take three minutes to write down all the vocabulary related to media and communication taught during the unit. Finally, the teacher randomly asked students to say a word of the glossary so the teacher wrote it on the board. The lesson finished when ten words were finally shown on the whiteboard.

3.4 Authentic materials adaptation

Authentic materials adaptation is a key step in this research.

The questionnaire generated the following results: most students learn through auditory and visual channels, which were elemental components in the selection of authentic materials.

As authentic materials definition suggests, during this investigation standardized materials were not used. Researchers selected texts, audiovisual and visual materials from different internet sources and adapted them to make them suitable for classes and achieve unit objectives.

This can be seen on the materials used in the third lesson, where by using Milow's song "*You and Me*", students were able to recognize one aspect of "wish" structure.

3.5 Data collection

During this section, two types of data recording instruments will be described as they are part of a qualitative research and provide firsthand experience with the participants. To use them, it was necessary to plan three lessons using adapted on-line authentic materials to present the contents according to a PPP procedure model so that in-class observation could be used to note the students' reactions to the materials and the way they interacted with it. Subsequently, students were asked to join voluntarily to a focus group and discuss their opinions on the material used and the way it was presented.

3.5.1 Field notes

Field notes are classified as a type of qualitative observation (Creswell, 2014) researches conduct when they are involved in the participants' natural setting.

For this study, field notes (See Appendix L) were taken to describe the participants' reactions when authentic materials were introduced, and the way they responded while interacting with it during the class.

3.5.2 Focus group

According to Creswell (2014), focus groups are a type of collective interviews guided by "unstructured, open-ended questions" (p.190) asked to interviewees to draw out "views and opinions" (p. 190) on a specific topic.

In the school, an 8-participant focus group was asked 6 questions (See Appendix M) regarding to three main categories covered in the theoretical framework: learning styles considered for planning, authentic materials selected for the lessons, and the role of the teacher during those lessons (PPP). Table 1 show the questions used during the focus groups.

Focus group questions
1. Did you like the materials used in the last 4 lessons? Which one did you like the most?
2. What did you feel when you saw the web page on social media careers projected on the whiteboard?
3. What did you feel when you listened to the song related to the content presented to the class?
4. Can you find any difference between the materials regularly used at the school and the ones used the last four lessons?
5. What would you change from the materials used in the last four lessons? Why?
6. Do you think the school provides the right materials to learn and improve your English?

Table 3   Focus group questions

CHAPTER IV: DATA ANALYSIS

This chapter is entirely dedicated to present the analysis of the answers given by the focus group participants at the end of the three intervened lessons, and how those statements interconnect with the researchers' field notes primarily taken in the natural setting.

Correspondingly, data analysis in this qualitative study is determined by multiple interpretations and reading of raw data leads to an inductive analysis of the information. Firstly, researchers collect all the raw data and follow the patterns that emerge during the reading of this information. These frequently reported answers are labeled and organized into categories by the researchers, and judged by importance within the investigation. This process is called coding, that according to Thomas (2003) is the "development of categories into a model or framework that summaries the raw data and conveys key themes and processes" (p.4).

Table 3 (See Appendix N) shows the six questions and the most important answers given by the participants.

4.1 Data analysis

Derived from the coding process applied to the answers of the focus group, and as stated by Creswell (2014), responses were subsequently divided into (a) expectable codes, and (b) surprising codes. There is also a third type of code, unusual, which for this research has been omitted (although some elements mentioned by the participants might have corresponded to this group and will be discussed on the reflection section).

4.1.1 Expected codes

To extract the expected themes here, namely, the participants' perspectives on learning styles and authentic materials, different quotations have been chosen from the focus group's transcript.

Learning styles and authentic materials

The presentation of this code will not separate these themes, because they are linked in this investigation. The material was adapted based on the participants' learning styles; thus, it was expected that they could recognize the use of authentic materials reporting their perspectives, opinions, and perceptions. For example, questions 2 and 3 are related to authentic materials adapted to the most prominent learning style; participants expressed that they felt more "attentive" when using visual and auditory support during lessons:

Female 4: Attention, a lot of my classmates were paying attention.

Researcher 1: Ok, so you're saying that when something is projected on the board it makes you want to pay attention.

Female 4: Yes, paying attention. Because is something visual, and it calls my attention, instead of seeing only words we also have images.

The participants convey that these kinds of arrangements in materials make the content easier to understand:

Female 5: It was easier for me.

Researcher 2: How so?

Female 5: It is easier for me when I can see and hear, so when the song was projected I was reading (the lyrics) and it was easier to learn "wish".

These perspectives are consistent about what the related literature suggests about the different ways of learning and how the recognition and further adaptation to the most prominent learning style will facilitate the content acquisition (Dörney & Ryan, 2015).

In addition, field notes taken during lesson 3 report that one of the focus group participants –previously recognized as an auditory student– *"Tried to sing along while reading the lyrics on the video projected on the board".* This demonstrates that motivation is triggered when the material is presented in an "interactive" way.

Male 1: It was the same that we were talking before, about the videos.

Male 3: They (the videos) make the lessons more interactive.

Also, it can be inferred that the concept of "interactive" is linked to the feeling of being part of the class, where they can make comments and express opinions.

In general, they show positive perspectives on the way their learning styles and the authentic materials were mixed up to deliver the lessons through the unit. However, some new theme findings were made from those same answers, which imply that students make interesting connections among the diverse factors involved in an EFL classroom.

4.1.2 Surprising codes

Coding that was never predicted by the researchers at the beginning of a study (Creswell, 20114) fall into this category. Surprising themes from the three EFL lessons were as follows:

Self-awareness

Surprisingly, the students often make references that show a state of "self-awareness"—or self-knowledge— at both individual and collective levels, on their abilities to study English and the relationship with the course of the lesson. When personally speaking, they tend to confirm and recognize how difficult it is to learn English:

Male 3: *"English is difficult for me, so using these materials allowed me to "recognize" the content"*.

When speaking collectively, they also assume a general status of language mastering in their peers:

Male 1: *"my classmates were more interested this time than in a lesson where everything is written on the whiteboard"*.

Female 5: *"Here I see my classmates learn more topics too, not only grammar but topics"*.

Interestingly, students talk about their classmates' relations with EFL lessons, which is a type of behavior that will be discussed in the next chapter.

Participants' commentary

Another unexpected theme is formed by a group of suggestions made by the participants on varied aspects related to the lessons. These details are directly related to authentic materials adaptation, learning styles and the teacher's performance. One suggestion made by a female participant to the teacher was that he should pay attention to the quality of his handwriting on the whiteboard. Another female participant commented that the song's lyrics was "*weird*" at the beginning.

They also made observations about the importance of teaching pronunciation, which was not covered in the unit, and the access to teaching resources. Likewise, one student added:

Male 1: *"these types of lessons to be permanent, the whole year, not only for research".*

The immediate factor

Although not frequent, it is highly interesting to hear that these participants agree with the idea that learning should occur rapidly, partly because they are used to it:

Female 3: *"(...) yes, we learn but not right away (...)"*

'I think education must go hand in hand with technology (...) because today's young people are already into technology, and that's something you can't go against to (...) You (researchers) are also close to technology, and that's something you can't keep away from the classroom, you can take advantage of it. Because, if there is internet and things like that, they have everything, they don't even need books".

As suggested in chapter 2, today's students consider the use of technology as a vital element in education because it makes lessons more interactive, fun and closer to their realities. Likewise, audiovisual resources gathered from ICT's meet perfectly these students' most prominent ways of learning.

CHAPTER V: REFLECTIONS AND CONCLUSIONS

5.1 Reflections

The idea of this reflective part of the study is to revise what has been planned so it can be perfected to ultimately aim to constant improvement and reflection of the EFL teaching profession, so it can positively impact the way students learn English.

To make this happen, tenth-grade students were exposed to personalized and adapted materials during a whole unit taken from the MINEDUC's tenth grade syllabus. They compared the materials usually used in classes with the ones arranged for this research, and report positive opinions about how the use of visual and auditory devices facilitates the comprehension and acquisition when learning. Thus, if the students' learning styles are taken into consideration to plan materials and activities, they will show better disposition to learn the content.

This can also ease the teachers' decisions on how to present the materials by considering what is important for students, which is sometimes alien to the content taught regularly at schools–grammar, isolated vocabulary, etc. This will also make students more motivated towards knowledge and learning.

Another important topic taken from the statements participants made about learning styles is related to pure cognitive elements in EFL lessons, such as memory, perception and language. Interestingly, the students talked about them without being aware of it, which implies these concepts are strongly attached to the teaching/learning of English.

More elements to reflect about are the collective and personal self-awareness states, which show how empowered the students are about their education process, and their most proximate surroundings. This can be used to create better ways to get the students engaged in

learning processes, and innovate in the practice of more personal and collective teaching strategies, and integrate more sophisticated group activities.

Finally, it is important to mention how elemental it is for education processes to consider the students' opinions to create better conditions in the places where they learn. Thus, the EFL classroom can be a more democratic, flexible space within a dramatically rigid public education system. In this matter, the use of technology also represents a way to break with what is established, which sometimes makes no positive impact on students' learning process. Ultimately, this study aims to demonstrate that students are more than individuals that attend school without being aware of the role they play in the process, and that they have a right to actively participate in their learning process not only as passive receivers of content, but as conscious elements in education and teaching planning.

5.1.1 Further research

Final reflections on the use of authentic materials meeting tenth graders' most influential learning styles, necessarily imply thinking on how to improve what has been applied during the three-lesson process. To do this, conducting further research on topics previously mentioned is key step in the spiral model of study.

One significant contribution made by the participants was implied in the lines they dedicated to define their feelings when the applied authentic materials were projected on the whiteboard. The elements they interestingly referred to, such as memory, attention, perception, and language, have deep cognitive implications in the field of EFL teaching/learning. In this

matter, it would be beneficial to consider neuroscience, for example, and its implications when using authentic materials, independently of sensory learning styles.

Another branch of study is related to the new findings made in the data analysis chapter, where self-awareness, participants' commentary, and the immediate factor were described as surprising themes. These may represent enormous input for EFL (and other subjects) teaching and lesson planning. One of them, student's commentary, seems to be applicable with no further inquiry, but developing this topic into more complex layers would be useful to explore teaching instruction and its relationship with students' performance and responses. Also, the sense of awareness leads to a variety of fields such as collaborative learning, motivation, and even to comparative studies on different ELT teaching approaches and learning theories.

5.2 Conclusions

One difference found between the reflection and conclusion sections is the nature of the outcomes they expose. Reflective wording referrer directly to the topic mentioned in the title of this study, whereas conclusions necessarily hold a more technical dimension, being exclusively used to demonstrate the level of agreement between the research question, the general and specific objectives, and their corresponding answers.

Given this, it can be stated that this study gratifyingly accomplishes the general objective regarding the tenth-grade students' responses on adapted authentic materials. As this is a first stage in a participatory action research, it was necessary to establish a pivot topic of investigation from which all the suggested inquiries, and more, can emerge. Thus, knowing the participants'

perspectives on authentic materials used to meet their learning styles represents only a starting point.

Subsequently, their responses were selected and classified in table 3 (See Appendix N) using a level of accuracy determined by the researchers' criteria. Additionally, the coding process carried out during the data analysis part is the most explicit expression of the participants' perspectives on the used materials. What is more, the findings illustrated at the end of chapter 3 are a clear signal of the accuracy of the participants' responses.

Along with what is above mentioned, the specific objectives were also met throughout this study. Here, it is worth noting that these objectives, to identify the most prominent learning style(s) and to integrate authentic materials according to the identified learning style(s), were both accomplish during the school intervention stage. To do so, it was necessary to apply an adapted 25-question version of the Perceptual Learning Style Preference Questionnaire (PLSPQ), and to select, adapt and apply authentic materials into three lesson plans.

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APPENDIX

Appendix A

Perceptual Learning Style Preference Questionnaire

(Copyright 1984, by Joy Reid. Explanation of learning styles was adapted from the C.I.T.E. Learning Styles Instrument, Murdoch Teacher Center, Wichita, Kansas 67208)

Directions:

People learn in many ways. For example, some people learn primarily with their eyes (visual learners) or with their ears (auditory learners); some people prefer to learn by experience and /or by "hands-on" tasks (kinesthetic or tactile learners); some people learn better when they work alone while others prefer to learn in groups.

This questionnaire has been designed to help you identify the way(s) you learn best – the way(s) you prefer to learn.

Decide whether you agree or disagree with each statement. And then indicate whether you:

> Strongly Agree (SA)
>
> Agree (A)
>
> Undecided (U)
>
> Disagree (D)
>
> Strongly Disagree (SD)

Please respond to each statement quickly, without too much thought. Try not to change your responses after you choose them. Please answer all the questions.

PERCEPTUAL LEARNING STYLE PREFERENCE QUESTIONNAIRE

	SA	A	U	D	SD
1. When the teacher tells me the instructions I understand better.					
2. I prefer to learn by doing something in class.					
3. I get more work done when I work with others.					
4. I learn more when I study with a group.					
5. In class, I learn best when I work with others.					
6. I learn better by reading what the teacher writes on the chalkboard.					
7. When someone tells me how to do something in class, I learn it better.					
8. When I do things in class, I learn better.					
9. I remember things I have heard in class better than things I have read.					
10. When I read instructions, I remember them better.					
11. I learn more when I can make a model of something.					
12. I understand better when I read instructions.					

13. When I study alone, I remember things better.					
14. I learn more when I make something for a class project.					
15. I enjoy learning in class by doing experiments.					
16. I learn better when I make drawings as I study.					
17. I learn better in class when the teacher gives a lecture.					
18. When I work alone, I learn better.					
19. I understand things better in class when I participate in role-playing.					
20. I learn better in class when I listen to someone.					
21. I enjoy working on an assignment with two or three classmates.					
22. When I build something, I remember what I have learned better.					
23. I prefer to study with others.					
24. I learn better by reading than by listening to someone.					
25. I enjoy making something for a class project.					

26. I learn best in class when I can participate in related activities.					
27. In class, I work better when I work alone.					
28. I prefer working on projects by myself.					
29. I learn more by reading textbooks than by listening to lectures.					
30. I prefer to work by myself.					

Instructions

There are 5 questions for each learning category in this questionnaire. The questions are grouped below according to each learning style. Each question you answer has a numerical value:

SA	A	U	D	SD
5	4	3	2	1

Fill in the blanks below with the numerical value of each answer. For example, if you answered Strongly Agree (SA) for question 6 (a visual question), write a number 5 (SA) on the blank next to question 6 below.

Visual

6 - __ 5__

When you have completed all the numerical values for Visual, add the numbers. Multiply the answer by 2, and put the total in the appropriate blank.

Follow this process for each of the learning style categories. When you are finished, look at the scale at the bottom of the page; it will help you determine your major learning style

preference(s), your minor learning style preference(s), and those learning style(s) that are negligible.

SELF-SCORING SHEET

VISUAL
  6 - _____
10 - _____
12 - _____
24 - _____
29 - _____
Total_____ x 2 = _____(Score)

TACTILE
11 - _____
14 - _____
16 - _____
22 - _____
25 - _____
Total_____ x 2 = _____(Score)

AUDITORY
  1 - _____
  7 - _____
  9 - _____
17 - _____
20 - _____
Total_____ x 2 = _____(Score)

GROUP
  3 - _____
  4 - _____
  5 - _____
21 - _____
23 - _____
Total_____ x 2 = _____(Score)

KINESTHETIC
  2 - _____
  8 - _____
15 - _____
19 - _____
26 - _____
Total_____ x 2 = _____(Score)

INDIVIDUAL
13 - _____
18 - _____
27 - _____
28 - _____
30 - _____
Total_____ x 2 = _____(Score)

Appendix B

Perceptual Learning Style Preference Questionnaire

Student name: _____

Introducción

Las personas aprendemos de diversas maneras. Por ejemplo, algunos aprendemos casi todo con la mirada, o escuchando. Otros preferimos aprender a través de la experiencia o usando el movimiento de nuestro(s) cuerpo(s). También hay quienes aprendemos mejor cuando trabajamos solos; y otros que preferimos aprender si trabajamos en conjunto.

El siguiente cuestionario ha sido diseñado para ayudarte a identificar la forma en la que aprendes mejor.

Instrucciones

Al terminar de leer una declaración, decide si estás de acuerdo o no con esta. Escribe en el recuadro el número correspondiente a cada criterio.

> 5 Completamente de acuerdo (CA)
> 4 De acuerdo (DA)
> 3 Indiferente (I)
> 2 Desacuerdo (D)
> 1 Completamente en desacuerdo (CD)

Recomendaciones

A) Escoge solo un criterio.
B) Por favor, responda rápidamente.
C) Por favor, responda todas las preguntas.

PERCEPTUAL LEARNING STYLE PREFERENCE QUESTIONNAIRE

	CA (5)	DA (4)	I (3)	D (2)	CD (1)
1. Entiendo mejor cuando el profesor me dice la instrucción.					
2. Prefiero aprender haciendo en clases.					
3. Finalizo más trabajo cuando trabajo con otros.					
4. Aprendo más cuando estudio en grupo.					
5. En clases, aprendo mejor cuando trabajo con otros.					
6. Aprendo mejor cuando el profesor escribe en la pizarra.					
7. Aprendo mejor cuando alguien me dice como hace algo.					
8. Aprendo mejor cuando hago en clases.					
9. Recuerdo mejor las cosas cuando las he escuchado a cuando las he leído.					
10. Recuerdo mejor las instrucciones cuando las leo.					
11. Entiendo mejor cuando leo instrucciones.					
12. Recuerdo mejor las cosas cuando estudio solo.					
13. Disfruto aprender en clases haciendo experimentos.					
14. Aprendo mejor en clases cuando el profesor da una cátedra.					
15. Aprendo mejor cuando trabajo solo.					
16. Entiendo mejor las cosas cuando					

participo en un juego de roles (role-play).					
17. Aprendo mejor en clases cuando escucho a alguien.					
18. Disfruto trabajando en una tarea asignada con dos o tres compañeros.					
19. Prefiero estudiar con otros.					
20. Aprendo mejor leyendo que escuchando a alguien.					
21. Aprendo mejor en clases cuando participo en actividades en las que me tengo que relacionar con otros.					
22. En clases, trabajo mejor cuando trabajo solo.					
23. Prefiero trabajar en proyectos individuales.					
24. Aprendo más leyendo textos que escuchando las cátedras del profesor.					
25. Prefiero trabajar solo.					

Results

VISUAL
 6 - _____
10 - _____
11 - _____
20 - ____
24 - _____
Total_____ x 2 = _____(Score)

AUDITORY   GROUP
 1 - _____   3 - _____

7 - _____　　　　　　　　　　　4 - _____
9 - _____　　　　　　　　　　　5 - _____
14 - _____　　　　　　　　　　18 - _____
17 - _____　　　　　　　　　　19 - _____
Total_____ x 2 = _____(Score)　　Total_____ x 2 = _____(Score)

KINESTHETIC　　　　　　　　　INDIVIDUAL
2 - _____　　　　　　　　　　12 - _____
8 - _____　　　　　　　　　　15 - _____
13 - _____　　　　　　　　　　22 - _____
16 - _____　　　　　　　　　　23 - _____
21 - _____　　　　　　　　　　25 - _____
Total_____ x 2 = _____(Score)　　Total_____ x 2 = _____(Score)

Appendix C

LESSON PLANNING ESA-PPP (2017)

Class:	Date:	Time:	Sequence:
TEACHER:		SCHOOL:	

1. **Main Objective:**	
2. **Subsidiary aims:**	
3. **Key Activities:**	

Contents

4. **Skills/procedures:**	5. **Lexis**	6. **Grammar**	7. **Function**

8. **Assumptions:**	

Stages	Interaction	Evaluation	Materials-Timing
9. Engage/ Warm-up			
10. Study / Presentation			
11. Practice			
12. Activate/Production			

13. Close up/Wrap-up			

Appendix D

LESSON PLANNING ESA-PPP (2017)

Class: 2°A	Date: November 21	Time: 08:30 – 10:00	Sequence: 1/2
TEACHER: Raúl Polanco Flores		SCHOOL: Colegio Confederación Suiza	

Main Objective: To identify mass media and communication professional careers using simple present.			
Subsidiary aims: Use of target vocabulary related to media and communication. Sentence structure/word order.			
Key Activities: White board Text "Communications and Media Careers": https://www.thebalance.com/communications-and-media-careers-525617 Data Show			
Contents			
Skills/procedures: Reading Writing Speaking Listening	**Lexis** Vocabulary: Maintain equipment, control sound and color, signal strength; picture, capture images, portrait; report, interview people, research; language, spoken words, convert words; edit content, publish information, evaluate and select.	**Grammar** Simple Present (affirmative/negative/interrogative form)	**Function** Identifying mass media and communication professional careers using simple present.
Assumptions: Students know how to use simple present. Students know some vocabulary about mass media and communication.			

Stages	Interaction	Evaluation	Materials-Timing
Engage/ Warm-up	The teacher will show 8 pictures about vocabulary that the students saw last class. The students will listen to sentences that are using vocabulary words. Then, the students will relate the sentence with the pictures.	The teacher will give the correct answers in front of the class.	Data show Whiteboard

Study / Presentation	The teacher will read aloud an internet article related to mass media and communication careers. The students will follow the reading.	The teacher will ask students about the main idea of each paragraph of the text.	Data show Whiteboard PPT Text: https://www.thebalance.com/communications-and-media-careers-525617
Practice	In pairs, students will write all the words that they related to communication and mass media. Then, the students will describe each professional profile according to the actions described in the text.	The teacher will ask for volunteers. The teacher will check the answer in front of the class.	Data show White board PPT Notebooks
Activate/Production	Students will identify career names in the text that they recently read. Then, the students will draw five groups under each career name. Students will listen to the teacher. The teacher will dictate all the vocabulary words randomly. Students will have to select and group them by career. There are three words by each career or category.	The teacher will ask for volunteers. The teacher will check the answer in front of the class.	Data show White board Notebook
Close up/Wrap-up	The teacher will ask students what kind of mass media career they would choose as a work for the future. The students will answer the question and then, students will share their answer in front of the class.	The teacher will ask for volunteers. The teacher will check the answer in front of the class.	

Appendix E

Career Planning

Communications and Media Careers

f Share F Flip P Pin in Share ✉ Email

By Dawn Rosenberg McKay
Updated March 19, 2017

Communications and media careers involve disseminating information, in a variety of forms, to the public. They include the spoken and written word, and even sound and pictures. Educational requirements vary, but a college degree can increase your chances of getting a job in most occupations in this field.

Let's take a look at seven communications and media careers. See how much you can expect to earn and what the job outlook is.

Greg Pease/The Image Bank/Getty Images

Career Planning

▸ Basics
  College Majors
  Alternative Careers
Career Choices
Skills and Training
Self-Assessment
Job Search Tips
Evaluating Job Offers
Job Loss
Workplace Tips
Work Balance
Labor Laws and Rights
VIEW ALL ▸

Broadcast Technician

Broadcast technicians bring us live broadcasts of television and radio shows, concerts, and news reports. They set up, operate, and maintain the equipment that regulates signal strength, clarity, and range of sounds and colors.

If you want to work in this field, you will need an associate degree in broadcast technology, electronics, or computer networking. Hands-on training is essential.

Broadcast technicians earned a median annual salary of $37,490 in 2015. The U.S. Bureau of Labor Statistics (BLS) predicts employment will grow about as fast as the average for all occupations from 2014 to 2024, but there will be substantial competition for jobs since this field employs relatively few people.

News Anchor

News anchors present, and often analyze, reports on television news broadcasts. They introduce stories from reporters out in the field and sometimes go to various locations themselves.
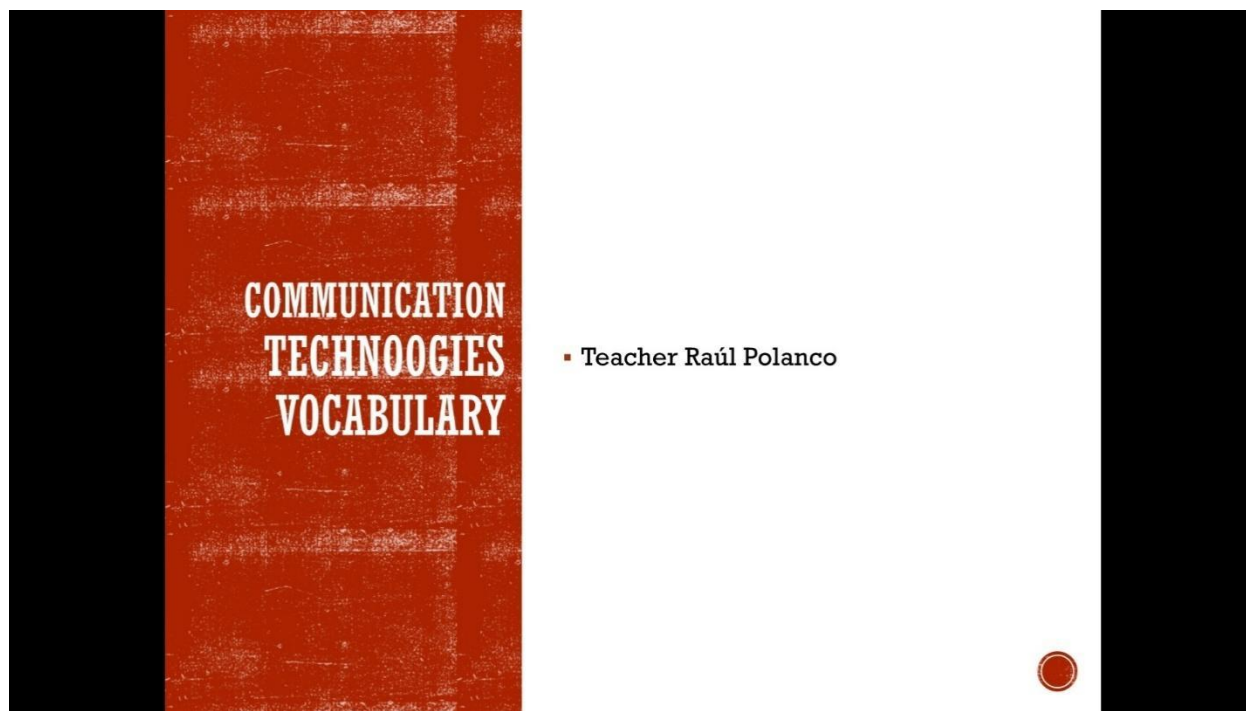
News anchors often have a social media presence.

You will have to earn a bachelor's degrees in journalism or mass communications, but some employers will consider hiring job candidates who have majored in other subjects. Most likely, you will begin your tv news career as a reporter.

In 2015, news anchors earned a median annual salary of $65,530.

A decline in employment is expected between 2014 and 2024, according to BLS predictions.

Photographer

Appendix F

COMMUNICATION TECHNOOGIES VOCABULARY

- Teacher Raúl Polanco

VOCABULARY

- Language
- Spoken words
- Convert words
- Edit content
- Publish information
- Evaluate and select
- Maintain equipment
- Control sound and color
- Signal strength
- Picture
- Capture images
- Portrait
- Report
- Interview people
- Research

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Appendix G

LESSON PLANNING ESA-PPP (2017)

Class: 2°A	Date: December 4	Time: 08:30 – 10:00	Sequence: 1/2
TEACHER: Raúl Polanco Flores		SCHOOL: Colegio Confederación Suiza	

27. **Main Objective:** To express hypothetical situations using "wish".	
28. **Subsidiary aims:** - Use of target vocabulary related to media and communication. - Sentence structure/word order.	
29. **Key Activities:** - Song: Milow – You and me. - White board - Data show - Worksheet - PowerPoint Presentation	

Contents			
30. **Skills/procedures:** - Listening - Writing	31. **Lexis** Vocabulary: Series, publish information, interview, tattoo, portrait, send message, Television show,	32. **Grammar** - Simple Present (affirmative/negative/interrogative form) - Simple past (affirmative/negative/interrogative form)	33. **Function** Expressing hypothetical situation using wish.

34. **Assumptions:** - Students know some vocabulary about mass media and communication.			

Stages	Interaction	Evaluation	Materials-Timing
35. Engage/ Warm-up	The students will play the "hang man" game. The teacher will draw on the board a hang man, with two different words related to media and communication. The students will have to guess the word.	The teacher will write the students' correct answers on the board.	- Whiteboard,
36. Study / Presentation	The teacher will explain the structure of "wish" to talk about hypothetical situation about the past and will give some examples. After that, students will have to create 3 sentences using "wish" structure.	The teacher will ask for volunteers. The teacher will check the answer in front of the class.	- Data show - Whiteboard - PPT
37. Practice	The teacher will give to the students a worksheet paper.	The teacher will ask for volunteers.	- Data show

	In pairs, the students will listen to a song at the same time they are reading the lyrics on a video. After students listen to the song with the lyric in English, they will listen to the song again but with the lyric in Spanish. Then, students will have to underline all the sentences that are related to "wish" on the worksheet with the lyrics. Then the teacher will ask about the sentences that students' underline.	The teacher will check the answer in front of the class.	- White board - Worksheet - Song: Milow – You and me.
38. Activate /Production	Students will write on their worksheet the sentences that they underlined, and rewrite them using reported speech.	The teacher will check the students' work one by one.	- Worksheet - Data show
39. Close up/Wrap-up	Students will have to create a sentence about something that they regret or they wish to change.	Teacher will select students randomly to read the sentence.	- worksheet

Appendix H

Unit 4:

Using " WISH" to talk about hypothetical situtations.

Teacher: Raúl Polanco.

Wish + (that) + past simple.

La palabra **wish** se traduce más o menos como "ojalá."
Expresa un deseo, o sea, algo hipotético que no es la realidad actual.
Lo usamos con el pasado para hablar de algo que deseamos en el presente, pero que no se cumple.

Examples: I **wish** (that) I **were** taller - *Ojalá fuese más alto.*

I **wish** (that) I **could** be on the beach - *Ojalá estuviese en la playa.*

I **wish** I **had** more money - *Ojalá tuviese más dinero.*

I **wish** he **knew** how to drive, we could go to the mountains - *Ojalá supiese conducir, podríamos ir a las montañas.*

Past perfect:

También se utiliza con el pasado perfecto, en el caso de hablar de un deseo para el pasado.

I wish I hadn't gone to that place, everything was dirty - *Ojalá no hubiese ido a ese lugar, todo estaba sucio.*

I wish you hadn't sent her that email, now she is angry at me - *Ojalá no le hubieses enviado ese email, ahora no estaría enfadada conmigo.*

https://www.youtube.com/watch?v=zO9vdwKfpqc

Practice:

Write the sentences applying "wish" structure, one verb tense by each sentence.(past simple, could, past perfect):

A) I / watch / that new series.

B) She / can interview / her favourite singer.

C) he / tattoo   /   a better portrait of his grandmother.

D) I / it rain / The garden's turned to mud.

E) I / the council demolish that beautiful old house / It was part of the town's heritage

Appendix I

Worksheet 1

Name:_____Date:_____

1.Read the song: Milow – You and Me (In My Pocket). Then, Identify and underline all the sentences with the "wish" structure.

I wish you smelled a little funny

Not just funny really bad

We could roam the streets forever

Just like cats but we'd never stray

I sometimes wish you were a mermaid

I could raise you in the tub at home

We could take a swim together

On weekly day trips to the bay

Oh you and me

It would be only you and me

Oh you and me

It would be only you and me

I wish you were a little bigger

Not just big but really fat

Doors you would no longer fit through

In my bed you would have to stay

I often wish that you had feathers

I'd keep you in a giant cage

All day long I'd sit and watch you

I'd sing for you and that would be okay

Oh you and me

It would be only you and me

Oh you and me

It would be only you and me

People say there are plenty of fish

In the sea, baby, all I do is wish

I wish you were a little slower

Not just slow but paralyzed

Then I could plug you into a socket

So you could never run away

I really wish that you were smaller

Not just small but really really short

So I could put you in my pocket

And carry you around all day

Oh you and me

It would be only you and me

Oh you and me

It would be only you and me

You and me

2. Write the sentences underline with wish structure and rewrite them using reported speech.

1.

_____

_____

_____

2.

_____

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_____

3.

_____

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_____

4.

_____

_____

_____

Appendix J

LESSON PLANNING ESA-PPP (2017)

Class: 2°A	Date: December 5	Time: 08:30 – 10:00	Sequence: 1/2
TEACHER: Raúl Polanco Flores		SCHOOL: Colegio Confederación Suiza	

1. **Main Objective**: To practice the use of "wish" for hypothetical situations.			
2. **Subsidiary aims**: Use of target vocabulary related to media and communication. Sentence structure/word order.			
3. **Key Activities**: PPT Data Show White Board			
Contents			
4. Skills/procedures: Reading Writing Speaking	5. Lexis Vocabulary: To whisper, tv programs, interview, social media, messages, mass media, series, signs, letter.	6. Grammar Simple Present (affirmative/negative/interrogative form) Simple past (affirmative/negative/interrogative form)	7. Function Expressing hypothetical situation using wish.
8. **Assumptions**:			

Stages	Interaction	Evaluation	IT-Materials-Timing
9. Engage/ Warm-up	The teacher will write 5 different words on the board. The letters of each word will be written disorderly. Students will have to put in order each letter of every word to guess the correct word.	The teacher will write the students' correct answers on the board.	White Board
10. Study / Presentation	The teacher will show a power point presentation about "wish" as a review. The teacher will project questions about the use of "wish". Students will answer the questions in	The teacher will ask for volunteers. The teacher will check the answer in front of the class.	Data show PPT White Board

	order to remember what they learned last lesson.		
11. Practice	The teacher will show 9 pictures related to mass media and communication. Students will have to describe the pictures using mass media and communication vocabulary.	The teacher will check the students' work one by one.	PPT Data show White Board
12. Activate/Production	Students will have to write 9 different sentences using "wish" for hypothetical situations or regrets, but each sentence need to have one word of the vocabulary of the pictures.	Teacher will select students randomly to read a sentence.	PPT Data show White Board
13. Close up/Wrap-up	The teacher will describe the meaning of words about mass media and communication orally (vocabulary). The students will have to guess the word and write them in a list.	The teacher will check the list in front of the class.	White Board

Appendix K

Order the letters to form the word.

1) arptorit

2) tmicos

3) onifmiraton

WRITE AND ANSWER THE QUESTIONS.

1) Why do we use "wish" sentences?

2) Which verb tense do we use to talk about something we would like to change in the present?

3) Which verb tense do we use to talk about abilities we would like to have in the present?

4) Which verb tense do we use to talk about something we would like to change in the past, but it is almost imposible?

5) Which are the structures of the sentences when using "wish" form?

Write one sentence for each image using the "wish" forms.

Example:

MAGAZINE

I wish (that) my sister had appeared in the magazine.

Appendix L

Field notes lesson 11/21/2017
Lesson started later than expected because of gathering on the main yard.   *Another student came into the classroom late.*   *Students participate actively.*   *Most of the students look to the board.*   *Teacher starts.*   *A Student goes out crying.*   *Students keep participating.*   *Students write the words.*   *Students seem willing to participate, yet not to write.*   *Students pay attention again when teacher speaks and turn on the projector.*   *By the end of the lesson students show themselves disengaged to the lesson, maybe because they brake is just about to come.*

Field notes lesson 12/04/2017
Alumnos retrasan el inicio de clases, empieza a las 10:30   *Profesor saluda y presenta a investigador asistente (Javiera Muñoz)*   *Se explica que se presentarán contenidos relacionados a la gramática de la unidad.*   *Inicio de juego "the hangman"*   *Se pide ejemplos de vocabulario, los alumnos responden usando vocabulario visto la sesión anterior.*   *Se pide que alumna se retire de la sala por mal comportamiento*   *Alumnos adivinan palabra (1): NEWSPAPER*   *Profesor inicia el siguiente juego de palabra (2)*   *Algunos alumnos participan diciendo las letras del abecedario en inglés y otros lo hacen diciéndolas en español.*   *Alumnos adivinan la palabra (2): MAGAZINE.*   *Profesor presenta el nuevo contenido "WISH" (10:42)*   *Profesor presenta la estructura de Wish utilizando una proyección (data)*   *Profesor da tiempo a los estudiantes para copiar de la diapositiva, alumnos (en su mayoría) aprovecha la instancia para realizar preguntas acerca de los contenidos recién mostrados.*   *Profesor se pasea por la sala de clases, volviendo a explicar uno de los usos de Wish (10.45)*   *Alumnos preguntan si es necesario copiar los contenidos.*   *Se muestra el uso de Wish para habilidades y regrets, solo algunos copian la materia. (10:53)*   *Profesor contesta a las preguntas de los alumnos mediante ejemplos de*

composición de estos usos.
- *Profesor monitorea mientras pregunta individualmente a los alumnos si tienen dudas. (10:55)*
- *Se presentan ejercicios y se invita a los alumnos a que participen en una resolución en conjunto, la participación más activa es de dos alumnos.*
- *Uno de los alumnos pregunta el porqué de la terminación "es" en wishes al estar en tercera persona.*
- *Se les entrega una guía a los alumnos con la letra de una canción. (Milow – you and me)*
- *La canción es proyectada con subtítulos en inglés.*
- *Uno de los alumnos intenta cantar al ritmo de la canción mientras lee la letra en la guía.*
- *La mitad de la clase que se sienta al fondo de la sala deja de prestar atención a partir de la mitad de la canción.*
- *Se le pregunta a los alumnos si han logrado identificar las partes de la canción que contengan la estructura de Wish. Ellos son capaces de reconocer las oraciones que las contienen.*
- *Se presenta el vídeo con subtítulos en inglés. (11:12)*
- *Alumnos muestran una disposición distinta al ver los subtítulos, ríen y se asombran con el significado de la letra de la canción.*
- *Se les dan instrucciones de la actividad que consiste en buscar las oraciones que contengan Wish y "reportarlas". (11:17)*
- *Alumno encuentra la primera oración y participa voluntario para poder decirla (11:17)*
- *Se les da tiempo hasta las 11:30 a los alumnos para poder desarrollarla actividad.*
- *Profesor se pasea aclarando las dudas de sus estudiantes. (11:19)*
- *A medida que el profesor se desplaza los alumnos esperan su turno y llaman al profesor para que este responda sus preguntas. (11:26)*
- *La actividad se revisa en conjunto con el profesor (11:31)*
- *Se realiza el cierre de la clase, realizando preguntas abiertas y directas a los estudiantes acerca de los contenidos revisados en la clase. (11:37)*

Field notes lesson 12/05/2017
- *Teacher greets, then prepares the computer and projector to start the lesson.*
- *The lesson should have started at 8:20, but it began at 8.35 because there were just 5 students in the classroom.*
- *More students arrive later.*
- *Students look tired at the beginning and don't pay attention.*
- *Teacher makes questions to students and they answer the questions.*
- *One student arrives late, greets his friends, distracting them.*

- *Teacher writes the answers on the board and gives 5 minutes to copy them.*
- *Most of the students are writing while the teacher walks around the class checking if they are working.*
- *Teacher shows different images and students look at them trying to identify what they are about.*
- *Students show interest on answer when teacher points at the images.*
- *Students at the end of the classroom are talking a lot and the teacher orders one of them to sit forward.*
- *Lesson continues and most of the students keep participating.*
- *It is 9:20 and there are 30 students on the classroom.*
- *Visual activities seem useful for students.*
- *Teacher gives the instructions for a writing activity and students don't show interest.*
- *Teacher walks around the classroom checking and helping students to work.*
- *Students talk between them, but they begin participating in the activity.*
- *Some students are listening to music while they write, but they seem concentrated on the task given by the teacher.*
- *Teacher tells a group of students to keep silence and work on the activity.*
- *Teacher checks the activity with the whole class.*
- *Teacher asks students to read their example voluntarily, but they refuse to read them. Teacher asks a specific student to read it.*
- *Teacher writes on the board and explains the sentences.*
- *At the end of the lesson there are 35 students.*

Appendix M

Focus group questions
¿Te gustó el material utilizado en las últimas 4 clases?   ¿Cuál te gustó más?
¿Qué sentiste cuándo viste la página web sobre profesiones de los medios de comunicación proyectada en la pizarra?
¿Qué sentiste cuando oíste la canción que estaba relacionada al contenido de la clase?
Entre el material de inglés usado regularmente en el colegio y el material usado en estas últimas 4 clases: ¿Encuentras alguna diferencia?
¿Qué cambiarías del material usado en las últimas 4 clases? ¿Por qué?
¿Crees que el colegio te provee con el material apropiado para aprender y mejorar en inglés?

Appendix N

Focus groups results: Adapted Authentic Materials students' opinions	
Questions	**Student's responses**
1. Did you like the materials presented during the last 3 lessons? Which one did you like the most?	*Female 2:* I liked the lesson where we review a song, because I think that the use of music on English education helps me to memorize the contents in my mind.
	Male 1: I think (I liked) the lesson where we listened to the song; my classmates were more interested this time than in a lesson where everything is written on the whiteboard.
	*Female 3:*I find more useful lessons where the contents are projected.
	Male 3:(Related to data presentation content) It keeps me interested, they make the lesson more interactive.
2. What did you feel when you saw the web page on social media projected on the whiteboard?	*Female 4:* It was easier to pay attention, because it was visual. Not only words were shown but also, we could observe images and it allowed us to memorize faster.
	Female 4: But it depends on what is projected, because if only words are projected, I get distracted. But if there are images projected to relate the content is easier to learn and understand.
	Female 3: (The projection) were things which we didn't know their meaning in English, things that we always see but don't relate to English (…) so it helped us a lot.
	Male3: I think it's more interesting. I pay more attention to what one is writing, because it's such a bore to write what the teacher is writing on the board, besides one must listen to him… like later they erase (the contents) and I feel I don't want to write anymore.
3. What did you feel when you listened to the song related	Female 2: The song's lyrics were weird at the beginning, but the teacher chose the song well because it was related to the content. In other lessons they never use songs to teach.

to the content presented to the class?	*Female 3:* He (the teacher) projected the song and also gave us the lyrics printed; English is difficult for me, so using these materials allowed me to "recognize" the content. It makes it easier for people like me, who has struggles when learning.
4. Can you find any difference between the materials regularly used at the school and the ones used the last four lessons?	*Female 4*: English is a difficult subject, so if every class is the same; if it doesn't catch everyone's attention, it's boring, etc. It will be even more difficult than before. But if it's catchy, they have listening and images and make relations, like the previous classes, it is easier and fun for those who have difficulties.
	Female 3: we learn, but not immediately.
	Female 5: The classes using the book given by the ministry were boring. The ones with the material that you (researchers) gave us kept me motivated.
5. What would you change from the materials used in the last four lessons? Why?	*Female 2:* I've told this before, teacher, you should pay attention to your handwriting on the whiteboard…it's difficult.
	Female 4: I wouldn't change a thing but add…because some people do understand what they see (read) but they don't know how to pronounce. So, maybe the teacher says a word and the class should repeat it.
	Male 1: I wouldn't make any changes to the material, it was really good, but I would like these types of lessons to be permanent, the whole year, not only because of research.
6. Do you think the school provides the right materials to learn and improve your English?	*Female 3:* It really depends on the school. Honestly, it is necessary to learn English because it gives you a lot of opportunities…I find it difficult, I'd like to learn English.
	Male 3: I find teacher Raul has made great, proper lessons, because I come from a better school than this one and teacher Raul's lessons are just like in there, and that's good.
	Male 3: The materials from here are really difficult for us to use.

	Female 5: (…) EFL lessons, back at my previous school, were only grammar-based, only verb to be. Here I see my classmates learn more topics too, not only grammar but topics (…) well, you blend everything, like tenses and topic. For example, with communication stuff. That really helps because we learn vocabulary, content, and everything together.