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Facultad Educación

**Application of Task based activities and authentic materials  
to promote oral production inside the classroom of 9<sup>th</sup> grade  
Chilean students at Polivalente Patricio Mekis School in the  
Metropolitan Region.**

**Tesis para optar al grado de Licenciatura en Educación y al Título  
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Santiago, Chile

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A thesis submitted for the degree of English Language Teacher

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## **Abstract**

Chile is a country which has a long way to go through in order to achieve English oral production. Chilean public policies reflect a strong effort in an attempt to improve the English use in our country; however they do not foster the production of English in the classroom. The present study looks at ways to improve oral production inside the Chilean high school classroom. The participants were a group of 41 9<sup>th</sup> grade Chilean students, 22 boys and 19 girls with ages ranging from 14 to 15 years old in a subsidized school located in a risk community. A pre-intervention observation was conducted, to identify the students' interests and realize which their level was. After that, innovative teaching strategies such as task based methodologies and authentic material were selected, in order to work with students interests during the entire process. Once the strategies and materials were applied in classes, it was possible to observe some improvements in students' oral production and participation in both, English and Spanish. Even though the intervention time was relatively short there were relevant findings which helped to have a basic notion of oral production and the type of tasks and material that can foster participation inside a Chilean English classroom. In short, the current research is an initial attempt to promote oral production inside the classroom, all in order to become a bilingual country in 2020, as proposed by Chilean authorities.

## Resumen

Chile es un país que tiene un largo camino por recorrer para conseguir una producción oral en inglés. Las políticas públicas chilenas reflejan un gran esfuerzo por mejorar el uso del idioma en nuestro país. Aun así, estas políticas no promueven la producción del idioma inglés dentro de las aulas. El presente estudio busca maneras de mejorar la producción oral dentro de las aulas chilenas de educación media. Los participantes fueron un grupo de 41 estudiantes chilenos de primero medio, 22 hombres y 19 mujeres, en edades entre 14 y 15 años, en un colegio particular subvencionado, ubicado en una comunidad vulnerable. Se realizó una observación previa para identificar los intereses de los estudiantes, así como también su nivel de inglés. Luego de esto, seleccionamos innovadoras estrategias como metodologías *task based* y el uso de material auténtico con el fin de trabajar en base a los intereses de los estudiantes durante todo el proceso de intervención. Una vez que las estrategias fueron aplicadas en clases, fue posible observar algunas mejoras en la producción y participación de los estudiantes, quienes utilizaron el idioma inglés y español. Incluso cuando el tiempo de intervención fue relativamente corto, aparecieron resultados relevantes que nos ayudan a tener una noción básica de la producción oral y el tipo de actividades y materiales que la promueven dentro de las salas de inglés en Chile. En resumen, el presente estudio es un intento inicial para promover la producción oral dentro de las salas de clase, todo esto con el fin de convertir a Chile en un país bilingüe en el año 2020, como ha sido propuesto por las autoridades chilenas.

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## INTRODUCTION

As EFL student-teachers inserted in various state or semi private schools around Santiago, we have been able to observe that students do not speak English in class. There are many possible reasons for the absence of oral production. Among them, it is possible to identify the lack of opportunities given to the students by the teacher to communicate in English, the use of demotivating material and the strategies used by the teachers in class.

This problem has been evidenced in our practicum process and personal teaching experiences where the most elaborated expressions present in a classroom are short memorized expressions such as “Good morning Miss” or “Can I go to the bathroom, please?” Those are comprehensible messages, there is no doubt about that, however, it does not mean that students can communicate to solve a more complex situation, because these are expressions that have been repeated and memorized by students for a very long time.

The above argument is supported by evidence from the worrying position of Chile in international studies. Finding information about oral production in Chile is a hard task. The “Sistema de Medición de la Calidad de Education” (SIMCE) does not include speaking in its test sample. Despite this, there are some national and international studies’ results which give us a more comprehensive view of the problem. The last Censo of 2012 shows that 1.580.869 Chileans claim that they are able to keep a conversation in English. These results can be compared to some studies conducted by international associations which are interested in the study of English production around the world. One of them is Education First or EF, (Education First, 2011) which in 2011 located Chile

on the 36th place in English Proficiency Index test, getting a “low level” of English with a score of 44, 63. In the same study made in 2016, Chile got a score result of 50,10 (Education First, 2016) improving its result in a 5,47.

The alarming low level of language proficiency in Chile was also detected by a British Council Organization, which shows that 45% of people do not speak English frequently (British Council, 2015.) These international studies results are presented in this research, in order to give a broader notion of the current language proficiency of Chileans.

Data results reflect the difficult situation faced by this country, considering that the only place where students practice the target language is in the classroom. Taking into consideration our personal experiences acquiring the second language as well as our critical observations meetings during practicum sessions given by Mr. Pablo Moreno Tello, it seems that class material used by teachers does not stimulate oral production. This means that the input given by the teacher is not always the most appropriate for students. The transmission of knowledge is controlled by teaching resources that have been elaborated for a different school reality (Alvarado, 2010); thus, students are forced to learn a second language by using activities and scenarios that do not resemble their interests or life style. All this, seems to be related to the material, which represents a culture and routine far away from the student reality.

Under these circumstances, we consider it could be a good option to update the teaching methods and introduce authentic material which would allow a more realistic view of English and its use. As a consequence of our investigation, we expect to improve the development of the English production inside the classroom.

Chilean teachers have been using typical methods and strategies to promote speaking, but just in a few cases they present challenging activities which motivate students to talk in the target language. In most of the cases, teachers try to present grammar structures and vocabulary without presenting a problem to solve, or more important yet, without a contextualization, or simply teaching English by using Spanish, which does not help the internalization of information. To establish English as a tool inside the classroom, it seems to be a good choice to use a task-based approach. For that reason, we present a group of authentic material, supported of task based strategies to effectively promote de oral production inside the classroom.

The thesis structure is presented as follows: **Chapter 1** is an introduction where a general background related to our research is presented, Including local / international statistics and personal experiences as English teaching program students. In order to give support to our research, theoretical and pedagogical motivations are stated as well. The theoretical framework is exhibited in **Chapter 2**, where the justification of all the theoretical sources used in our research are given in detail. Here, a local and international view about oral production, which is the key concept perused in this research, is presented and stablished by providing some statistics and updated information in order to give a more complete understanding of the concept itself. Furthermore, subsections highly related to oral production as fluency are mentioned in order to strengthen the concept of oral production. Then, task-based teaching is addressed in order to highlight its importance to produce and effective learning process. In addition, this chapter presents the importance in the role of both, the student and the teacher. Now that the general

scenario is clear and theoretical sources are justified, the methodological framework is shown in **Chapter 3**, where the selection of the qualitative research is justified according to our purposes, in other words: Firstly, the chosen place to deploy our research, participants and methodology are detailed. Secondly, variables and research instruments and the corresponding reasons to select them are stated. **Chapter 4** all the information related to the application of our research is presented, including the step by step procedure carry out our research. Here, the analysis during all the process is presented and observations are written in detail along all the stages. Finally, conclusions and further research are exposed in **Chapter 5**. This chapter presents empiric information to support the hypothesis and also answers the research questions. It also presents the most important conclusions from the process, considering the pros and cons found during the intervention.



## **Chapter 1: The study**

### **1. The Current Study**

The current study was influenced by our own experience in Chilean classroom in both roles, as students and teachers. It was possible for us to realize that most of the students do not speak in English because of different reasons. Based on this, we considered important to study the current situation of oral production in 9<sup>th</sup> grade students in a semi-private school, and to test if the methodologies, strategies and material used by teachers have an effect in oral.

#### **1.1 Research Question**

Does the application of task based strategies and authentic materials used by English teachers have an impact on the oral production of Chilean 9 graders?

#### **1.2 General Objective**

To determine if the use of authentic material and task-based strategies promote oral production in Chilean 9th grade students.

#### **1.3 Specific Objectives**

- To implement task-based strategies and the use of authentic materials in order to promote production of intelligible messages in English classes in a Chilean English classroom.
- To identify if there is an increase of participation inside the classroom with the constant use of task based strategies and authentic material.

## 1.4 Hypothesis

- The use of task based methodologies and authentic materials will generate the production of intelligible messages in 9th grade Chilean students whilst acquiring English as a Foreign Language.
- The use of task based methodologies and authentic materials will improve the participation in class of 9<sup>th</sup> grade students whilst acquiring English as a Foreign Language.

### **Null Hypothesis**

- ✓ The use of task based methodologies and authentic materials will not generate the production of intelligible messages in 9th grade students whilst acquiring English as a Foreign Language.

## **Chapter 2: Theoretical Framework**

The following chapter contextualize the guidelines of the research, giving a detailed description of the national situation concerning oral production, with statistics and updated information in order to give a more complete understanding of the concept itself. Then, English language learning theory is addressed in order to highlight its importance to produce and effective learning process.

### **2.1 Curriculum and Education System**

In order to be aware of the vision and the importance of oral production in the current Chilean educational system, it becomes necessary to investigate ministerial plans and programs to understand the governmental vision about what is oral production, how it is developed on English classes and which aspects constitute its evaluation.

First of all, the last actualization of the Curriculum in 2009 stipulated the objectives and minimum content that each student must develop from 5<sup>th</sup> grade elementary school to 12<sup>th</sup> grade high school. In relation to oral production, the main aim of developing communicative skills is to facilitate the possibility to be involved in the globalization process, and take advantage of the benefits and opportunities that acquiring a second language contemplates.

Nevertheless, when referring to communication skills, the focus is on the domain of vocabulary and basic grammar structures, highlight they must not be taught isolated to the communicative function, but, neither examples nor further explanation are given to clarify how to combine them. In fact, it stipulates that communication is the exchange of

basic communication instead of the process of verbally transmitting information (Guedes et al, 2011).

According to the Chilean Department of Education, oral production is defined as "the ability to communicate in English with the proper pronunciation and intelligibly, to participate in oral exchanges, conversations and monologues" (Chilean Department of Education, 2009) and to develop oral expression. The national curriculum accentuates the repetition as the path to gradually understand vocabulary to emit and understand the meaning of messages regardless translation.

Another aspect described in programs is the lesson plan, which considers a clear delimitation between engage, study and closure as the essential stages of the class, and the link of those stages with the corresponding expected outcome. Though, it just stipulates how a class should be structured it does not clarify how to evaluate the objective.

In the case of the oral production skills, the national programs stipulate that "ideally" the entire class must be taught in English. The Chilean Department of Education considers fundamental that communication among students takes place in English, and is achieved through the exposure to oral models. However, plans and programs just point out that the communication between students is important, but, in real terms it emphasizes translation without giving students the opportunity to use the second language. In fact, this seems to point out to the use of grammar translation as a valid method to learn and speak English.

Thirdly, at the moment of assessing oral expression, the Chilean Department of Education (2009) postulates two pieces of advice while students are presenting a topic or

a dialog; teacher must not correct pronunciation until the end, because that may distract the student from the original objective which is to communicate the message, and when students use power point or posters, it is important to highlight that those are materials to support and it must not be used just to read.

The Following statements are a compilation of the suggested assessment indicators of the 4 Units for 9<sup>th</sup> grade (MINEDUC, 2010)

- ✓ To express and justify their preferences, making oral descriptions through the memorization of given structures and phrases, and short sentences using the corresponding vocabulary.
- ✓ To communicate answering simple questions and pronouncing intelligible sounds of the unit vocabulary.
- ✓ Pronounce intelligible sounds of the unit vocabulary like (/æ/, /e/,) which interfere with the communication, present in words such as had, head and hut.

As it can be seen, the plans and programs of English elaborated by the MINEDUC are based on memorization of structures, leading to pronunciation and vocabulary drills, where the focus is on memorization and is more a description or conceptualization than a real guide to English teachers.

Also it is important to mention that there seems to be a lack of correlation between the material given by the Chilean Department of Education and online national programs, updated in 2009.

## **2.2 Motivation**

### **2.2.1 Theoretical Motivation**

The theoretical motivation of this research emerges from the analysis of the diverse available information related to Chilean educational reality. First of all, considerations of the Chilean curriculum do not take into account in detail different aspects. Those aspects are the lack of an essential contextual adaptation in order to improve the teaching and didactic transposition and also English language teaching is not recognized as a developing, dynamic and multidirectional process. Second, task based teaching seems to be one of the best options to be used in classrooms. The idea of teaching classes based on this approach includes positive aspects to be considered for English teaching success. Third, Oral production is the focus of our research in terms of interaction and participation during teaching process, so it is imperative to clarify that concept, because it can be understood differently according to each reality or necessities.

Chilean Department of Education suggests a guideline which has a narrow, isolated and a non-integral English language teaching plan. According to Claudio Díaz Larenas Doctor in Education, Master in Linguistics, English Language Teacher: “English language teaching at early age suppose the use of diverse pedagogical methodologies and strategies that address the language in a ludic and fluent way and take advantage of the high motivation of the students for learning and enthusiasm for new things”. Dr Diaz postulates the idea about an ideal strategy to be adopted in order to promote an effective way of teaching, and also learning a foreign language. The concept about national English teaching curriculum does not cover most of the students’ necessities is controversially noticeable. National programs presents several units subdivided in contents taught in an

isolated manner. So, it seems not to give enough opportunities to face an integrated learning process. To sum up, national programs do not consider all the aspects involved in the hidden curriculum to apply in the current Chilean classroom reality. Consequently, English language teaching is perceived as a linear and monotonous process.

According to the research task based teaching; its application seems to be the best option to be used in classrooms. Dr. Diaz states (Diaz, 2016) “Despite that new technologies can support significantly the listening and writing skills. However, on their own they do not allow that a person speaks or writes a foreign language”. Task based teaching enables students to have a better learning experience due to the fact that they are completely exposed to the language. As a result, they are encouraged to use it not only by memorizing words but also applying it in a context.

Task based teaching promotes a more complete learning process attaching major responsibility to the students. According to Swain (Swain, 2000), “learner output plays an important role in the acquisition process because it (a) forces learners to move from semantic to more syntactic analysis of the target language (TL), (b) enables them to test hypotheses about the TL, and (c) helps them consciously reflect on the language they are producing”. Having said that, students are the protagonists of their own learning process by leading a self-conscious method. Briefly, task based teaching is constituted as a complete teaching process because its importance is centred in both, the student and the total exposure to the language in classrooms.

Due to the increase in international English speaking companies and jobs that require people to speak English, oral production has become a necessity that is why Chilean department of education points out English language teaching as an ongoing

process; however, it is more focused on form than the use itself. As a summary, oral production not only means the ability to produce utterances but also establish and maintain a conversation in context. Students may be prepared to face conversational situations and it can only occur by giving them the chance to speak and interact in classroom. Given that, students are able to develop a dual process which includes both, speaking and listening.

### **2.2.2 Pedagogical Motivation**

Educational programs are filled with theory and English programs are not the exception. It is very hard to take the theory and put it into practice. As English teaching program students, this means, learn; from theory and apply it. Now we feel more experienced to describe, based on our experiences, how the system in which we are immersed works. There are many issues that teachers have to face when teaching a lesson, some of them are related to students' behaviour, and some others are centered in learning process. Both are crucial at the moment to observe if the methods used in classroom by teachers have an impact or not in terms of effectiveness and efficiency. As researchers and teachers we consider necessary and also encourage to investigate about the educational process issue, as well as analyse the educational scenario questioning its effectiveness through teaching history. At the same time, it is important to analyse the scenario in order to question the effectiveness through years.

Firstly, in order to validate, refuse and provide significant contributions we consider as highly valid to observe from a critic view the English teaching program in classrooms to identify from our own perspectives, different necessities that students could have.



Secondly, we intend to establish a critical and analytical view regarding the methods and strategies that teachers use repeatedly in classrooms to provide an answer to our research question: “Does the application of task based strategies and authentic materials used by English teachers have an impact on the oral production of Chilean 9 graders?” Our research will be focused on discovering if the materials and strategies used by English teachers have a direct impact on the learning and total domain of the English language.

Furthermore, we intend to identify some other issues that emerges by the moment to teach a class; as possible mistakes or the lack of assertiveness when selecting an activity, that way recognize possible negative impacts in the learning process, evidenced in a non-effective learning or the lack of motivation from the student due to a series of unidentified factor or unduly ruled.

Thirdly, our pedagogical motivation is also related to the language teaching, from the relation “speaker and listener” understood as a dual process, that is, how teachers are facilitating it and how students are receiving and learning. As it can be seen above we consider that one of the necessary element to generate this success of that relation, is the production of comprehensible messages. For it effects, we consider important to produce a gradual- critical analysis in which all the students be aware of their own mistakes and capacities.

Finally, task-based activities appear as one of the most suitable options to get to our purposes because they offer wide variety of parameters allowing the significate upgrade and evaluation of the potentials of our students. Moreover, those parameters are applied in function of the development of speaking abilities.

Based on these idea, we can suggest tasks related to discussion, contrasting ideas, making decisions, questions and answers, talking with partners, writing, summarizing, among others.

### **2.3 Strategy**

The present mixed study will be divided into three phases. Pre, mid and post intervention; the first refers to the Pre intervention stage, where a pre intervention observation form will be applied as a diagnosis to identify the current state of oral production before the implementation; then, the intervention itself is applied in five lessons, where each class follows a sequence of task-based activities using authentic material to promote oral production, and a Class stages checklist will be used to provide a control of the development of students' oral skills; finally, later to the intervention, a Post intervention observation form will be applied to determine if there has been an increase of oral skills during lessons.

After the phases mentioned above, the information gathered from the Class stages checklist, and Pre and Post intervention observation form will be analysed to present data. Finally situations will be compared to postulate conclusions based on the results.

### **2.4 The Role of the Teacher**

According to Willis (1996) the teacher's role in task based learning is the following:

First of all in the pre-task stage, the teacher present the topic, use activities to help students to understand, remember and study some vocabulary and useful phrases.

In the during-task stage, the teacher acts as a monitor, selecting who is going to speak, and motivating students to participate. The teacher can act as a facilitator of the language helping students with their oral skills and reports.

In the post-task stage, the teacher reviews the topic and the principal activities of the class with the entire class, reviewing phrases, vocabulary and sentences important to the students. The teacher in this step reinforces student's confidence in the oral skills and provides feedback.

## **2.5 The Role of the Student**

According to the Lifelong Learning Programme (LLP). "In Task based learning (TBL) the learner should be exposed to as much of the foreign language as possible in order to merely observe the foreign language, then hypothesize over it, and that is individually, and finally experiment with it." (Frost, 2008) According to that, student's role is fully focused on their own learning process experience.

In addition, "Each task will provide the learner with new personal experience with the foreign language and at this point the teacher has a very important part to play. He or she must take the responsibility of the consciousness raising process, which must follow the experimenting task activities" (Korkmaz, 2014). This means that students will confront their own experiences when learning a new content, becoming a crucial part of learning because all of them have got their own learning's style and rhythm. The most important thing is that by applying task based activities the teacher gives automatically to students the chance to think, analyse and finally make them aware of their gaps or weaknesses.

In brief, student's role can be understood as a very important process in which teachers are just the companions who are in charge of promoting activities which get students involved and interested; just in that way task based activities may be the scaffold to start generating desire for experimenting from the reality.

## **2.6 Collaborative work**

Collaborative work seems to be a clear concept, but there are different definitions which help us to adapt it in different contexts. As it has been investigated by the pioneers of constructivism, Lev Vygotsky (Lutz, S., & Huitt, W, 2004) and Jean Piaget (Littlefield & Cook, 2005), each student brings to the classroom rich background knowledge about the world, so, giving them the opportunity to share this knowledge is a must. Sharing their knowledge with partners is considered a rewarding instance for both, the activation of prior knowledge, and the creation of a new one. Based on this, collaborative work appears as a stepping stone for teachers and students, because it creates a new challenge and opportunity for students, and from all these complexities the knowledge emerges transformed, and enriches relationships with the course materials (O. Kane, 2016).

The use of task-based materials and activities take students through several processes such as recognizing the material and the task to solve, and of course, being able to communicate their ideas in an interaction with their mates. As claimed by Reed (A. Reed, 2014) collaboration is a process in which: Each member of the group learns the material, help each other, share information, offer clarifying explanations, and consider leadership and communication as an important aspect or point.

The University of Wisconsin-Madison on its 2016 study, explains the meaning of these types of challenges, remarking the significance when the teacher calls for groups of people (...) to share and create new knowledge while working together toward a solution (University of Wisconsin-Madison, 2016). Explained in this context, collaborative work means that learners work in groups, using their previous knowledge to find the best solution for a problem. Even if students know a little about the topic, they share what they know and, as a group, create new knowledge to solve a complex situation.

In summary, collaborative work can be defined as an instance in which students work together, giving responsibility to participants, using their prior knowledge, sharing ideas and communicating with each other to find a solution for a problem.

## **2.7 Task based**

The use of task based teaching facilitates the orientation of the lesson to a more communicative one, inasmuch as task activities hold the focus on consider participants as language users rather than learners, allowing them to make a personal travel through the experience of learning a second language.

Chilean lower and middle class educational institutions, most of the times address English lessons from the point of grammar content, resulting in pointless classes based on the minimum contents of plans and programs of Chilean Department of Education where grammar structures and vocabulary are presented isolated.

However, task based leemmy helps teachers to present activities in a form that encourages students to participate, because learners receive knowledge in context, even if involves making decisions about content. Lee (2000) describes the importance of

explaining the purpose and utility of the class and according to Ellis (Ellis, 2003) teachers want to provide learners with the opportunity to practice a specific feature under real operating conditions.

To establish English as a tool inside the classroom, it is optimal to use a task based approach; that allows teachers to change the paradigms inside the class, such as “the importance of meaning when using the target language, having a problem to solve during the sessions and the central factor of assessment in terms of outcome” (Brown, 2001). As mentioned in critical practicum meetings at UCSH, Chilean teachers had been using typical methods and strategies to teach to speak in English, but just in a few cases they present activities which encourage students to talk in the foreign language. It seems that teachers try to present grammar structures and vocabulary without presenting a problem to solve, or more important yet, without a contextualization of the content.

Despite the fact that there is no agreement on what "task" constitutes; Oxford Dictionary (Stevenson, 2010) points out that task refers to a piece of work to be done or undertaken. The description matches with the current Chilean method, because on the pedagogical aspect it has always been treated simply as a practical activity or exercise.

It becomes a must to stablish a more suitable interpretation of task for the purpose of this investigation. Bygate (2001) defines task as an activity which requires learners to use language, with emphasis on meaning, to attain an objective, and which is chosen so that is the most likely to provide information for learners and teachers which will help them in their own learning. At speaking task in order to be accomplished requires team work or collaborative work.

## **2.8 Material Development**

First of all, material development refers to all the processes used by the teacher to produce and/or use language learning, including material such as evaluation, videos, listening, PPTs, among others. All materials are adapted, designed and produced for a specific process.

The selection of materials was influenced by our own experience in the classroom, since we were exposed in different contexts, we remember our English classes and teachers, who used different types of strategies and materials to explain us this foreign language. Now we as researchers, have to deal with different contexts and generations of students. In our practicum, we could identify that students learn more efficiently when a foreign language is close to their context or reality. Based on our experiences as language learners and our observations as student-teachers, we strongly believed that authentic and contextualized material could greatly aid the process of learning a new language in Chilean students.

To clarify the point, when the teacher is able to introduce a topic or a grammatical aspect with a real or close context to the students assing, things like games, movies, music, series and so on, he/she can connect this to a real problem and getting involved in a better way. In consequence, students can easily understand the subject.

## 2.9 Authentic v/s Standardized Material

Now that our research is broader, we can provide approaches about the meaning of authentic materials. The term authentic is originally used to identify any real or natural communication context. The term of authentic materials or authentic texts refers to any 'written or spoken texts' which are commonly not intended to language teaching (Tomlinson, 2011). Similarly, Wallace (Berardo, 2006) defines authentic texts as "real-life text, not written for pedagogic purposes".

According to the above definitions, authentic materials are created sources which are not intended to be taught or used in classrooms; however, they seem to be perfect for teaching purposes. We consider that authentic materials are expected to be as closer as possible to the students' real life and age adapted in order to create a meaningful learning. Gilmore (2007) considers that for the purpose of generating good English language speakers, teachers have to expose students with easy to understand language situations to make them feel closer to the use of the target language. In other words, students are exposed to a more realistic context thus it will be easier to transfer the knowledge to their minds by making them self-aware about the learning experience.

The above reasons give us the the theoretical guide in order to select appropriate materials to be presented in classrooms. The selected authentic materials such as: Taylor Swift and Imagine Dragons songs and extracts of series named "The Amazing world of Gumball" were chosen because they are part of today's teenage culture and also, because they are not sources specially created for educational purposes, however, they seem to be perfect materials to encourage students to participate in classrooms because those kind of materials include many fruitful aspects as: current vocabulary,



contextualized situations and use of communicative functions. We truly consider perfectly feasibly using they instead of regular or standardized material.

In brief, Materials needs to be:

- Contextualized
- Age adapted
- Encouraging

To sum it up, authentic materials contribute to prepare learners for a 'real' communication situation; this is because all the material used in the investigation is related to their likes and environment. Authentic materials also could be used as a guide for learners toward the language they need to internalize for their particular context, and again the use of this type of materials encourage learners in order to communicate efficiently.

The selected authentic materials were songs and videos that are part of today's teenage culture and popular or well known by students. The table below describes the material in more detail.

**Chart 1: Materials**

Authentic Material	Description
<b>Songs</b>	Taylor Swift: Mean
	Imagine Dragons: Demons
<b>Videos</b>	The Amazing world of Gumball
<b>Worksheets</b>	Created by ourself according videos and songs.

This material seemed to be perfect to encourage students to participate in classrooms because they include many updated aspects of the TL such as: current vocabulary, contextualized situations and the use of communicative functions. We truly consider perfectly feasibly using them instead of regular or standardized material.

In brief, authentic material contributes to prepare learners for real communication situations. Authentic materials also could be used as a guide for learners toward the language they need to internalize because it is related to their likes and environment making the learning process more efficient.

### **2.10 Theories of Language Learning: Input/ output hypothesis.**

There is a big range of hypothesis related to Second Language Acquisition (SLA) which exposes different concepts to analyse when talking about language acquisition process. Certainly, the central theory shows that everyone was born with the capacity to produce language, because of the human beings biological structure. But learning or acquiring a second language seems to go through a different process; furthermore, when talking about teenager or adult learners. Acquiring a first language is a natural process, where learners listen and produce language as a necessity to communicate or socialize. On the other hand, teenagers and adults have developed language awareness, so they try to analyse language linguistically in an attempt to assimilate and produce it (A. Birkner, 2016). Having said that, the use of old methods to teach English (audio-lingual, grammar translation method, among others) appears useless inside the classroom, because they do not seem to promote communicative skills.

In 1985 Krashen started studying the importance of Comprehensible Input in SLA process. It was the starting point for many authors like Swain and Long to start studying the impact of the exposure to the language at the moment of acquiring and producing a second language. In summary, it was the birth of input and output hypothesis. Krashen's input hypothesis claims that language input (listening and reading comprehension) are important at the moment of producing (speaking and writing) the second language (Wang et. al, 2010) In other words, SLA takes place when the learner is exposed to comprehensible and constant input during the process, so the speech will finally emerge (A. Birkner, 2016).

Swain investigated different realities in his effort to give a bilingual education in different contexts. In his study made in Toronto, Canada, he was able to define a complex but central topic in a SLA classroom: interaction. He said "Interaction provides learners not only with the opportunity to negotiate the message of the input, but also to focus on its form as well" (Swain, 1972) Swain's theory follows Krashen's hypothesis, because he also considers the material (input) an important factor in an SLA classroom. He expresses: "Interaction is more than a source of comprehensible input. It provides learners with the opportunity to use the target language, that is, to 'output'" (Swain, 1972)

Long (Muho et. Al, 2014) stresses the importance of the interactional modifications that occur in negotiating meaning. In other words, interactive input is more important than non-interactive input (Ellis, 1994). Class material needs to allow interaction among students, so they can understand, by context or previous knowledge, the main ideas in an interaction (input) using it to build their speaking and writing skills.

In consequence, to create the proper material for a class, the teacher needs to consider two main characteristics: it has to be interesting and compelling. First, it has to be interesting enough to get the students' attention, and also compelling, in order to make students forget that the material is in another language (Krashen, 2013). Language functions also seem to be a wide concept, but Krashen defines it as "the willingness to communicate" (Krashen, 2013).

As a summary, SLA has to promote the use of an interesting and compelling material. Once the material (input) is presented to students, it keeps their attention and gets them involved with the activity, so they finally produce the language (output).

### **2.11 Theory "I + 1"**

I+1 hypothesis is closely related to input hypothesis. The language used in the material created for a class may contain unacquired grammar, but it can provide information from the context. It is also closely related to the students' knowledge about the world and previously acquired linguistic competence (Krashen, 1985). It helps the students build a competence through comprehensible input, by providing grammar structures with the help of an interesting and compelling material. In summary, students arrive in class with a previous knowledge which allows them to understand a communicational context presented in the material. When exposed enough time to the second language, they are able to get a new level of production.

Consequently, students attend classes with a level of knowledge (I) and the teacher presents a material which challenges students to understand the language (I+1) paying

attention to the communicational context and using their previous knowledge at the moment of listening or reading.

## **2.12 Exposure to Complex input**

One of the most important aspects to consider when students learn a language is the exposure to complex input. According to teaching English Language Learners: literacy strategies and Resources: "Before students are able to produce any oral language, they need to have much exposure to English. The exposure enables them to get acquainted with English, thus, later become familiar with various aspects of English including rhythm linguistic patterns, diction, and tone." (Xu, 2010). According to the above quotation, exposure to complex input is necessary in order to create an atmosphere which provides tools to start generating a better understanding, comprehension and use of English in classrooms. In other words, exposure to complex input produce a more realistic and effective linguistic experience for all the students who are not used to stay in contact with the language. There are four effective strategies to expose students with language input; reading aloud, Listening songs, watching series or videos and writing letters and recommendations.

Reading-aloud for ELLs promotes language exposure, expansion and production, as exposed by Roberts (Johnston, 2015). it is important to include readings in order to train student`s input. Those readings have to be easily-understanding and interesting because students are going to be easily encouraged to keep reading, otherwise, neither readers nor listeners are going to be interested on the task.

"Another source of language input are videos, which are often directly related to students' interest and/or current events" (Ramirez, 2012). According to Farell this means that watching videos and listening to songs seem to be an excellent way to expose students to complex but real input, the most important aspect of this is the fact that students have access to a non-old fashioned material, that is because audiovisual material is being refreshed all the time, thus, they have the chance to select their exposure according to their interest. This way, students will feel more encouraged to use English because they really love following singers, actors, and celebrities, among others.

In brief, exposure to complex input seems to be a challenging task for teachers and students; however, students can be exposed by selecting simple, updated and encouraging materials. The most important aspect to take into account is the idea that students need to be exposed to English language as much as they can, but also, teachers cannot forget to use relevant materials to make students interested and encouraged to learn every in single class.

### **2.13 Oral Production**

Unlike all the species in the planet, human beings possess the ability to communicate through words, and oral communication constitutes a process of social interaction. Hence, language acquisition requires the spontaneous and natural production of oral messages. Considering that, speaking is defined in Oxford Dictionary, (Stevenson, 2010) as: "Say something in order to convey information or to express a feeling".

Speaking as a social action also involves listening, so it becomes a two-way process where a transmitter sends a message to a receiver, and most of the time

response is expected. According to Byrne (Liao, 2009), oral tasks involve the productive skill of speaking and the receptive skill of understanding, thus, understanding of the message in oral production is not enough; developing active listening is also needed.

As teachers, it is necessary to apply these concepts into the classroom. The Teaching process requires participation from students, and one possible option is to use materials for both, listening and speaking activities. According to Chastain (1998) “speaking is a productive skill and it considers many components. Speaking is more than making the right sounds, choosing the right words or getting the constructions grammatically correct.” In other words, speaking means more than produce sentences in a proper form, it is considered an instance where students can define themselves to others, expressing feelings, emotions and ideas, as well as solving problems in a collaborative manner.

Consequently, the speaking process does not mean a matter specifically related to grammar and vocabulary. Of course, they are important components at the moment of delivering a message, but they do not seem to be the central part in the communicational process. It does not matter what language people speak, the fact is that people communicate to get their objectives. As stated by Hymes (Laguado, 2012) speaking is “the capacity to communicate effectively within a particular speech community that wants to accomplish its purposes.”

Over the last 40 years, studies about language acquisition have changed their focus. It appears not to be only a cognitive process anymore, but it has turned into a contextualized process, involving socio cultural and meaningful topics in order to promote social interaction and communication with others (Pais and Herrington, 2011). Second

Language Acquisition turned from a passive process to an active process, in which the student takes a role and expresses ideas to collaborate in others' learning process.

Listening is an important process; nevertheless speaking or comprehensible output seems to be a more complex stage in the communicational process. As mentioned by Swain (De Castro and Cabrera, 2004), "the output also helps students to become aware about their linguistic difficulties and helps them to find solutions".

Because of these characteristics, output can be considered as "(...) both the result of and contributor to acquisition. Either way, it has the added advantage of making learners more observant of the language" (Norouzian and Eslami, 2016). In simpler words, output can be considered as the response in a communicational process, but also it seems to be a stage in which students are able to find their mistakes and correct them in order to accomplish effective communication.

Also, Brown and Yule (C. Richards, 2008) define speaking as a function which "serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information". So, to achieve this goal, it is completely necessary to use a material which engages and challenges students. As the material becomes interesting, learners simply discuss the topic to look for a solution to the task. Under these conditions, it is possible for students to produce and interact, because "natural language use occurs when a speaker engages in meaningful interaction and maintains comprehensible and on-going communication despite limitations in his or her communicative competence" (C. Richards 2008).

As a summary, these previous definitions help to support and clarify some common components in speaking. First, we have a message to deliver, second, there is a person



who receives this message and finally there is a purpose. Of course, speaking is a two way process, in which people communicate each other to express ideas, feelings and also solve tasks with the help of others.

#### **2.14 International overview of Oral Production**

As mentioned at the beginning of this work, Chile seems to be going through a complicated situation in terms of international English standards. There are many possible reasons for this, but Owens (Owens, 2003) gives us two main reasons to understand these results. First of all, Chile does not have a large amount of bilingual population; and secondly, the geographic location does not allow the use of English as a second language. Most international studies evidence those disadvantages.

The data about English usage around the world, places Chile at a very low level in the use of Target Language. In 2016, Chilean results were measured by English Proficiency Index test. Education First (EF), this international English association, placed Chile on 42th place over 72 participating countries on international ranking in terms of English proficiency (Education First, 2016). Also, Chile got a score result of 50.10 in EF data. Based on this standard, Chile has been located in a low level category. (Education First, 2016)

Second, there are geographical and cultural difficulties which were reflected by a British Council study applied in Chile in 2015. The study shows that 45% of Chilean people do not speak English frequently (British Council, 2015) which is a worrying situation for a country that has set the goal to become bilingual (Spanish-English) in 2020 (Chilean Department of Education, 2014). The results make sense when we realize that

Chile is located in a Latin American context, in which most of the countries use Spanish as their mother tongue (Education First, 2016).

Based on these international results, it is possible to infer that Chile has a long way to go in comparison to First World Countries such as the Netherlands (1st place) Finland (5th place) or Austria (8th place). The mentioned countries had been placed at a very good level of English. If we analyse their geographical and cultural context, it is possible to see that most of those countries have been exposed to and influenced by the Anglo-Saxon culture as well as being close to them. So the question that needs to be asked is how a country which does not have an educational policy with the characteristics of the countries that are in the first places in this study, attempts to improve their position or language acquisition.

### **2.15 Latin-American overview of Oral Production**

As mentioned previously, Latin-America does not seem to have the proper educational policies to acquire English Language. Differences such as the geographical location as well as the differences in grammar and sounds between English and Spanish, among others are important but not a crucial factor. The fact is that “Latin America is weak, and it has declined in many countries since last year. Of the 14 Latin American countries included in this year’s index, all but two – Argentina and the Dominican Republic – fall in the lowest proficiency bands.”, as mentioned in the EF report (Education First, 2016).

Even though, among the 20 best EF results (2016) there is only one Latin-American country this is not Chile. Argentina, in 1<sup>st</sup> place in Latin-America and 19<sup>th</sup> global,

is the best classified country, getting a High Proficiency level of English use in the EF test. Next, there is Dominican Republic (23rd place) Uruguay (36th place) and Costa Rica (38th place), countries placed on a low category. Finally, at the very low level there are Colombia (49th place), Panama (50th place), Guatemala (53th place), Venezuela (60th place) and El Salvador (63th place).

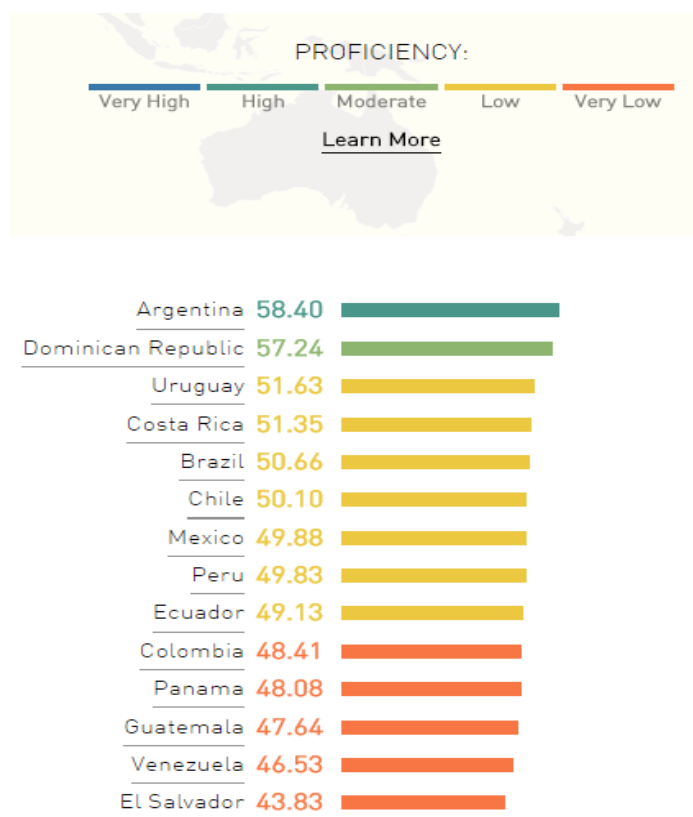


Figure 1: Latin-American Overview. Ref: EF. 2016

## 2.16 National overview

If we go to the national context, we can find that, according to British Council (2015) statistics, 44% of Chilean people do not speak English frequently. It is not a surprise to find those kinds of results about our reality. Actually, when we walk on the streets, we do not usually find people talking in English, and even tourists realize that. Speeches such as “What time is it?” “How can I get to the underground?” seem not to be familiar in Chilean culture.

According to Education First (2016), Chile is placed at 42nd out of 72 countries, with a low proficiency with an EF EPI score of 50.10. In Latin America Chile takes place in the 6th position out of 14 countries.

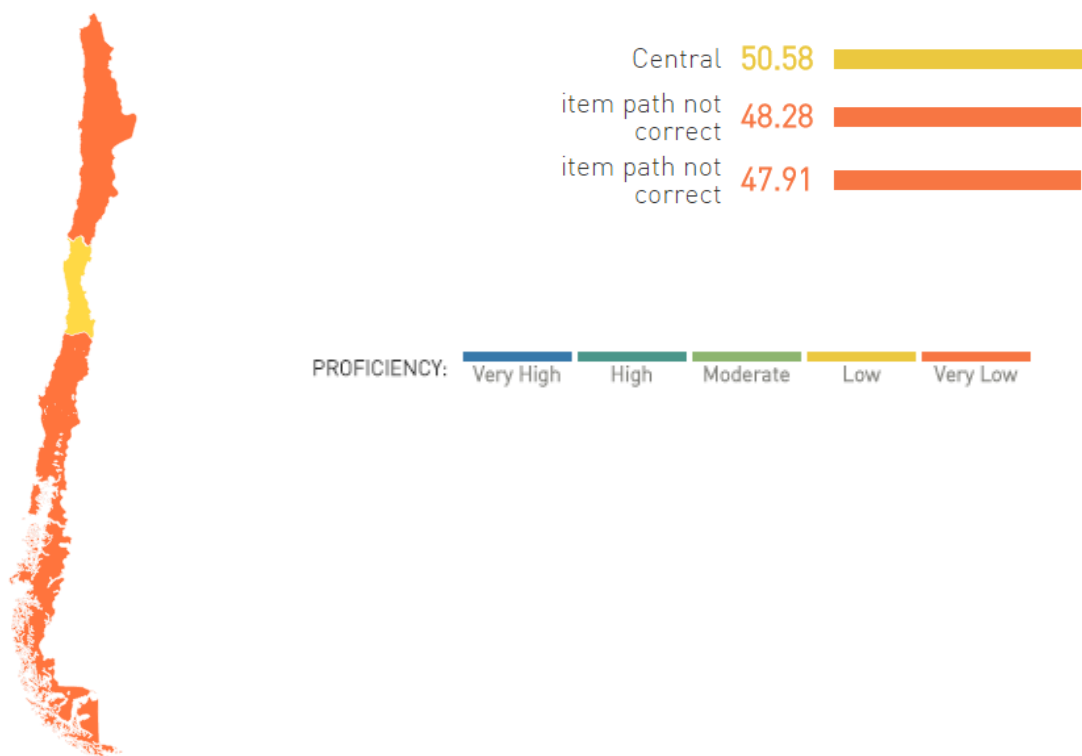


Figure 2: National Overview, Ref: EF. 2016

The identified reality it is also reflected in the classroom. In our own experience as teacher, it has been possible for us to hear different opinions from teachers in relation to this topic. The clearest reference was found on critical practicum meetings at Católica Silva Henríquez University (2016) where difficulties in the production or activate stage, were identified as one of the most recurring problems in collaborative and training teachers. When listening to other teachers' comments, the most common difficulty inside the classroom was the autonomous production stage of the class.

Although English teachers trainees meet some difficulties when making students produce. This is not the only problem found, when sharing their experiences in their practicum process, English teacher in training affirmed that collaborative teachers have deficiencies in methodologies used to teach English. Some of these difficulties are that students do not feel engaged in the class, and consequently, they do not feel the need to produce the target language. Another factor is that their interests are not considered by teachers at the moment of planning a class, so students do not want to express their thoughts about a topic, because they are not engaged with the topic discussed during the lesson.

Those situations affect the educational environment, were students have the possibility to use English as a tool. The fact is that the only context where people talk in English in our country is the classroom, and the conditions do not seem to be the suitable ones for students to acquire the language.

### 2.16.1 Online Survey

The survey was created in order to get an approach concerning to the perception about oral production in Chilean classrooms. We consider that teachers have important ideas to contribute regarding oral production. Chilean Teachers were asked about different aspects related to the development of speaking skills. Consequently, thanks to the variety of answers we got a wider point of view related to the above concept.

First of all, Most of the teachers agreed on considering oral production as an ability to communicate or express a contextualized idea, that is to say, students have to produce an idea which includes a background, they do not have to express isolated ideas because it does not show a real use and manage of oral production.

It is important to say that all of English teachers create their classes thinking of encouraging students to speak and express ideas permanently. According to the analysis, teachers create their lessons planning by adding speaking activities all the time.

Furthermore, English teachers consider the development of oral production as a long term process. The main argument was that any development process takes time, and also they highlighted the importance of the situation, that is, the quantity and quality of exposure to English language.

Secondly, Teachers were asked about the national level of oral production and according to their answers the majority agreed on considering oral production as poor. The other majority considered oral production as satisfactory and fair with 28,3%, then the statistics descend dramatically. Just a 7,1% of the teachers considers oral production as good. The above results, indicate that teachers perceived English oral production in

Chilean classrooms as poor. Most of them do not give a consistent argument, but they just give their perspective.

At the moment to ask: Is oral production a facilitator or a cumbersome factor on your classes? Most of the teachers consider oral production as a facilitator. Oral production is considered as an excellent way to teach all the contents. Teachers consider oral production as a very fruitful opportunity to make students guide their own learning process. However, two English teachers consider oral production as a cumbersome factor (without giving consistent reasons).

Thirdly, the survey was created not only to know the perception of oral production for English teachers but also the most important aspects they consider when evaluating oral production. The most repeated aspects were: coherence, cohesion, fluency, capacity of expression and good articulation, however, just one teacher added some other aspects, namely: body language, volume, tone of voice. In brief, English teachers are focused on all those elements involved in the ability of understanding the message, in other words, those elements that make a message accurate from the speaker's mouth to the effective delivery of the message itself.

Furthermore, teachers were asked about which the activities that promoted oral production in their students were. All of the teachers agreed on exposing students to complex input activities such as; role plays, storytelling, listening to subtitled videos, group discussions, etc. All of those activities are intended to encourage students to create collaborative work. It seems that English teachers do oral production activities. Which are consistent with task based activities in which students are self-aware of their knowledge. Using those activities teachers also promote student's autonomous learning.

Another question asked was about some strategies at the moment to evaluate oral production in their English classrooms. According to the answers, most of the teachers use some strategies when evaluating oral production. Teachers look for strategies in order to evaluate oral production. The teachers pointed out that the strategies applied wanted to make students feel comfortable and encouraged to speak but they also, took into account every student's needs. In brief, teachers are concern about creating innovative ideas in order to make the evaluations easier.

The survey also integrates teacher's opinion about the national curriculum related to English oral production. Most of the teachers consider that both, education ministry and national curriculum do not provide tools, facilitate or promote oral production, however, a few teachers consider that little contributions are given by the state or they are reduced to the content more than the context or skill's development. In brief, English teachers have a critical view concerning to the national curriculum. There are some others who have a better view regarding to the national curriculum but they firmly state that it will depend on every school.

Finally, teachers were asked if thought that English language's oral production from students reflect a good quality of education. Most of the English teachers do not consider that, because they believe that oral production is not necessarily related to the quality of education but there are other external factors that influence quality, for instance; access to culture, technology, socialization, travels, etc. In brief, teachers do not have a constant way of thinking because they are aware about some others factors that not only the curriculum or an educative project provide but informal education also impacts as previous experiences access to different things due to income conditions.



The information obtained becomes vital in order to analyse the current situation of English language and, together with that, oral production. According to the answers provided, English teachers are making a big effort to improve and provide a better learning experience in classroom. They recognise the importance of oral production and propose new strategies and materials to contribute with that.

In summary, the present chapter lets the reader know the reality of the Chilean curriculum and educational system, in terms of lacks of content and the inconsistency between what the government propose and what is actually done inside classrooms. Knowing the problem related to oral production in our country, we consider necessary a change in the teaching process. So, noticing that we cannot change students or teachers' minds, changing the strategies, methodologies and materials seems to be a proper solution to this lack in terms of oral production. To get this objective, we propose the use of a task based methodologies and the exposure to authentic material, in order to promote collaborative work and as a result, accomplish an interaction between students. Based on the theory of input and output, giving them the proper stimuli (listening) allows them to produce the language (speaking). Of course, using an interesting and compelling material is indispensable make them feel engaged with the activity, so they are able to participate and interact with the content. We think that maybe carrying about these aspects at the moment of planning and applying a class may lead our students to have a better performance in oral production, and consequently, we could be positioned in a better place in international standards.

## Chapter 3: Methodological Framework

### 3.1 Overall Design

The investigation consisted of a mixed research, because we could find qualitative data in our research and quantitative data in our results. All of these for a better understanding of the research seeing different factors at the moment of the results. In the current study, observation took place in an environment which has not been modified to suit our investigation. Data instrument will reflect the perception of varied parameters: attention, behaviour, participation, organization, and students' oral skills.

As a mixed study, it also contains a qualitative aspect with an emphasis in Case Study design. Qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape inquiry. Such researchers emphasize the value-laden nature of inquiry. They seek answers to questions that stress how social experience is created and given meaning. Qualitative research based on case study involves a report on the facts as "they took place as well as a description of situations or facts to provide knowledge on the studied phenomenon, and to compare or determine existing effects or relations in the case" (Guba and Lincoln, 1994) According to Bogdan and Biklen (Bogdan et. Al, 2003), qualitative research has the potential to build up clues that allow us to establish clearer comprehension.

According to Merriam (1998), the Case Study method is eclectic and particularistic. This mean, researchers can work with different techniques and methods to facilitate the comprehension of the situation and try to identify the essential features.

Lessard (1996) mentioned three groups in qualitative research when talking about collect data: (i) the surveys, which can take the form of an interview (ii) observation, which can be live or recorded; and (iii) documented analysis, which is perceived as the base of study analysis. The research process is about the interaction between the researchers and the participants; they become collected of evidence, because researchers undertake diverse roles such as: researches, data collector, explorer, listener, narrator, communicator, negotiator, observer, interpreter and validator (Guba and Lincoln, 1994).

Also, the methodology used in this research can be considered a quantitative investigation with an emphasis on experimental studies. Quantitative research based on experimental study involves observation with a purpose, and cause-effect events between variables. At the same time, these variables are going to be controlled as far as possible by the researchers. Participants are also measured before and after the treatment, all in order to keep a constant sampling through the research process.

According to Cohen (Sukamolson, 2016), the definition of quantitative research falls in a social research that employs empirical methods and empirical statements. Creswell (1994) gives a very concise definition of quantitative research as a type of research, for the quantitative research is “explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics)”.

Quantitative researches lies on the collection of numerical data, which can be numerical or not, and therefore cannot be analyse using statistics. In the other hand we have Experimental study, According to Creswell the basic intent of an experimental design is to “test the impact of a treatment (or an intervention) on an outcome, controlling for all other factors that might influence that outcome” (Creswell, 1994). Creswell defined

the four components that are necessary on Experimental studies as the following standard: (a) participants, (b) materials, (c) procedures, and (d) measure.

The lesson plans, materials and strategies were designed based on task-based learning which is constituted as a very plausible and integral way for teaching English classes. “Task-Based Learning offers more advantages than disadvantages. A TBL framework focuses on language acquisition and learning through different tasks that pursue a goal” (Rodríguez-Bonces & Rodríguez-Bonces, 2010). Task based learning offers a wider way in both, teaching and learning respectively. The learning process is therefore conceived as a long term process thus teachers can teach offering several engaging activities.

“Students will be required to do some kind of practice in or outside the classroom. Since there are many kinds of tasks, classes are varied, which increases students' motivation” (Rodríguez-Bonces & Rodríguez-Bonces, 2010). Task based activities gives an excellent chance to prepare and teach an encouraging class by adding many elements as: authentic material or audio-visual elements, that way, students are encouraged to start learning independently.

### **3.2 Context**

Polivalente Patricio Mekis School is located in Primera Transversal #2378, Padre Hurtado, Santiago, Chile. Patricio Mekis is a semi private school, funded by both the government and by private entities. The members of staff are the principal, Ms Alejandra Cabrera Flores, the general inspector, Mr Gonzalo Mardones, and the UTP, Mr Mauricio Figueroa Canales, alongside 4 heads of department, 45 teachers, 16 paraprofessionals,

16 cleaning staff, 10 administrative professionals and a total of 1423 students, who attend 38 courses from PK to 12<sup>th</sup> grade.

The school is located in a poor sector of Padre Hurtado; unfortunately this location does not contribute to a proper learning environment, because of the overwhelming community issues such as drug dealing problems that affect the school. Also, the inhabitants are not concerned with improving their reality, due to their low educational level and a lack of interest in education matters.

The majority of the parents have declared to have between 11 and 12 years of formal education. The household income ranges from \$385.001 to \$640.000. Between 37.01% and 60% of the students presents social vulnerability. According to the personal and social development of the students, the scoreboard about Academic self-esteem and scholar motivation presents 74% with varying in relation to the last evaluation shows an increase of 2 points.

Patricio Mekis's school was established under the inspiration of profound change that society is experiencing in recent decades. It adjusts and adapts to the institutional manifestation of these transformations in the context of the Education Reform. The emphasis is on a human project, where the Christian-humanistic and historical sensibility make a whole, achieving global education in students. This is a secular school, respectful of all faiths and philosophies, but assumes the guidance delivered by the Ministry of Education regarding the Catholic religion.

Plan programs work through a system of participatory decisions involving all members of the school community, and an organizational structure.

### **3.3 Participants**

#### **3.3.1 General Overview**

A group of 38 9<sup>th</sup> grade students, 20 boys and 18 girls, took part in the implementation of this pedagogical proposal. The age of the participants ranged from 14 to 15 years old. The vast majority of the students belonged to middle-class families. The group of students attended English language lessons twice a week for 2 pedagogical hours (180 minutes; 2 hours and 60 minutes) on Mondays and Fridays.

The level of English that the students of Patricio Mekis School developed according to the results and variations of English SIMCE 2010, 2012 and 2014 measured in a scale of Common European Framework of Reference for Languages (CEF/CEFR) is the following:

In 2010, the level of English was A1 getting an overall score of 45 points, which did not allow students to be certified that year, because they needed an A2 in order to get a certificate. Even though the results were not the expected ones, this school scored in average inside all the schools which are members of GSE (Grupo Socio Economico).

In 2012, results were lower than the ones received in 2010 scoring an overall score of 39 points. The total of students that took the test were 177, and only 1,10% of this amount got a certification. This means that the level of English of the school that year was under an A1. This was an alarming fact, because the level of English instead of growing decreased, yet the remaining results are even more alarming.

In 2014, 83.7% of the students were under an A1 level and only 16,3% passed the exam and from that only 3,5% got a certificate. In comparison with 2012, the amount of

certified students increased by 2,4% and gave us evidence that they were improving in certain ways, but the result is still too low.

Nevertheless, today the school is showing some improvement thanks to teachers and authorities that were committed and concerned with the results. In other words, the level of English is not the expected one, but there are some tracks and evidence that show a commitment and sense of change on it, teaching in order to improve as a community and get better results.

### **3.3.2 Selection of the Sample**

The selection of the sample was closely related to the second practicum process, where one of the researchers was doing her teaching training there, so, it is considered a convenience sample. The Technical Pedagogical unit gave permission to be the head teacher of a specific course, and then because of schedule issues, the 9th grade E was the selected sample considering that the number of students per classroom and the observed level of English were appropriate to the research. Also Carolina Yañez, the English teacher of the class, allowed total autonomy of classes during the entire research.

### **3.4 Intervention**

Participants and school authorities were informed that the entire process was going to be recorded for a research project on the development of a pedagogical proposal to increase English oral production inside the classroom of a 9<sup>th</sup> grade.

The planning and organisation of this pedagogical proposal were intended to create useful and encouraging activities and strategies with the purpose of allowing an effective and meaningful oral production.

The pre-intervention observation phase took place on Monday October 3<sup>rd</sup>, 2016 from 3:30 PM to 5:00 PM where one researcher filled out a rubric. The number of recorded lessons during this phase was one.

The actual intervention took place from Friday October 7<sup>th</sup>, 2016 until Friday November 11<sup>th</sup>, 2016. A total of 5 classes were taught using TBA to increase oral production. four out five classes were recorded.

The post-observation phase took place on Monday 14<sup>th</sup> November, 2016, from 3:30 PM to 5:00 PM where a lesson was observed. This class was not recorded, because of scheduling issues.

The division of the research was intended to compare the performance of the students in regular lessons against our task-based lesson to increase oral production inside the classroom.

Throughout the process, four researchers assumed the role of passive observers, who were present in the lessons without interacting with the students. However, during the application and implementation of the proposal, one out of four researchers adopted participation in both, giving the class and becoming involved with the students in the activities while the other three gathered information with rubrics and observation journals.

### **3.5 Lesson Analysis**

As mentioned above, the obtained data was divided into three stages which were the pre intervention, mid intervention and post intervention. In the pre intervention observation stage, the data was taken from one lesson; during the mid-intervention stage or the intervention stage, the results of data were taken from five lessons, and finally the



post intervention observation stage, the results were taken by one lesson. Our criteria for this observation were taken from our rating scale and the repeated actions amongst students.

### **3.5.1 Lesson 1**

This session occurred on Friday 07th October from 11:45 – 13:15.

#### ✓ **Pre-Task Activities**

- The teacher started the class by **eliciting** from students the definition of BULLYING. She stated “What is bullying?”
  - Students from the front and middle participate with some concepts (students at the back do not participate, but the teacher insists on asking them)
- In Pre-speaking the teacher sum up a general definition and different types of bullying, using verbal and kinetical strategies taking into account all the ideas from the class. At the same time she highlighted some concepts related to the content asking them to provide definitions (Providing examples and Spanish definitions).

#### ✓ **Task Cycle**

- The teacher started by asking students around the class about the meaning of different concepts related to the content contextualizing the content in examples and using some Spanish when necessary.
  - most of them are answered in Spanish
  - some of the students from different rows dared to give possible meanings
- Then, the teacher made students talk about the topic by asking them “What do you think about bullying? And if they have done some kind of bullying.

- In this part, Students helped each other in case they do not understand teacher's states or questions.
  - Finally, the teacher asked a student to read some concepts projected on the whiteboard (related to physical bullying). Once again classmates helped each other to clarify misunderstandings, correcting some pronunciation and definition mistakes.
- ✓ **Language Focus**
- In While- speaking students started creating their anti-bullying posters in groups. In which they have to apply all the theoretical concepts and content covered.
    - There was a relaxed atmosphere where the students create their posters listening to some music.
    - The teacher walked around the class supervising progress and helping student's doubts.
  - In post-speaking the speaker of each group stood at the front of the class presenting their anti-bullying poster. The Teacher gave the indications: "...Show your posters to your classmates and then explain it"
    - In this part of the class, there was some noise outside the classroom
  - The teacher gave general indications; Students had to explain their choices that meant, to explain in detail why they drew and why they wrote some sentences. In this part, students in general were able to explain what they had done.
    - Some of the students did not talk aloud enough so the teacher asked to speak aloud.

- A group of 4 students, were not able to understand the teacher`s questions. they provided a basic answer
- The teacher asked once again some concepts presented at the beginning of the class, however, some groups were not able to answer it. ( poor performance)
- The teacher was permanently evaluating every student`s performance.
- Asking them to explain again every idea and making them reflect about the topic.
- Some students were able to explain their ideas by giving just isolated concepts, however, some of them gave developed ideas.
- Also, some students gave some ideas in Spanish but the teacher asked them to explain their ideas in English language.
- There were some pronunciation mistakes

### 3.5.2 Lesson 2

This session occurred on Friday, November 4th, from 11:45 – 13:15.

#### ✓ Pre-Task Activities

- The teacher started the class by asking students “What was the main topic of lesson one?” Then, she asked students “What do you remember about bullying?”
- The teacher wrote down student’s answers on the whiteboard using a brainstorming strategy.
  - Students at the back participate in both, English and Spanish. The teacher interacted with people around the class, and encouraged them to participate.

✓ **Task cycle**

Before listening

- The teacher started introducing the name of the lesson “Why you gotta be so mean”
- She played a music video called “Mean” by Taylor Swift.
- Next, the teacher asked the students to identify bullying situations present in the video.
  - Some students mentioned different types of bullying seen in the video.
- Finally, the teacher contextualizes the topic explaining Taylor Swift’s experience with bullying.

✓ **Language Focus**

While listening

- The teacher handed out a worksheet with filling the blanks and questions. She asked students to fill in the blanks first. She highlighted that these were easy words they could find in popular songs.
  - There are some students who tried to sing while completing the worksheet.
- Finally, the teacher checked student’s answers and wrote them down on the whiteboard.
  - The students shared orally their answers with the class.
- The teacher organized groups and solved doubts about the last 3 questions in the worksheet.

- The teacher explained general instructions. The students started working in groups.
- The teacher played music in this stage. Students continued interacting each other using both, English and Spanish. Most of the groups seem to be involved in the class, trying to complete the task.
- Once students are ready, teacher started selecting groups to present their answers. First group do not speak in English at first, but the teacher asked them to do it. Finally, produced their answers orally using the foreign language.
  - Teacher called a second group to perform in front of the class. There is a student in the group who produces more English than the other members. The teacher asked directly to other student the next question. The student doubts, but he tried to produce orally his answer.
  - Third group presents. First, one member of the group answers the questions in Spanish. The teacher asks them to speak in English. Finally, two members of the group produced 2 short speeches to express their experiences with bullying.
- The teacher asked students “What did we talk about today?”
  - Some students stated some ideas by saying concepts or general ideas.

### 3.5.3 Lesson 3

This session occurred on Monday 07th of November, from 15:30 to 17:00, and was a Grammar class.

#### ✓ Pre-Task Activities

- The class started with the teacher asking students to read some sentences with modal verbs and asked to identify the word in bold. In this stage of the class the students were engaged with the lesson and participated in L1 answering questions that were made in L2.
- In Pre-Speaking the teacher presented the grammar concepts and the students took some notes and asked about some doubts, four students used English to ask about doubts.

#### ✓ Task Cycle

- In while-speaking the students needed to complete a worksheet in pairs, where the students asked for clarification in L1 and L2. During the checking process, the majority of the students answered talking in English.

#### ✓ Language Focus

- In Post-Speaking the students had the task of writing a paragraph, in groups of four, about their opinion on the causes of bullying and bullies. All the students in group worked in the task asking and creating their paragraph in English. At the moment of presenting their production orally, we could identify 9 students who could speak and answer questions in English without problems. In this activity, we could also find students that only could produce in English with a script and others that participate but in Spanish (around 6 students).

### 3.5.4 Lesson 4

The lesson occurred on Friday 11th of November, from 11:45 to 13:15.

The class belonged to the unit “Body and mind”, Lesson 2 “Why am I in such a bad mood?”

#### ✓ Pre-task Activities

- At the beginning of the class the teacher introduced the class by asking a student to read the objective of the class and its meaning in Spanish, then the teacher asked about predictions of the title “why am I in such a bad mood?” highlighting that the word mood is related to humor.
- Then, student watched an introductory video of a cartoon, next the teacher asked about the main concept of the video and if they have had similar feelings.
  - Students answered in L2 with isolated words such as sad, yes, always, happy.
  - Students answered longer sentences in L1 like “le contagia el mal humor a los demás”

#### ✓ Task Cycle

- In the study stage the teacher exposed some questions to students about feeling down and how they feel about changes of humor.
  - Students answered with enthusiasm all the questions but in L1
- The teacher explained that changes are normal and produced by puberty, then, she exposed the negative consequences and most common teenage problems that may occur like depression, drinking and smoking, teen pregnancy, under age sex, eating disorders, among others.

- Students were engaged with the class, however, all the answers were given in Spanish.

✓ **Language Focus**

- During the practice stage, the teacher gave just the description of a problem to be guessed by students.
  - Students answered “embarazo” but they corrected themselves automatically with “pregnancy”
  - During the stage, students answered mostly in Spanish, however the majority of the course understood the cases and even laughed with the descriptions.
- In the Production period, the teacher gave the instruction of reading some teenage cases from the text book, and then each student was asked to give an advice using modal verbs.
  - When a student asked about the page of the book which will be used, another student answer “ninety” in L2.
  - While doing the activity students had some difficulties with vocabulary and reading comprehension.
  - At the moment of presenting the advices, just one student was able to explain the problem of the book in English, the rest of the class reverted to Spanish, however, they gave the advice in L2 by reading their notebook notes.
  - The majority of the advices were well structured and coherent.



- Finally, the teacher made a summary with the common teenage problems explained by the class.

### 3.5.5 Lesson 5

The lesson took place on Monday 14th of November, from 15:30 to 17:00.

#### ✓ **Pre-Task Activities**

- The teacher talked about last class and different problems that teens could have.
  - Students were not engaged at the beginning of the class.
  - Students answered some questions asked by the teacher.

#### ✓ **Task Cycle**

- The teacher gave some sentences and students needed to rewrite in their notebooks using a correct form of the verb.
  - Most of student's payed attention, however, some of them reflected about the content.
  - Just a couple of students made contributions
  - At least 4 students read aloud what was written on the whiteboard

#### ✓ **Language Focus**

- The teacher gave to the students incomplete advices and the students needed to complete them using grammar contents.
- The teacher asked the students to work in pairs or in group of 4 and write a letter of advice to a person who is suffering from a problem presented in the pictures on the PPT.
  - Students adopted a passive attitude when doing the activity
  - A group of 4 (placed at the back of the class) participated permanently

- Most of the students participated writing and answering orally.
- During all the activity, students increased their interaction.

For a more detailed look at the activities on lesson plans, please go to appendix 1, page 104.

### **3.6 Data collection and Analysis**

The data in this study consisted of the observation, pre and post observation form and the speaking skills that show the student inside the classroom.

#### **3.6.1 Variables**

The variables are the following: independent variables teaching method based on task-based learning and material, and dependent variables such as mix level of English and attitude.

#### **3.6.2 Data collection instruments**

The selection of instruments was due to an analysis of tools, materials and technological devices available in the school and the limited time to implement the investigation, a survey, observation forms and a checklist were constructed.

##### **3.6.2.1 Survey**

The survey was designed for asking teachers about their personal judgments and evaluations when promoting oral production. The relevance of the survey resided on the student's oral production improvements as a direct product of the strategies and materials implemented by teachers. The importance of the survey was focused on the teachers' impressions about students' participation, interactions and motivation in classroom, and

also, to know about students' pedagogical practice (self-evaluation and development of oral skills).

For the samples of survey please go to appendix 9, page 178

### **3.6.2.2 Pre and Post intervention observation form**

Our Pre and Post intervention forms are based on observations of students' oral performance during the English class.

Pre intervention observation stage, was presented without following a task based plan or materials, it was a standard class. On the other hand, mid intervention and post-intervention observation stage was performed using a task-based plan.

All of this was to check the state of art before and after the intervention.

The criteria for our oral production observation is the following:

#### **I.- Content exposure.**

- A. Paying attention:** the students keep alert during the class, tracking with their eyes teachers' movements around the classroom.
- B. Taking notes:** students are constantly taking contents' notes, so they write the grammatical and lexis on their notebooks.
- C. Listening:** students pay attention to listening activities, so they keep engage with the material and are able to infer the content presented by the teacher.
- D. Asking questions:** students clarify doubts related to grammar and vocabulary presented by the teacher.
- E. Responding questions:** students participate in the process by answering teachers' questions during the class.

- F. **Following requests:** students follow instructions and participate, getting involved with the activity.
- G. **Reacting:** students react to the content, expressing themselves using non-verbal language during content exposure.

## **II.- Task development activities.**

- A. **Reading critically:** the students use strategies such as skimming and scanning to check the material presented by the teacher.
- B. **Writing critically:** students ask questions, debate and discuss the content in order to produce an informed and detailed text.
- C. **Performing/presenting:** students present their production, explaining and debating what they discussed during the process.
- D. **Interacting with other students:** students try to solve, explain and develop the task with the help of their partners.

The Pre & Post Observation Form were verified by Blanca Arellano, English teacher in the Cardinal Raul Silva Henriquez University, and were applied in Pre and Post observations.

For the samples of Pre and Post Observation Form please go to appendix 7, pages 165 & 166

### **3.6.2.3 Class stages checklist**

The class stages checklist was the development of the mid intervention stage, and was designed considering the following: Student's English management, level, number of students and class stages, in that way, the class stages checklist is the instrument

which allowed us to analyse and determine if the strategies and materials created were pertinent and if they finally worked in favour to the student's learning process

Hoang & Ngoc (2015) give us an example of a rating scale for general spoken English that we used as a base to create a proper one for our researching, according to context and students reality. The components of the above instrument focused on task based methodology, student's participation and the development of oral skills.

The class stages checklist was created to quantify the English oral production in Spanish students based on task based methodology inside the lesson. The checklist encourages the researcher to evaluate different behaviours that he/she could find in the observation class. The class was divided in four stages: Warm up, Pre-Speaking, While-Speaking and Post-Speaking.

The criteria for our oral production observation is the following:

- **Students are engaged with the class:** The students pay attention to the lessons' content and the teacher, so they understand the context of the task.

**Description:** The above check list (1) indicates if students focus their attention in the class by keeping teachers commands and movements, also, start asking questions such as: What does that means? Or can you clarify or exemplify that?

- **Students participate in L1 or L2:** Students communicate with their classmates and the teacher during the class in either Spanish or English, so they organize the task.

**Description:** The above check list (2) indicates the evidence that students communicate in both, English or Spanish language and also, they arrange everyone's tasks assigning roles. Students organize themselves helping each other to clarify indications and asking for some contributions.

- **Students start the conversation in L1 or L2:** Students start interactions with their partners in either Spanish or English. Consequently, they create communicational interactions, practicing both, listening and speaking skills.

**Descriptions:** the above check list (3) indicates the fact that students start interacting, which is, asking questions, confirming and clarifying what is going to be talked about. Once they assigned roles, students start working in pair or groups by talking or sharing previous ideas either English or Spanish.

- **Students ask questions in L1 or L2:** Students ask questions to clarify doubts in either Spanish or English. As a result, students get involved in teaching process by looking for solutions to the task.

**Description:** the above check list (4) provides key information concerning to the level of understanding related to instructions, grammar and vocabulary. By asking for help to teacher and classmates, the researcher can observe students understanding.

- **Students try to keep the conversation going on in L1 or L2:** Students concentrate in the topic, so they express their ideas in either Spanish or English to keep the conversation going on till they find the most appropriated solution.

**Description:** the above check list (5) indicates the facts that students make efforts in order to keep the conversation on going, that is, they are constantly talking each other in both, English or Spanish. That way they are self-aware about their mistakes when speaking.

The class stages checklist was verified by Mireya Aguilera, English teacher in the Cardinal Raul Silva Henriquez University, and were applied in all the observations.

For a sample of the observation check list please refer to appendix 7, page 166

### 3.6.3 Lesson Plans

In order to make the learning process more authentic, the sources used in classrooms had to be innovative, this meant the creation and implementation of task based activities applicable to every single student's reality. In other words, according to Basic Skills as a foundation for students Success in the California community colleges, "... characterized as a "conception of teaching and learning (CTL) that helps teachers relate subject matter content to real world situations..." (Berns & Erickson, 2001). In brief, if the contents do not have relation neither contextualized in respect to real life, then they will not produce a significant learning.

Different materials such as: lesson plans, power points and worksheets, were created keeping the principles of task based activities, in other words, they were intended to make student engaged in every class and also, promoting an autonomous, collaborative and progressive learning process.

The lesson plans were designed base on task based learning following the well-known proposal by Willis (1996): "TBL has three phases: Pre task, task cycle and language focus. The first phase introduces the class to the topic and the task by providing words and phrases related to the topic. The second one encourages the use of the language. The last phase allows a closer study and assessment of the features used during the task".

Lesson plans covered the entire unit 4 "Body and Mind" covering with these almost 7 classes. Some of the language functions were bullying, possibility, addictions, body image, relationship, advice and recommendations.

The lesson plans were also created based on the national curriculum and following the contents that the English book “Teens club” for 9th grade proposed (Alvarado, 2016) however, through the creation and use of authentic material classes were built considering students current reality (Alvarado., 2016).

Lesson plans were checked and approved by two professional teachers. Also, they were checked by three researcher teachers of the current investigation.

In brief, the creation of a good environment and conducting the learning with different strategies and materials based in task-based learning which were created to develop a pedagogical proposal to increase oral production inside a classroom, were through using English as a second language.

For the samples of the lessons please go to appendix 1, page 104.

#### **3.6.4 Material selection**

To implement our project and test the effect of task-based learning on oral production inside the classroom, classroom materials such as whiteboard, markers, worksheets, projectors, radio, mobile phones, and computers were used. Also, songs, videos from Youtube, flashcards, television series as well as other authentic material and task based activities were needed. For our data collection we used task based learning lesson plans, Pre and Post intervention observation form to evaluate the speaking skills of the students.

The decision of the selected material mentioned above was made after reviewing the literature. During the lessons, interesting, original and compelling materials were used. As stated earlier, the authentic material must be motivating and fun to increase in that way the participation of students.



Finally, the above materials were rigorously selected in order to make them easily understood by all students, taking elements from students' real life and giving activities which not only included grammatical or artistic aspects but also critical thinking.

For the samples of some materials please go to appendix 2, 3 and 4, pages 119 to 144.

### 3.7 Gantt Chart

The following abridged version of a Gantt chart illustrates roughly the timetable for this project.

**Chart 2: Gantt Chart**

	August	September	October	November	December	January
<b>Conceptualization</b>						
<b>Literature review</b>						
<b>Sampling collection</b>						
<b>Theoretical framework</b>						
<b>Corpus analysis</b>						
<b>Data interpretation</b>						
<b>Conclusions</b>						
<b>Corrections</b>						
<b>Oral defence</b>						

## **Chapter 4: Data Presentation and Analysis**

### **4.1 General Analysis**

The current chapter presents the results of the data analysis. Having in mind that this investigation is related to oral interaction in the classroom and follows a mix approach, it is necessary to take and present samples of the results. The results were obtained at the end of three stages: first, the pre intervention observation stage, second, the intervention itself, and finally the results from post intervention observation stage. Also, the results include empiric information about students' attendance during the intervention, with the purpose of analysing the influence of this independent variable in the process. To sum up, the objective of the following chapter is to present the results in a variety of ways, in order to support our hypothesis with empiric data and clear representation of the study.

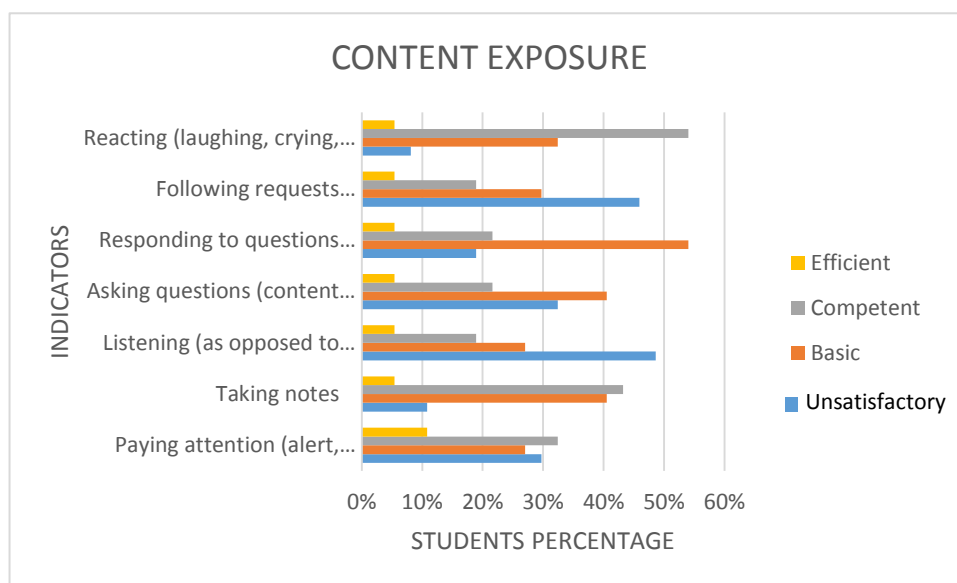
### **4.2 Pre Intervention Observation Form**

- **Content Exposure**

The bar chart below shows students' development in the exposure of content during the Pre intervention. There are four graphs in the chart, where each colour represents a level; yellow refers to efficiency, grey to competent, orange to basic, and light blue to unsatisfactory.

The vertical line shows the indicators considered to the observation Pre intervention, and the horizontal line, represents the percentages of students that belong to one of the four levels of development.

**Chart 3: Pre-Intervention: Content Exposure.**



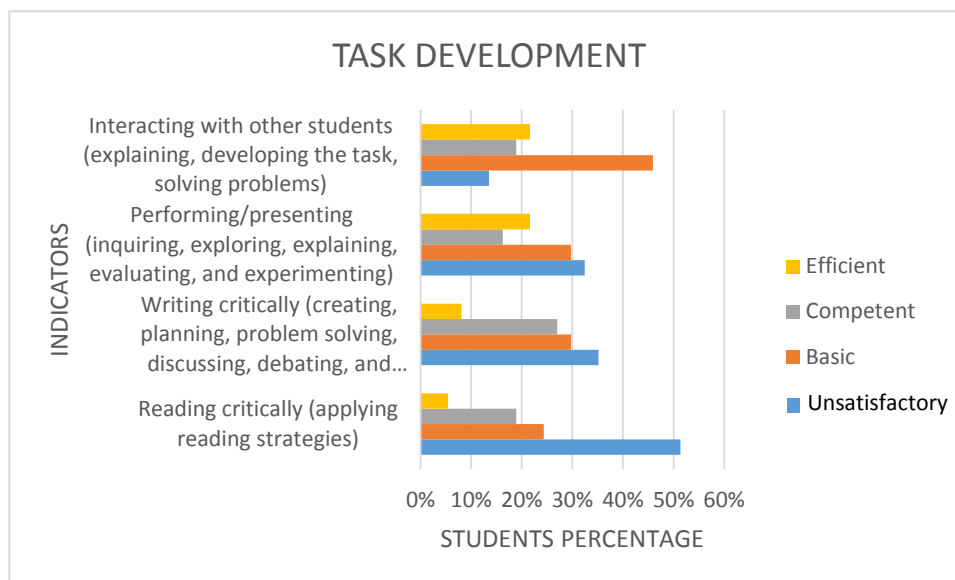
As it can be seen in the graph, in most of the indicators the two highest percentages belong to basic and competent level. In paying attention 30% of students present an unsatisfactory level, when taking notes 41% and 43% belong to basic and competent respectively. In relation to listening 49% represents unsatisfactory level and 27% to basic level, whereas responding to questions presents 19% and 54% in the named levels. Following requests show 46% of participant in unsatisfactory, 30% in basic and 19% in competent. When reacting just 8% belong to unsatisfactory, however, 54% go in competent. Except for paying attention, were the unsatisfactory level rises to 11%, all the other indicators present 5% in the named level.

- **Task Development**

The bar chart is about students in the task development during the Pre intervention. There are four graphs in the chart, where each colour represents a level; yellow refers to efficient, grey to competent, orange to basic, and light blue to unsatisfactory.

The vertical line shows the indicators on the various abilities considered in the Pre intervention observation form, and the horizontal line, represents the percentages of students that belong to one of the four level of development.

**Chart 4: Pre-Intervention: Task Development**



The above graph shows that the highest level in reading belongs to unsatisfactory with 51%, and the lowest to efficient with 5%. In relation with writing critically 30% present a basic level, 16% competent and 8% efficient. At the moment of performing or presenting 32% of participants showed a basic level but 22% correspond to efficient. Finally, when

interacting 14% present an unsatisfactory level, while basic show a 46%, and 22% of participants showed an efficient level.

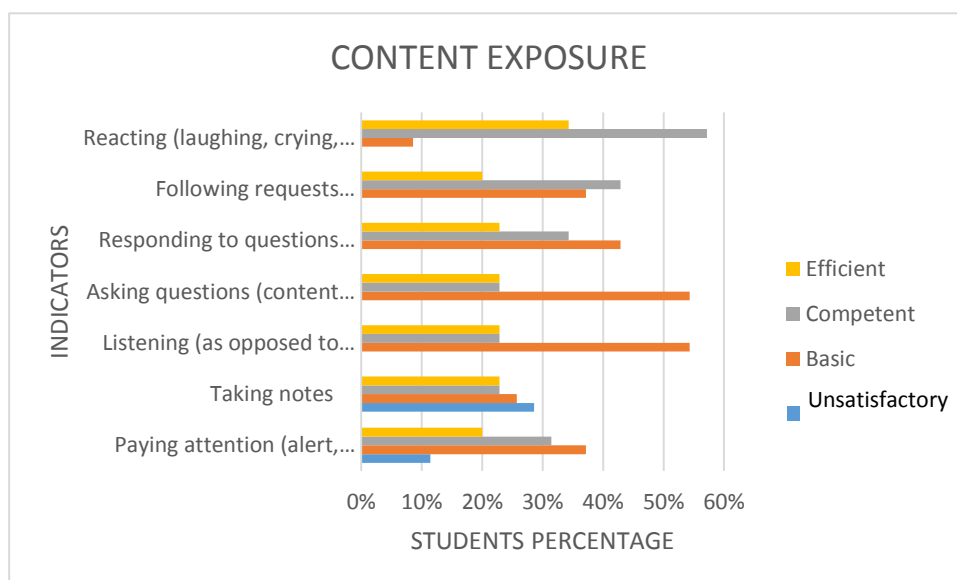
### 4.3 Post Intervention Observation Form

- **Content Exposure**

The bar chart is about students' development in the exposure of content during the Post intervention. There are four graphs in the chart, where each colour represents a level; yellow refers to efficient, grey to competent, orange to basic, and light blue to unsatisfactory.

The vertical line shows the indicators considered in the Pre intervention observation form, and the horizontal line, represents the percentages of students that belong to one of the four levels of development.

**Chart 5: Post-Intervention: Content Exposure.**



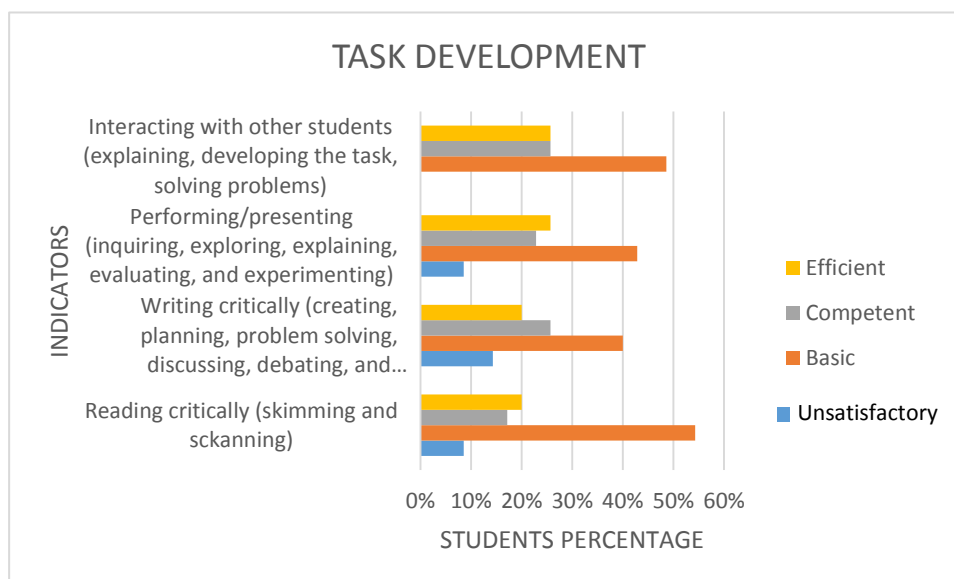
As it can see on the chart at the end of the process, in terms of content exposure, there was a 20% of the students in an unsatisfactory level, while 31, 5% was located in a basic level. In competent level, there were 40% of the students, and finally 27% of them got an efficient level. More than 40% of the students increase their improvement in relation to focus on and paying attention during the exposure of the target language.

- **Task Development**

The bar chart is about students' development in the task development during the Post intervention. There are four graphs in the chart, where each colour represents a level; yellow refers to efficient, grey to competent, orange to basic, and light blue to unsatisfactory.

The vertical line shows the indicators on the various abilities considered in the Pre intervention observation form, and the horizontal line, represents the percentages of students that belong to one of the four levels of development.

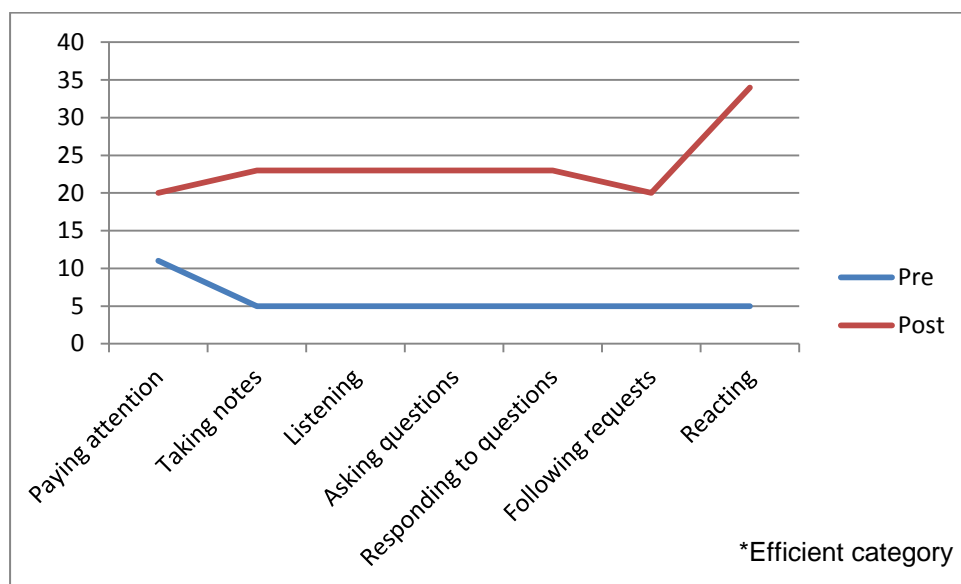
**Chart 6: Post-Intervention: Task Development.**



As it can be seen from the above graph, when talking about task development, it was possible to find a 7% of students with an unsatisfactory level. 47% of them got a basic level, and 21,5% were located in a competent category. Finally, 24,5% of the students reached an efficient category. According to our results the average of task development in the students at the end of the intervention rose a 28% approximately.

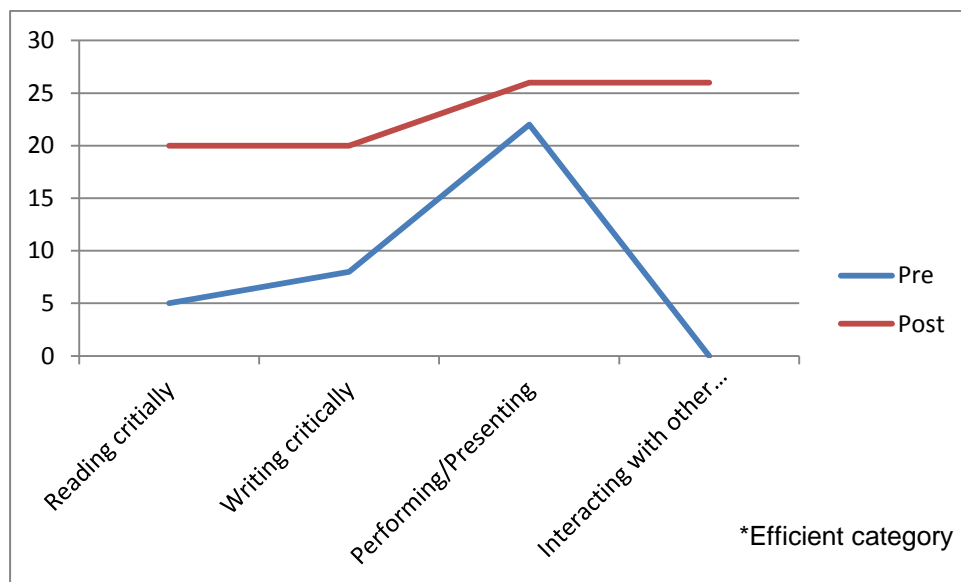
#### 4.4 Pre and post intervention analysis

**Chart 7: Pre and post-Intervention: Content Exposure**



If we analyse the pre and post intervention observations, we can find that the most significant results can be found in the efficient level. As exposed in chart 6, during content exposure stage, results show that efficient students increased in a 19%, from 8% to 27%.

**Chart 8: Pre and post-Intervention: Task Development**

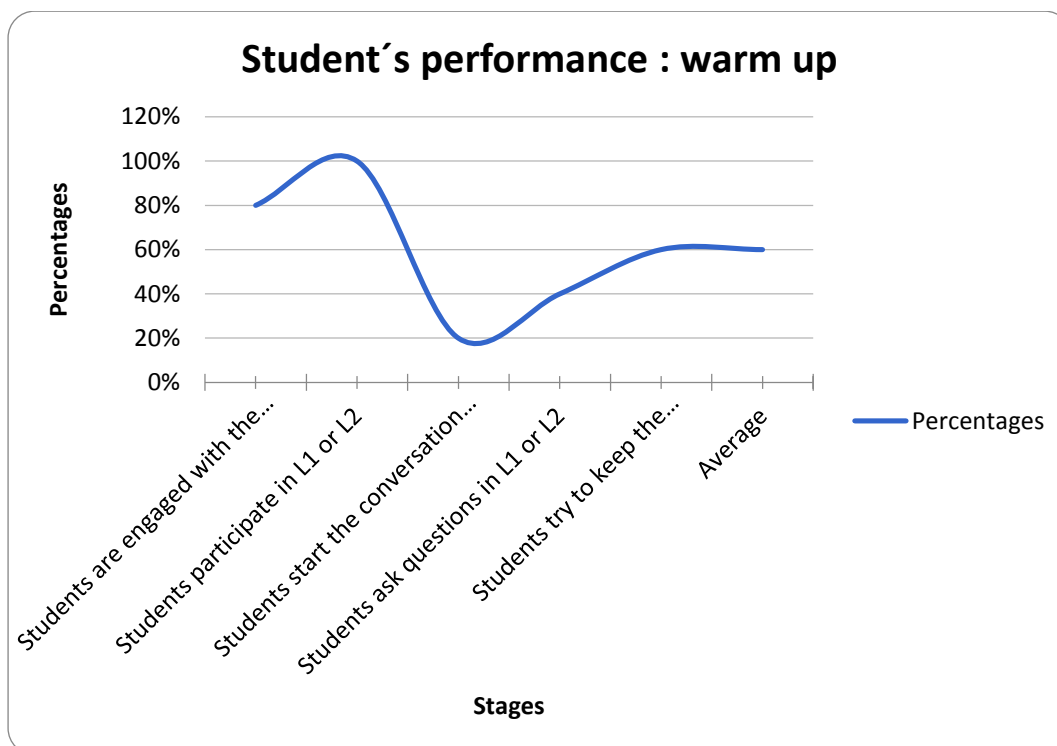


The last analysis presented in chart 7 shows that efficient students rose from 13,5% to 24,5%, increasing an 11% after the intervention process. As mentioned previously, it was the most significant improvement during the intervention, because efficient students became confident with their own abilities.



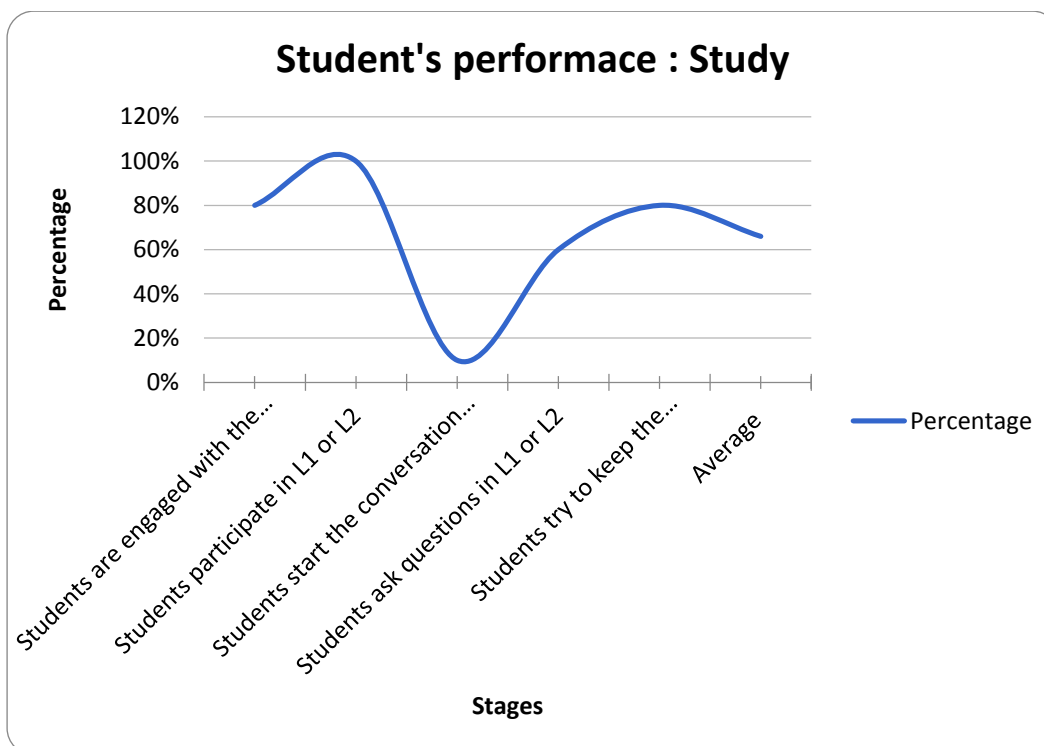
## 4.5 Class stages checklist

Chart 9: Student's Performance: Warm Up



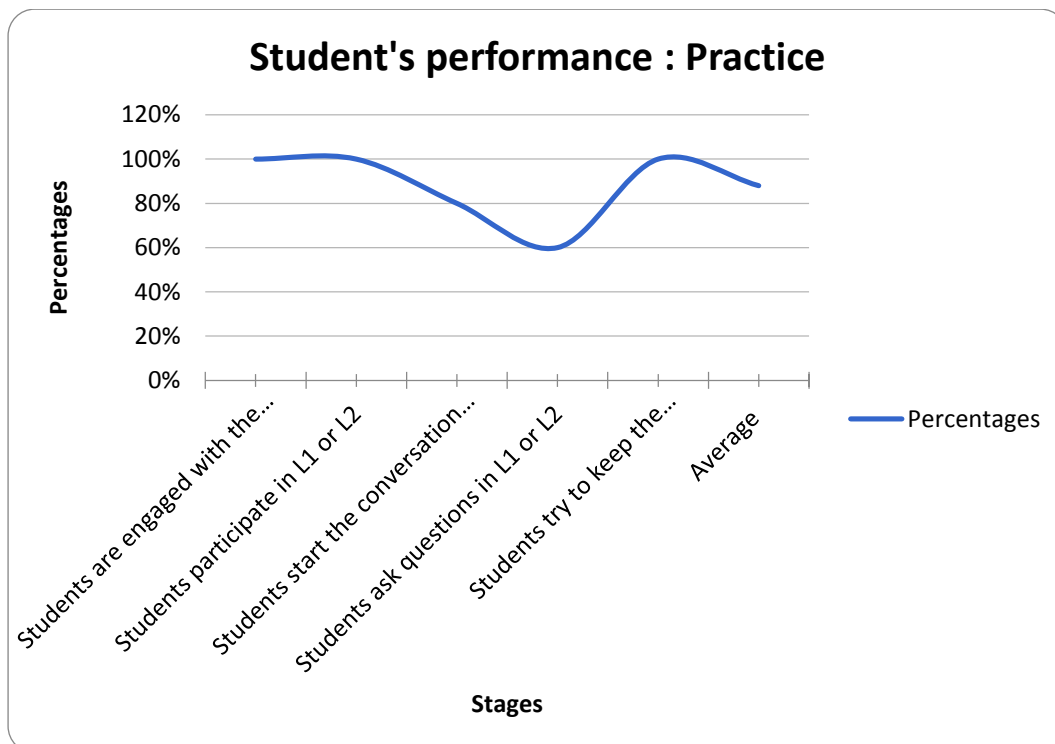
After the application of the new methodology during 5 classes, we can analyse the behaviours by dividing the class in its four stages. During the warm up, 80% of the students were engaged with the classes, 100% of them participated in the process, 20% dared to start a conversation in either English or Spanish, 40% asked questions during the class and 60% tried to keep a conversation on going. In average, 60% of the students participated during the whole process in warm up stage.

**Chart 10: Student's Performance: Study**

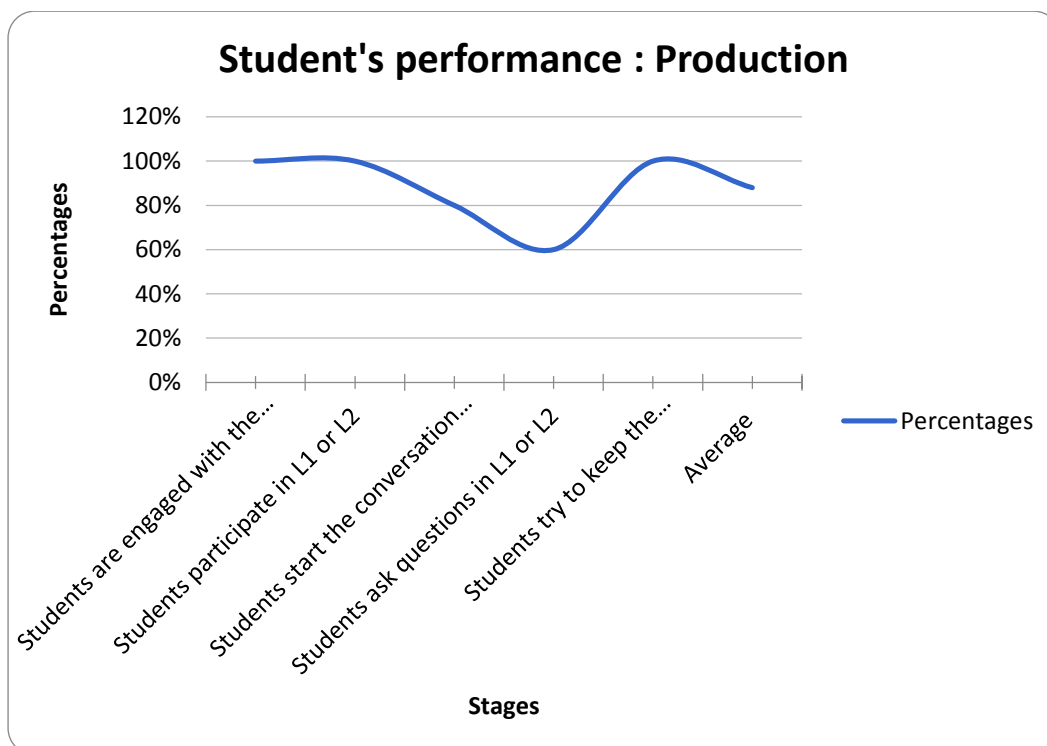


Students' performance during study stage varies moderately. The percentage of students who were engaged with the class and participated remains constant, 80% and 100% respectively, but when we move to the next category (students who start a conversation) the percentage slowly fell to a 10%. Even though, the students who asked questions and those who tried to keep the conversation on going rose gradually 20% in comparison with the warm up, 60% and 80% respectively. Actually, the average of performance during study stage rose to a 66%.

**Chart 11: Student's Performance: Practice**



In the practice stage, students' performance results substantially grew. In fact, the average considerably rose to 88%, reaching 100% in both, engage and participation. Students who started a conversation got an 80%, and students who asked questions reached 60%. Students who tried to keep a conversation on going gradually rose 20%, getting a 100% of performance.

**Chart 12: Student's Performance: Production**

During production stage, the results remained constant. 100% of students were engaged and participated, 80% started the conversation, 60% asked questions and 100% tried to keep the conversation on going.

## 4.6 Summary of the Results

### ✓ Pre and Post results

- **Content exposure:**

From the results it can be seen that because of the material the participation of the students in L2 increased. Also it is important to point out that the participation in L1 increased even more.

**Paying attention:** at the beginning of the process, 32% of the students had a competent behavior when paying attention, but this result fell to a 31% at the end of the intervention. However, students with an efficient behavior went up from 11% at the beginning to 20% at the end, increasing 9% after the intervention period.

**Taking notes:** when talking about students who took notes, before the intervention most of the students were located in basic and competent category, 41% and 43% respectively while 29% was in the unsatisfactory level. On the other hand, at the end of the process the results were completely different. 29% of the students located in an unsatisfactory level, 26% in basic level, 23% were competent and a 23% were efficient. Although it seems to be a setback, when analyzing the efficient category there is a considerable improvement. At the beginning 5% of the students had an efficient level, but at the end it shot up to 23%, increasing 18%.

**Listening:** in listening, 49% of the class got an unsatisfactory level in the pre intervention, but at the end of the process, the percentage was 0%. After using authentic material, all students showed an improvement in listening skill, were 54% got basic level, 23% in competent and moving from 5% to 23% in efficient level, increasing up to 18%.

**Asking questions:** the differences in the results of pre and post intervention show improvements in all the categories. Unsatisfactory category suddenly declined 32%, from 32% to 0%, basic level raised 13%, from 41% to 54%, competent students raised a slightly 1%, from 22% to 23%, and efficient students increased again 8%, from 5% to 23%.

**Responding to questions:** when responding to questions, 19% of the students had an unsatisfactory level, but it decreased to 0% at the end. 54% of the students got a basic level, percentage which declined to 11%. The percentage of competent students rose from 22% to 34%, with an increase of 12% after the intervention. Finally, efficient students increased 18%.

**Following requests:** at the beginning of the research, 46% of the class was located in the unsatisfactory category when following requests, but at the end of the intervention 0% of students showed an unsatisfactory level. Basic students increased from 30% to 37%, showing 7% of improvement, competent students rose from 19% to 43%, increasing 24%, and finally efficient students rocketed from 5% to 20%, going up in 15%.

**Reacting:** when reacting to the material presented by the teacher, most of the students moved from unsatisfactory and basic level, 8% and 32% respectively, to the competent and efficient level at the end, 57% and 34% respectively.

- **Task development activities:**

**Reading critically:** at the beginning of the research, 51% of the class had an unsatisfactory level when reading critically, even though, at the end only 9% of the students got that level. Most of those students got a basic level instead, level which rose from 24% to 54%. Students who read efficiently increased from 5% to 20%.

**Writing critically:** when writing, 35% of the students got an unsatisfactory level, 30% a basic, 27% a competent level and 8% performed it efficiently. After the intervention, unsatisfactory students' performance declined 21%, basic rose 10%, competent students increase 1% and efficient students rose 12%.

**Performing/presenting:** at the moment of performing, a big part of the class 32% had an unsatisfactory level, but at the end of the intervention process 43% of the students got a basic level. Competent students rose 7%, and efficient students' group increased 4%.

**Interacting with other students:** at the end of the process, none of the students interacted in an unsatisfactory level. Interactions performed in a basic way increased 3% from 46% to 49%, competent interactions increased 7%, from 19% to 26%, and efficient interactions rose 4%, from 22% to 26%.

- ✓ **Class check list results**

In general, students were engaged with the process in an average of 90% during the entire process. The participation in the classes got 100%, so all of the students contributed during the intervention. If we analyze how many students started a conversation, we can see that it starts at 20% and moved to 80%, showing a steeply jump of 60%. At the moment of asking questions, it increased 20%, from 40% to 60%. Finally,

students who tried to keep the conversation on going, the percentage considerably increased in 40%, getting 100% at the last class stage.

#### **4.7 Data Analysis and Discussion**

From the results it can be seen that strategies such as task based and the use of authentic & contextualized materials may help in the integration of oral production in the target language on 9<sup>th</sup> grade students inside a Chilean classroom.

At the very beginning of the intervention stage, during the exposure of content it was evident that students were not used to deal with English during a whole class, and evidently the use of the target language was very low, however, it was identified that a group of five or six students showed a good domain of the language, and this could be favorable to the research, since this students could help their peers to improve the language skills of the entire class.

When students had to focus on the activity the picture was more complex, because apart from the problem of English proficiency, the lack of confidence was another important thing that could be felt, most of the students was ashamed to produce orally. Besides, students tend to use their mother tongue when communicating with each other.

As we could see on the pre observation stage, students had a lower perception of English, in terms of context exposure and their relation with the teacher. During the intervention, they were interacting and achieving in a better way the tasks, performing this challenge of oral production as good as they could.



At the end of this study, students achieved a major level in their proper English, this does not mean that they acquired an A2 for instance, it just means that they learned how English is close to them, how it is present in the majority of their daily lives. Students finally get a good perception of English, feeling more confident and increasing the oral participation in English classes.

As it can be seen from the results, the final average is 60% which indicates that more than half of students were effectively engaged with the warm up stage fulfilling over 60% in most of the indicators. We truly consider as a successful result because the students were encouraged to keep the activities and to know the content. Warm up stage was a complete success in terms of engagement and participation. Students showed a lack of motivation and participation when starting conversations at the beginning, however, the last two indicators showed an increased so students dared to ask questions and tried permanently to keep the conversation ongoing. In brief, Students were engaged most of the time on this stage which was a direct product of the activities presented by the teacher and also, students gained autonomy when doing the activities.

We consider a very fruitful stage because student did not lost the interest neither the motivation for learning, and as well as the previous stage, more than half of the students participated strongly. Students were engaged and participated completely, then, student did not dare to start the conversation between them. It affected in some sense because the interaction was vital in order to make the class encouraging and challenging. Finally, Student showed an evident interest on asking questions and keeping the conversation ongoing which helped to the correct development of the class. In brief, the present stage revealed a deeper interest related to student's encouragement due to the

motivation and guide from the teachers.

We consider this stage as a complete success, moreover, considering that student had to put in practice all the learned contents. The final average was over 80% so it was totally superior to the previous stages and evidently, the majority of the students fulfilled all the indicators which make the stage very efficient and fruitful. We really consider those result as totally beneficial for our purposes because students were able be self-aware of their learning process and the most important thing is that most of the Students were able to fulfil all the indicators efficiently thus they reached a good develop of all the given tasks, that is, Students increased their participation by asking, talking and being engaged all the time.

We consider this stage as a success because students were engaged and were able to produce, this results ensure that all students were totally able to put in practice the covered contents. Students reached an excellent develop of all the indicators so we can see that production was a complete success. We really think that this stage reveals a key result because students learned what was taught and they were able to put in practice all the knowledge.

In brief, We consider that the above data revealed positive results. Students produced and participated permanently fulfilling all the indicators so it made us feel sure about the effectiveness of our strategies and materials. the two lower averages belong to the indicators "Students start the conversation in L1 and L2" and "Students ask questions in L1 and L2" which in the stages : warm up and study were around 20%, however, in the stages : Production and practice increased significantly reaching 60% in both, so we

consider this as an important fact because it was a very important rebound by the moment to put in practice all the contents. finally, All of the student's performances in every single stages were over 60% or more which indicates that student's performances were efficient.

#### **4.8 The Training**

As mentioned above, the process was a good one. We could find both, a school which gave us the opportunities to do our research without problems and a group of students we had the opportunity to work with. This group had a good disposition to learn and try different things.

The classes were made without interruptions, we used an entire month to put in practise our research and we obtained good responses from it. As you can see, the use of authentic material and Task based methodology contributes with the integration of the students into the target language. Students could interpret and feel closer to the content when it is presented in a real context to them.

Nevertheless, during this training we found difficulties and facilities which we are going to take a look in the following sections.

#### **4.9 Facilities**

At the moment of finding an available school to apply our research, we had the opportunity to work at Patricio Mekis School, a place in which we were able to get involved with the school community. Furthermore, the institution had the proper technological devices, such as television with HDMI resolution, audio system and data projector; which

gave us more possibilities to implement authentic materials. Once there, the English teacher also gave us the opportunities to take the leadership of one of her classes, in order to have a complete view of the situation that we wanted to observe. Finally, the students did not refuse to participate in the process. They accepted to be recorded during the whole intervention period, they actively participated in the activities and they frequently attended English classes.

#### **4.10 Difficulties**

During the intervention, the most significant difficulty was the students' English level. Many times we had to deal with gaps in English use which students solved by using their mother tongue as an alternative to complete the tasks. Even though they were engaged with the tasks, most of them had not developed their confidence to speak in front of an audience using the target language.

In relation to classroom environment difficulties, we can mention two main points.

Firstly, the noise in the school yard and halls produced anxiety on students, creating noise and nervousness during the class. Secondly, the class schedule was at the end of the school time. As a result, those factors did not help maintain an adequate learning environment in the classroom.

Finally, another relevant difficulty during the research was related to the available time to apply the intervention. Considering that we only had one month, we think it was not enough time to produce a significant change in students' oral production.

#### **4.11 Learners' Reactions**

In general, the learners' reaction was favourable to the process. However, we found three different reaction groups. The first one refers to elementary group which presented some changes in behaviour but not in cognitive level, the second one was the intermediate group which most of them move from a basic to a competent category, and finally, the upper intermediate group where the most important improvement was related to English knowledge.

Despite the above, students actively participated and were motivated to improve their oral production. Even though, some of them did not generate a significant improvement in oral production, probably because of their English gaps.

## **Chapter 5: Conclusions and Further Research**

### **5.1 General Conclusions**

This thesis project was set out to test if the use of task based methodologies and authentic materials could generate the production of intelligible messages and also improve the participation in class in 9th grade Chilean students whilst learning English as a Foreign Language. The study also sought the implementation of task based strategies and the use of authentic materials in order to promote production of intelligible messages and to identify the participation inside the English classroom.

Oral production in Chilean schools has always been considered as a challenge for English teachers inside the classroom. With this pedagogical proposal we wanted to show that oral activities can be done in a simple way, without expensive devices or extra hours of work, so teachers could find a support for their oral classes.

Our pedagogical proposal was based on task based learning supported by the use of different authentic and didactic material that a teacher could use to support his/her lesson, generating an easy-way for the students inside the classroom to allow them to express themselves in the target language, going step by step, losing the cognitive stress.

As English teachers we are aware of the problems with oral production inside the classroom, which seem to be a common situation in Chile. Actually, students do not use the language to communicate with others. In fact, we think that this happens because teachers do not have effective resources to develop this skill. This pedagogical proposal could help overcome this problem, we know that is not a complete solution, but it is a tool that can facilitate the daily work inside the classroom.

With the implementation of the study we can conclude the following: first, with the use of authentic material and task based strategies, it is possible to see an improvement in the participation and oral production in both, L1 and L2.

Secondly, the lack of information resources in relation to oral production inside Chilean classes does not allow the comparison of results. Even though we think that there are improvements after the application of task based strategies and authentic material, there are not reliable sources to support and compare the changes.

### **5.1.1 Answer to Research Questions**

The study sought to answer the question: *Does the application of task based and authentic materials used by English teachers have an impact on the oral production of Chilean 9 graders?* Based on the results we could conclude that with the application of the proper strategies and materials inside English classes, oral production can be promoted in Chilean classrooms as long as the material selected or created is contextualized to the needs and reality of the students. In other words, the observation does not allow this but it supports the idea that if the teacher creates proper and contextualized material a will produce a positive impact on oral production. In addition, task based activities produce a better attitude when developing the task, because the students focus on the challenge of looking for a solution to complete the activity, giving the students more self-confidence putting in practice, with this, their attitudinal objectives.

### 5.1.2 Answer to the General Objective

To determine if the use of authentic material and task-based strategies promote oral production in Chilean 9th grade students. As stated above, the results point out that use of authentic material and task based activities do promote oral production in Chilean 9<sup>th</sup> grade students.

### 5.1.3 Answers to the Specific Objectives

The study intended to fulfil these two different specific objectives: *(i) to implement task-based strategies and the use of authentic materials in order to promote production of intelligible messages in English classes in a Chilean English classroom.* When we talk about our first specific objective we can say that it was accomplished with the upper intermediate group. During the classes, they developed their oral skills showing an improvement in comparison with the other groups.

The intermediate group seemed to understand the instructions and messages given by the teacher, but it was not able to communicate using complete sentences. The elementary group was not able to produce the target language, because this group was neither capable of understanding the message by itself nor the teacher and classmates.

Our second objective *(ii) to identify if there is more or less participation inside the classroom with the constant use of task based strategies and authentic material.* The constant use of task based strategies and authentic material promoted a considerable increase in students' participation during English classes. At the end of the process all the students participated in the classes using L2. Even though, there was no clear evidence that a long lasting change was generated in just one pedagogical unit.



#### 5.1.4 The Hypothesis

The results of the study support our hypothesis. In relation with the first hypothesis *(i) the use of task based methodologies and authentic materials will generate the production of intelligible messages in 9th grade Chilean students whilst learning English as a Foreign Language* we can say that intermediate group was able to produce isolated intelligible messages in L2, and the upper intermediate group made a significant improvement, producing complete sentences in the target language.

According to the second support hypothesis *(ii) the use of task based methodologies and authentic materials will improve the participation in class of 9<sup>th</sup> grade students whilst learning English as a Foreign Language*, we can mention that students showed an attitudinal change by increasing their participation. Even those students who were not able to produce intelligible messages in L2 reverted to their mother tongue in order to participate.

#### 5.2 Study Limitations

This study was elaborated with the intention of developing a strategy based on task based methods and the use of authentic materials to teach English in a 9th grade from a Chilean classroom. Although the outcomes of the project have been reached, unavoidable limitations were faced which one as follows:

- Absence of previous studies showing results on oral production in Chilean classrooms: One of the limitations that we had in our research was the Absence of previous studies showing results on oral production in Chilean classrooms. It is

widely known that all the researchers need previous literature in order to base and support the development of their own researches, our group was not different.

To begin in our search for information, we realized that there is a considerable lack of information concerning oral production in Chile, thus, it was truly hard to find an accurate definition in relation to a concrete definition of the above concept.

Also, SIMCE Inglés which is as one of the most important evaluative instruments to determine the level of English in Chilean education does not evaluate oral production. Due to this, it was totally impossible to get information in order to analyse a general scenario about oral skills.

- Application time of study: Equally important was the time for the application of the study. Even though we had the opportunity to work a complete thematic unit in one month inside the school, we think it was not enough time to achieve significant and long lasting changes in students' behaviour. Certainly, after the intervention process we found expected results in the participation variable, but a bigger amount of time would have help us to show better results in oral production.
- Schedule of English classes: Another limitation during the intervention was the schedule of English lessons; Students had classes twice a week and they were programmed every Monday from 15:30 to 17:00 hours, and Fridays from 11.45 to 13:15. Both days, English classes were the last activity of the day, and especially at the end of the class students were more concerned with time to left school and go home, so, they used to be tired and anxious. Particularly on Fridays, students were hungry, considering that the class was schedule before lunch time.

- Low level of English in context: One of the most relevant limitations was the low level of English language that Chilean students have, which oddly enough can be found of a limitation in previous thesis studies at UCSH.

According to the National English Education Program, all the students from 5<sup>th</sup> grade on must have English classes compulsory. With at least 300 hours of English, the results and levels of students are alarming, after 4 years of studying the target language, students started the last part of their formal education with, what seemed to us, an unsatisfactory level in all the English skills.

Besides this, in our research we could find an incoherence between the national programs and the resources given by the Chilean department of Education, factors that could contribute to the low level of English, with this incongruence the level of English education is affected.

- Number of students per class: The number of student per class was also a factor which interfered with our research. Of course, the Chilean reality does not allow a small number of students per class, so working with 38 students inside the classroom is a reality that we cannot change. Although in the presented data showed an improvement, we consider that having a smaller quantity of students per classroom would show better results in the studied categories.

### 5.3 Suggestions for Further Research

In the developing of this thesis project, we could find some things which were not part of this thesis. For future research and/or forthcoming practices of this research, the following proposition can be stated:

- Motivation and Material As an alternative to further investigations, it is important to highlight that, even though it is known that motivation is a hard topic to investigate, it is necessary to research about it, considering that it plays a crucial role while learning a second language. Furthermore, motivation can be addressed from the point of view of the use of authentic material, demonstrating the connection that exists between them.
- Which of the stages from TBL work, or, it is most suitable to our Chilean Classrooms: As we mentioned before, our thesis project is about how task based strategies, with the help of authentic material, improve the oral production skill inside the Chilean classrooms. During our research, we started to question about which of the stages of TBL was the most suitable in our Chilean reality, obviously because of our limited time we could not focus on this new perspective as much as we wanted.

TBL stages are from Pre-Task to Practice, It would be interesting to know which of these stages it is the most suitable to our Chilean students and how we could obtain more benefits from one of them would improve the English level and its skills inside the Chilean classrooms.

- Control Group: For the future investigations in this field, it is important to mention that having a control group could be a favourable factor. Having a group exposed to the material and strategies and another which follows traditional methods, might give the opportunity to recognize and compare the results in a more objective way. Of course, and as seen in the present study, the application of task based methodologies and authentic material shows an improvement in participation and oral production, but the results of the research may be ampler if there is a group to compare results.
- The urgent necessity to integrate research subjects to English teaching programs from early years of undergraduate programs: Nowadays, English teaching programs do not have research subjects in the first years of undergraduate programs, which produce a poor management of research knowledge by the ending of our process. The situation at Cardenal Raul Silva Henriquez University concerning to research areas in teaching programs is not optimal due to the lack of a solid training. In our case, we could identify two main issues concerning to this: there is neither research subject created nor intended specially for English teaching program's students, and also, last term our university was on a strike which meant the lack or loss of more than half of the classes related to investigation and research.

There is no research subject matter created nor intended specially for English teaching program's students. The Curriculum does not stimulate students to develop researches throughout the undergraduate programs, which impacts negatively by the time to develop a topic of special interest from the students.

Then, as group experience, last term our university was on a strike which meant the lack or loss of more than half of the classes of research. This experience evidence the necessity to add research subjects since early years of undergraduate programs, because that loss of classes had extremely negative impact on the develop of this research because we do not have all the theoretical neither practical tools to elaborate our research accurately.

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Appendices

Appendix 1: Lesson plans

Appendix 1.1: Pre-intervention Lesson

**LESSON PLAN IN ESL (2016)**

**Unit 4: Body and Mind – LESSON 1: You can beat them!**

<b>Class: 9th Grade D</b>	<b>Date: Monday 03th October</b>	<b>Time: 15:30 – 17:00</b>	<b>Sequence:</b>
<b>Trainee: Paula Alcaíno Osorio –Co.Teacher: Carolina Yañez Fuentes</b>		<b>School: Colegio Polivalente Patricio Mekis de Padre Hurtado</b>	
<b>Main Objective:</b> At the end of the class students will be able to talk about bullying and the consequences and alternatives of personal behaviour choices.			
<b>Subsidiary aims:</b> Present Tense			
<b>Key Activities:</b> Speaking Activities			
<b>Contents:</b> Bullying Problems			
<b>Skills/procedures:</b> Speaking Activities Writing Activities	<b>Lexis</b> <u>Bullying Vocabulary:</u> Approach Bully Improve Issue Name Calling Beat Bullies Mess About Psychologic Bullying Physical Bullying Verbal Bullying Social Bullying Cyber Bullying	<b>Grammar</b> Present Tense Past Tense	<b>Function</b> Talking about our consequences and actions of personal behaviour choices.
<b>Assumptions:</b> Students should know how to use present and past tense. Students should know how to give opinions.			

Students should know how to refer to events taking place in the present.			
Stages	Interaction	Materials-Timing	Evaluation
<b>Engage/ Warm-up</b>	<p>DIFFERENCES AND SIMILARITIES</p> <p>The teacher explains to students that they will play a game in which students will respond to some likes, dislikes and commands if they feel represented with it.</p> <p>Students must pay attention carefully as they play the game because at the end, each student must tell one new thing they learned about a classmate.</p> <p>The teacher lead the game providing directions as:</p> <p>"Everyone with brown eyes, stand up."</p> <p>"Everyone who has a dog as a pet, put your right hand on your head."</p> <p>"Everyone whose favorite sport is soccer, stand on one foot."</p> <p>"Everyone who speaks more than one language, jump up and down."</p> <p>"Everyone who likes Ice cream rise your hand"</p> <p>"Everyone who don't like the color black, scream."</p> <p>and so on.</p> <p>At the end of the game the teacher ask each student to name one way in which he or she and another student are alike. The trait they share must be something they didn't know before playing the game.</p> <p>Students might say, for example, "I didn't know that Thomas has a dog" or "I didn't know that Jose loves ice cream."</p>	20 minutes	
<b>Study / Presentation</b>	<p>BULLYING ISN'T FUNNY</p> <p>The teacher shows to the students a video about bullying to introduce the topic.</p> <p><a href="https://www.youtube.com/watch?v=9qd0ZzWb4Uw">https://www.youtube.com/watch?v=9qd0ZzWb4Uw</a></p> <p>Then the teacher starts to talk with the students about bullying, things like, what is bullying?, what's the most effective tool against?, which students are more vulnerable? And things like that.</p> <p>Students gave their opinion and reflections about the topic of this new unit.</p>	25 minutes	
<b>Practice</b>	BULLYING SURVEY	20 minutes	

	<p>After express their ideas about bullying the students are going to answer a survey about bullying and talk about their personal experiences.</p> <p><a href="http://www.tolerance.org/sites/default/files/files/documents/bully_early_handout1.pdf">http://www.tolerance.org/sites/default/files/files/documents/bully_early_handout1.pdf</a></p>		
<b>Activate/ Production</b>	<p>ANTI BULLYING REFLECTION QUESTIONS</p> <p>After complete the personal survey, the students with the teacher talk about how prevent bullying in their school reflecting with some questions.</p> <p><a href="http://www.tolerance.org/sites/default/files/documents/bully_upper_handout2.pdf">http://www.tolerance.org/sites/default/files/documents/bully_upper_handout2.pdf</a></p>	20 minutes	
<b>Close up/ Wrap-up</b>	<p>3, 2, 1</p> <p>The teacher asks to the students 3 things they learned today, 2 things they found hard to do in the activities and 1 thing they really liked about the class.</p>	5 minutes	

## Appendix 1.2: Intervention Lesson 1

<b>Class: 9th Grade D</b>		<b>Date: Friday 07th, October</b>		<b>Time: 11:45 – 13:15</b>		<b>Sequence:</b>	
<b>Trainee: Paula Alcaíno Osorio –Co.Teacher: Carolina Yañez Fuentes</b>				<b>School: Colegio Polivalente Patricio Mekis de Padre Hurtado</b>			
<b>Main Objective:</b> At the end of the class students will be able to express ideas against bullying by creating posters.							
<b>Subsidiary aims:</b> Present Tense							
<b>Key Activities:</b> Speaking Activities							
<b>Contents: Against Bullying</b>							
<b>Skills/procedures:</b> Speaking Activities Writing Activities		<b>Lexis</b> <u>Bullying Vocabulary:</u> Approach Bully Improve Issue Name Calling Beat Bullies Mess About Psychologic Bullying Physical Bullying Verbal Bullying Social Bullying Cyber Bullying		<b>Grammar</b> Present Tense Past Tense		<b>Function</b> Creating poster against Bullying	
<b>Assumptions:</b> Students should know how to use present and past tense. Students should know how to give opinions. Students should know how to refer to events taking place in the present.							
<b>Stages</b>		<b>Interaction</b>				<b>Materials-Timing</b>	<b>Evaluation</b>

<b>Engage/ Warm-up</b>	<p>CLASS DISCUSSION ABOUT BULLYING</p> <p>The teacher remember what is bullying and show them some statistics about it.</p> <p>The students give some opinions about it.</p>	10 minutes	
<b>Study / Presentation</b>	<p>TYPE OF BULLYING</p> <p>After the discussion about the meaning of bullying the teacher explains some type of bullying and their definitions.</p> <p>The students takes notes and talk about it.</p>	25 minutes	
<b>Practice</b>	<p>ANTI- BULLYING POSTER</p> <p>The students are going to create poster ANTI-BULLYING. In groups of 4, the students are going to select one type of bullying and make a poster against it.</p>	30 minutes	
<b>9Activate/ Production</b>	<p>PRESENTATION AND ANTI-BULLYING SPEECH</p> <p>After each group create the poster, the students in groups are going to present their piece of art to their classmates and explain their ideas. Consequently, all the students present their posters. Finally, they are going to post it outside their classroom.</p>	25 minutes	
<b>Close up/ Wrap-up</b>	<p>3, 2, 1</p> <p>The teacher asks to the students 3 things they learned today, 2 things they found hard to do in the activities and 1 thing they really liked about the class.</p>	5 minutes	



Appendix 1.3: Intervention Lesson 2

<b>Class: 9th Grade D</b>	<b>Date: Friday 04th November</b>	<b>Time: 11:30 – 13:15</b>	<b>Sequence:</b>
<b>Trainee: Paula Alcaíno Osorio –Co.Teacher: Carolina Yañez Fuentes</b>		<b>School: Colegio Polivalente Patricio Mekis de Padre Hurtado</b>	
<b>Main Objective:</b> At the end of the class students will be able to listen to a song and identify bullying			
<b>Subsidiary aims:</b> Present Tense			
<b>Key Activities:</b> Listening Activities			
<b>Contents:</b> Bullying			
<b>Skills/procedures:</b> Listening Activities Writing Activities	<b>Lexis</b> Bullying Vocabulary	<b>Grammar</b> Present Tense	<b>Function</b> Listening a Song about Bullying
<b>Assumptions:</b> Students should know how to use present and past tense. Students should know how to give opinions. Students should know how to refer to events taking place in the present.			
<b>Stages</b>	<b>Interaction</b>	<b>Materials-Timing</b>	<b>Evaluation</b>
<b>Engage/ Warm-up</b>	BULLYING The teacher asks the students to Brainstorm some words related to Bullying, the teacher write them on the board and asks for some opinions about it	5 minutes	
<b>Study / Presentation</b>	SONGS AND BULLYING The teacher explains to the students that today they are going to listening to a song related to the topic. First of all, the teacher asks the students about the singer of the song. Then the teacher ask to the students if they know the song	25 minutes	

	Finally the teacher shows the video of the song and ask for some opinions about it.		
<b>Practice</b>	WHY YOU GOTTA BE SO MEAN? The teacher asks to the students to work in pairs and complete the worksheet, section fill in the blanks.	30 minutes	
<b>Activate/ Production</b>	MEAN? The teacher asks students in groups to write or tell orally what the song is about. Also the teacher asks to the students to answer some questions about Bullying and relate them to the song.	25 minutes	
<b>Close up/ Wrap-up</b>	3, 2, 1 The teacher asks to the students 3 things they learned today, 2 things they found hard to do in the activities and 1 thing they really liked about the class.	5 minutes	

Appendix 1.4: Intervention Lesson 3

<b>Class: 9th Grade D</b>	<b>Date: Monday 07th November</b>	<b>Time: 15:30 – 17:00</b>	<b>Sequence:</b>
<b>Trainee: Paula Alcaíno Osorio –Co.Teacher: Carolina Yañez Fuentes</b>		<b>School: Colegio Polivalente Patricio Mekis de Padre Hurtado</b>	
<b>Main Objective:</b> At the end of the class students will be able to express possibilities with modal verbs such as May and Might.			
<b>Subsidiary aims:</b> Present Tense			
<b>Key Activities:</b> Writing Activities			
<b>Contents:</b> Modal Verbs			
<b>Skills/procedures:</b> Writing Activities Reading Activities	<b>Lexis</b> <u>Bullying Vocabulary:</u> Approach Bully Improve Issue Name Calling Beat Bullies Mess About Psychologic Bullying Physical Bullying Verbal Bullying Social Bullying Cyber Bullying	<b>Grammar</b> Present Tense May and Might	<b>Function</b> Expressing possibility about bullying
<b>Assumptions:</b> Students should know how to use present and past tense. Students should know how to give opinions. Students should know how to refer to events taking place in the present			
<b>Stages</b>	<b>Interaction</b>	<b>Materials-Timing</b>	<b>Evaluation</b>

<b>Engage/ Warm-up</b>	WHAT ABOUT POSSIBILITIES The teacher shows some sentences to introduce modals verbs. The teacher asks to the students about this words and what they think is their meaning.	10 minutes	
<b>Study / Presentation</b>	GRAMMAR: MAY AND MIGHT The teacher shows a PPT with some of the grammar components. The students take notes of the presentation and give some examples.	30 minutes	
<b>Practice</b>	WORKSHEET After the grammar explanation, the students are going to complete a worksheet about May & Might. Then They check the answer together.	30 minutes	
<b>Activate/ Production</b>	WHY PEOPLE DO BULLYING The teacher explain to the students that they are going to write a paragraph describing the possible causes or things that produce bullying or bullies. The students in groups write their paragraph and then share their ideas with their classmates.	15 minutes	
<b>Close up/ Wrap-up</b>	3, 2, 1 The teacher asks to the students 3 things they learned today, 2 things they found hard to do in the activities and 1 thing they really liked about the class.	5 minutes	

Appendix 1.5: Intervention Lesson 4

**LESSON PLAN IN ESL (2016)**  
**Unit 3: Body and Mind – LESSON 2: Why am I in such a bad mood!**

<b>Class: 9th Grade D</b>	<b>Date: Friday 11th November</b>	<b>Time: 11:30 – 13:15</b>	<b>Sequence:</b>
<b>Trainee: Paula Alcaíno Osorio –Co.Teacher: Carolina Yañez Fuentes</b>		<b>School: Colegio Polivalente Patricio Mekis de Padre Hurtado</b>	
<b>Main Objective:</b> At the end of the class students will be able to talk about teen problems in present tense			
<b>Subsidiary aims:</b> Present Tense			
<b>Key Activities:</b> Speaking Activities			
<b>Contents:</b> Teen problems			
<b>Skills/procedures:</b> Reading Activities Speaking Activities	<b>Lexis</b> <u>Body Image Vocabulary:</u> Let Down Shame Silly Upset Empty Handed To struggle with something Addictions Friends Stress Relationships Money Body Image	<b>Grammar</b> Present Tense Past Tense Future Tense	<b>Function</b> Talking about some problems
<b>Assumptions:</b> Students should know how to use present and past tense. Students should know how to give opinions. Students should know how to refer to events taking place in the present.			

Students Should know how to express possibility.			
Stages	Interaction	Materials-Timing	Evaluation
<b>Engage/ Warm-up</b>	<p>WHY AM I IN SUCH A BAD MOOD</p> <p>The teacher introduce the lesson 2 of unit 4: “Why Am I in such a bad Mood?”</p> <p>The teacher shows a video from “The Amazing World of Gumball” called “The Grips” and ask the students about the situation and the relationship that they could find with them on their daily life.</p>	10 minutes	
<b>Study / Presentation</b>	<p>TEENAGE PROBLEMS</p> <p>First of all, the teacher ask about the types of teenage problems that the students have and if they have suffered any of them.</p> <p>The teacher shows some studies and charts about the most famous teen’s problems, their definitions and possible solutions.</p>	25 minutes	
<b>Practice</b>	<p>IDENTIFY THE PROBLEM</p> <p>The teacher gives only the description of a Problem and the students need to identify what type of problem it is.</p>	30 minutes	
<b>Activate/ Production</b>	<p>GIVEN ADVICE</p> <p>In groups of 4 the students are going to reflect about some problems and give advices to the person who suffer them.</p>	25 minutes	
<b>Close up/ Wrap-up</b>	<p>3, 2, 1</p> <p>The teacher asks to the students 3 things they learned today, 2 things they found hard to do in the activities and 1 thing they really liked about the class.</p>	5 minutes	

Appendix 1.6: Intervention Lesson 5

<b>Class: 9th Grade D</b>	<b>Date: Monday 14th November</b>	<b>Time: 15:30 – 17:00</b>	<b>Sequence:</b>
<b>Trainee: Paula Alcaíno Osorio –Co.Teacher: Carolina Yañez Fuentes</b>		<b>School: Colegio Polivalente Patricio Mekis de Padre Hurtado</b>	
<b>Main Objective:</b> At the end of the class students will be able to recognize and express possibilities by giving advices about common teen problems			
<b>Subsidiary aims:</b> Present Tense			
<b>Key Activities:</b> Writing Activities			
<b>Contents:</b> Modal verbs			
<b>Skills/procedures:</b> Writing Activities Speaking Activities	<b>Lexis</b> <u>Body Image Vocabulary:</u> Let Down Shame Silly Upset Empty Handed To struggle with something Addictions Friends Stress Relationships Money Body Image	<b>Grammar</b> Giving advice expressions Modals Verbs Present tense	<b>Function</b> Talking about different teen problems by giving advices.
<b>Assumptions:</b> Students should know how to use present and past tense. Students should know how to give opinions. Students should know how to refer to events taking place in the present. Students Should know how to express possibility.			

Stages	Interaction	Materials-Timing	Evaluation
<b>Engage/ Warm-up</b>	WHAT ABOUT AN ADVICE? The teacher talk about last class and the differentes problems that the teens could find. The teacher ask, also, about some grammatical aspect that they saw last class.	10 minutes	
<b>Study / Presentation</b>	GRAMMAR: SHOULD, HAD BETTER, OUHGT TO The teacher presents modal verbs SHOULD, HAD BETTER, OUHGT TO. The teacher shows a PPT containing contextualized examples in order to explain and differentiate everyone. And also, explain the different uses depending on the form (+ / - / or ?).	25 minutes	
<b>Practice</b>	PRACTICE First: The teacher gives some sentences and the students need to rewrite these sentences in their notebook, using the correct form of The verb that the teacher give brackets. Second: The teacher gives to the students pieces f advices and the students need to Complete it using should, shouldn't, ought to and had better, and the verbs in that the teacher gives on the boxes.	30 minutes	
<b>Activate/ Production</b>	ADVICE LETTER The teacher asks to the students to work in pairs or groups of 4 for the following activity, then she shows a series of pictures that represent some teen problems, the students in pairs or groups need to write a letter of advice to the person wo is suffering this problem.	25 minutes	
<b>Close up/ Wrap-up</b>	3, 2, 1 The teacher asks to the students 3 things they learned today, 2 things they found hard to do in the activities and 1 thing they really liked about the class.	5 minutes	



## Appendix 1.7: Post Intervention Lesoon

<b>Class: 9th Grade D</b>	<b>Date: Friday 18th November</b>	<b>Time: 11:30 – 13:15</b>	<b>Sequence:</b>
<b>Trainee: Paula Alcaíno Osorio –Co.Teacher: Carolina Yañez Fuentes</b>		<b>School: Colegio Polivalente Patricio Mekis de Padre Hurtado</b>	
<b>Main Objective:</b> At the end of the class students will be able to Listen to a song and identify some teen Problems			
<b>Subsidiary aims:</b> Present Tense			
<b>Key Activities:</b> Listening Activities			
<b>Contents:</b>			
<b>Skills/procedures:</b> Listening Activities Writing Activities	<b>Lexis</b> <u>Body Image Vocabulary:</u> Let Down Shame Silly Upset Empty Handed To struggle with something Addictions Friends Stress Relationships Money Body Image	<b>Grammar</b> Present tense Past Tense	<b>Function</b> Identifying Teens Problems
<b>Assumptions:</b> Students should know how to use present and past tense. Students should know how to give opinions. Students should know how to refer to events taking place in the present. Students Should know how to express possibility.			
<b>Stages</b>	<b>Interaction</b>	<b>Materials-Timing</b>	<b>Evaluation</b>

<b>Engage/ Warm-up</b>	<p>GOSSIPING</p> <p>The teacher whisper a sentence in a student`s ear (related or not to the covered content), so that sentence should be spread silently from the students sitting in front to the last one (the same for the other rows). The idea is that the sentence must be said aloud by the last student.</p>	10 minutes	
<b>Study / Presentation</b>	<p>IMAGINE DRAGONS</p> <p>First of all, the teacher asks the students about the singer of the song.</p> <p>Then the teacher ask to the students if they know the song, The teacher introduce the band and the song and explain some characteristic about it.</p> <p>Finally the teacher shows the video of the song and ask for some opinions about it.</p>	25 minutes	
<b>Practice</b>	<p>MY DEMONDS</p> <p>The teacher explains to the students that today they are going to listening to a song related to the topic.</p> <p>The teacher asks to the students to work in pairs and complete the worksheet, section fill in the blanks.</p>	30 minutes	
<b>Activate/ Production</b>	<p>HAVE WE A PROBLEM?</p> <p>The teacher ask the students to create groups of 4 and write a description/solution about a problem like the song. Then the students present the problem to their classmates and explain why is related to the song.</p>	25 minutes	
<b>Close up/ Wrap-up</b>	<p>3, 2, 1</p> <p>The teacher asks to the students 3 things they learned today, 2 things they found hard to do in the activities and 1 thing they really liked about the class.</p>	5 minutes	

Appendix 2: PowerPoint Presentations

Appendix 2.1: Pre Intervention PPT



## What You Can Do Against/to Prevent Bullying?

- **Treat Everyone with Respect!**: Nobody should be mean to others.
- Talk to an adult you trust. They can help you find ways to be nicer to others.
- Keep in mind that everyone is different. Not better or worse. Just different.
- If you think you have bullied someone in the past, apologize. Everyone feels better.
- **Stand Up for Others**: When you see bullying, there are safe things you can do to make it stop.

## Risk Factors

- No single factor puts a child at risk of being bullied or bullying others. Bullying can happen anywhere—cities, suburbs, or rural towns. Depending on the environment, some groups—such as lesbian, gay, bisexual, or transgendered (LGBT) youth, youth with disabilities, and socially isolated youth—may be at an increased risk of being bullied.

## Children at Risk of Being Bullied

- Generally, children who are bullied have one or more of the following risk factors:
- Are perceived as different from their peers, such as being overweight or underweight, wearing glasses or different clothing, being new to a school, or being unable to afford what kids consider “cool”
- Are perceived as weak or unable to defend themselves
- Are depressed, anxious, or have low self esteem
- Are less popular than others and have few friends
- Do not get along well with others, seen as annoying or provoking, or antagonize others for attention

## Children More Likely to Bully Others

- Two types of kids who are more likely to bully others:
- Some are well-connected to their peers, have social power, are overly concerned about their popularity, and like to dominate or be in charge of others.
- Others are more isolated from their peers and may be depressed or anxious, have low self esteem, be less involved in school, be easily pressured by peers, or not identify with the emotions or feelings of others.
- Children who have these factors are also more likely to bully others;
- Are aggressive or easily frustrated
- Have less parental involvement or having issues at home
- Think badly of others
- Have difficulty following rules
- View violence in a positive way
- Have friends who bully others



## Handout I: Bullying Survey

1. Has anyone ever called you a name?  
\_\_\_\_\_
2. Has anyone ever told you that you can't be friends?  
\_\_\_\_\_
3. Has anyone ever hit, kicked or pushed you?  
\_\_\_\_\_
4. Has anyone ever threatened you?  
\_\_\_\_\_
5. Was someone mean to you because of how you look?  
\_\_\_\_\_

6. Did you tell anyone about any of these incidents? Why or why not?  
\_\_\_\_\_
7. Have you ever seen someone else being bullied?  
\_\_\_\_\_
8. Have you ever called someone else a name, hit, kicked, pushed, threatened or been mean to someone?  
\_\_\_\_\_

## Anti-Bullying Reflection Questions

1. Do you think bullying is a serious problem in your school or community? Why or why not?
2. How do you think bullies feel when they demean someone else?
3. Do you think it's possible to make a bully understand other people's feelings? Why or why not?
4. How do adults in your school or community address bullying? Have you seen adults look the other way? What kind of interventions have you seen adults use to prevent or stop bullying?
5. What kind of interventions can young people use to prevent or stop bullying? List three things you could do to defuse a bullying situation.
6. Do you think you've ever bullied someone? If so, what made you stop? What made you want to bully someone again?
7. Did any of the facts in the quiz concern you personally? Which ones?
8. After taking the quiz, are there behaviors or experiences you have had that you want to change? Describe your feelings, what you might want to change, and how you could go about making that change.



IT  
STARTS  
WITH  
YOU!

Appendix A2.2: Lesson 1



Definition: Bullying

- When a stronger, more powerful person hurts or frightens a smaller or weaker person on purpose and repeatedly.

**WHAT IS BULLYING?**

Older student picking on a younger student

Male student making inappropriate sexual comments to a female student

Deliberately excluding a student from a social group in order to humiliate the student

**Types of Bullying**

**Physical**

- hitting
- pushing
- kicking
- tripping
- pulling hair
- taking or destroying property

**Social**

- excluding others
- spreading rumors
- embarrassing others
- taking away or hiding someone's belongings

**Verbal**

- name-calling
- teasing
- insulting
- threatening
- swearing

**Cyber**

- text messaging
- social media
- email
- instant messaging
- chat rooms
- video chat

Type of Bullying	What does this look or sound like?
<b>Physical Bullying</b>	<ul style="list-style-type: none"> <li>Pushing</li> <li>Shoving</li> <li>Spitting</li> <li>Kicking</li> <li>Stealing</li> <li>Threatening</li> <li>Verbal Bullying</li> <li>Mocking</li> <li>Name-calling</li> <li>Taunting</li> <li>Teasing</li> <li>Verbally threatening</li> </ul>

Type of Bullying	What does this look or sound like?
<b>Verbal Bullying</b>	<ul style="list-style-type: none"> <li>Name calling</li> <li>Threatening</li> <li>Rumors</li> <li>Inappropriate comments</li> <li>Teasing</li> <li>Hurtful coments</li> </ul>

Type of Bullying	What does this look or sound like?
<b>Social Bullying</b>	<ul style="list-style-type: none"> <li>Giving dirty looks</li> <li>Excluding people</li> <li>Spreading rumors</li> <li>Ignoring</li> </ul>
<b>Cyberbullying</b>	<ul style="list-style-type: none"> <li>Sending inappropriate emails</li> <li>Sending inappropriate pictures</li> <li>Sending inappropriate texts</li> <li>Prank calling</li> <li>Writing inappropriate blogs</li> <li>Writing inappropriate posts in social networking sites</li> </ul>

**TIME TO CREATE**

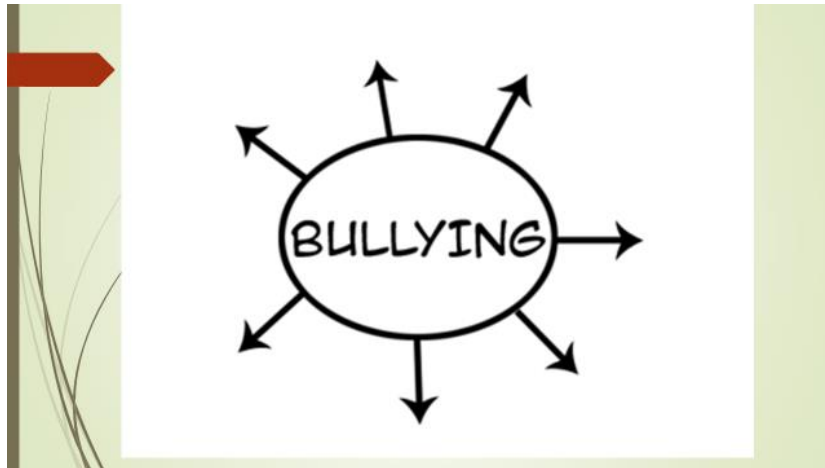








## Appendix A2.3: Lesson 2



## WHY YOU GOTTA BE SO MEAN?

Bullying Problems

### MEAN – TAYLOR SWIFT



### Where it came from?

- When she performed poorly at the Grammys singing with legendary superstar Stevie Nicks, Taylor was surrounded with negative reviews. Some people even predicted it would be the end of her music career.
- But Taylor wouldn't be shamed. She shot back with this anti-bullying anthem about an especially nasty critic. Describing him as "mean and a liar and pathetic and alone in life," the singer called him out on his "wildfire lies" and his words which were "like knives and swords and weapons."
- Showing another wise perspective, Swift's lyrics note that bullies are often the product of being bullied. Again, instead of letting the act of being mean take her down, she sees a brighter future ahead.



## Worksheet – Question Time!

- What is the song about?
- What does Taylor Swift predict will happen to the other person in the future?
- What does Taylor Swift predict for herself in the future?
- How would you help the character in the song?
- Do you believe meanness or kindness is the stronger? Why?
- What does the first sentences mean?
- Have you ever witnessed someone being bullied? How did you react?
- Have you ever called names?

## Appendix A2.4: Lesson 3

## Modals Verbs May & Might

### Pay special attention to the following words

- Have a look at our solutions – one **MIGHT** work for you
- If something makes you feel bad, you should talk about it. It **MAY** help

So...

- We use \_\_\_\_\_ and \_\_\_\_\_ to express that it is \_\_\_\_\_ that something will happen.

## Posibility

## May and Might

- **May** and **Might** are modal verbs. They can normally be interchanged without a significant difference in meaning however **Might** often implies a smaller chance of something happening (when expressing possibility).

### 1. To give permission

- You **may** leave the table once you have finished your meal.
- You **may** take only one brochure.
- If you have finished the exam, you **may** leave the room.
- **May not** can be used to **NOT** give permission or to prohibit someone from doing something.
  - You **may not** park your car in front of the gate.
  - You **may not** take more than one brochure.

### 2. To ask for permission

- **May** I sit next to you?
- **May** I borrow your pen?
- **May** I use your bathroom please?
- Note: *Can* is used more frequently than *May* in spoken English though *May* sounds more polite.
- Note: *Might* could also be used to request permission but it sounds very old and is not common.

### 3. To express (future) possibility:

- There is a chance that something is true or that there is a possibility of something happening.
  - It **might** rain later (= it is possible that it will rain)
  - I **might** go to the movies tonight. (Though I'm not sure)
  - I wouldn't talk to Tim right now. He **may** still be angry after his team lost.
  - He's very good, in fact, I think he **may** win the competition.
  - She **might** be late because of the public transport strike.
- Note: *Might* is used more frequently than *May* in spoken English.

#### 4. To express wishes

- **May** you both live a long and happy life together.
- **May** the New Year bring you love and happiness.
- **May** all your wishes come true.
- **May** the odds be ever in your favor.
- **May** the Force be with you.

Modal Verbs

## May - Might

Uses of **May** and **Might**:

**Possibility**

- It **might** rain later so take an umbrella.

**Give permission**

- You **may** have another cookie if you like.

**Ask for permission**

- May I borrow your pen please?

**Express wishes**

- May the New Year bring you happiness.

**Speculate about past actions**

- She is late. She **may** have missed her plane.

**May or Might?**

**May** and **Might** can normally be interchanged without a significant difference in meaning. However, **Might** often implies a smaller chance of something happening (when expressing possibility).

- It **may** rain. (70% chance)
- It **might** rain. (40% chance)

When expressing wishes or giving permission, only **May** is used.

[www.grammar.cl](http://www.grammar.cl)
[www.woodwardenglish.com](http://www.woodwardenglish.com)
[www.vocabulary.cl](http://www.vocabulary.cl)

Why People do Bullying?

## Appendix A2.5: Lesson 4

# BODY AND MIND

LESSON 2: Why am I in such a bad mood?

## The Gripes



### Why am I in such a bad mood?

- Do you ever find yourself getting really irritable for almost no reason?
- Or suddenly feeling down without knowing why?
- Going from sadness to anger to joy in a matter of minutes can make many teens feel as though they're losing their grip.
- But why is the feeling of being on an emotional roller coaster so common among teens?



## Teenage Problems

- Self-Esteem and Body Image
- Stress
- Bullying
- Depression
- Cyber Addiction
- Drinking and Smoking
- Teen Pregnancy
- Underage Sex
- Peer-Pressure and Competition
- Eating Disorders



## Which is the problem?

- Pregnancy by a female, age 13 to 19, which still in school. A girl who hasn't complete secondary school. Is financially dependent upon her parents and/or continues to live at home and is mentally immature.

## Which is the problem?

- a state of mental tension and worry caused by problems in your life, work, etc.
- something that causes strong feelings of worry or anxiety
- physical force or pressure



## Which is the problem?

- a state of feeling sad
- a serious medical condition in which a person feels very sad, hopeless, and unimportant and often is unable to live in a normal way
- a period of time in which there is little economic activity and many people do not have jobs

## How can we define this?

- Drinking and Smoking



## How can we define this?

- Self-Esteem



## How can we define this?

- Peer-Pressure and Competition



## Which is the problem?

- Hey guys, I'm 15 years old, OK maybe this will sound really stupid, but I am so confused. I don't know who I am anymore, I am sad all the time, and I can't take the pressure of school and all my extra classes. I'm trying really hard to get along with my family, trying not to lose more friends in school, trying not to fail (school is really hard, lots of works, lots of subjects), and trying to keep up with ballet, hip hop, and piano, but I think I just can't take it, I need to figure out who I am, I just want to start being happy already. Any advice or support??
- Please someone

## Which is the problem?

- I'm getting strange calls and stuff. Any help? And I am now 14. Hey, for about three months now I've been getting really strange calls, texts and mail. The sms and e-mails usually say that "I am ready for you now". And when this person calls me, she just whispers weird things. I know it is a female, because I can hear it in her voice. I am really starting to get frightened. What should I do?


# TIME TO HELP!!

Read the problems and some Give advices!

SEARCH BLOG MARK BLOG Next blog To create blog | Access

### TEEN PROBLEM PAGE

**Abbie, 16**  
 I'm trying to study for my exams, but it's hard to concentrate for long. I sit on the bed with my books, but then I lie down and fall asleep. And my parents ask me to do things, or my friends call, so I give up studying. I'm starting to panic. What should I do?



**Priscilla, 15**  
 I always find myself getting really irritable for almost no reason or suddenly I feel down without knowing why. I often go from sadness to anger or to joy in a matter of minutes. I feel as though I'm losing my grip. Why do I feel like being on an emotional roller coaster almost all the time?



**Joe, 15**  
 I secretly like a girl in my class, and I told my best friend. He promised not to tell anyone, but he really let me down. Now the whole class knows, including the girl. They all think it's funny, but I'm very embarrassed and upset. Should I stop being friends with this guy? He said sorry, but I don't trust him anymore.



**Emma, 16**  
 I'm a girl suffering from *Bulimia Nervosa*. Only a few friends know, but I am not getting anything from them, and sometimes I feel they don't care. I feel very embarrassed to tell my family. I would greatly appreciate any advice. I've been looking on-line for hours trying to find info on eating disorders, but have come up empty handed. Please help.



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## Appendix A2.6: Lesson 5

## Body and Mind

Giving Advices and Recomendations

### Read these sentences:

- a. You **should** try to ignore them and walk away.
- b. You'd **better** not tell him any more secrets!
- c. **Should** I stop being friends with this guy?
- d. You **shouldn't** worry too much.
- e. You **ought to** accept his apology.

### What do these sentences express?

- a. Orders.
- b. Advice.
- c. Instructions.
- d. Facts.

- There are three auxiliary verbs that you can use to give advice. They are *should*, *ought to*, and *had better*.

- ✓ You **should** put cool water on a burn.
- ✓ You **ought to** put cool water on a burn.
- ✓ You **had better** put cool water on a burn.

## Should, Ought to or Had Better?

- **Should** and **ought to** have the same meaning. They are used to give advice, or say what is the right thing to do.
- **Had better (or 'd better)** has also the same meaning, but it's stronger.

- Although all three have the meaning of *should*, "*had better*" is stronger because it implies a negative consequence if you don't follow the advice. Another difference is that usually *ought to* and *had better* are not used with questions.

✓ **Should I put cool water on a burn?**

✗ **Ought I to put cool water on a burn?**

✗ **Had better I put cool water on a burn?**

There is a difference in the negative form as well. You can make a contraction only with the verb *should*, not the other two (see examples below). Also, note the position of the word *not* in the negative sentence below. The word *not* goes after *should* and *had better* but in the middle of *ought to* ("*ought not to*").

Negative Sentence	Contraction
You should not put hot water on a burn.	You shouldn't put hot water on a burn.
You ought not to put hot water on a burn.	(There is no contraction.)
You had better not put hot water on a burn.	(There is no contraction.)

Rewrite these sentences in your notebook, using the correct form of the verb in brackets.

- a. It's important to do your homework. (*should*)
- b. He was rude to me. He should apologize. (*ought to*)
- c. The music is very loud. We ought to turn it down. (*had better*)
- d. It's wrong to borrow my things without asking. (*should*)
- e. You should go to bed earlier. (*ought to*)
- f. You should tell the teacher about your problem. (*ought to*)

Complete this piece of advice for a new student at your school. Use *should*, *shouldn't*, *ought to* and *had better*, and the verbs in the boxes.

Make	Follow	Go to sleep	Ignore	Say	Tell	Try
------	--------	-------------	--------	-----	------	-----

- a. You sure your name is in the roll.
- b. You late the night before.
- c. You to remember your classmates' names.
- d. You that your last school was better.
- e. You any useful advice your classmates give you.
- f. I students who bully me?
- g. I my teacher if I have a problem?

## A Letter for You

Write a letter to an advice column.

- a. Choose one of the problems in the pictures or your own ideas.
- b. Make a list of the reasons why you need help with this particular problem.  
**Example:** I can't think clearly, it's affecting my health, etc
- c. Write a draft of your letter, on a separate sheet of paper, using this organizer as a guide.
- d. Write a final version on a separate sheet of paper, and exchange the letter with a classmate.

Address \_\_\_\_\_

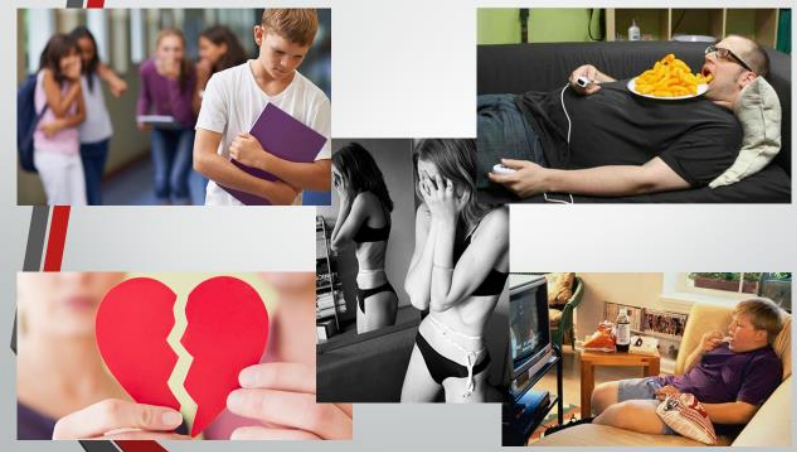
Dear Name of the recipient \_\_\_\_\_

Description of the problem \_\_\_\_\_

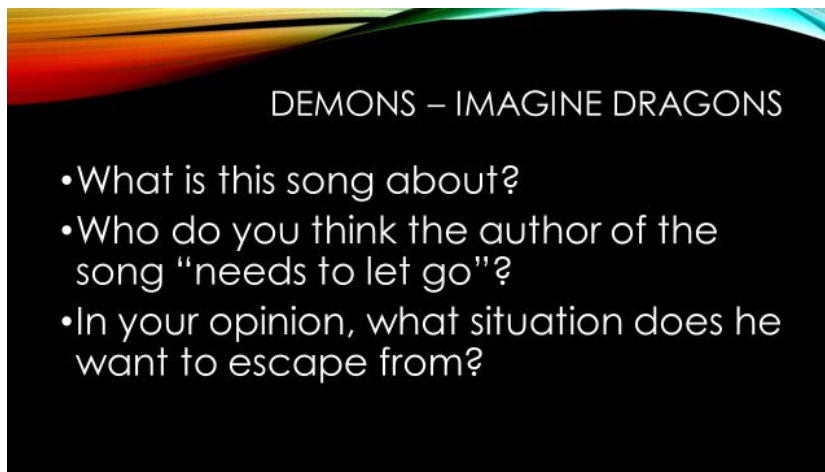
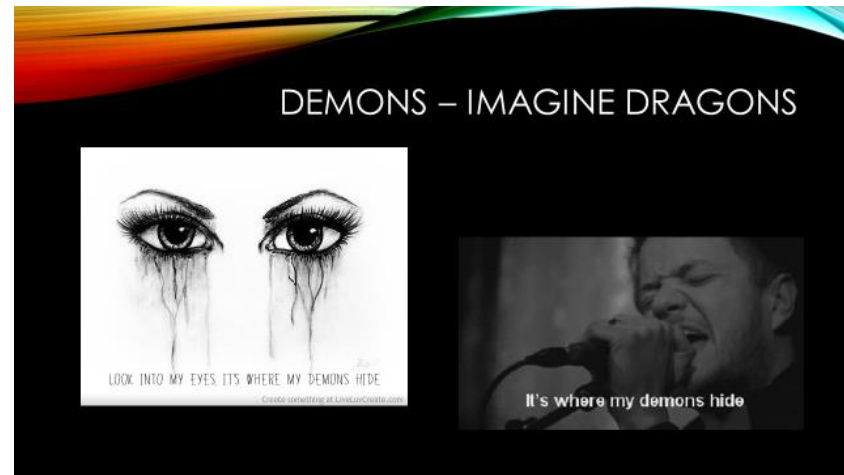
Asking for a solution \_\_\_\_\_

Closing \_\_\_\_\_

Signature \_\_\_\_\_



## Appendix A2.7: Post Intervention PPT



## DEMONS



- This song is all about addressing the ugly reality that each and every one of us has secrets that we are not proud of and that we try to hide from the world. "When the days are cold", "when the cards all fold", and "when your dreams all fail" all refer to situations that have gone wrong, situations that we just want to forget about and put behind us. The song talks about hiding the truth in order to protect the ones we love.

### 1. Listen to the song and Fill the gaps

When the days are \_\_\_\_\_  
 And the \_\_\_\_\_ all fold  
 And the saints we see  
 Are all made of \_\_\_\_\_

When your dreams all \_\_\_\_\_  
 And the ones we hail  
 Are the \_\_\_\_\_ of all  
 And the blood's run stale

I wanna hide the \_\_\_\_\_  
 I wanna \_\_\_\_\_ you  
 But with the beast inside  
 There's \_\_\_\_\_ we can \_\_\_\_\_

No matter what we \_\_\_\_\_  
 We still are made of \_\_\_\_\_  
 This is my kingdom come  
 This is my kingdom come

### 2. Put in the right order

\_\_\_\_\_ Don't get too close  
 \_\_\_\_\_ It's where my demons hide  
 \_\_\_\_\_ Look into my eyes  
 \_\_\_\_\_ It's where my demons hide  
 \_\_\_\_\_ It's dark inside  
 \_\_\_\_\_ It's where my demons hide  
 \_\_\_\_\_ When you feel my heat  
 \_\_\_\_\_ It's where my demons hide

### 3. Unscramble the words to fill in the blanks.

\_\_\_\_\_ (hewn) the curtain's call  
 Is the last of \_\_\_\_\_ (lal)  
 When the \_\_\_\_\_ (ghilts) fade out  
 All the sinners crawl

So they \_\_\_\_\_ (ugd) your grave  
 And the masquerade will \_\_\_\_\_ (omec) calling out  
 At the mess you made

Don't want to let you \_\_\_\_\_ (wodn)  
 But I am hell bound  
 Though this is all for you  
 Don't want to \_\_\_\_\_ (ihed) the truth

No matter what we breed  
 We still are made of greed  
 This is my kingdom come  
 This is my kingdom come

4. **Fill in the blanks with the words from the box.**

Eyes – show – bright – need – say

They \_\_\_\_\_ it's what you make  
 I say it's up to fate  
 It's woven in my soul  
 I \_\_\_\_\_ to let you go

Your \_\_\_\_\_, they shine so \_\_\_\_\_  
 I want to save their light  
 I can't escape this now  
 Unless you \_\_\_\_\_ me how

5. **Find the opposites in the text**

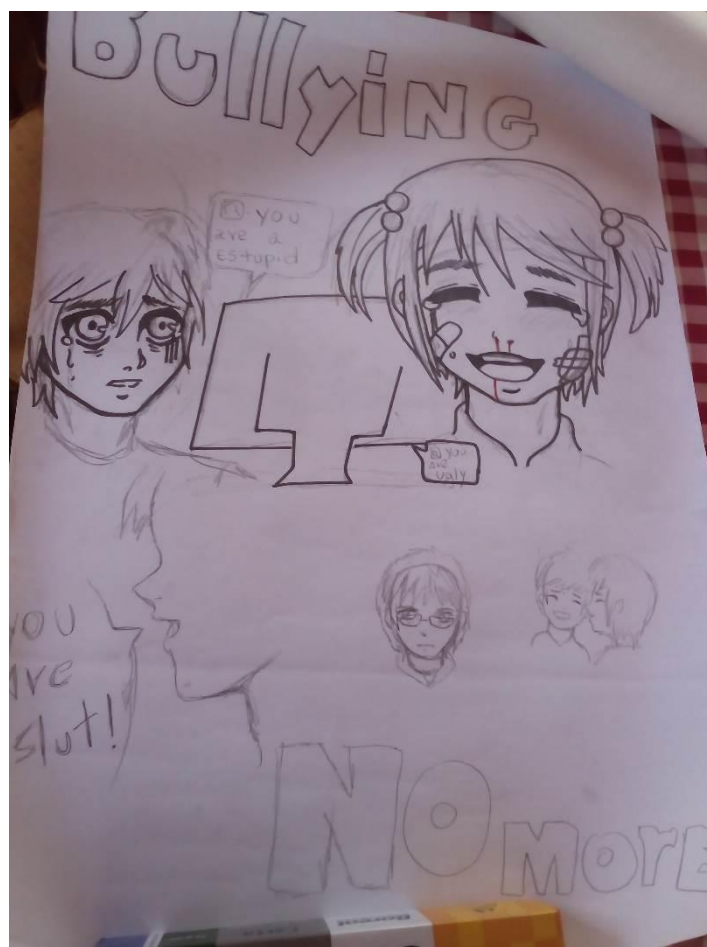
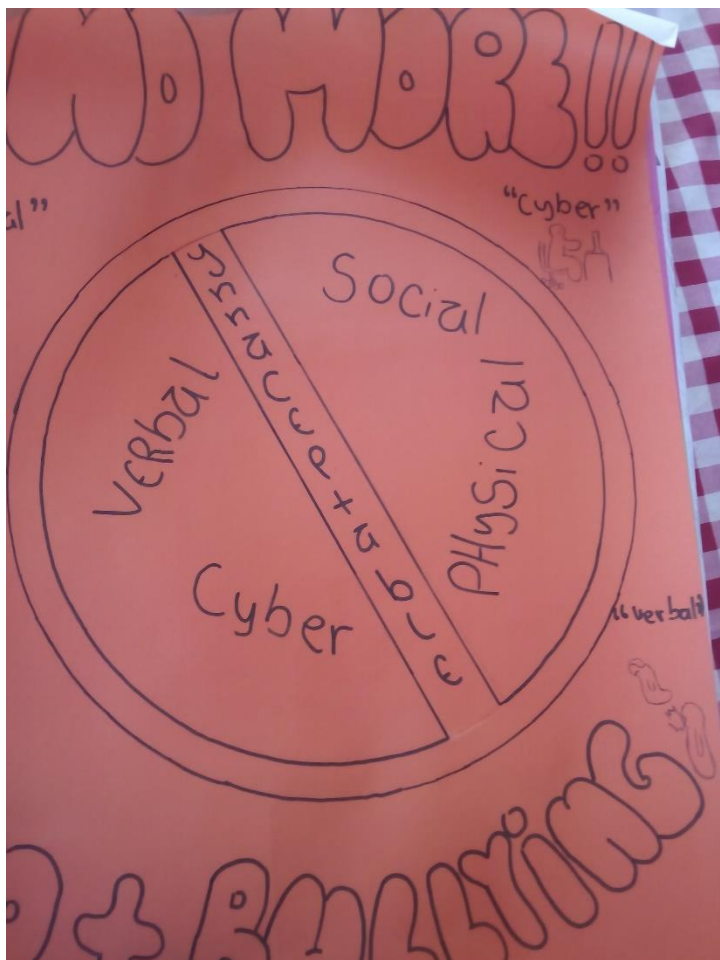
- a) angel - \_\_\_\_\_ h) dark/dim \_\_\_\_\_  
 b) best - \_\_\_\_\_  
 c) sinnners \_\_\_\_\_  
 d) fresh \_\_\_\_\_  
 e) discover \_\_\_\_\_  
 f) far \_\_\_\_\_  
 g) first \_\_\_\_\_

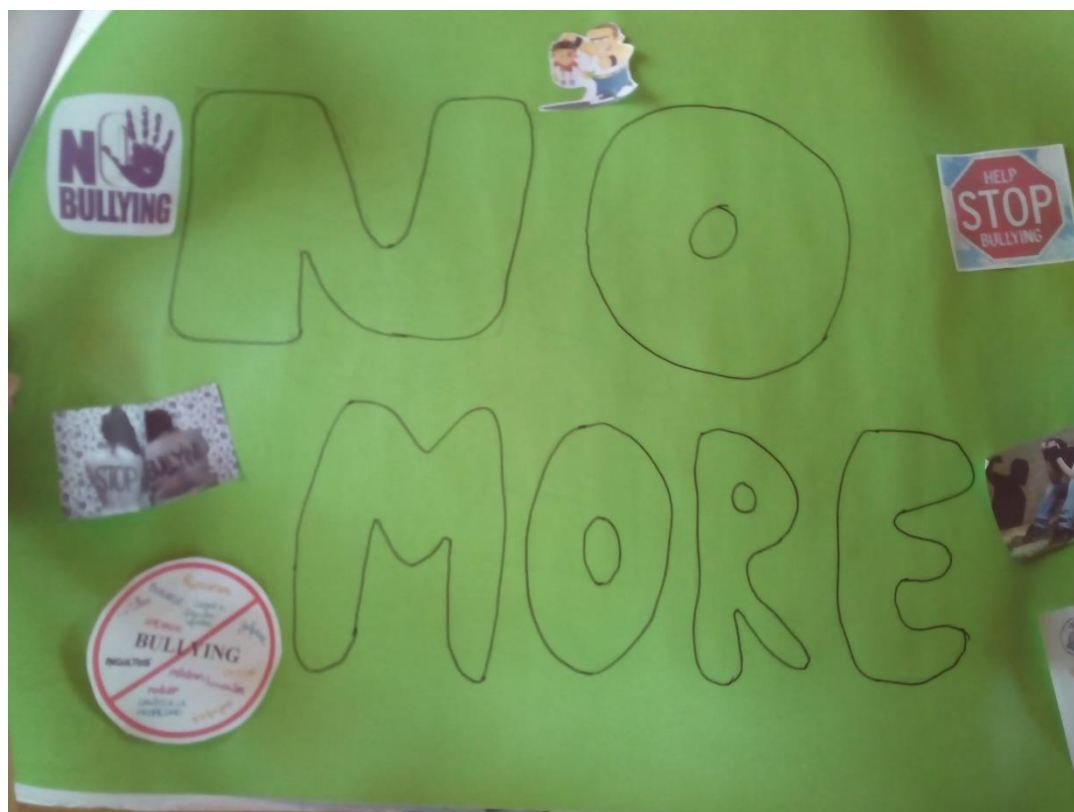
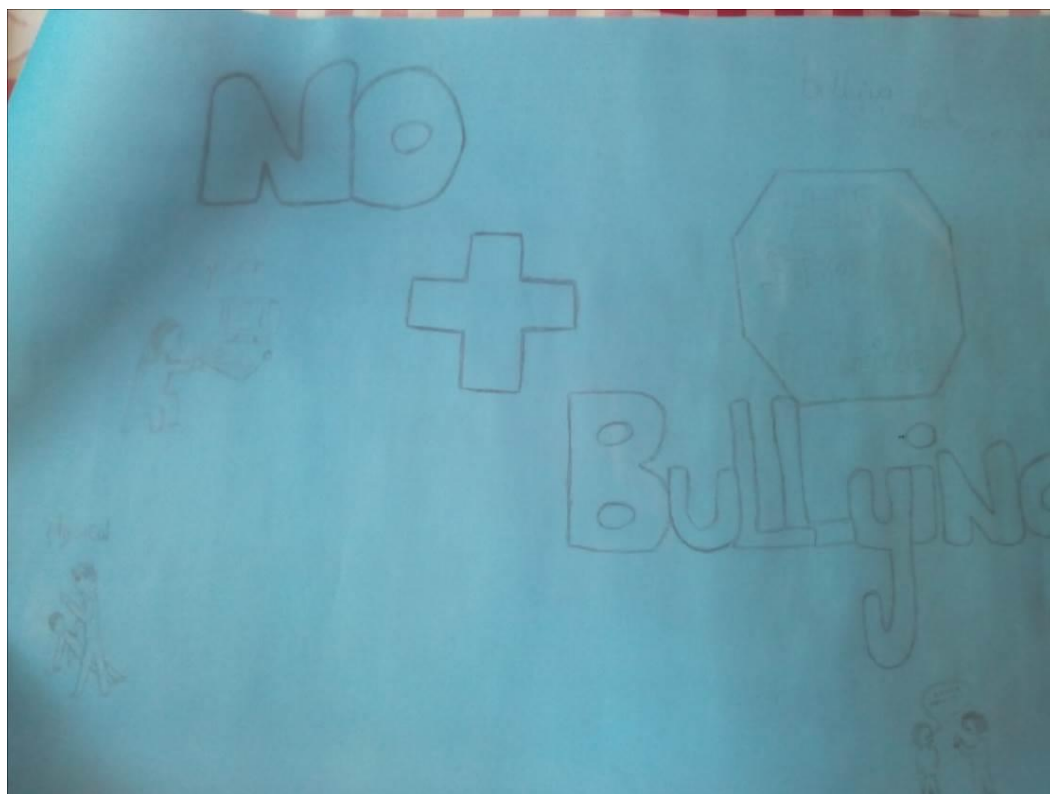
HAVE WE A PROBLEM?

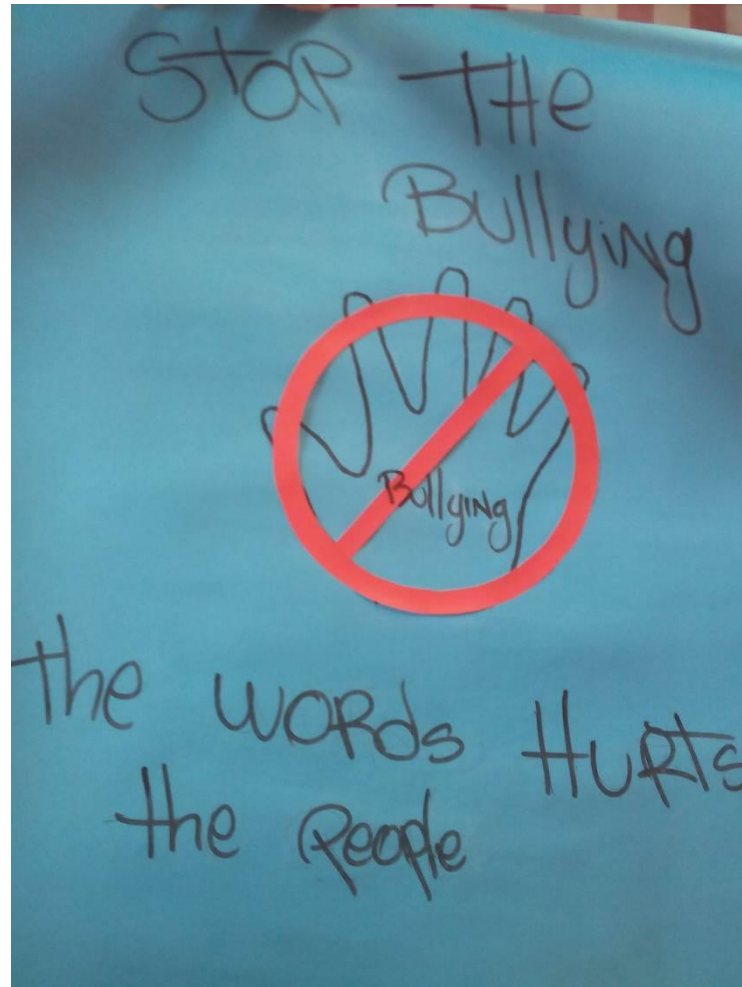
- Work in groups of 4
- Write about a problem, their description and a Solution
- Presented to your classmates



Appendix 3: Display posters







## Appendix 4: Worksheets

**Mean by Taylor Swift**

You, with your 1..... like knives  
 And swords and the weapons that you use against me  
 You have knocked me off my feet again  
 Got me feeling like a 2.....  
 You, with your voice like nails on a chalkboard  
 Calling me out 3..... I'm wounded  
 You **picking on** the weaker man

Well you can take me down with just one single blow  
 But you don't know, what you don't know

*Someday I'll be living in a big old 4.....*  
*And all you're ever going to be is mean*  
*Someday I'll be big enough so you can't hit me*  
*And all you're ever going to be is 5.....*  
*Why you **gotta** be so mean?*

You, with your switching sides  
 And your wildfire lies and your 6.....  
 You have pointed out my flaws again  
 As if I don't already 7..... them  
 I walk with my head down  
 Trying to block you out 'cause I'll 8..... impress you  
 I just **wanna** feel okay again

I bet you got pushed around  
 Somebody made you 9.....  
 But the cycle ends right now  
 '**cause** you can't lead me down that road  
 And you don't know, what you don't know

*[chorus]*

And I can see you years from now in a bar  
 Talking over a 10..... game  
 With that same big loud opinion  
 But nobody is 11.....  
 Washed up and ranting about the same old bitter things

Drunk and grumbling on about how I can't sing  
 And all you are is mean  
 All you are is mean  
 And a liar and pathetic and 12..... in life  
 And mean and mean and mean and mean

**Vocabulary:**

**pick on:** bully  
**gotta:** have got to  
**wanna:** want to  
**'cause:** because

## Question Time!

1. What is the song about?

---

---

2. What does Taylor Swift predict will happen to the other person in the future?

---

---

3. What does Taylor Swift predict for herself in the future?

---

---

4. How would you help the character in the song?

---

---

5. Do you believe meanness or kindness is the stronger? Why?

---

---

6. What does the first sentence mean?

---

---

7. Have you ever witnessed someone being bullied? How did you react?

---

---

8. Have you ever called names?

---

---

**'MIGHT/MAY' EXERCISES**

I. Complete the following sentences using these verbs:

Be	Buy	Get	Give	Go	Have	Leave	Visit
----	-----	-----	------	----	------	-------	-------

1. I \_\_\_\_\_ some change if you need it.
2. We \_\_\_\_\_ to Jamaica next year. Our friends will be there.
3. I \_\_\_\_\_ Sue a call and see if she wants to come.
4. I think he \_\_\_\_\_ to the football match tonight.
5. They \_\_\_\_\_ it if they can get a good price.
6. I \_\_\_\_\_ the job. There were lots of good candidates.
7. Sophie \_\_\_\_\_ next week if she can get a couple of days off work.
8. I \_\_\_\_\_ home late. I've got a lot of work to finish before I can leave.

II. Match to complete the sentences:

- |                                   |  |
|-----------------------------------|--|
| 1. What's in the parcel?          | _____ he might be late.                              |
| 2. I can't find my purse. I think | _____ Yes, I think he might be stuck in the traffic. |
| 3. Where are Jenny and Stella?    | _____ I might left it in that last shop.             |
| 4. Larry called. He said          | _____ It may be the t-shirts I ordered online.       |
| 5. Why are you taking a coat?     | _____ They may have gone out to play in the park.    |
| 6. Stan is late.                  | _____ The forecast said it might rain later          |
| 7. Where is your passport?        | _____ It may be in the suitcase.                     |

# My Demons

(Imagine Dragons)

- What is this song about?
- Who do you think the author of the song “needs to let go”?
- In your opinion, what situation does he want to escape from?

## 1. Listen to the song and Fill the gaps

When the days are \_\_\_\_\_  
 And the \_\_\_\_\_ all fold  
 And the saints we see  
 Are all made of \_\_\_\_\_

When your dreams all \_\_\_\_\_  
 And the ones we hail  
 Are the \_\_\_\_\_ of all  
 And the blood's run stale

I wanna hide the \_\_\_\_\_  
 I wanna \_\_\_\_\_ you  
 But with the beast inside  
 There's \_\_\_\_\_ we can \_\_\_\_\_

No matter what we \_\_\_\_\_  
 We still are made of \_\_\_\_\_  
 This is my kingdom come  
 This is my kingdom come

## 2. Put in the right order

\_\_\_\_\_ Don't get too close  
 \_\_\_\_\_ It's where my demons hide  
 \_\_\_\_\_ Look into my eyes  
 \_\_\_\_\_ It's where my demons hide  
 \_\_\_\_\_ It's dark inside  
 \_\_\_\_\_ It's where my demons hide  
 \_\_\_\_\_ When you feel my heat  
 \_\_\_\_\_ It's where my demons hide

3. **Unscramble the words to fill in the blanks.**

\_\_\_\_\_ (hewn) the curtain's call  
 Is the last of \_\_\_\_\_ (lal)  
 When the \_\_\_\_\_ (ghilts) fade out  
 All the sinners crawl

So they \_\_\_\_\_ (ugd) your grave  
 And the masquerade will \_\_\_\_\_ (omec) calling out  
 At the mess you made

Don't want to let you \_\_\_\_\_ (wodn)  
 But I am hell bound  
 Though this is all for you  
 Don't want to \_\_\_\_\_ (ihed) the truth

No matter what we breed  
 We still are made of greed  
 This is my kingdom come  
 This is my kingdom come

4. **Fill in the blanks with the words from the box.**

*Eyes – show – bright – need - say*

They \_\_\_\_\_ it's what you make  
 I say it's up to fate  
 It's woven in my soul  
 I \_\_\_\_\_ to let you go

Your \_\_\_\_\_, they shine so \_\_\_\_\_  
 I want to save their light  
 I can't escape this now  
 Unless you \_\_\_\_\_ me how

5. **Find the opposites in the text**

- a) angel - \_\_\_\_\_  
 b) best - \_\_\_\_\_  
 c) sinners \_\_\_\_\_  
 d) fresh \_\_\_\_\_  
 e) discover \_\_\_\_\_

- f) far \_\_\_\_\_  
 g) first \_\_\_\_\_  
 h) dark/dim \_\_\_\_\_





Colegio Polivalente Patricio Mekis  
English Department  
9th grade – 2016

### Mean by Taylor Swift

You, with your 1... words like knives  
And swords and the weapons that you use against me  
You have knocked me off my feet again  
Got me feeling like a 2. victim  
You, with your voice like nails on a chalkboard  
Calling me out 3. when I'm wounded when  
You **picking on** the weaker man

Well you can take me down with just one single blow  
But you don't know, what you don't know

Someday I'll be living in a big old 4. city  
And all you're ever going to be is mean  
Someday I'll be big enough so you can't hit me  
And all you're ever going to be is 5. mean  
Why you **gotta** be so mean?

You, with your switching sides  
And your wildfire lies and your 6. humiliation  
You have pointed out my flaws again  
As if I don't already 7. been them  
I walk with my head down  
Trying to block you out 'cause I'll 8. never impress you  
I just **wanna** feel okay again

I bet you got pushed around  
Somebody made you 9. shit  
But the cycle ends right now  
'**cause** you can't lead me down that road  
And you don't know, what you don't know

[chorus]

And I can see you years from now in a bar  
Talking over a 10. Football game Football  
With that same big loud opinion  
But nobody is 11. listening  
Washed up and ranting about the same old bitter things

Drunk and grumbling on about how I can't sing  
And all you are is mean  
All you are is mean  
And a liar and pathetic and 12. alone in life  
And mean and mean and mean and mean

[chorus x2]

#### Vocabulary:

**pick on:** bully  
**gotta:** have got to  
**wanna:** want to  
**'cause:** because



Question Time!

1. What is the song about?

Bullying

2. What does Taylor Swift predict will happen to the other person in the future?

Retreat and Alone

3. What does Taylor Swift predict for herself in the future?

She living in the big<sup>old</sup> city

4. How would you help the character in the song?

Smile ☺

5. Do you believe meanness or kindness is the stronger? Why?

YES  
Kindness very much stronger <sup>by</sup> ~~because~~ <sup>power</sup> love

6. What does the first sentences mean?

bad

7. Have you ever witnessed someone being bullied? How did you react?

8. Have you ever called names?



Colegio Patricio Mekis de Padre Hurtado  
English Department  
9<sup>th</sup> Grade  
Miss Paula Alcaíno Osorio

### My Demons (Imagine Dragons)

- What is this song about?
- Who do you think the author of the song "needs to let go"?
- In your opinion, what situation does he want to escape from?

#### 1. Listen to the song and fill the gaps.

When the days are cold  
And the cards all fold  
And the saints we see  
Are all made of gold

When your dreams all fail  
And the ones we hail  
Are the woe of all  
And the blood's run stale

I wanna hide the truth  
I wanna find shelter you  
But with the beast inside

There's No Where we can Hide

No matter what we breed  
We still are made of breed  
This is my kingdom come  
This is my kingdom come.

#### 2. Put in the right order.

- 5 Don't get too close  
3 It's where my demons hide  
2 Look into my eyes  
4 It's where my demons hide  
6 It's dark inside  
7 It's where my demons hide  
1 When you feel my heat  
8 It's where my demons hide

3. Unscramble the words and fill in the blanks.

\_\_\_\_\_ when (hewn) the curtain's call  
 Is the last of \_\_\_\_\_ all (lal)  
 When the \_\_\_\_\_ lights (ghilts) fade out  
 All the sinners crawl

So they \_\_\_\_\_ dig (ugd) your grave  
 And the masquerade will \_\_\_\_\_ come (omec) calling out  
 At the mess you made

Don't want to let you \_\_\_\_\_ down (wodn)  
 But I am hell bound  
 Though this is all for you  
 Don't want to \_\_\_\_\_ hide (ihed) the truth

No matter what we breed  
 We still are made of greed  
 This is my kingdom come  
 This is my kingdom come

4. Fill in the blanks with the words from the box.

eyes - show - bright - need - say

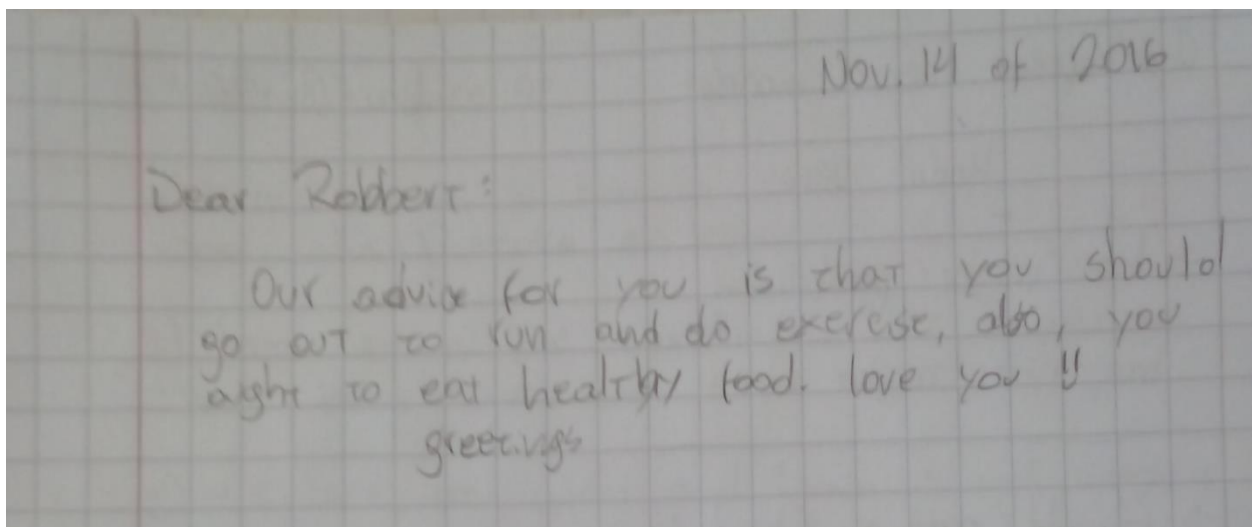
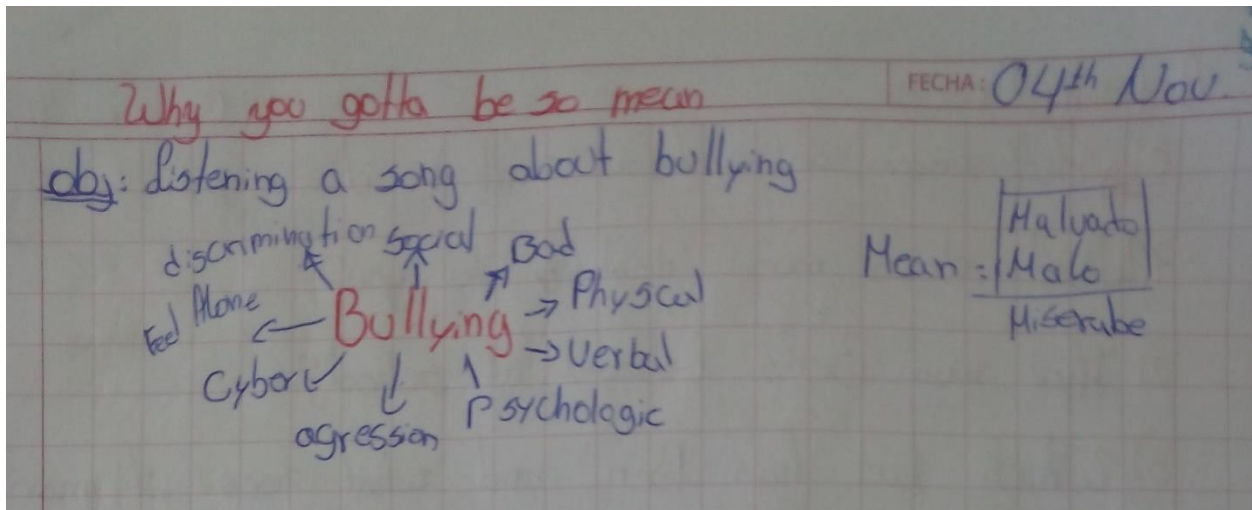
They \_\_\_\_\_ say it's what you make  
 I say it's up to fate  
 It's woven in my soul  
 I \_\_\_\_\_ need to let you go

Your \_\_\_\_\_ eyes they shine so \_\_\_\_\_ bright  
 I want to save their light  
 I can't escape this now  
 Unless you \_\_\_\_\_ show me how

5. Find the opposites in the text.

- |            |                           |             |                         |
|------------|---------------------------|-------------|-------------------------|
| a) angel   | _____ <u>Demon</u> _____  | e) discover | _____                   |
| b) best    | _____ <u>worst</u> _____  | f) far      | _____                   |
| c) sinners | _____ <u>sm:nts</u> _____ | g) first    | _____ <u>last</u> _____ |
| d) fresh   | _____ <u>stoke</u> _____  | h) dark/dim | _____                   |

## Appendix 5: Notebook



Modals Verbs  
 20/06/2016  
 20/06/2016

## 20) Expressing Possibilities

Possibilities  
 May and Might  
 Possibilities

We use may and might to express that it is that something will happen

May and Might are Modal Verbs. They can normally be interchanged with that a significant difference in meaning however. Might often implies a smaller chance of something (when expressing possibility).

To give permission

- > You may take only one brochure
- > You leave the table once you have finished your meal
- > If you have finished the exam, you may leave the room

May not can be used to NOT give permission or to prohibit someone from doing something

- > You may not park your car in front of the gate
- > You may not take more than one brochure



2 To ask for permission

- > May I sit next to you?
- > May I borrow your pen?
- > May I use your bathroom please?

o Note: can is used more frequently than may in spoken English though may sounds more polite.

o Note: might could also be used to request permission but it sounds very old and is not common

3 To express (future possibility)

- there is a chance that something is true or that there is a possibility of something happening
- o It might rain later
- o I might go to the movies

4 To express wishes

- > May you both live a long and happy life together
- > May the New Year bring you love and happiness
- > May all your wishes come true
- > May all the odds be ever in your favor
- > May the force be with you

## Lesson 2.

Why am I in such a bad mood?

FECHA: 11 No

obj = talking about some problems.

## BODY AND MIND

> Beber y Fumar  
>

Drinking and Smoking  
Like the alcohol and Drugs.

Peer - Persuasion and Competition  
Be better

self - Esteem  
autoestima



## Obj: Giving advice and Recommendations

FECHA:

Should, Ought to and  
had better

Read these sentences:

- a. You should try to ignore them and walk away.
- b. You'd better not tell him any more secrets!

What do these sentences express?  
ORDERS      ADVICES      INSTRUCTIONS  
FACTS

• There are three auxiliary verbs that you can use to give advice. They are should, ought to, and had better.

• Although all three have the meaning of should "had better" is stronger because it implies a negative consequence if you don't.

Should, Ought to or Had Better

• Have the same meaning they are used to give advice.

Should is use in question to  
Had Better has also the same meaning but it's stronger

FECHA: 14<sup>th</sup> November

Rewrite these sentences in your notebook using the correct form of the verb in Brackets.

- a. It's important to do your homework. (should)
- b. He was rude to me. He should apologize. (ought to)
- c. The music is very loud. We ought to turn it down. (had)
- d. It's wrong to borrow my things without asking. (should)
- e. You should go to bed earlier. (ought to)
- f. You should tell the teacher about your problem. (ought to)

a) you should do your homework

b) He ought to apologize

c) We had better turn it down

d) You should ask before borrow my things

e) You ought to go to bed earlier

f) You ought to

Obj: Talking about some problems

Why am I in such a bad mood

- > Drinking and smoking
- > peer persuasion and competition
- > Self-escapism
- > Addiction to the cigarette and drugs and alcohol/Beers
- > be better
- > confidence

Obj: Repasar verbos modales

Nov 8 2016

Modal Verbs

→ <sup>+</sup> May/might = posibilidad

may not / might not =

→ Should / ought to / had better  
+/-?      +/-

had better es más fuerte porque de no ser seguido trae malas consecuencias.

"I have bad marks" //

- ① You should pay more attention in class
- ② you ought to study more
- ③ you'd better pass the exams

I Read the text again and identify the V.U

Should

- You shouldn't worry too much
- you should tell your family
- you should calm down

ought to

- You ought to accept his apology

had better

- You'd better not tell them any secrets
- you'd better tell your friends

a) + It's important to do your homework (should)  
- You should do your homework

b) + He was rude to me. He should apologize (ought)  
- He was rude to me. He should ought to apologize

c) + The music is very loud. We ought to turn it down (had better)  
- The music is very loud. We had better turn it down

d)

an  
an  
an

Activity 7 page 91

a) Mark has got a headache

- You should take an aspirin

b) Jenny got a bad mark in the last English test

- You'd better study more

c) It's late at night and Simon is still watching TV

- You should go to bed

d) Some students are saying bad things about Patrick

- They ought to not talk about others

## Appendix 6: Consent Form

**Consentimiento Informado**

Estimada Directora  
Colegio Polivalente Patricio Mekis  
Alejandra Cabrera Flores:

Junto con saludar, y mediante la presente, solicitamos su consentimiento para realizar observaciones con registro video gráfico en el curso 1° Medio E para efectos de una investigación cuyo objetivo general es el de generar material didáctico enfocado principalmente a promover la producción oral en el idioma extranjero Inglés.

En base a la información obtenida, se desea generar conocimiento basado en indagación que fomente la participación de los estudiantes en esta habilidad y la creación de material pedagógico que entregue apoyo para desarrollar sus habilidades comunicativas en el idioma inglés.

**Riesgos y beneficios:**

Para los participantes, este estudio no presenta ningún riesgo en términos de su integridad como alumno. Se trata de una observación que no será publicada en ningún medio. No es posible prometer beneficios inmediatos. Sin embargo, los resultados de esta investigación podrían, eventualmente, ayudar a mejorar la experiencia de aprendizaje y enseñanza de los involucrados.

**Confidencialidad del proyecto:**

Las clases serán video-grabadas. Esta investigación preservará la confidencialidad de la identidad de los estudiantes y docentes, utilizando los datos con propósitos profesionales, codificando la información y manteniéndola en archivos seguros. Solo los investigadores tendrán acceso a esta información. En ningún caso se identificaran personas individuales.

Para su conocimiento se puntualiza que la participación es anónima.

---

Alejandra Cabrera Flores  
Directora  
Colegio Patricio Mekis

---

Tamara Cortes Seiz  
Directora de Proyecto

---

Marlene Gutiérrez V.  
Directora Escuela de  
Educación en Inglés UCSH

## Consentimiento Informado

Estimada Estudiante:

Junto con saludarte, y mediante la presente, solicitamos tu consentimiento para realizar observaciones con registro video gráfico en tu curso (1° Medio E) para efectos de una investigación cuyo objetivo general es el de generar material didáctico enfocado principalmente a promover la producción oral en el idioma extranjero Inglés.

En base a la información obtenida, se desea generar conocimiento basado en indagación que fomente la participación de los estudiantes en esta habilidad y la creación de material pedagógico que entregue apoyo para desarrollar sus habilidades comunicativas en el idioma inglés.

Riesgos y beneficios:

Para ti como participante, este estudio no presentara ningún riesgo en términos de tu integridad como alumno. Se trata de una observación que no será publicada en ningún medio. No es posible prometer beneficios inmediatos. Sin embargo, los resultados de esta investigación podrían, eventualmente, ayudarte a mejorar la experiencia de aprendizaje y enseñanza.

Confidencialidad del proyecto:

Las clases serán video-grabadas. Esta investigación preservará la confidencialidad de la identidad de los estudiantes y docentes, utilizando los datos con propósitos profesionales, codificando la información y manteniéndola en archivos seguros. Solo los investigadores tendrán acceso a esta información. En ningún caso se identificarán personas individuales.

Para su conocimiento se puntualiza que la participación es anónima.

---

Paula Alcaíno Osorio  
Investigadora Proceso de Tesis 2016

---

Débora Aldana Arevalo  
Investigadora Proceso de Tesis 2016

---

Estudiante  
Colegio Patricio Mekis

---

Macarena Guzmán  
Investigadora Proceso de Tesis 2016

---

Rodrigo Alarcón  
Investigador Proceso de Tesis 2016



## Appendix 7: Observation Forms

## Appendix 7.1: Pre Observation Form

**PRE INTERVENTION OBSERVATION FORM**

<b>I</b>	<b>Content exposure.</b>	Not present (1)	Insatisfactory (2)	Basic (3)	Competent (4)	Efficient (5)
A	Paying attention (alert, tracking with their eyes)					
B	Taking notes					
C	Listening (as opposed to chatting, or sleeping)					
D	Asking questions (content related)					
E	Responding to questions (whole group, small group, individually)					
F	Following requests (instruction, participation)					
G	Reacting (laughing, crying, shouting, etc.)					
<b>II</b>	<b>Task development activities</b>	Not present (1)	Insatisfactory (2)	Basic (3)	Competent (4)	Efficient (5)
A	Reading critically (applying reading strategies)					
B	Writing critically (creating, planning, problem solving, discussing, debating, and asking questions)					
C	Performing/presenting (inquiring, exploring, explaining, evaluating, and experimenting)					
D	Interacting with other students (explaining, developing the task, solving problems)					

## Appendix 7.2: Class Stages Checklist

School:				Grade:				Date:		
Stages	1. Students are engaged with the class		2. Students participate in L1 or L2		3. Students start the conversation in L1 or L2		4. Students ask questions in L1 or L2		5. Students try to keep the conversation going on in L1 or L2	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1.- Warm up										
2.- Pre-speaking										
3.- While speaking										
4.- Post speaking										
Comments:										

## Appendix 7.3: Post Observation Form

**POST INTERVENTION OBSERVATION FORM**

I	Content exposure.	Not present (1)	Insatisfactory (2)	Basic (3)	Competent (4)	Efficient (5)
A	Paying attention (alert, tracking with their eyes)					
B	Taking notes					
C	Listening (as opposed to chatting, or sleeping)					
D	Asking questions (content related)					
E	Responding to questions (whole group, small group, individually)					
F	Following requests (instruction, participation)					
G	Reacting (laughing, crying, shouting, etc.)					

II	Task development activities	Not present (1)	Unsatisfactory (2)	Basic (3)	Competent (4)	Efficient (5)
A	Reading critically (applying reading strategies)					
B	Writing critically (creating, planning, problem solving, discussing, debating, and asking questions)					
C	Performing/presenting (inquiring, exploring, explaining, evaluating, and experimenting)					
D	Interacting with other students (explaining, developing the task, solving problems)					























## Appendix 9: Survey

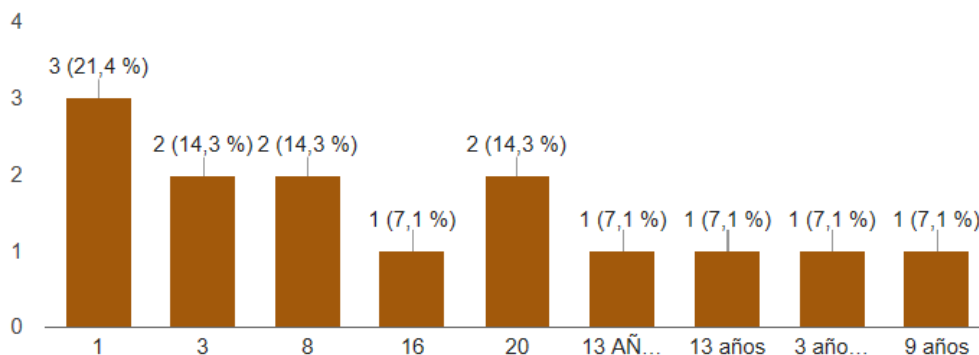
The next survey was applied in order to support our English teaching program research at Universidad Católica Silva Henríquez, Titled: "Task based activities and Materials to promote oral production inside the classroom"

### General Features

This survey was applied and answered by English teachers from public and private universities from Santiago and nearby cities. Most of them has got just a degree, just 1 teacher has got a MA in the UK. In relation to the years of teaching experiences, the given graph shows that:

- ✓ 3 teachers have just 1 year of experience
- ✓ 3 teachers has got 3 years of experience
- ✓ 3 teacher have between 8 and 9 years of experience
- ✓ 3 teachers have between 13 and 16 years of experience
- ✓ 2 teachers have 20 years of experience.

### Años de Servicios (14 respuestas)



There is a clearly defined pattern to the graph, and this can be taken to mean that English teachers that answered our survey have mostly from 8 years of experience to 20 years, while the minority is concentrated between 1 to 3 years of teaching experience.

Oral production	
Question	Analysis
What do you understand by Oral production?	Most of the answers agreed on considering oral production as a an ability to communicate or express a contextualized idea, and also they highlighted that it has to be a as clear as possible to be easily understood by the listener. At least 2 English teachers agreed on considering oral production as a process which involves another skills as well.
Is oral production present in your classes?	The pie chart shows that the entirety of English teachers answered affirmatively. So we can infer that all of their classes are intended for promoting and encouraging students to speak, in other words, most of their classes are created adding speaking activities.
What is your perception about oral production in Chilean classrooms?	The pie chart shows that more than half (57, 1) considers oral production as poor, the other majority considers oral production as satisfactory and fair (28,3), then the statistics descend dramatically. Just a (7, 1%) of the teachers considers oral production as good .thus what we can infer is that most of the teachers have a bad

	<p>perception about English oral production in Chilean classrooms.</p>
<p>Do you consider as elemental the use of material related to English culture?</p>	<p>All of the teachers agreed pointing out the idea that by adding cultural elements students have a better understanding and learning of the language. What we can infer is that teachers have got a clear idea about creating integral classes, in other words, English classes do not have to be intended to teach grammar rules neither the reproduction of sound but teacher have to inspire learning process by adding elements in order to get students interested.</p>
<p>Do you consider the development of oral production as a short or long term process?</p>	<p>Most of the teachers consider the development of oral production as a long term process, the arguments were that any development process takes time and also they highlighted the importance of the context, that is, the quantity and quality of exposure to English language. What we can infer is that English teachers considers the development of oral production as a long term process, however, it is crucial to consider factors as quantity or quality of exposure to determine that</p>



<p>Is oral production a facilitator or a cumbersome factor on your classes?</p>	<p>The answers are clear affirmative, however, 2 English teachers considers oral production as a cumbersome factor (without giving consistent reasons). Oral production is considered as an excellent way to teach all the contents. What we can infer is the fact that teacher considers oral production as a very fruitful opportunity to make students to drive their own learning process.</p>
<p>Which aspects do you consider the most at the moment to evaluate oral production?</p>	<p>The most repeated concepts by the teachers were: coherence, cohesion, fluency, capacity of expression and good articulation, however, just 1 teacher added some different aspects like: body language, volume, tone of voice). What we can infer is the fact that English teachers are focused all those elements involving the understandability of the message, in other words, those elements that makes a message accurate from the speaker's mouth to the good delivery of the message itself.</p>
<p>Do you think that short speeches reflects some level of knowledge of the L2 forms students?</p>	<p>Most of the teachers answered affirmatively, they consider that it reflects some level of knowledge ( no matter it be minimum) they highlighted the fact that by expressing short</p>

	<p>speeches they are already showing some level of use and knowledge of English, on the other hand, teachers emphasize that memorizing shorts speeches could be damaging for student's learning.</p>
<p>Which are those activities that promote oral production in your students?</p>	<p>All of the teachers agreed on exposing students to complex input activities such as; Role plays, storytelling, listening subtitled videos, group discussions, etc. all of those activities are intended to encourage students to create collaborative work. What we can infer is that English teachers expose their students to oral production activities, they consider that the only way to make students produce. It is also consistent with task based activities in which students are self-aware of their knowledge. By using those activities teachers promote student's autonomous learning.</p>
<p>What kind of materials do you use in order to promote oral production in your classes?</p>	<p>English teachers give a variety of materials as: videos, posters, pictures, texts, worksheets, films, PPTS, conversations, etc. as we can see teachers use several materials in order to promote oral production. No matter the origin of the materials but all of they</p>

	<p>have to be focused on promoting oral production. In other words, teachers have to be hearing student's output all the time in order to solve some doubt and analyze everyone's progress.</p>
<p>Do you consider that interaction through: games, dialogues, tongue twisters, sayings are constituted as crucial didactic sources for oral production development?</p>	<p>Teachers agreed unanimously, they truly consider those didactic sources as very fruitful ways to promote oral production in classrooms. Teachers highlight the importance of adding encouraging sources, overall those who are highly linked to student's interest.</p>
<p>Do you use some strategies by the moment to evaluate oral production in your english classrooms?</p>	<p>The pies chart shows that a high percentage (85, 7%) of teachers effectively use some strategies, meanwhile, less than half (14, 3) do not use strategies. According to the given information teachers are self - aware about looking for strategies in order to evaluate oral production. The teachers pointed out that the strategies applied wanted to make students feel comfortable and encouraged to speak but also, having into account every student's needs.</p>
<p>Do you consider that the education ministry or the national curriculum provide tools, facilitate or promote the</p>	<p>Most of the teachers considers that both, education ministry and national curriculum do not provide tools,</p>

<p>English oral production in Chilean classrooms?</p>	<p>facilitate or promote oral production, however, a few teachers considers that little contributions are given by the state or they are reduced to the content more than the context/or skill's development. What we can infer is that English teachers have a critical view concerning to the national curriculum. There are some others who have a better view regarding to the national curriculum but they firmly state that it will depend on every school's focus.</p>
<p>Do you consider that developing oral production is the most important aspect in your classes, why?</p>	<p>Most of the English teachers agreed on that, developing oral production is the most important aim because the only way that teachers make sure that students are able to speak English is hearing them and also, they consider that the most important thing for students is the fact that they truly be able to communicate themselves. Socialization is curtail for human beings no matter the subject. However, a few teachers said that it is not the most important aspect on their classes because they highlighted the necessity of develop self-confidence and also, the other 3 abilities have to be developed as well in order to create an equilibrium. What we can infer is the fact that most</p>

	<p>of the teachers are focused on develop oral production as it is constituted as a very important skill to prove that you know English indeed. But, a few teachers also considers another (psychological aspects)</p>
<p>Do you think that English language's oral production from students reflects a good quality of education?</p>	<p>Most of the english teachers do not consider that, because oral production is not necessarily related to the quality of education but also some other external factors that also influence, for instance; access to culture, technology, socialization, travels. etc. what we can infer is that teachers do not have a lineal way of thinking because they are aware about some others factors that not only the curriculum or a educative project provide but informal education also impacts as previous experiences access to different things due to income conditions.</p>
<p>16: By the moment to ask: In order to be a bilingual country by 2020, do you consider necessary to make students produce orally English?</p>	<p>Obvia</p>
<p>Within the 4 abilities to develop in English language subject, which one do</p>	<p>The pie chart shows that close to half (44, 2%) considers that the most</p>

<p>you consider as the most important to be developed by your students?</p>	<p>important skill to be developed is Speaking skill. Then, (23, 1%) listening and writing skills respectively (23, 1% each one) are second placed as the other important skills to be developed. Finally, reading skill is last placed (7, 7) as the less important skill to be developed. What we can infer from the pie chart is that all of the teachers give a high importance to the speaking skill as the most crucial ability to be worked in classrooms. It obviously evidence the lack of opportunities or maybe some disuses of strategies to improve speaking.</p>
<p>Do you think that communicative functions and non-verbal expressions (kinesthetic) are a huge support for developing oral production and the have to be included in the English teaching programme national curriculum?</p>	<p>All the teachers considers as necessary the implementation of those elements because it is not only the form but the way how English is taught. And also, English teachers have the mission of teaching English by adding some creative elements every single days. What we can infer is that teachers have a transversal point of view by the time of teaching English language.</p>

y