Facultad de Educación

Escuela de Educación en Inglés

ACTIVIDAD DE TITULACIÓN

STRATEGIES TO IMPROVE RECOGNITION AND PRODUCTION OF /b/, /v/, /tʃ/ AND /ʃ/ ENGLISH SOUNDS IN 7TH GRADE STUDENTS IN SANTIAGO, CHILE.

Trabajo de Investigación para optar al Grado de Licenciado en Educación y al Título de Profesor de Inglés para Educación Básica y Media

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SANTIAGO DE CHILE

2019

Abstract

Students in 7th grade from a school in Conchalí were not able to either recognize or produce four target sounds (/b/, /v/, /tʃ/ and /ʃ/), which should have been part of their acquired knowledge according to the Ministry of Education plans. This research aimed to find strategies to improve student's performance on English oral production. For that reason, a question arised: will articulation activities and exercises help students to recognize and produce the target sounds? Moreover, different techniques were explored to try to improve students' performance in this area. First, a pre-test was designed and applied in order to have a baseline from which it was possible to develop further intervention activities to foster the students' performance. Then, 4 interventions were implemented: two sessions of a Bingo game and two sessions of drilling exercises. Finally, a post-test was applied to measure tangible changes in students' performance. The results were collected and analyzed to observe if there was any improvement after the intervention plan. Further research is needed to find and apply the best way for students in this school to be able to produce these English sounds properly.

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Introduction

Throughout our professional teaching practicums, we were able to observe a vast variety of public and subsidized schools in the Metropolitan Region, which presented many issues that require major consideration in terms of educational development. However, the place that caught our attention was a school in the commune of Conchalí, where the research group's professional practicum took place this academic semester, more specifically in 7th grade class at Escuela Poeta Eusebio Lillo. The research group identified that this class, had a hard time in English lessons, which prompted us to implement the intervention explained in the following Action Research Project (ARP).As we were able to observe, in this commune, English or the mastering of the language is at high demand for improvement, therefore the Municipality requests teachers to implement their lessons in full use of the language with the purpose of generating a significant change in students' level of English, so they could be able to obtain the necessary tools and strategies for their future, especially in terms of managing this second language; however, this also raised a serious problem in terms of how students managed the language. Despite the fact that English is being taught at this school as workshops from 1st grade to 4th grade, and as a compulsory subject starting from 5th grade; the level of students' comprehension and production did not allow them to fully understand directions, instructions, and to communicate properly with the teacher and their classmates in the lessons, causing important drawbacks in the development of lessons, and in their own learning process.

For all the previously stated reasons, we noted that the students at this school did not reach the standards set by the Ministry of Education, such as managing specific sounds that 6th or 7th grade students should be able to produce.

Moreover, during the course of our professional practicum, it was possible for the researchers to witness that most students could not efficiently differentiate similar sounds from the target language with those that belonged to their own mother tongue, thus the classes could not be carried out by making full use of the target language, but done primarily in Spanish, with a small exposure to English. It was because of our experience at this school that we decided to implement our ideas on how to address the issue at hand. Furthermore, we wondered if students would be able to improve their level of understanding and production of English by being exposed to articulation activities and exercises taken from different approaches during this ARP.

Objectives

General Objective:

- Improve students' pronunciation of the target sounds: /b/, /v/, /ʃ/, /tʃ/ by applying activities with words containing these sounds.

Specific Objectives:

- Identify if students are able to discriminate between /b/ - /v/ and /tʃ/ - /ʃ/) sounds of the English language.
- Identify if students are able to accurately produce (/b/, /v/ /tʃ/ and /ʃ/) sounds of the English language.
- Implement articulatory exercises and game-oriented pronunciation activities using the targeted English sounds.
- Measure students' accuracy in the pronunciation of target sounds after the interventions and analyze the results.

Research Questions

The following questions are the core of our research, for they led the entire process, from beginning to the end. Therefore, it is by answering them that we were able to identify the problematic issues inside the classroom, and to obtain the information needed to develop our intervention plan.

Our research questions are:

- Are students able to recognize the English sounds: /b/, /v/, /tʃ/, and /ʃ/ ?
- Are students able to identify the difference between sounds?
- Will articulation activities and exercises help students recognize and produce /b/, /v/, /tʃ/, and /ʃ/ sounds?
- How do different teaching strategies and articulation activities help students to recognize and produce /b/, /v/ /tʃ/ and /ʃ/ sounds?

1. Conceptual Framework

1.1. English in Chile

In Chile, English as a course is compulsory from 5th to 12th grade, and according to Plan de Estudio [Chilean Study Program] (2018), in 7th and 8th grade it is mandatory to have 114 hours annually intended for the lessons, and three hours per week dedicated to this subject. According to the program provided by the Ministry of Education (2016), it is vital for students to be able to comprehend and produce texts related to the discipline, which is English, in this case. Therefore, it is through the development of both receptive, and productive skills that the program is carried out, allowing students to acquire knowledge not only via reading and writing, but also via listening and speaking. Thus, all four language skills are developed across the entire learning process.

It is possible to observe in the Progresión de Objetivos de Aprendizaje para Inglés de 7° Básico a 2° Medio [Learning Objectives Progression for English from 7th grade to 10th grade] document that Chile provides a curriculum based on the Communicative Approach, with a communicative perspective of language, which is natural and closer to reality, that fosters students' motivation and active participation through activities that intend for them to expose their ideas and points of view about what is read or talked in the lessons, and that also allows interaction between classmates, by listening to what others have to say.

The 7th grade English program itself consists of four thematic units: Unit 1 "Feelings and Opinions"; Unit 2 "Healthy Habits"; Unit 3 "Sport and Free Time

Activities"; Unit 4 "Green Issues", all of them with a different set of learning objectives, promoted skills and attitudes, activities, purpose and knowledge.

The Ministry of Education establishes certain learning standards as a baseline for all students through the Bases Curriculares [Curricular Bases] (2015), which are obligatory for all educational establishments. Although, the Ley General de Educación [General Education Act] (2009) points out that it is the school's decision to decide whether to adhere to the national curriculum or to formulate their own, according to the needs of the school community and with the fulfillment of the Curricular Bases.

Furthermore, the sounds /b/, /v/, /tʃ/, and /ʃ/ are included in the curriculum as content that should be part of the students' knowledge when they reach 7th grade in school.

1.2. English for Spanish Speakers

Learning a second language as well as a foreign language depends on internal and external factors. Internal factors include age, aptitude, and motivation, among others; while external factors include the learning-teaching process, context and issues with L1 acquisition (Cenoz, 2000).

Research has shown that there are some problems that native speakers of Spanish are likely to experience with English sounds (National Academy of Sciences, Engineering, and Medicine, 2017). The main problem for Spanish speakers while learning English as L2 is the existence of certain differences between both languages'

phonological systems. Even though vowel sounds may differ importantly from one English speaking region to another, consonant sounds will virtually remain the same amongst all of them.

Some other problems that Spanish speakers may suffer are failure to pronounce the ending consonant accurately or strongly enough, problems with the /v/ in words, such as the words vowel or revive, difficulties in sufficiently distinguishing words such as sheep/cheap, the tendency to prefix words beginning with a consonant cluster on s- with a /ɛ/ sound; therefore, for example, school becomes “eschool” (Coe, 1987).

According to the national curriculum for English, there are certain sounds that might be learned in 5th, 6th, and 7th grade, however, the /b/, /v/, /tʃ/ and /ʃ/ sounds are what cause more problems for Spanish speakers, and they are not always taken into consideration when teaching and evaluating students. Therefore, it is also important to deal with this issue by addressing it through the students’ learning process.

As to why the recognition and production of sounds present many issues in Spanish speakers can be due to Language Interference. This is explained by Beardsmore (as cited in Bhela, 1999) as a peculiarity that occurs when the native language, causes an interference in language structures of a second language learner. Such as the production and recognition of sounds; grammatical structures, words that refer to gender, etc.

In Spanish, the sound for the consonants “b” and “v” is exactly the same /b/ sound (Salcedo, 2010), but in English, the consonants “b” and “v” have two different

sounds, which are /b/ and /v/ (International Phonetic Association, 1999). The previous example could be accounted as a cause for confusion in Spanish Speakers when learning English.

In Santiago of Chile, many reasons can be addressed to why certain English sounds can be difficult to produce and recognize. On the other hand, in the cases of the /tʃ/ and /ʃ/ sounds, as Terry-Christina (2018) says, in Santiago of Chile, the pronunciation of these two sounds can be affected by sociocultural context. Also, the author classifies speakers into three different sociocultural groups (low, middle, high), and each of these groups have a different manner to pronounce the “ch” Spanish consonant. This phenomenon can be easily observed in the context of the study.

1.3. Communicative Approach

The national curriculum’s objective is to generate students who can communicate efficiently in English, therefore the approach to be implemented in the lessons has to rely mainly on communication, so the Communicative Approach (CLT) is the appropriate tool for this matter. This approach to teaching sets the relevance in authentic, spontaneous, real-life or contextualized communication for learning to take place. The goal of this approach is to achieve communicative competence in the target language with a strong focus on real-life settings. According to Richards (2006) this competence can be obtained by using language for different purposes and functions, varying the use of language according to the setting and participants,

producing and understanding different types of text, and maintaining communication despite linguistic limitations through the use of different strategies.

There are some important factors to take into account when using CLT; initially, lessons have communicative aims, therefore the syllabus of the courses based on this approach will include lesson aims that will encourage students to practice and develop their linguistic competence in favor of grammatical competence. Another important factor that needs to be mentioned is that when using this approach, the teacher acts as a facilitator in the learning process, meaning that learners will be the protagonists, while the teacher will intervene mainly to set the communicative context of the lesson, maintaining the learners' motivation, giving instructions, and monitoring learning while also providing feedback, though most errors are to be tolerated, and seen as a natural outcome of the development of communication skills (Larsen-Freeman, Campbell, & Rutherford, 2000). Finally, it is of vital importance to highlight the necessity of providing students with a range of activities to rehearse, in this way, the teacher may ensure that students practice language features in a more controlled manner.

1.4. Presentation-Practice-Production Model

As part of the effort of local authorities to improve the general results of the academic performance of the students, the Education Department of the district has requested the use of the presentation-practice-production (PPP) model, particularly in the English classes.

The PPP model is a pedagogical strategy or method in Language teaching that has been used since the middle of the 20th century in times where teaching language was focused primarily on the acquisition of structures, as seen in the Structural Methods (Criado, 2013).

This method consists of three different stages, which are: an initial phase of presentation (P1), a phase of practice (P2) and the final stage of production (P3). As Criado (2013) summarizes, on the first stage, the teacher controls the teaching/learning process, using materials that contain linguistic items and structures. It can be carried out in both deductive and inductive modes, whether the teacher models the content and offers explanations or the students are the ones provided with sample structures and contextualized vocabulary.

Then, on the second stage, students practice words, sentences or dialogues presented by the teacher through constant repetition and drilling, and in order to achieve accuracy, the teacher controls to what extent students understand the structures and the items presented.

Finally, on the third stage, there is more freedom in the use of targeted structures, with activities that aim at the increase of fluency in the use of language, and a more creative and autonomous work, compared to the previous phases, in which the teacher is the one modelling all the linguistic items.

As Kurniawati (2017) states, on the first stage, the teacher introduces the lesson through small familiar chunks, then on the practice stage, there is a mechanical

practice with drilling and repetition exercises, and on the production stage, students perform according to their own competences.

It is necessary to consider the criticism that exists regarding this model. And for that, we must point out that there is negative criticism towards its three stages, which are supposed to suffice the learning process of a certain structure or piece of information, through an explanation in P1, practice in P2 and the later use of the acquired knowledge in P3, with no practice needed afterwards. Regarding this point, and according to Sánchez's words (as cited in Criado, 2013) "this assumption does not adjust to real knowledge acquisition processes, since experience tell us that we often acquire new knowledge without previous practice, or in the absence of explicit explanations." (Sanchez, 1993)

Apart from that, its teacher-centered nature has also made room for criticism, because the first two stages are focused on the role of teacher as an informant (in P1) and a pattern-controller (in P2). Thus, PPP lacks flexibility in terms of class structure, as it follows a strict and controlled sequence of actions led by the teacher, where students participate actively only during the last stage of this model.

On the other hand, we must also acknowledge the positive aspects and criticism towards the PPP model. Even though the teacher has the main role in this model, as he/she serves the purpose of guiding the pace of the class, which is seen as an unfavorable feature, it can be useful to consider what Sanchez points out (as cited in Criado, 2013) about the fact that when students are presented constant and recurrent structures, like an organized set of activities in class, they appear to develop a sense

of security towards the lesson, promoting positive attitudes in their learning process. Additionally, PPP's organization is effective in teaching pronunciation due to the fact that it develops from low-complexity structures and information and widens into more complex ones. (E.g. a class that starts with learning the different sounds of -th in words like: they or thin, and finishes with tongue twisters using both sounds in the same sentences).

This method becomes relevant and crucial in the social context of the students of this sector in Santiago, due to the fact that they present a low level of autonomous work, thus they need the constant support of teachers, which even though they are granted with certain freedom to work, it is the teacher's job to lead the class, propose activities that draws students' attention so they can keep up with the content and pace of the lessons.

Despite the fact that PPP is a model that was originated in the last century, it benefits students in acquiring a language, as authors like Hedge (2000) have stated, the stages of this model can be considered beneficial as they favor the learning process by connecting previous knowledge with what is being acquired in the lessons.

This model allows teachers to incorporate other strategies or successful parts of different approaches, such as drilling or games, as part of a set of guided and supervised activities where students can identify and produce sounds of the English language, therefore, through the use of the three stages of the PPP model, plus the integration of a warm-up stage at the beginning, and a guided practice in the middle, it is possible to reach the established requirements in the target language.

1.5. Learning Styles

For the past 30 years researches have constructed varied learning styles models and instruments that assess individuals based on their own learning styles. The model and instrument that is going to be of used for this research is the model developed by Reid (as cited in Karthigeyan & Nirmala, 2013), which is called Perceptual Learning Style Preference Questionnaire (PLSPQ), particularly because this instrument is designed for learners of foreign language based on how students learn best using their perceptions (visual, auditory and kinesthetic) and also two social aspects of learning (group and individual).

Focusing on how students learn based on their perceptions, we have three Perceptual Learning Styles. First, we have visual learners, who prefer to read and obtain information from visual stimulation, these students also prefer using pictures, imageries, and spatial perceptions. Then, there are auditory students, who are comfortable without visual input and learn from unembellished lectures, conversations, and oral directions. Finally, kinesthetic students like lots of hands on movement and enjoy working, also they favor using body, hands, and tactile sense.

1.6. Teaching-Learning Strategies and Materials

The learning process of students is influenced directly by how teachers implement and to what extent they use different strategies, activities and materials in their lessons.

Many authors such as, Douglas Brown (2001) indicate that it is a good practice to include Warm-up activities in a language class. A warm-up is a preliminary stage in the class setting that serves the purpose of providing students with a positive state of mind in the learning process, helping them to feel relaxed, motivated, attentive and prepared to activate previous knowledge. (Rushidi, 2013). It can be carried out through games, songs, dancing, jokes, among others, and it does not have to strictly use the target language, because its main function consists of engaging students with the lesson.

According to Robertson & Acklam (2000) warmers, or warm-up activities have certain features that facilitate the teaching-learning process, as they need to motivate the students for practicing the language by being interesting to them. Another feature is that they are not the main focus of the lesson, but concise activities. Furthermore, one last feature described is that they can be used as a chance for students to revise previous acquired knowledge.

There are several plans and methods that might be useful when thinking about how to teach pronunciation, though there has to be a main point stated, it is mandatory for us to consider the receptive and productive skills of students, especially when the idea of this research is to promote strategies for the development of students' abilities in identifying and producing English sounds. Regarding this, when the target language presents noticeable differences in sounds with the L1, students should be aware or be taught about these contrasts. For example, similar words in English and in Spanish (madre-mother) are pronounced differently in both

languages, therefore the capacity to differentiate the sounds would aid in further production skills and in the use of certain vocabulary (Kelly, 2001).

Taking into account that we have observed in our practicum experiences that students have not developed either of those skills, as expected in the standards set by the district and the Ministry of Education, it might be useful to provide a varied set of activities in order to identifying which ones fit with their needs. Among these strategies, we should consider the use of drilling exercises, which is one of the main actions that teachers use in teaching pronunciation, by saying a word or sentence and asking students to repeat. The use of drilling often consists in choral repetition followed by individual drilling, which allows to provide a personal feedback with the class; directly linked to drilling.

Chaining is another useful tool for teaching pronunciation when students have problems in producing sentences due to their length or because of existing difficult sounds or words. It consists in repeating certain isolated parts of sentences and progressing by completing them in order to obtain an accurate pronunciation of the whole sentence.

Minimal pairs activities, on the other hand, might prove useful when there are problematic sounds that interfere between L1 and the target language. Reinforcing pronunciation of words with small differences in pronunciation can help in avoiding further issues and confusion. Although it has drawbacks if we consider that using minimal pairs could lead us to teach students words that might not be meaningful for them. (Kelly, 2001)

Although the way in which students learn and acquire specific sounds might be affected by the teacher's pronunciation, there are other possibilities to develop this strategy, like using audio recordings from native speakers, or even video recordings, among many others.

In addition to these strategies, and according to studies (Celce-Murcia, Brinton & Goodwin, 1996), there are some others related to the Communicative Approach that might as well be helpful in teaching pronunciation, like the use of contextualized minimal pairs, where the teacher establishes a setting with key vocabulary (e.g., interesting topics), then students are prepared to respond to a sentence stem with the appropriate meaningful response (e.g., students listen to a conversation between two people, where one asks the other 'Are you interested in something?' while the other replies 'Yes, Viking stuff'). What students are asked to respond is if the person is interested in Viking/biking stuff. Also, describing how sounds are produced through audiovisual aids is another way to teach how to pronounce certain words or sounds, by using color charts, pictures, mirrors and other related materials. Besides, the use of tongue twisters, which is a technique derived from speech correction strategies used for native speakers might as well facilitate students' reception and production of English sounds (Celce-Murcia, Brinton & Goodwin, 2007).

Moreover, in the text by Finch (n.d), it is possible to find out that games are also advantageous tools that can be used in class, considering that all children learn from playing games. And in this case, games that foster students' receptive and productive skills play an important role in teaching language in a more flexible and interesting

class. It is precisely with this purpose that a bingo might have a positive effect on how students identify and produce sounds, by testing basic listening comprehension with the teacher modelling the pronunciation of specific words: furthermore, the modified bingo used in the research (see Appendix A to observe the sample for Bingo cards) stimulates visual perception, because it presents a tangible representation of the target sounds worked in the interventions. The use of these different teaching strategies, and materials becomes relevant to our investigation, for it focuses on the learning styles of students.

2. Methodological Framework

2.1. Methodology

2.1.1. Setting.

This Action Research took place in a public elementary and middle school located in the northern part of the Metropolitan Region, in Chile, more specifically in Conchalí. The commune of Conchalí is populated primarily by working class families and immigrants, thus the location is considered an at-risk area. School records showed a high percentage of absences, as well as a significant number of dropouts. Nonetheless, the municipality of Conchalí invests money and other resources to improve the education on all the affiliated public schools. One of these investments is the hiring of a third-party corporation. The URIBE Corporation, which specializes in the subject of English and its development in the commune, provides educational methodology, technical, and didactic support. In the sample school, this corporation

grants a thoughtful educational program that follows the Ministry of Education contents and objectives in the form of planned lessons and materials for teachers to use in the lesson. All of these lesson plans come in the form of Presentation-Practice-Production model (to see sample of lesson plans developed by URIBE Corporation see Appendix B)

The sample school is a small building with one classroom per each level until fourth grade. Then, from fifth grade until eighth grade, the classes are divided into classrooms established for each subject, so students move between Language classroom, Maths classroom, English classroom, and Science classroom. For this reason, each class ends earlier with purpose of changing classrooms before the breaks start. Besides that, the school has one multi-court, a small dining room in which students have to take scheduled turns to have their meals, it also has one computer laboratory, which has one computer per student. There are four table tennis on the playground, and a games room, which has a varied set of indoor games, such as air hockey tables, and a mini-soccer table. Describing the community around the school, there is a pre-school next to the establishment, there are also some local stores nearby, and behind the school there is a medical center, along with several residential buildings, where some of the students live.

2.1.2. Sample.

This is a sample of convenience, because we were assigned this school as part of our final professional practicum, and we were able to implement our ARP there thanks to the permission of the school' principal and staff. The sample is composed

by a 7th grade class that has a total of 26 students, with only 24 out of the total amount of students attending class regularly. Furthermore, only 23 students participated on the study because one female student that only attends classes a few times over the year was absent during the whole period we carried our investigation; hence, she was not considered as part of the sample. The group is made of 13 female and 10 male teenagers. The samples ages range from 12 to 15 years old with a mode of 13. Another characteristic of this sample is that there are three students who have emigrated from other countries; these students come from Haiti, Peru and Colombia. It is important to highlight that the Haitian student is not competent in Spanish and has never had English lessons before.

As part of the protocol of the educational unit in the commune, all students are assessed by the "Programa de Integración Escolar" (PIE) from the moment they enter the school. The objective of this assessment, is to identify if they have any special educational needs or not; moreover, they are also tested to find their learning style, which is done by the school in order to provide teachers with tools and strategies for further educational purposes. The results of the forenamed test (see Appendix C for further examination of the test taken by PIE) were made available to the research group, which served as a mechanism to come up with materials that were applied in the investigation. In addition, a report provided by the PIE staff states that there are six students who have been diagnosed with different special educational needs (see Appendix D to observe the students' classification according to their learning styles),

these being specific learning difficulties, mild impairment of intellectual function, limitation in intellectual functioning and deficit disorder and hyperactivity.

2.1.3. Intervention Plan.

In order to address the issue of the students not being able to neither recognized or produce the sounds /b/, /v/, /tʃ/, and /ʃ/, which they should based on the curriculum guidelines, it was decided that the intervention plan would incorporate a set of two evaluation sessions that consisted of an initial test (pre-test) and an ending test (post-test), plus four sessions of interactive activities to implement strategies for the development of the students' perception and production of /b/, /v/, /tʃ/, and /ʃ/ sounds (to achieve this, a course of action was set that can be observed in table 1).

The pre-test's primary function was to assess students in these specific sounds, by observing whether they could identify and produce them or not, while the intervention sessions aimed to reinforce students' performance of the targeted sounds. Each type of activity was implemented twice, one time for each pair of contrasting sounds. The first consisted of articulation activities in which students were faced with drilling exercises using the target sounds. Then, the second activity consisted of a bingo in which students could practice recognition of words containing the target sounds. Finally, a post-test was applied to assess students in their performance after the interventions.

Table 1
Activity sessions organization

Session	*Date*	*Intervention Activity*
1	*Oct. 14th, 2019*	*Pre-test*
2	*Oct. 28th, 2019*	*Repetition exercises "/tʃ/" & "/ʃ/"*
3	*Oct. 30th, 2019*	*Bingo "/tʃ/" & "/ʃ/"*
4	*Nov. 4th, 2019*	*Repetition exercises "/b/" & "/v/"*
5	*Nov. 11th, 2019*	*Bingo "/b/" & "/v/"*
6	*Nov. 29th, 2019*	*Post-test*

It is possible to observe in this table that there were 6 activities implemented in the period between October 14th and November 29th.

2.1.3.1. *Material.*

In order to realize our Action Research Project, we had to create an assessing tool with the sole purpose of measuring the recognition and production of the targeted sounds performed by the sample students. For this purpose we took inspiration for the production section in Carla Gallardo's thesis project test, the test was analyzed and verified by Karinnette Valenzuela Ponce, MA in English Linguistics, Stockholm University, so it could be further used as a pre-test, and as post-test that would give us information about the students' performance prior to the interventions and data on the possible changes that these could produce.

These tests contained two items; one dedicated to recognition, while the other aimed at production of /b/, /v/, /tʃ/, and /ʃ/ sounds. The order in which these skills were measured was production at first, followed by the recognition item, in order to

avoid any implicit and/or explicit exposure to the target sounds (the sample for the tests can be found in the Appendix E).

This first section of the tests consisted in an activity focused on the production of the target sounds present in words from the units the sample students had studied. These words were implemented in sentences that students were asked to read out loud in a quiet environment outside the classroom, with the purpose of being registered for the data collection. All of the sentences contained three target sounds with no established order (because we valued structured sentences rather than specific sentences focused on one sound), giving us a total of 25 examples of the four target sounds. These sentences were the same in both tests, but presented to students in a different order. The data collection of this section was gathered through audio recordings, and then filled in the answer sheet, but the possibility of recording students was only available during the pre-test; the case was the opposite during the post-test, where the recording could not be done, and the answer sheet had to be filled at the moment by the researcher, because the normality of academic activities was affected by the social outburst, leaving the research group without the whole sample class' permission to be audio recorded.

The next section of the pre-test, and post-test was the recognition item. This section of the tests presented the four targets sounds in two pairs, /tʃ/ with /ʃ/, and /b/ with /v/. We arranged them in this manner, so that the words used could be presented as minimal pairs, for the recognition of these sounds in long sentences and paragraphs is above the sample students' level of English. In this section, students were given an

answer sheet that contained 12 exercises, which students had to complete by filling the blank spaces with the different symbols we assigned for each target sound presented as followed: **X** for CH, ✔ for SH, ✚ for B, and — for V (e.g. "If you hear this sound (SH), you have to write ✔**)**. We decided to present the sounds as symbols, because in this section we are only measuring the distinction between the sounds of the minimal pairs, and not how they are written or presented in phonemes. The recognition item consisted of 12 minimal pairs, thus six examples of each target sound were measured; these 12 minimal pairs are to be presented by the teacher, then repeated once.

Following the tests, we implemented four interventions that were divided into two phases. The first phase, which was carried out in intervention lessons number one and three, presented the sounds to the students through the explanation and drilling exercises of one pair of target sounds, with the intention of making them understand the differences between sounds, and enhancing their production of the targeted sounds. For this, we arranged them into two pairs (/ʃ/, with /ʧ/, and /b/ with /v/). The importance of this material was that it served as an explanation of the target sounds, followed by drilling articulatory exercises, which served as the introduction of the second phase.

On the other hand, the second phase material was the playful activity, a bingo game. In this case, we chose to use a bingo as an educational tool, because using playful activities in educational context stimulate students to achieve the expected

objective of a class, while they also have fun by playing them. Furthermore, the PIE provided us with the sample students' different learning styles, which showed that a vast majority of the sample class were visual learners, more specifically on a 70%, followed by students that presented other learning styles along with visual style as their secondary learning style. For these reasons, we chose a game that could cover our research objectives and stimulate the visual sensors as well, thus the bingo was selected as a proper tool to fulfill this purpose. This game consisted in a set of bingo cards, each one with nine different words (as can be seen in appendix A). Students had to mark words according to what they heard, meanwhile the trainee teacher dictated words at random from a pool of 27 words that contained the target sounds. If any of the students completed the bingo card, the researcher would proceed to check each word, and ask all the class to repeat them altogether.

2.1.3.2. *Procedure*.

We started our ARP by implementing a modified instrument (pre-test) to measure the students' recognition and production of the target sounds. This pre-test was taken in the first period during a self-study lesson with the class' head teacher, who is also the English teacher, and allowed us to take the test. The first part of the test measures production skill, and in order to execute this part more efficiently, two members of the research group were present. We began by giving the instructions for the first part of the test where students were to be taken outside of the classroom, so

other students would not be able to hear the sentences. Two students were selected to read the sets of sentences of the test, each one went with one of us, researchers. The completion of the first part was done in approximately 20 minutes. It took an average of one minute for each student to complete the set of sentences, plus another minute to take the students outside the classroom.

Once the production section of the pre-test was done, we immediately proceeded with the recognition part of the pre-test that involved minimal pairs of the target sounds. As stated previously on the Materials section, the order of these activities was inverted because we did not want students' performance to be affected by any type of exposure to the target sounds before producing them. After the instructions were given, we confirmed that students did not have any problem with the legends or with how to fill the answer sheet. The minimal pairs were said by the teacher with an exaggerated, loud, and accurate pronunciation. This item was done twice, with one repetition after the first one was entirely finished. The recognition section of the pre-test was finished in 15 minutes; the distribution, and collection of the answer sheets took three minutes; the instructions and answering doubts took approximately four minutes; the minimal pairs dictation took eight minutes, including the repetition.

After the pre-test was done, we obtained empirical evidence that proved students' problems in recognition and production. Then, we started to implement our intervention activities. The stage of each class, where the intervention took place was the "warm-up", because it was the only part of the lesson where we were allowed to intervene and modify content.

The four interventions were held on the first period of classes, from 08:00 to 9:30. Although, the dates for the interventions were rescheduled due to the social outburst that occurred in October 18th, which led to stops in educational activities in the school, along with all the issues this brought to the national context, such as strikes, riots, and the curfew announced for the following weeks.

Our intervention lessons consisted of two phases: the first phase was the exposure and articulatory activities through repetition, and drilling exercises during the first and third classes, while the second phase was where the bingo activity that served the purpose of reinforcing and stimulating the perception and production of the target sounds was implemented. First phase was executed in interventions number one, and intervention number three; both of them could be implemented in 12 minutes during the warm-up, where the teacher trainee started the class by explaining that there was a difference between the two pairs of consonants, leading to an interactive exchange where students should had started to realize the differences; this took approximately five minutes. After the explanation of said difference completed, the class was prepared to start practicing the pronunciation of the target sounds through articulatory exercises that contained vocabulary extracted from the curriculum and examples with the target sounds. The group member who was in charge of implementing the intervention started the articulatory exercises by producing the target sounds in isolation, which was then followed by the production of the target sounds contained in the selected words; the isolated exercises took three minutes, and the vocabulary exercises took the remaining four minutes.

As a second phase, we implemented bingo activities during lessons number two and number four, where interventions were more direct, didactic and easier for students to accomplish, because of the previous exposure to the target sounds, along with their understanding of a difference between the minimal pairs, and the interest towards playing a game, rather than having formal classes. Before the class started, the researcher placed the bingo cards in the students' tables in favor of saving time. The ignited curiosity of the students allowed a fast start where the instructions and rules of how the game worked were explained. Once the rules and instructions were clear, the researcher proceeded to call words containing the target sounds and students were asked to mark their bingo cards if they contained the mentioned words. The game would continue until one or more students said the word "Bingo". Sometimes only one or two games were played in one session, and in occasions more than that. The winner and/or winners were asked to repeat the words in their bingo cards to prove if they had won, and each word was repeated by the whole class after being said by the winner/s. The second phase lasted 12 minutes, with different times, for the games were based both in luck and in the students' skill, thus students were able to play different amounts of bingo games within a class. That being said, the instructions took two or less minutes; the verification of the winner/winners' bingo cards took less than a minute, and the rest of the time was dedicated to the game (sometimes extending the intervention time for a few minutes, with a maximum of three).

We finished our intervention with the execution of the post-test. This test, in terms of concerning steps and items was identical to the pre-test, where the only difference between them were its contents. Nonetheless, most of the vocabulary words were repeated and a few others were added. The duration of this test took 20 minutes, the same as the pre-test; however, the manner it was finished had two notorious differences. In comparison to the pre-test, where two of the research groups members were present and actively took the test, this time there was only one researcher taking it. The other noticeable difference was that in this session, the students were already familiarized with the evaluation, for it was essentially the same as the pre-test. These differences made the completion of the test faster and smoother, even with the deficit in members. Taking into consideration all the stated factors, the post-test was developed in 40 minutes. Instructions for both parts of the test took one minute; the production part took approximately 25 minutes, one minute for each student, the second part of the post-test procedure was identical to the pre-test, which took 15 minutes.

Table 2

Intervention sessions with comments

Session	Date	Intervention activity	Comments
1	Oct. 14th, 2019	Pre-test	The principal entered the classroom to check what we were doing. One of the school's supervisor interrupted constantly during this session.
2	Oct 28th, 2019	Repetition exercises "/tʃ/" & " /ʃ/"	The students were distracted, due to the social outburst that started the previous week, affecting the course of the intervention activity.
3	Oct 30th, 2019	Bingo "ch" & "sh"	Few students understood the words, four out of 23 students.
4	Nov. 4th, 2019	Repetition exercises "/b/" & "/v/"	The school's psychologist came and requested for two students to go for their sessions at the PIE department.
5	Nov.11th, 2019	Bingo "b" & "v"	The students were focused, until the psychology interrupt the activity.
6	Nov. 29th, 2019	Post- test	This day the supervisor came deliver communications sheets, but he did not deliver because the students were doing the recognition part of the post-test.

It is possible to observe in this table that there were several comments that influenced the development of said activities.

2.1.3.3. *Data collection*.

The purpose of the pre-test was to obtain data about the students' listening comprehension and production of /b/, /v/, /tʃ/ and /ʃ/ sounds, to determine what were the common mistakes that they made, which were the sounds that they had more difficulties with, and to notice to what extent students were able to produce the targeted sounds.

After witnessing the students' acquisition of language process, their behavior in class, and along with the information provided by the PIE, we were able to come up with ideas about what were the factors that affected the L2 learning, like the lack of practice as an obstacle for their language production, the absence of activities that took in consideration the students' learning styles, the influence that the social context has in their attitude and performance in this subject, among many others. It was then, that both data collection instruments (pre and post-tests), simultaneously with the intervention activities, performed the main role in our research.

2.1.4. Data Analysis.

We analyzed the information that we obtained during the process of the implementation of the ARP to be able to determine if, in the first place, students were actually failing to recognize and produce the target sounds, and to later see if there were any improvements after the interventions. The results of the tests were arranged in tables for easier interpretation. Then, for each section of the tests, the average of the score of everyone was calculated, which lead to an average presented in

percentage that shows the accuracy of students for each section. Using this percentages, charts were constructed, to be able to display the results in a simpler manner, showing the performance of the students in the different parts of both pre-test and post-test. Finally, two more charts were constructed, one for each part of test, to be able to compare the results of the pre-test versus the results of the post-test, in this way, for each section of the tests it is possible to compare and analyze the changes in the students' performances.

3. Results

After collecting all the data obtained through the tests and the interventions, the following tables and charts were constructed to provide a better understanding of the results.

3.1. Pre-test Results

As shown in table 3, the results of the Pre-test are arranged by part 1 and part 2, the former being the production test and the latter being the recognition test. The numbers represent the amount of correct answers each student got (in part 1, the maximum were 6 points for each sound, and in part 2, the maximum were 12 points for each pairing).

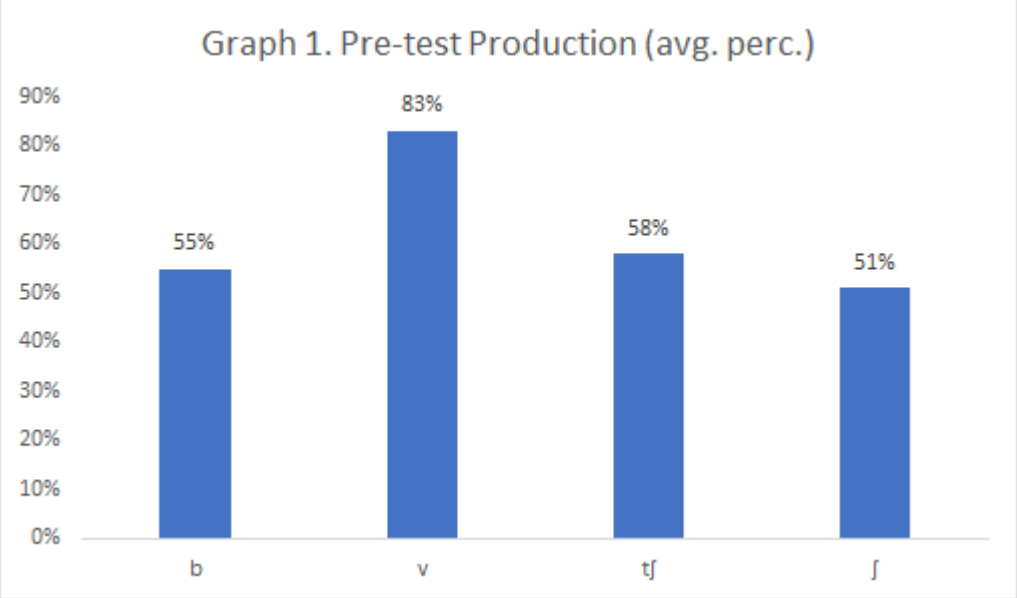
Table 3
Pre-test results

	Part 1				Part 2	
Student	b	v	tʃ	ʃ	b vs v	tʃ vs ʃ
1	6	5	3	0	8	5
2	3	2	5	3	7	4
3	5	5	1	1	3	5
4	6	4	1	4	6	6
5	0	6	6	1	4	8
6	6	4	1	4	3	4
7	2	6	4	2	2	7
8	1	6	2	1	2	4
9	5	4	3	2	6	6
10	1	6	5	6	4	7
11	1	6	5	5	6	7
12	5	6	6	2	2	6
13	1	4	5	3	4	8
14	3	6	5	5	8	8
15	2	5	4	1	8	10
16	3	3	4	4	4	10
17	2	6	4	6	5	9
18	4	6	0	4	8	12
19	5	6	4	4	10	12
20	0	4	2	3	8	6
21	4	5	4	4	8	10
22	6	5	3	3	10	10

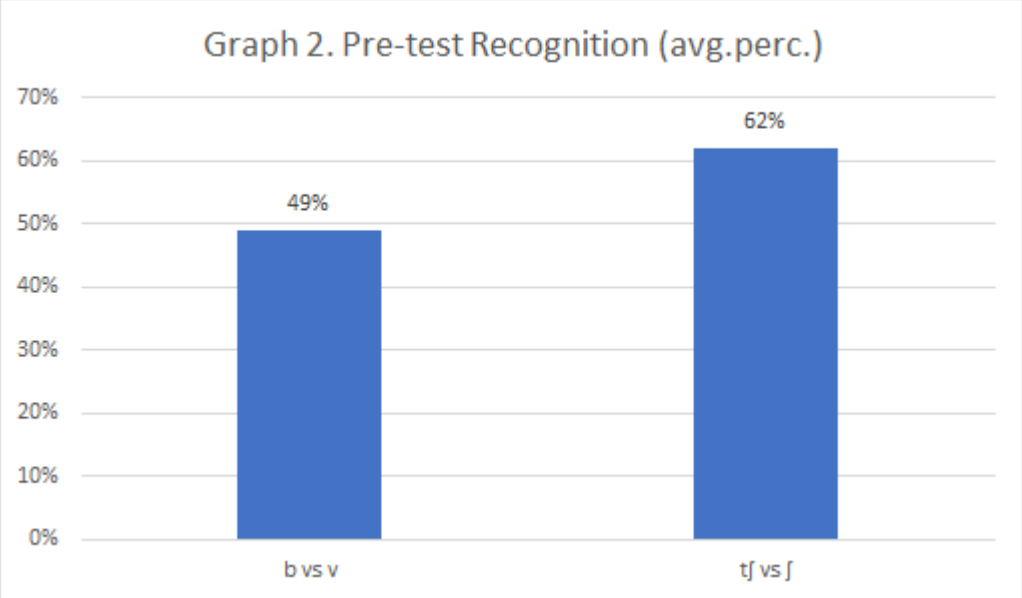
23	6	6	5	5	10	6

It is possible to observe in table 3 that the results are divided according to each target sound, and finally, in contrasting sounds.

Firstly, looking at the production test results, the average score for /b/ sound production was 3.3 out of 6, which corresponds to a 55% accuracy. Secondly, the average score for /v/ sound production was 5.0 out of 6, which corresponds to an 83% accuracy. Then, the average score for /tʃ/ sound was 3.5 out of 6, which corresponds to a 58% accuracy. Finally, the average score for /ʃ/ sound was 3.1 out 6, which corresponds to a 51% accuracy (see graph 1).



Next, in the recognition test part, the average score for the first pairing (/b/ vs /v/), was 5.9 out of 12, which corresponds to a 49% accuracy, while the average amount for the second pairing (/tʃ/ vs /ʃ/) was 7.4 out of 12, which corresponds to a 62% accuracy (see graph 2).



3.2. Post-test Results

As shown in table 4, the results of the Post-test are arranged by part 1 and part 2, the former being the production test and the latter being the recognition test. The numbers represent the amount of correct answers each student got (for part 1 the maximum was 6 for each sound, and for part 2 the maximum was 12 for each pairing).

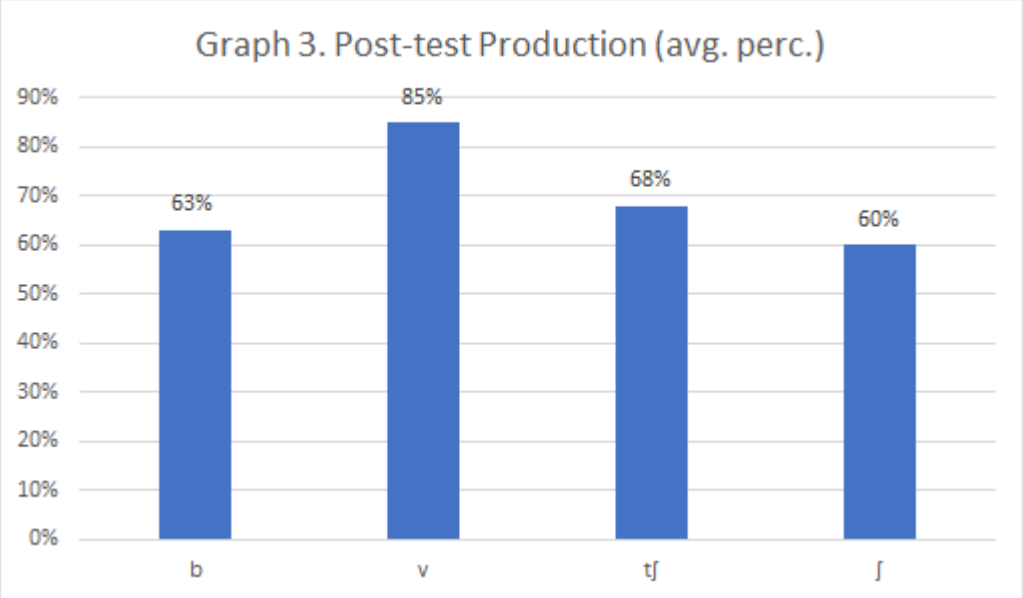
Table 4
Post-test results

Table 4 (post-test)	Part 1				Part 2	
Student	b	v	tʃ	ʃ	b vs v	tʃ vs ʃ
1	6	4	4	3	10	6
2	4	3	5	3	6	4

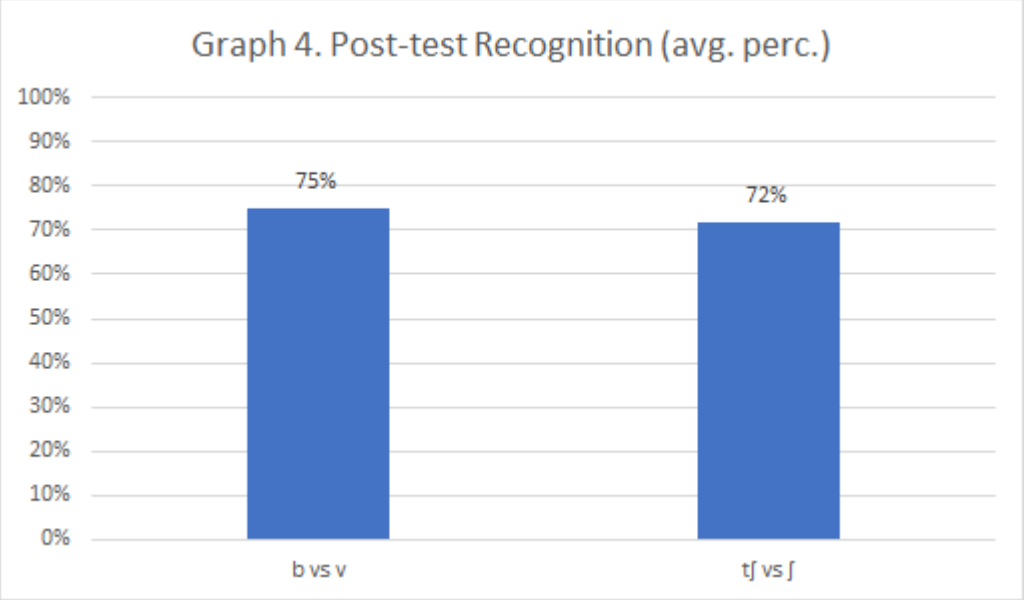
3	6	6	1	2	7	10
4	4	4	3	4	5	6
5	1	5	6	2	5	7
6	5	4	2	3	6	7
7	2	5	4	4	12	11
8	2	6	3	1	10	12
9	5	5	5	3	12	9
10	4	6	5	6	11	12
11	3	5	4	5	10	12
12	4	6	6	4	10	6
13	2	3	6	3	7	1
14	3	6	5	5	7	6
15	4	5	4	3	7	9
16	3	5	5	4	11	10
17	2	6	4	5	9	7
18	5	6	2	3	9	12
19	5	6	4	4	8	12
20	3	4	3	3	10	8
21	4	5	3	5	11	11
22	5	6	4	4	12	10
23	6	6	6	4	12	11

In this table, it is possible to observe some changes in the results, even though it was almost the same test as the pre-test.

This time in the post-test production part, the average score for /b/ sound production was 3.8 out of 6, which corresponds to a 63% accuracy. Secondly, the average score for /v/ sound production was 5.1 out of 6, which corresponds to an 85% accuracy. Then, the average score for /tʃ/ sound was 4.1 out of 6, which corresponds to a 68% accuracy. Finally, the average score for /ʃ/ sound was 3.6 out 6, which corresponds to a 60% accuracy (see graph 3).

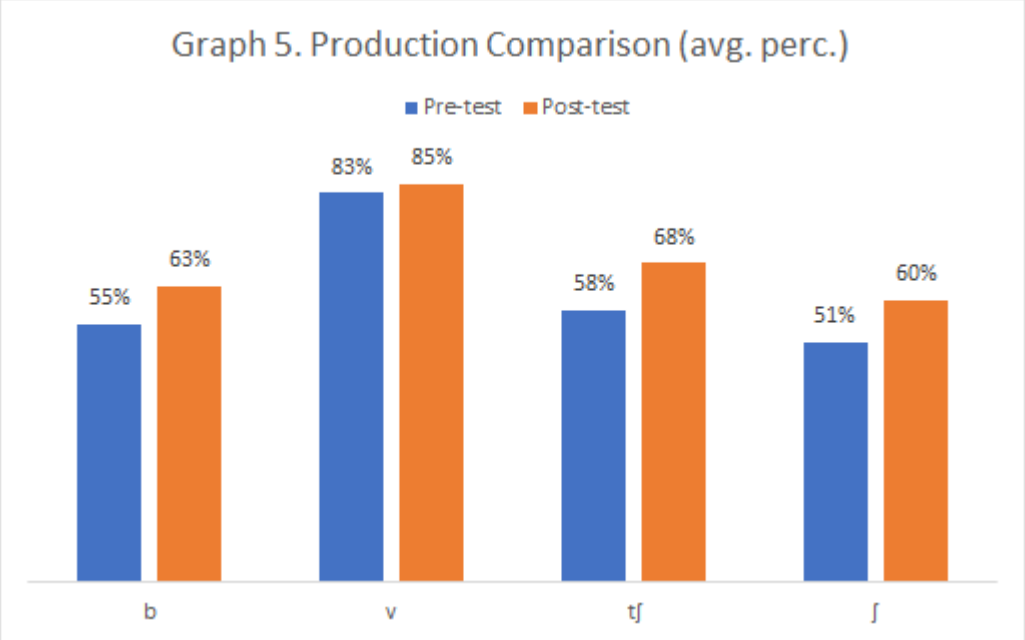


As the last part, the recognition test, the average score for the first pairing (/b/ vs /v/), was 9.0 out of 12, which corresponds to a 75% accuracy, while the average test for the second pairing (/tʃ/ vs /ʃ/) was 8.65 out of 14, which corresponds to a 72% accuracy (see graph 4).

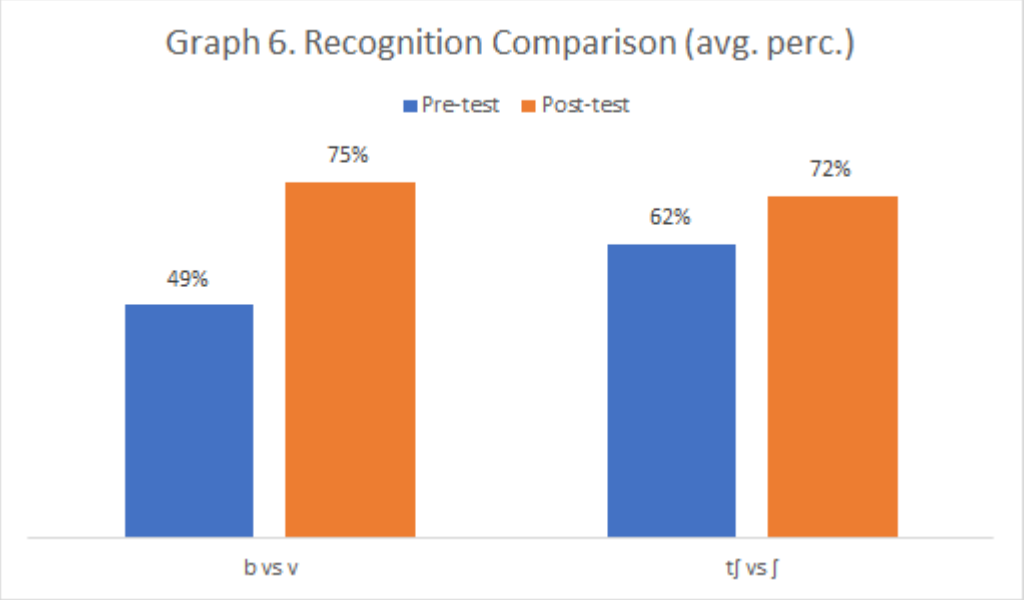


3.3. Combined Results Comparison

When comparing both pre-test and post-test results (see graph 5), it is possible to see some minor improvements in production. First, for /b/ sound there was an increase of 8% average accuracy, then for /v/ sound there was an increase of 2% average accuracy, for /tʃ/ there was an increase of 10% average accuracy, and finally for /ʃ/ sound there was an increase of 9% average accuracy.



Now, on the recognition test comparison (see graph 6), there was a noteworthy improvement in /b/ vs /v/ recognition, showing an increase of 26% in average accuracy. On the other hand, in /tʃ/ vs /ʃ/ recognition, there was a smaller change, but also an improvement of 10% average accuracy.



In order to get a better grip of what these variations in percentage imply, the standard deviation was calculated for each item so it can be observed, in table 6, how these measurements are spread out from the average. The data collected from both tests sustain the fact that this research had a noteworthy impact on the scores that students got. On the first item (/b/ production) it is evidenced that there was a 14% increase in the mean and a decrease of 31% in the standard deviation; for the second item (/v/ production) there was a 0.86% increase in the mean and a decrease of 13%; for the third item (/tʃ/ production) there was a 14% increase in the mean and a 18% decrease in the standard deviation; for the fourth item (/ʃ/ production) there was a 13% increase in the mean and a 31% decrease in the standard deviation; for the fifth item (/b/ vs /v/ recognition) there was a 52% increase in the mean and a 12% decrease

in the standard deviation; finally, for the last item (/tʃ/ vs /ʃ/ recognition) there was a 17% increase in the mean, while there was a 22% increase in the standard deviation.

Table 6	Part 1			Part 2		
Means and SE	b	v	tʃ	ʃ	b vs v	tʃ vs ʃ
Pre-test mean	3.35	5.04	3.57	3.17	5.91	7.39
Post-test mean	3.83	5.09	4.09	3.61	9.00	8.65
Percentage variation	14.29	0.86	14.63	13.70	52.21	17.06
Pre-test Standard Deviation	2.10	1.15	1.70	1.70	2.66	2.43
Post- test Standard Deviation	1.44	1.00	1.38	1.16	2.34	2.98
Percentage variation	31.74	13.18	18.94	31.76	12.25	-22.79

When looking at the numbers just mentioned, and at least for the first five items, the results imply that while there was an increase in all of the means, there was also a decrease on the standard deviation of all of them, which means that the increase in scores is not due to isolated cases but a movement of the whole sample.

Now, in the case of the sixth item (/tʃ/ vs /ʃ/ recognition), which unlike the other items suffered from an increase in the standard deviation, and because of the small sample and data collected, it is not possible to determine why this happened. Nonetheless if there was room for guessing, it could have been caused by several different reasons, for example they may have had increased difficulties with differentiating this specific sounds because /ʃ/ is not present in Spanish, perhaps the strategies implemented are not adequate for this specific sound, or maybe they did less work with this sound before in their school years, among others.

4. Conclusion

4.1. Discussion

Our Action Research Project was developed on the premise of solving an issue that was possible for us to observe during our professional practicum in the sample school, which was that students in 7th grade did not reach the standards set by the national curriculum regarding the reception and production of multiple sounds, but we focused on /b/, /v/, /tʃ/, and /ʃ/ sounds. For this purpose, we assessed them with the same instrument to compare between the initial point and the end of our research, which would present the results regarding the effectiveness of the interventions made to the sample class. With all the collected data, we can discuss on the findings and interpretations of the results, the different factors that affected this ARP, and the outcome of the sample students that are not reflected by their scores in the results.

This investigation had a simple and direct goal, for our General was to improve students' recognition and production of a set of target sounds, thus the measurements were quite straight forward with clear intentions of addressing improvement after our interventions were done. The results of the pre-test showed that students had issues both with recognition and production of the target sounds. After the interventions, a post-test was applied and the results showed an overall improvement on students' production, and recognition (see graph. 5 and 6). These showed a noticeable advance on the sample students' performance, however, the improvement between the two skills are significantly different, as recognition

presents a higher, and far-reaching improvement, whereas production improvements are not so noteworthy, with a slight change (see graph. 6).

Through these results, we can perceive our ARP as a successful investigation, due to the fact that the general objectives were accomplished, even though, in an ideal course of events, the results obtained could have been higher, considering that there were many interruptions that might have been one of the reasons behind the drawbacks of our investigation. It was possible to witness many events that affected the investigation's course of action in different stages of its development, not only inside the school, but also within a national context. The major event (that occurred outside of the school) that had an impact in the investigation, was the social outburst, which started during the same week we had arranged to implement the ARP's pre-test. This massive national mobilization, complicated the schedule of our interventions, for they were all supposed to be carried out during Mondays, on the first period of class (at 8:00 in the morning). It was because of this, that these activities had to be rescheduled throughout the course of events that were occurring in our country, considering massive students' absences, plus the curfew that forced the stop of academic activities (along with a stop in most of the activities in the city) the week that followed the beginning of the social movement.

Despite all that, the interventions could be successfully implemented later during the first period of classes, but not on the established dates, which led to sessions that had an important distance in time, disrupting our idea of presenting our interventions on the first days of the arranged weeks. Related to this point, the reassuming of

academic activities after the social outburst also affected the course of our investigation, because the day that students returned to classes, we realized our first intervention, and as expected, students were distracted and restless due to all the things that had happened.

Another problem in reference to the schedule, was that the school, as it is an establishment located at an at-risk area, provides meals for the students. This impacted on our research because the school's breakfast time is intended to be held right after the first class' period, which was the moment scheduled for our interventions, so most of the students were eager to go and have breakfast.

On the other hand, there were no student-related issues affecting the process of our interventions, but there were occasions in which the school staff interrupted our activities. It is important to mention that these types of events happened all the time at the sample school, a few of them affected both tests, and one of the affected the warm-up activity. During the pre-test, the principal stayed inside the classroom for a moment, and while we were developing the post-test, the school's supervisor came to give information to the students, right when the recognition part of the test was being done. Also, during a warm-up activity, the school's psychologist entered the classroom and requested to take two students for their sessions in the PIE department.

All of the previously explained factors, affected in certain way the development of our research activities, even though they might all not be considered relevant, but if we take them all into consideration, they have a relation to the results obtained.

Acknowledging that there were many factors affecting our investigation, and the results gathered after the interventions, it is possible to recognize this ARP as a successful research, even though the levels of improvement in students management of the target sounds are not that meaningful. However, it becomes evident to us, as a research group, that there are positive results that might not be reflected in percentages and numbers. After the first and second lessons, there was a noticeable change of attitude in the students, for they had started to understand that the two languages have different sounds and manners in which we pronounce them. Moreover, in the post-test and in the intervention activities, students were conscious of the difference in production of words, which resulted in them being aware on how they decided to approach the language. Before we implemented our lessons and activities, the sample students tended to read English words and expressions in the same fashion they would read in Spanish. It was this change in the students, along with their improvement that made us consider our ARP as successful.

There were many factors that worked in favor and against our Action Research Project, but as a conclusion, we can firmly state that the project results were positive, and that if possible, it can be implemented in other places with similar issues, considering that there is possible to improve what we have done, via upgrading the material used, extend the amount of interventions for a better result, among many other features. An Action Research is done with the purpose of improving issues both teachers and students present, so it might be useful for other people with different

purposes, but with one intention in mind: which is to develop our country's education.

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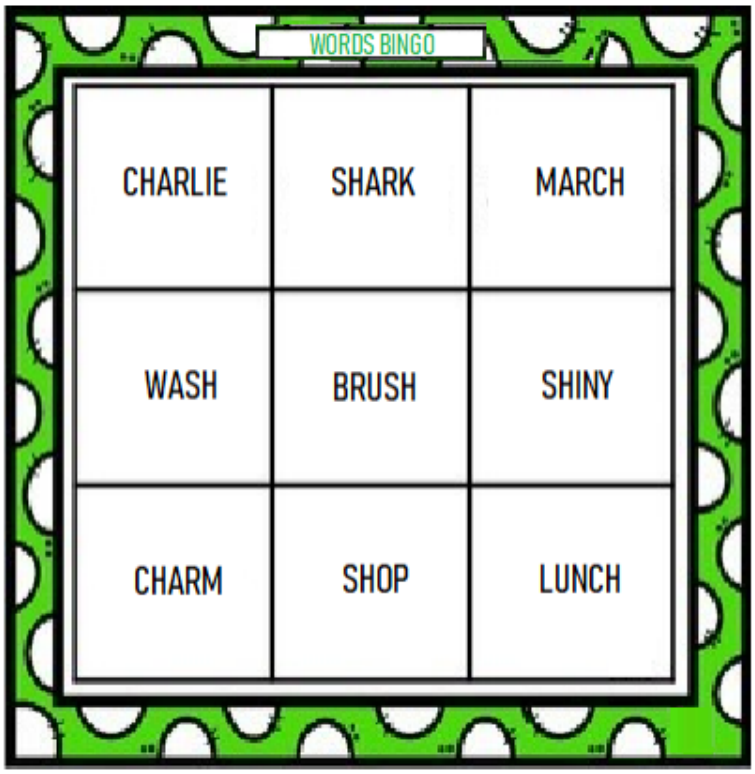
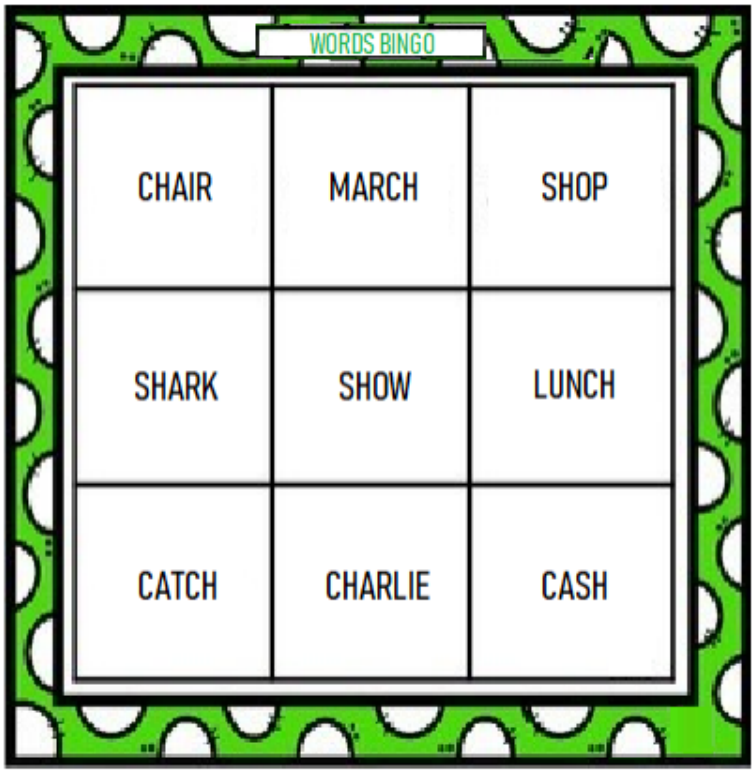
Appendix A

(Bingo cards)


WORDS BINGO
CHARLIE
SHARK
MARCH
WASH
BRUSH
SHINY
CHARM
SHOP
LUNCH


WORDS BINGO
CHAIR
MARCH
SHOP
SHARK
SHOW
LUNCH
CATCH
CHARLIE
CASH

Appendix B

(Uribe Lesson Plan)

URIBE Lesson Plan **Unidad 1: Free Time**		
Habilidades	**Vocabulario**	**Estructura**
Listening: Entender textos no literarios de manera auditiva, por medio del trabajo con Entrevistas, Avisos publicitarios y Estudios. **Reading:** Analizar textos no literarios en los que distinguen sus partes y la función de esta información. **Speaking:** Expresar ideas concretas que respondan a preguntas y argumentar posturas. **Writing:** Desarrollar ideas completas con sus puntos principales y puntos de soporte que apoyan los significados.	**Free time Activities** *Do, Go, Play* *I play football, I go swimming.* **Contrasting coordinators** I did karate, BUT I did not play football. That is true, although this is not. **Clothing Styles** Punk style, Rock style, Emo style. **Advertisement elements** Slogan, Title, Product.	**Presente Simple** I do Karate; I play football; I wear skinny pants. **Presente Continuo** I am playing basketball; I am wearing a hat; I am carrying a pencil case. **Pasado Simple** I played Hide and Seek; I used yellow t-shits; I saw Adida's advertisement.

Clase 1 (90) **Fecha:**	**1 receptiva, 2 productivas** **Saludo** Docente saluda a estudiantes, posteriormente escribe fecha, objetivo de la clase y habilidades a trabajar. **Lead in** Docente se presenta a la clase diciendo "Hello, my name's… y comienza a preguntar al resto de la clase "what is your name?". Luego de transcurrida la ronda de presentación, docente solicita a estudiantes abrir el texto en página 14, donde en conjunto responden a actividades que predicen las temáticas a tratar en la unidad. Docente realiza un resumen a modo de repaso de la escritura y formulación de descripciones en presente simple. Escribe ejemplos en la pizarra para que estudiantes deduzcan las reglas y uso de presente simple. **Reading** Docente les dice que observen la imagen de la página 18. Les pregunta cuál creen que es la temática del texto a trabajar. Luego, estudiantes realizan las actividades del texto *The Emperor's New Clothes*, las cuales involucran principalmente actividades de atención directa a la lectura. Estudiantes desarrollan los ejercicios y revisan en conjunto (Página 18, ejercicios 6a- 6b). **Writing** A modo de actividad posterior a la lectura, estudiantes deben realizar un resumen de los acontecimientos principales del texto; para ello,	**Objetivo:** Reconocer de manera escrita y oral el contenido estudiado en los cursos anteriores prediciendo las temáticas a tratar durante el presente año.

	escribirán una lista de oraciones en presente simple ordenadas en orden cronológico. **Speaking** Finalmente, estudiantes realizan la pregunta final ubicada en el ítem con la letra c, la cual consiste en una discusión (en este caso en parejas) en la cual toman el rol protagónico en la historia explicando su posible accionar. **Closing** Docente solicita a estudiantes desarrollar el cuadro explicado en el ítem "learning to learn", donde podrán explicar lo que han aprendido durante la clase, lo cual corresponde a lo aprendido durante el 6to año de educación básica. Previo a concluir la clase, docente solicita a estudiantes compartir con sus compañeros la información explicitada en el cuadro resumen realizado previamente, esta actividad se realiza a modo de lluvia de ideas escrita por docente. Luego, docente se despide de estudiantes explicándoles lo que se verá en la siguiente clase, correspondiendo a la primera "lesson" expresa en el libro.	

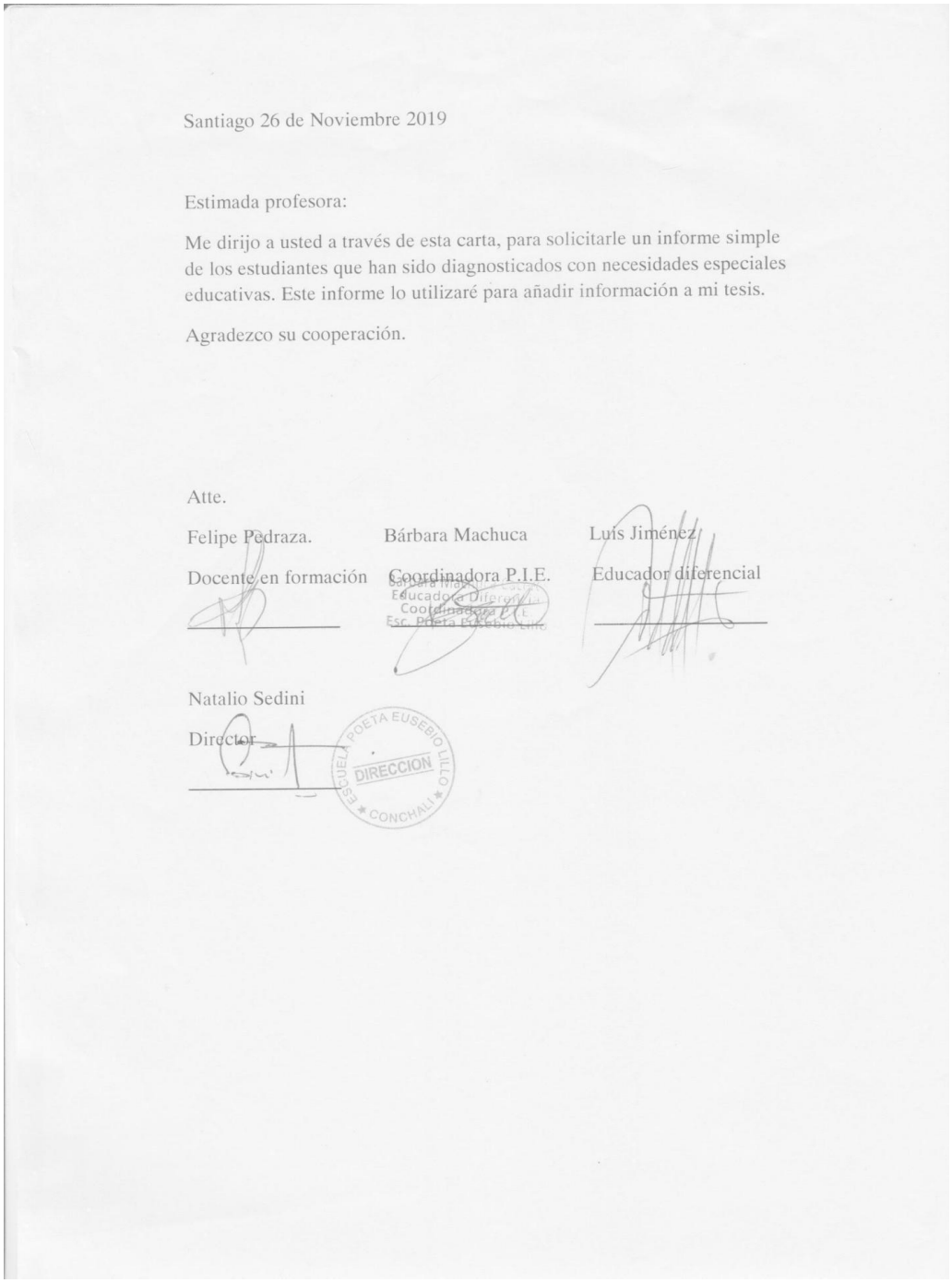
Clase 2 (45) **Fecha:**	**Saludo** Docente saluda a estudiantes, posteriormente escribe fecha, objetivo de la clase y habilidades a trabajar. **Lead in** Docente entrega papeles a estudiantes en los cuales está escrito el nombre de una actividad de tiempo libre, estudiantes deben realizar una mímica para que sus compañeros adivinen el nombre de la actividad, quien adivine, debe continuar. Docente escribe las actividades que van surgiendo en la pizarra. Al escribir los ejemplos en la pizarra docente lo hace utilizando infinitivos y verbos en gerundios añadiendo el uso de verbos como "Like, Prefer, Dislike, Hate" para que puedan deducir sus usos. **Pre Listening** Estudiantes observan imágenes de jóvenes realizando diversas actividades y responden a las preguntas expresadas en ítem número 1 (Página 20, ejercicio 1) **While Listening** Estudiantes escuchan una entrevista de radio identificando qué hablante desarrolla las actividades mostradas en el ítem anterior. Luego, escuchan audio nuevamente y subrayan la respuesta correcta. Revisan en conjunto, luego, estudiantes responden las preguntas de desarrollo en torno a las actividades desarrolladas por los entrevistados (Página 20, track 2)	**Objetivo:** Escribir para expresar actividades que se realizan en el tiempo libre.

	Practice Docente les dice que clasifiquen las palabras que expresan lo que nos gusta y lo que no nos gusta en el recuadro (Página 21, ejercicio 1) **Writing** Docente solicita a estudiantes escribir en su cuaderno aquello que les gusta hacer en su tiempo libre, esto puede ser tomando en cuenta los gustos de los entrevistados, o las actividades escritas en la pizarra. Docente determina número de palabras a escribir. **Speaking** Estudiantes se juntan en parejas para hablar sobre las actividades que realizan durante su tiempo libre. Se sugiere que no utilicen el cuaderno para esto. **Closing** Estudiantes presentan sus actividades de tiempo libre a sus compañeros(as). Luego, docente se despide de estudiantes explicando la temática de la próxima sesión en donde aprenderán a distinguir las actividades mayormente realizadas por jóvenes en tiempo libre.	

Appendix C

(PIE test – learning styles)

PIE Test for Learning Styles



Santiago 26 de Noviembre 2019

Estimada profesora:

Me dirijo a usted a través de esta carta, para solicitarle un informe simple de los estudiantes que han sido diagnosticados con necesidades especiales educativas. Este informe lo utilizaré para añadir información a mi tesis.

Agradezco su cooperación.

Atte.

Felipe Pedraza. Docente en formación

Bárbara Machuca Coordinadora P.I.E.

Luis Jiménez Educador diferencial

Natalio Sedini
Director

ESCUELA POETA EUSEBIO LILLO
DIRECCION
CONCHALI

Estilos de Aprendizaje; Cómo seleccionamos y representamos la información

Tenemos tres grandes sistemas para representar mentalmente la información, **el sistema de representación visual, el auditivo y el kinestésico.** Utilizamos el sistema de representación visual siempre que recordamos imágenes abstractas (como letras y números) y concretas. El sistema de representación auditivo es el que nos permite oír en nuestra mente voces, sonidos, música.

Cuando recordamos una melodía o una conversación, o cuando reconocemos la voz de la persona que nos habla por teléfono estamos utilizando el sistema de representación auditivo. Por último, cuando recordamos el sabor de nuestra comida favorita, o lo que sentimos al escuchar una canción estamos utilizando el sistema de representación kinestésico.

La mayoría de nosotros utilizamos los sistemas de representación de forma desigual, potenciando unos e infra-utilizando otros. El que utilicemos más un sistema de representación es importante por dos motivos:

- Primero, porque los sistemas de representación se desarrollan más cuanto más los utilicemos.
- Segundo, porque los sistemas de representación no son neutros. Cada uno tienes **sus propias características**

a) Sistema de representación visual:

Cuando pensarnos en imágenes (por ejemplo, cuando 'vemos' en nuestra mente la Página del libro de texto con la información que necesitamos): podemos traer a la mente mucha información a la vez, por eso la gente utiliza el sistema de representación visual tiene más facilidad para absorber grandes cantidades de información con rapidez.

Visualizar nos ayuda además, a establecer relaciones entre distintas ideas y conceptos. Cuando un alumno tiene problemas para relacionar conceptos muchas veces se debe a que está procesando la información de forma auditiva o kinestésica. La capacidad de abstracción está directamente relacionada con la capacidad de visualizar. También la capacidad de planificar.

Esas dos características explican que la gran mayoría de los alumnos universitarios (y por ende, de los profesores) sean visuales. Los alumnos visuales aprenden mejor cuando leen o ven la información de alguna manera. En una conferencia, por ejemplo, preferirán leer las fotocopias o transparencias a seguir la explicación oral, o, en su defecto, tomarán notas para poder tener algo que leer.

b) Sistema de representación auditivo

Cuando recordamos utilizando el sistema de representación auditivo lo hacemos de manera secuencial y ordenada. En un examen, por ejemplo, el alumno que vea mentalmente la página del libro podrá pasar de un punto a otro sin perder tiempo, porqué está viendo toda información a la vez. Sin embargo, el alumno auditivo necesita escuchar su grabación menta paso a paso. Los alumnos que memorizan de forma auditiva no pueden olvidarse ni una palabra, porque no saben seguir. Es como cortar la cinta de una cassette. Por el contrario, alumno visual que se olvida de una palabra no tiene mayores problemas, porqué sigue viendo el resto del texto o de la información.

El sistema auditivo no permite relacionar conceptos o elaborar conceptos abstractos con la misma facilidad que el sistema visual y no es tan rápido. Es, sin embargo, fundamental en el aprendizaje de los idiomas, y naturalmente, de la música. Los alumnos auditivos aprenden mejor cuando reciben las explicaciones oralmente y cuando pueden hablar y explicar esa información a otra persona.

c) Sistema de representación kinestésico

Cuando procesamos la información asociándola a nuestras sensaciones y movimientos, a nuestro cuerpo, estamos utilizando el sistema de representación kinestésico'. Utilizamos este sistema, naturalmente, cuando aprendemos un deporte, pero también para muchas otras actividades.

Por ejemplo, muchos profesores comentan que cuando corrigen ejercicios de sus alumnos, notan físicamente si algo está mal o bien. O que las faltas de ortografía les molestan físicamente. Escribir a máquina es otro ejemplo de aprendizaje kinestésico. La gente que escribe bien a máquina no necesita mirar donde está cada letra, de hecho si se les pregunta dónde está una letra cualquiera puede resultarles difícil contestar, sin embargo sus dedo saben lo que tienen que hacer.

Aprender utilizando el sistema kinestésico es lento, mucho más lento que con cualquiera de los otros dos sistemas, el visual y el auditivo. Se necesita más tiempo para aprender a escribir a máquina sin necesidad de pensar en lo que uno está haciendo que para aprenderse de memoria la lista de letras y símbolos que aparecen en el teclado.

El aprendizaje kinestésico también es profundo. Nos podemos aprender una lista de palabras y olvidarlas al día siguiente, pero cuando uno aprende a montar en bicicleta, no se olvida nunca. Una vez que sabemos algo con nuestro cuerpo, que lo hemos aprendido con la memoria muscular, es muy difícil que se nos olvide.

Los alumnos que utilizan preferentemente el sistema kinestésico necesitan, por tanto, más tiempo que los demás. Decimos de ellos que son lentos. Esa lentitud no tiene nada que ver con la falta de inteligencia, sino con su distinta

manera de aprender.
Los alumnos kinestésicos aprenden cuando hacen cosas como, por ejemplo, experimentos de laboratorio o proyectos. El alumno kinestésico necesita moverse.

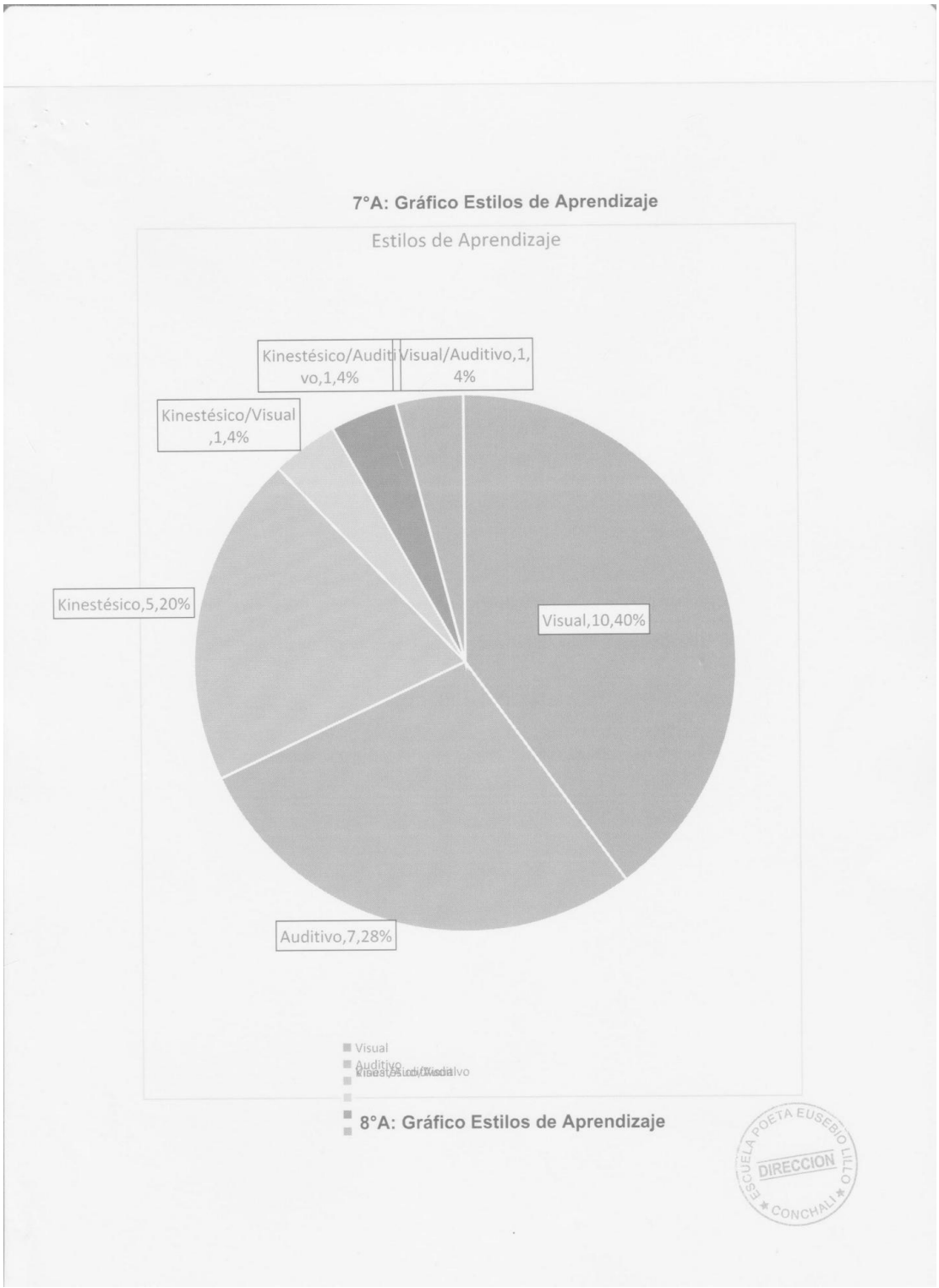
Cuando estudian muchas veces pasean o se balancean para satisfacer esa necesidad de movimiento. En el aula buscarán cualquier excusa para levantarse y moverse.

EL COMPORTAMIENTO SEGÚN EL SISTEMA DE REPRESENTACIÓN PREFERIDO

	VISUAL	AUDITIVO	KINESTESICO
Conducta	Organizado, ordenado, observador y tranquilo. Preocupado por su aspecto Voz aguda, barbilla levantada Se le ven las emociones en la cara	Habla solo, se distrae fácilmente. Mueve los labios al leer. Facilidad de palabra, No le preocupa especialmente su aspecto. Monopoliza la conversación, le gusta la música. Modula el tono y timbre de voz Expresa sus emociones verbalmente	Responde a las muestras físicas de cariño le gusta tocarlo todo se mueve y gesticula mucho Sale bien arreglado De casa, pero en seguida se arruga, porque no para. Tono de voz más bajo, pero habla alto, con la barbilla hacia abajo. Expresa sus emociones con movimientos.
Aprendizaje	Aprende lo que ve. Necesita una visión detallada y saber a dónde va. Le cuesta recordar lo que oye	Aprende lo que oye, a base de repetirse a sí mismo paso a paso todo el proceso. Si se olvida de un solo paso se pierde. No tiene una visión global.	Aprende con lo que toca y lo que hace. Necesita estar involucrado personalmente en alguna actividad.
Lectura	Le gustan las descripciones a veces se queda con la mirada pérdida, imaginándose la escena.	Le gustan los diálogos y las obras de teatro, evita las descripciones largas, mueve los labios y no se fija en las ilustraciones	Le gustan las historias de acción, se mueve al leer No es un gran lector.
Ortografía	No tiene faltas. "Ve" las palabras antes de escribirlas.	Comete faltas. "Dice" las palabras y las escribe según el sonido.	Comete faltas. Escribe las palabras y comprueba si "le

			dan buena espina".
Memoria	Recuerda lo que ve, por ejemplo las caras, pero no los nombres.	Recuerda lo que oye. Por ejemplo, los nombres, pero no las caras.	Recuerda lo que hizo, o la impresión general que eso le causo, pero no los detalles.
Imaginación	Piensa en imágenes. visualiza de manera detallada	Piensa en sonidos, no recuerda tantos detalles	Las imágenes son pocas y poco detalladas, siempre en movimiento.
Almacena la información	Rápidamente y en cualquier orden.	De manera secuencial y por bloques enteros (por lo que se pierde si le preguntas por un elemento aislado o si le cambias el orden de las preguntas.	Mediante la "memoria muscular".
Durante los periodos de inactividad	Mira algo fijamente, dibuja, lee.	Canturrea para sí mismo o habla con alguien.	Se mueve
Comunicación	Se impacienta si tiene que escuchar mucho rato seguido. Utiliza palabras como "ver, aspecto..."	Le gusta escuchar, pero tiene que hablar ya. Hace largas y repetitivas descripciones. Utiliza palabras como "sonar, ruido.".	Gesticula al hablar. No escucha bien. Se acerca mucho a su interlocutor, se aburre en seguida Utiliza palabras, cómo "tomar, impresión…
Se distrae	Cuando hay movimiento o desorden visual, sin embargo el ruido no le molesta demasiado	Cuando hay ruido.	Cuando las explicaciones son básicamente auditivas o visuales y no le involucran de alguna forma.

En la Escuela Poeta Eusebio Lillo de la comuna de Conchalí, se aplicó una prueba de estilos de aprendizaje para toda la enseñanza básica que arrojó los siguientes resultados por curso, representados en porcentajes y grafico de torta para una mejor comprensión de la comunidad educativa que permita establecer una aplicación curricular acorde al decreto 83 y las diversas necesidades educativas de nuestros educandos.


7°A: Gráfico Estilos de Aprendizaje
Estilos de Aprendizaje
Kinestésico/Auditivo,1,4%
Visual/Auditivo,1,4%
Kinestésico/Visual,1,4%
Kinestésico,5,20%
Visual,10,40%
Auditivo,7,28%
Visual
Auditivo
8°A: Gráfico Estilos de Aprendizaje
ESCUELA POETA EUSEBIO LILLO
DIRECCION
CONCHALI

Appendix D

(Students' Diagnosis)

CORESAM
Municipalidad de Conchali

INFORME PSICOPEDAGÓGICO
PROGRAMA DE INTEGRACIÓN ESCOLAR 2019.

I-. Identificación del o la Estudiante:

Nombre Completo Estudiante	**Benjamín Ignacio Lazo Kubota**
Rut: 22.239.092-3	**Fecha de Nacimiento: 17/10/2006**
Establecimiento: Poeta Eusebio Lillo, 339	
Curso: séptimo	
Nombre Evaluador: Luis Rodolfo Jiménez Cáceres	
Registro MINEDUC: 61.652	**Fecha de Evaluación: 1803/2019**

II-. Antecedentes Relevantes:
Estudiante atendido por TDAH durante el periodo académico 2018. En diciembre de 2018: Producto de la observación de su comportamiento en clases, se determina su egreso por TDAH. Se evalúa su posible continuidad por DEA en marzo de 2019.

III-. Instrumentos de Evaluación Aplicados:

Pruebas Aplicadas:
Pruebas Evalúa 6.

VI-. Resultados Evaluaciones:

Los resultados de la evaluación.

Capacidades Generales
Su comportamiento es adecuado, se relaciona bien con profesores y con sus compañeros.
Lenguaje y Comunicación
Lectura:
Su lectura es de calidad fluida y de velocidad rápida. Su comprensión lectora es de rendimiento medio.
Escritura:
Su escritura debe ser estimulada en relación a creatividad y riqueza de los textos. Su letra es cursiva y poco legible.
Aprendizajes Matemáticos:
Cálculo y Numeración:
Sus resultados en cálculo y numeración están algo por debajo de la media en números naturales, decimales y fraccionarios.

CORESAM

INFORME PSICOPEDAGÓGICO
PROGRAMA DE INTEGRACIÓN ESCOLAR 2019.

I-. Identificación del o la Estudiante:

Nombre Completo Estudiante	**Francisca Paz Rodríguez Jiménez**
Rut: 22.232.961-2	**Fecha de Nacimiento: 10/10/2006**
Establecimiento: Poeta Eusebio Lillo, 339	
Curso: sexto	
Nombre Evaluador: Luis Rodolfo Jiménez Cáceres	
Registro MINEDUC: 61.652	**Fecha de Evaluación: 3/12/2018**

II-. Antecedentes Relevantes:
Estudiante atendida por FIL durante el periodo académico 2018. En diciembre de 2018: Producto de reevaluación sicológica, se determina su egreso por FIL. Se evalúa por DEA con Evalúa 6 y se determina su ingreso en 2019.

III-. Instrumentos de Evaluación Aplicados:

Pruebas Aplicadas:
Prueba Evalúa 6.

VI-. Resultados Evaluaciones:

Los resultados de la evaluación son .

Capacidades Generales
Requiere desarrollar su pensamiento analógico; su autoestima y confianza personal. Su capacidad de recuerdo visual es adecuada.
Lenguaje y Comunicación
Lectura:
Su lectura es de calidad por unidades cortas y de velocidad baja. Su comprensión lectora es de rendimiento bajo. Su índice general de lectura es de -3,07, muy bajo.
Escritura:
Su escritura debe ser estimulada en relación a creatividad y riqueza de los textos. Su letra es cursiva y legible. Su índice general de escritura es muy bajo (-3,45)
Aprendizajes Matemáticos:
Cálculo y Numeración:
Sus resultados en cálculo y numeración están bajos en casi 2 desviaciones estándar en relación a la media. Necesita precisión en las tablas y algoritmos.

CORESAM

INFORME PSICOPEDAGÓGICO
PROGRAMA DE INTEGRACIÓN ESCOLAR 2018.

I-. Identificación del o la Estudiante:

Nombre Completo Estudiante	**Juan Vergara Schulz**
Rut: 21.8099.744-8	**Fecha de Nacimiento:** 06-04-2005
Establecimiento: Escuela Poeta Eusebio Lillo	
Curso: Sexto Básico	
Nombre Evaluador: Camila Fernanda Pinochet Jiménez	
Registro MINEDUC: 14972	**Fecha de Evaluación: 26-11-2018**

II-. Antecedentes Relevantes:

Diagnóstico: Déficit Intelectual Leve

III-. Instrumentos de Evaluación Aplicados:

Pruebas Aplicadas:
Prueba Informal Lenguaje
Prueba Informal Matemáticas
Tareas de Habilidades de Cognitivas
Evaluaciones de final de año en lenguaje y Matemática

VI-. Resultados Evaluaciones:

Capacidades Generales
El estudiante muestra dificultad al inferir relaciones verbales, por observación o comparación de estas,
Por otra parte no logra seguir correctamente instrucciones escritas de manera autónoma, Juan logra
Mantener la atención concentradas en tareas de observación.
Lenguaje y Comunicación
Lectura: Se evidencia una calidad de lectura fluida con velocidad lectora lenta, lo cual no es propio del
Nivel escolar en el que se encuentra, por otra parte en el área de comprensión lectora muestra
Al momento de recuperar información específica del texto, y busca una relación coherente entre las
Distintas partes de un texto, Juan se fatiga rápidamente.
Escritura: En Cuanto a se encuentra en el nivel post caligráfico que es acorde a su nivel escolar,
Se debe seguir reforzando el área de la ortografía debido a que la mayoría de sus dificultades se
encuentran en esta área.

CORESAM

INFORME PSICOPEDAGÓGICO
PROGRAMA DE INTEGRACIÓN ESCOLAR 2018.

I-. Identificación del o la Estudiante:

Nombre Completo Estudiante	Leonardo Alfredo Rocco Santander
Rut: 21.955.205-K	**Fecha de Nacimiento:** 16-10-2002
Establecimiento: Escuela Poeta Eusebio Lillo	
Curso: Sexto Básico	
Nombre Evaluador: Camila Fernanda Pinochet Jiménez	
Registro MINEDUC: 14972	**Fecha de Evaluación: 26-11-2018**

II-. Antecedentes Relevantes:

Diagnóstico: Déficit Intelectual Leve

III-. Instrumentos de Evaluación Aplicados:

Pruebas Aplicadas:
Prueba Informal Lenguaje
Prueba Informal Matemáticas
Tareas de Habilidades de Cognitivas
Evaluaciones de final de año en lenguaje y Matemática

VI-. Resultados Evaluaciones:

Capacidades Generales
El estudiante muestra dificultad al inferir relaciones verbales, por observación o comparación de estas,
Por otra parte no logra seguir correctamente instrucciones escritas de manera autónoma, Leonardo
logra Mantener la atención concentradas en tareas de observación.
Lenguaje y Comunicación
Lectura: Se evidencia una calidad de lectura fluida con velocidad lectora lenta, lo cual no es propio del
Nivel escolar en el que se encuentra, por otra parte en el área de comprensión lectora muestra
Al momento de recuperar información específica del texto, y busca una relación coherente entre las
Distintas partes de un texto, Leonardo se fatiga rápidamente.
Escritura: En Cuanto a se encuentra en el nivel post caligráfico que es acorde a su nivel escolar,
Se debe seguir reforzando el área de la ortografía debido a que la mayoría de sus dificultades se
encuentran en esta área.

CORESAM

INFORME PSICOPEDAGÓGICO
PROGRAMA DE INTEGRACIÓN ESCOLAR 2018.

I-. Identificación del o la Estudiante:

Nombre Completo Estudiante	**Matías Marcelo Cifuentes Mardones**
Rut: 21.804.489-1	**Fecha de Nacimiento: 13/03/2005**
Establecimiento: Poeta Eusebio Lillo, 339	
Curso: sexto	
Nombre Evaluador: Luis Rodolfo Jiménez Cáceres	
Registro MINEDUC: 61.652	**Fecha de Evaluación: 3/12/2018**

II-. Antecedentes Relevantes:
Estudiante atendido por DEA durante el periodo académico 2018. En diciembre de 2018: Sus resultados en prueba informal de lenguaje y comunicación y matemática determinan Su permanencia en PIE.

III-. Instrumentos de Evaluación Aplicados:

Pruebas Aplicadas:

Pruebas informales de lenguaje y comunicación y matemática.

VI-. Resultados Evaluaciones:

Prueba de lenguaje y comunicación, rendimiento 44%; prueba de matemática, rendimiento 62%..

Capacidades Generales
Es un estudiante responsable y con ganas de aprender; sus rendimientos académicos han sido muy satisfactorios durante el presente año.
Lenguaje y Comunicación
Lectura:
Su lectura es de calidad por unidades cortas y de velocidad mediana. Su comprensión lectora es de rendimiento algo más bajo que el medio. Requiere desarrollo de técnicas de comprensión lectora.
Escritura:
Su escritura se sitúa bajo rango medio de rendimiento y debe ser estimulada en relación a creatividad y riqueza de los textos. Su letra es cursiva y legible.
Aprendizajes Matemáticos:
Cálculo y Numeración:
Sus resultados en cálculo y numeración son de rendimiento normal.

CORESAM
I. Municipalidad de Cerrillos

INFORME PSICOPEDAGÓGICO
PROGRAMA DE INTEGRACIÓN ESCOLAR 2019.

I-. Identificación del o la Estudiante:

Nombre Completo Estudiante	**Nayra Itsel Gajardo Sáez**
Rut: 22.251.474-6	**Fecha de Nacimiento: 02/11/2006**
Establecimiento: Poeta Eusebio Lillo, 339	
Curso: séptimo	
Nombre Evaluador: Luis Rodolfo Jiménez Cáceres	
Registro MINEDUC: 61.652	**Fecha de Evaluación: 28/03/2019**

II-. Antecedentes Relevantes:
Estudiante atendida por FIL durante el periodo académico 2018. Sus resultados en pruebas sicológicas indican que ya no debe continuar en modalidad FIL. Se evalúa por ingreso por DEA.

III-. Instrumentos de Evaluación Aplicados:

Pruebas Aplicadas:
Prueba Evalúa 6.

VI-. Resultados Evaluaciones:

Sus resultados generales indican que debe ingresar a PIE en modalidad DEA..

Capacidades Generales
Es una alumna muy perseverante y esforzada, tiene voluntad de aprender y con ello se ayuda mucho a superar sus limitaciones.
Lenguaje y Comunicación
Lectura:
Su lectura es de calidad fluida y de velocidad media. Su comprensión lectora es de rendimiento medio-bajo y concreto. Se debe estimular la inducción y deducción.
Escritura:
Su escritura se concretiza en texto de baja calidad y muy breves. Su letra es cursiva y legible.
Aprendizajes Matemáticos:
Cálculo y Numeración:
Sus resultados en cálculo y numeración están muy por debajo de la media. Le falta fluidez en numeración y algoritmos en números naturales, fraccionarios y decimales.
Resolución de Problemas:

Appendix E

Test Sample (pre-test)

Instrument

Part 1: Production ability test.

Student Sheet:

Instructions:

- Say your name and surname out loud.
- Say each sentence one time out loud.

1.-Charlie is on a big chair.

2.- My mother loves me very much.

3.-She has five shiny balls.

4.- A beautiful baby bear.

5.- The English teacher reads a dictionary.

6.- I eat fish every seven days.

7.- In November we have a communication test.

8.- Each year we go to the beach.

Teacher Sheet:

-Students will be recorded.

Student: _____

1- Charlie is on a big chair.

tʃ	b	tʃ

2- My mother loves me very much.

v	v	tʃ

3- She has five shiny balls.

ʃ	v	ʃ	b

4- A beautiful baby bear.

b	b	b

5- The English teacher reads a dictionary.

ʃ	tʃ	tʃ

6- I eat fish every seven days.

ʃ	v	v

7- In November(v) we have a communication test.

v	v	tʃ

8- Each year we go to the beach(ch).

tʃ	b	tʃ

Part 2: Recognition ability test.

Students Sheet:

Name:

_____

___

Symbology:

CH = **X**	SH= ✓	B = **+**	V = **--**

Which sound do you hear?

1.-

2.-

3.-

4.-

5.-

6.-

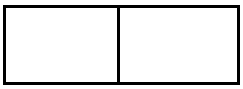
7.-

8.-

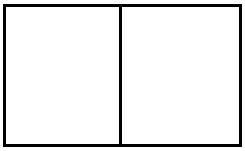
9.-

10.-

11.-



12.-



Teacher Sheet:

1.1 Pre-test

1.- Cheap – Sheep = X /✓

2.- Berry – Very = + / -

3.- Van – Ban = - / +

4.- Chip – Ship = X = ✓

5.- Bowl – Vole = + / -

6.- Cash – Catch = X / ✓

7.- Shop – Chop = ✓ / X

8.- Mash – Match = ✓ / X

9.- Vest – Best = - / +

10.- Biking – Viking = + / -

11.- Watch – Wash= X/✓

12.- Base – Vase = + / -

1.2 Post-test

1.- Shark - Chair = ✓ / X

2.- Show - Cash = ✓ / ✓

3.- Berry - Very = + / -

4.- Best - Vest = + / -

5.- Ship - She ✓ / ✓

6.- Bow - Vase + / -

7.- Crush - Catch = ✓ / X

8.- Mash - Match = ✓ / X

9.- Biking - Viking = + / -

10.- Watch - Wash = X / ✓

11.- Base - Bass + / +

12.- Charlie - Shop = X / ✓

Table of specification

Blending rubric - pre test

Ability Sound	Production	Recognition
/ʃ/	/6	/6
/tʃ/	/6	/6
/b/	/6	/6
/v/	/6	/6
Total:	/24	/24