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"HOW TO IMPROVE READING HABITS IN CHILEAN STUDENTS BY MOTIVATING THEM THROUGH MULTIPLE INTELLIGENCES: A QUASI EXPERIMENTAL STUDY IN AN EFL CLASSROOM"

SEMINARIO PARA OPTAR AL GRADO DE LICENCIADO EN EDUCACIÓN Y AL TÍTULO DE PROFESOR DE INGLÉS.

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1. INTRODUCTION

In order to develop reading habits, it is necessary to understand what habits are. They are considered as a repeated behavior of something that could happen very often, regularly or in an automatic way. They are also considered to be the foundation for growth, and development and are formed through consistent and frequent repetition (W.A, 1956). The habit is considered both inside and outside the classroom and emphasis should be placed on motivation and students' interests. The development of reading habits is not very high, especially inside the classrooms, as one can see in different studies or statistics such as "Consejo de Cultura" (2008). According to this study, 60% of Chilean people have not developed reading habits (Política Nacional del Libro y la Lectura, 2006). Therefore, our investigation was focused on generating more motivation in students by teaching them, through activities, to focus on their own specific interests and as a result, they would develop better reading habits.

We focused on the multiple intelligence theory to find out the needs that every student has (Gardner's theory developed in 1983, reformulated in 1999). Our main tool in order to improve reading habits is motivation, and at the end of this investigation, we have found some clear and specific needs of students that motivate them to study and see reading as a habit and an everyday necessity to accomplish these general needs.

Simple habits can perhaps lead us from reading our e-mails daily, towards other kinds of texts whose difficulty may be greater. By increasing those reading habits, we will find ourselves eventually reading a novel or a more complex text. Hopefully, students will read as a habit and that will also implicitly improve their grammar, vocabulary and comprehension skills in the learning of a foreign language. We anticipate this implicit improvement based on the idea that reading stimulates the brain. Jeffrey M. Zacks, study co-author and director of the Dynamic Cognition Laboratory at Washington University in St. Louis said that Psychologists and neuroscientists are increasingly coming to the conclusion that when we read a story and really understand it, we create a mental

simulation of the events described by the story. (Washington University in St. Louis, 2009)

Upon conclusion of this project, we expected that students would be capable of reading texts and understanding them in order to achieve a specific objective.

These objectives could be as general and simple as following a direction or finding an address. The number or quantity of reading material is going to increase inside the classroom and personal reading will become a habit in students' lives. Stimulation will help teachers to make the classroom a great environment for studying and students will feel motivated to learn.

CHAPTER II

Theoretical framework

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2 THEORETICAL FRAMEWORK

2.1 LEARNING STYLES

Different learning styles affect the means by which we as individuals learn. Learning styles refer to different approaches of learning; this is based on the ideals of focusing the class on the student, and teaching using different methods for all the different styles that can be found in a classroom. For this purpose, style can be defined as:

> A term or concept that refers to consistent and rather enduring tendencies or preferences within an individual. Styles are those general characteristics of intellectual functioning that pertain to you as an individual, and that differentiate you from someone else. For example, you might be more visually oriented, more tolerant of ambiguity, or more reflective than someone else (Brown, 2000, p. 113).

To identify the style in which people learn there are environmental and cognitive issues that affect each person's preferences and abilities. Douglas Brown (2000), said that "People's styles are determined by the way they internalize their total environment, and since that internalization process is not strictly cognitive, we find that physical, affective, and cognitive domains merge in learning styles" (p. 113).

Learning styles are different in each person and in order to deal with these differences, it is important to learn and try to utilize the right materials depending on the favorite or easier way to learn.

There are three different kinds of learning styles that have a big link with an important theory known as the multiple intelligence (M.I.) theory which is explained in full detail in the next section (2.2); these are: visual learners, auditory learners and tactile-kinesthetic learners. Constructivism allows us to develop our own way of understanding and learning styles focus on the different abilities of learning and how every individual is motivated by their preferences and skills to do their best. "Multiple intelligence theory, along with

constructivism and cooperative learning, is a big contribution to the understanding of the learning process of the students that nowadays is being employed by many educators, from different levels and specialties, around the globe" (Diaz & Valenzuela, 1999, p. 3).

There are three different learning styles: Visual/ auditory/ kinesthetic.

Some materials that may help in the classroom for each of these kinds of learners are:

- Visual: pictures, movies, videos.

- Auditory: oral presentations, audios, songs.

- Tactile: games with objects, anything students can move and touch.

There are also two different styles in which we process the information:

- A reflective Style: "a reflective style invariably grows out of a reflective personality or a reflective mood" (Brown, 2000).

- An impulsive style: "An impulsive style, usually arises out of an impulsive emotional style" (Brown, 2000).

2. 2 MULTIPLE INTELLIGENCES THEORY

Searching for an answer for the lack of motivation in reading, we may start looking at psychological aspects and human capacities to understand what we read and why we need to read. When we think about improving our reading habits, we think that it may be that most of us do not really understand what we read, so we might ask ourselves if that could be an intelligence problem.

2.2.1 WHAT IS INTELLIGENCE?

When we talk about intelligence, we immediately associate the term with knowledge, but we skip all together the psychological part, which includes our capacities, our talents and also the way we see and understand the world. During the 1900's, the psychologist Alfred Binet developed a test with the purpose of quantifying human capacities, and he created the well-known intelligence quotient (IQ) test which indicates our "intelligence level."

The IQ test has a lot of different formats and consists of answering a mixture of different kinds of problems, for example, arithmetical or linguistic. The result is calculated by giving points for every single correct answer.

When someone gets a high score, we may predict that this person will be capable of accomplishing many objectives because of his/her ability to predict and to rationalize problems which are higher than the people with lower scores. But what if a person who has a high score on one of these tests does not really achieve or develop any kind of goal, or for the purpose of this study, what if that person does not like to read or does not have any kind of reading habit. Then, we need another indicator, one that can give us a scientific answer that is as reliable as the IQ test. Thus, the term intelligence may be better understood as "multiple intelligences".

Multiple intelligences theory was developed by Howard Gardner (1983). Gardner is a psychologist and a professor of Harvard University. The theory tries to focus on other gifts that human beings possess, not just the traditional understanding of intelligence, because the IQ test just focuses on the capacity of resolving linguistic and arithmetical problems, but what about musicians or the rest of the artists? It is important to mention that every person possesses every intelligences or capacities, but we have a predominant one and that intelligence is the main or specific manner in which we express and intensify our knowledge.

Now that Gardner is clear on the idea that intelligence is not just part of your cognition but it is also ability and the psychological part is a big issue, it is important to know how Gardner makes the difference between an ability or characteristic and what he calls an intelligence.

To define a skill as intelligence he bases it on eight different criteria:

- Possibility that intelligence can be isolated in case of brain damage.

- That it has a plausible evolutionary history

- The existence of one or more identifiable operations that work as an essential or central function.

- Possibility of codification in a symbols system

- A well developed difference and a definable group of action that indicates a final condition.

- The existence of *idiot savants,* prodigies and other exceptional people.

- Count on the back up of the experimental psychology

- Count on the back up of psychometrics data (Gardner, 2001).

This theory gives us eight different types of intelligences:

Nature Smart (Naturalist) · People Smart (Interpersonal) · Number Smart (Logical/Mathematical) · Picture Smart (Spatial/Visual) · Self Smart (Intrapersonal) · Body Smart (Bodily-Kinesthetic) · Music Smart (Musical) · Word Smart (Linguistic)
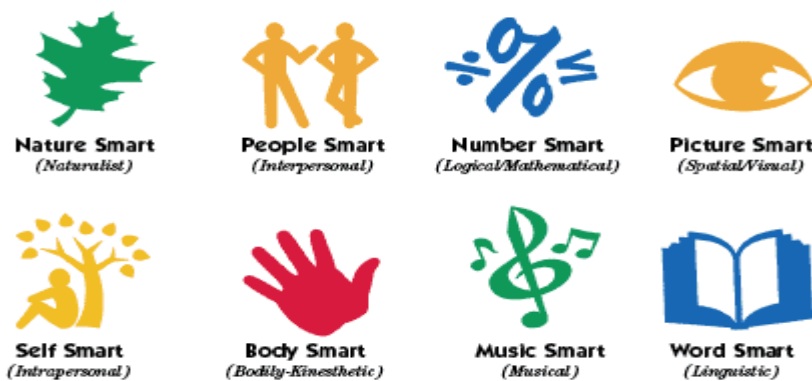
- **Musical intelligence:** this intelligence describes people who have sensitivity to sounds; they can also compose and play musical instruments. Working with people who have this intelligence could be a guide to learn in a rhythmical way, such as songs.

- **Naturalist intelligence:** this intelligence describes people aware of the environment and their surroundings, this people work in relation to the world and nature, they would learn in an outdoor classroom.

- **Bodily-kinesthetic intelligence:** this intelligence describes people who have the ability to use their bodies and hands in a skillful way. They learn using their bodies and interacting with the space around them. They usually enjoy physical activities like dancing.

- **Logical mathematical intelligence**: this intelligence describes people who have a special ability with numbers and related subjects. Logical thinking is a big part of what defines this intelligence.

- **Spatial/visual intelligence**: this intelligence describes people who possess a little mathematical and kinesthetic intelligence because it involves good coordination and also the ability to work with symbols.

- **Interpersonal intelligence**: this intelligence describes people who are characterized by the awareness of the emotional states of the social environment. Also, they may find useful learning through real experiences, and hearing about other people's points of view.

- **Intrapersonal intelligence**: this intelligence describes people who feel a strong connection and understanding of themselves. They usually prefer working on their own.

- **Linguistic intelligence**: this intelligence describes people who posses better oral and written skills. When Gardner (1983) talks about linguistic skills he does not mean that everyone is capable of using the language they possess, because all of us use language in our everyday lives. This intelligence is far more specific; "language skills consist of the ability to use a language correctly, and moreover, those understanding the beauty of a language and those being able to make creative use of it, are among the fortunate few who possess linguistic intelligence" (Oak, 2008).

In a few words, we could think that people who possess linguistic intelligence are those who must read the most, but the only thing that we can really say about this, is that people who possess this intelligence as the predominant one can understand what they are reading in an easier way, but that does not mean that their reading habits are the best.

If after taking a test on Multiple Intelligences, we find out that our predominant intelligence is the bodily- kinesthetic one, it does not mean that we are not going to be capable of working on a mathematical problem. What our predominant intelligence is going to do for us is give us an easier way to achieve our goals working with our best tools, since Gardner, 1984 has postulated that we possess all the intelligences.

The way to focus work inside the classrooms is guided by all the predominant intelligences that one may find. To develop a strategy or an action plan teachers´ look for materials or tools to apply this theory giving our students an approach to explain their capacities and work with them.

The importance of this is that if we are motivated to do something, we will do it better. Regarding reading, Herbe, Thielenhouse & Wykert (2001) postulated, after working with the multiple intelligences theory on reading, that; "students took a leadership role in the learning process, and as a result, became focused, insightful, and inspired readers"

Now, after understanding that human capacities are not the same in every person, it is important to search for a way to make or develop a real need that motivates reading for everyone in a classroom, creating, in that way, a habit.

This theory has been worked on in different studies and situations, having positive results.

A study done by Herbe, Thielenhouse and Wykert, finally concluded that "The use of integrating multiple intelligences into daily lesson plans clearly increases students' motivation in reading" (Herbe, Thielenhouse & Wykert, 2001).

In New York there is a museum that incorporates the multiple intelligences theory to present their material in an innovating educative method, the Strong National Museum of Play postulates that:

> We all have and use in various combinations to know, understand, and learn about our world. The lesson "My Smart Parts Are Working!" introduces students to Multiple Intelligences in a kid-friendly way, and the teacher workshops can enhance your knowledge of how to apply the Theory of Multiple Intelligences in your classroom (Museum of play, n.d.).

New Horizons for Learning is an international, nonprofit educational network founded in 1980. New Horizons have worked and described why multiple intelligences is a theory used in classroom and why teachers work with it.

New Horizons said that the interest on this theory is based on:

- Has been adapted and interpreted by many intermediate writers who have made it easy for both teachers and parents to see the value of the concept and its applicability to uses in the classroom. This broad range of interpretations at intermediary levels makes related techniques easy to understand and use by both preservice and practicing educators. Also, due to the proliferation of medial interpretations, related conference presentations and accessible classroom materials (in addition to associated articles for parents in current media) MI has become so popular that the concept has become much like a grassroots movement.

- Aids teachers in easily creating more personalized and diversified instructional experiences

- Offers teachers assistance in helping students become empowered learners by extending and promoting cognitive bridging techniques based on the seven intelligences; by fostering deep metacognitive understanding; and by advancing suggestions for a broad array of diversified study skills techniques.

- Helps teachers explain and promote understanding at intrapersonal, interpersonal and cultural levels.

- Taps into students' intrinsic levels of motivation through natural talents, thus helping teachers construct self-motivating educational experiences and ones which help promote the concept of flow in the classroom.

- Often validates teachers' insightful and intuitive assessments of students' natural talents and offers those justifications and assistance in creating related personalized educational accommodations and experiences.

- Provides teachers, parents and students with a more extensive and egalitarian conceptualization of giftedness (Owen, 1998).

There is another study done in Bogota, Colombia related to multiple intelligences. This study focused on learning English through developing Multiple Intelligences, considering them as a fundamental tool that the teacher has when the teaching-learning process occurs. Although this study had another kind of purpose, that objective is the teaching of English language, and it also used Multiple Intelligences but it did not focus the objectives on the use of this theory. "Multiple intelligences theory increments the development of thinking, making the students to improve their conceptual level and expression of the English language" (Rojas & Vullmuth, 2004 p.90).

Howard Gardner theory gives to the educational system a constructivist approach that helps teachers to make students learn and work, being the student the main focus in the classroom i.e. "student-centred learning is described as focusing on the students' learning and 'what students do to achieve this, rather than what the teacher does" (Harden and Crosby (2000:335) as referred in O'Neill & McMahon, n.d). Considering the previous definition, the way to demonstrate that the class is focus on the student is through motivating the students. For this to happen is necessary to know what motivation means.

2.3 MOTIVATION

Talking about motivation is very important and we would like to begin by mentioning different author's definitions of motivation to have a better understanding of this complex topic.

Motivation is defined as the need or reason for doing something (Definition of motivation noun (REASON) from the Cambridge Advanced Learner's Dictionary). There are two kinds

of motivation: Integral and Instrumental. The former refers to the need of learning something in order to integrate a group, while the latter involves personal needs, with people pursuing their own interests. Motivation has been termed as the key to all learning, the key factor in obtaining success and as the learner's orientation with regard to the goal of learning a second language (Ngeow & Yeok-Hwa, 1998). So, there is no doubt that one of the more complicated problems of second language learning has been to develop motivation in the classroom.

Motivation is very important since it is needed to investigate students and their development in the ESL classroom because students need to be motivated so they can develop different activities in class. Those activities may include: talking about books they have read in the past or during sustained silent reading, readings about different genres – fiction and non-fiction, and choosing books that support a theme or project, among others. Unfortunately, there is no magical formula to motivate students. However, if the students' interests are known, it might be more likely to occur. Many factors affect student's motivations, such as interest or perception because, not all students are motivated by the same values, desires, needs or wants (Gross, 1999).

For a better understanding about motivation, it is important to know that there are different sub-parts such as Intrinsic, Extrinsic, Integrative and Instrumental motivation. Besides, it is important to know what factors influence students to be more or less motivated, because students generally do not share the same objectives (Matsuzaki, 2005). Regarding reading motivation, Gambrell and Marinak (2009) have identified a number of important factors about reading motivation including self-concept, value of reading, choice and time spent talking about books, types of text available and the use of incentives. They also say that their research confirms that students' motivation is a key factor in successful reading.

Bandura (1986 as referred in Ganbrell & Marinak, 2009) defines self-efficacy as the beliefs we have about ourselves that cause us to make choices, put forth effort, and persist in the face of difficulty. To help in the classroom, he notes that one of the most powerful sources of self-efficacy is mastery experience. Mastery experience occurs when a child evaluates

his or her own competence after learning and believes his or her efforts have been successful (Gambrell & Marinak, 2009).

Schütz (2007) states that there are three important factors that play an important role in this subject. Krashen (1987) is mentioned by the same author and he says that Krashen stipulates five theories of second language acquisition. One of those theories has to do with one of our main topics in this study, which is motivation. We want to refer to Krashen's fifth hypothesis, the affective filter hypothesis. We have chosen this aspect because here he stipulates three affective variables, such as motivation, which is our main interest and also self-confidence and anxiety (Schütz, 2007).

Moreover he claims that learners with high level of motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'increase' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, "when the filter is 'up' it impedes language acquisition (Krashen, 1987 as referred to in Schutz, 2007).

Matsuzaki (2005) in one of his works states that another important author who talks about implication and strategies for L2 learner's motivation is Dornyei.

This author suggests the following objectives in order to increase students' motivation:

- ➢ Developing students' self-efficacy
- ➢ Decreasing their anxiety
- ➢ Promoting motivation-enhancing attributions
- ➢ Encouraging students to set attainable sub-goals
- ➢ Increasing the attractiveness of course content

Matsuzaki (2005) mentioned that Dornyei also says that the most important concept when teachers want to motivate their students is that firstly they have to develop a good

relationship with the students. We as teachers should motivate our students, setting examples based on our own behaviour and creating a pleasant and relaxed atmosphere in the classroom. As mentioned before, self- confidence is an important variable in learning a second language. Thus, another goal is to increase the students' linguistic self-confidence. For example, if they do not know how to say something, we can ask them to remember what they learned before by giving them clues that somehow will activate their previous knowledge and if they succeed, then we have to reinforce this by telling the students what a good job they have done. Thus, the student feels more confident about what he or she already knows. Personalizing the learning process and not guiding ourselves only with the textbook, but trying to find out what the students' interests are and trying to make the lessons more interesting for them is a main goal for teachers. For example, listening to songs that are being released at the time the lesson is being given, or maybe choosing texts related to issues they may have been going through so that they feel comfortable reading about topics of their own interests. Finally, learners have to be familiarized with the target language culture. There is a very important point here, because students feel more motivated when reading about other people's culture.

The same author also argues that so much is going on in a classroom at the same time that no single motivational principle can possibly capture this complexity. Therefore, in order to understand why students behave as they do, we need a detailed and most likely eclectic construct that represents multiple perspectives. Moreover he developed an extended, classroom-friendly model in which Second Language (L2) motivation is conceptualized on three levels. It is important to note that the model gets motivation from three perspectives simultaneously - it does not attempt to divide motivation into three sub-types. The learner's language level demonstrates the social side of L2 motivation, including Gardner's integrative and instrumental motivational subsystem. It also represents individual characteristics of the learner, such as need for achievement, language use anxiety, perceived L2 competence, self-efficacy and concerns internal desire for issues related to self-confidence.

2.3.1 EXTRINSIC VERSUS INTRINSIC MOTIVATION

"Motivation can be categorized as either extrinsic (outside the person) or intrinsic (internal to the person)" (Huitt, 2001). These important distinctions can be used to increase motivation in the classroom. Intrinsic motivation has the following characteristics:

- Explaining or showing why learning a particular content or skill is important

- Creating and/or maintaining curiosity, by providing a variety of activities and sensory simulations

- Providing game and simulations to set goals for learning, to relate learning to students' needs and to help students develop a plan of action.

Extrinsic motivation provides clear expectations in order to give corrective feedback, provide valuable rewards and make rewards available (Huitt, 2001).

The most important factor in motivation is to capture the students' attention. As mentioned before, intrinsic motivation comes from within the students (Lile, 2002). Here the students are motivated because they want to study. The students receive some kind of satisfaction from learning. To have an intrinsically motivated student is the main idea of all motivational development. To have a motivated student means that we know what his/her needs are. If we want to know the needs of each student, it is necessary to know what his/her personal motivations are.

2.3.2 THE IMPORTANCE OF INTRINSIC MOTIVATION

Brown (2001) in his book "Teaching by Principles, An Interactive Approach to Language pedagogy" refers to intrinsic motivation which is considered a cognitive principle. The author posits that the most powerful rewards are those intrinsically motivated within the learner. Because "the behavior stems from needs, wants, or desires within oneself, the behavior itself is self-rewarding; therefore, no externally administered reward is necessary" (Brown, 2001).

It is important to develop intrinsic motivation in a second language classroom, considering some activities that are interesting for students such as:

- Teaching writing as a thinking process in which learners develop their own ideas freely and openly.

- Showing learners' strategies of reading that enable them to bring their own information to the written word.

- Language experience approaches in which students create their own reading material for others in the class to read.

- Oral fluency exercises in which learners talk about what interests them and not about a teacher assigned topic.

- Grammatical explanations that allows learners to see their potential for increasing their autonomy in a second language.

When motivation is mentioned, it is related to especially intrinsic and extrinsic motivation, so it is necessary to say that each of these motivations is divided into two types; integrative and instrumental. Integrative motivation is characterized by the learner's positive attitudes towards the target language group and the desire to integrate into the target language community. On the other hand, instrumental motivation underlies the goal to gain some social or economic reward through L2 achievement, thus referring to a more functional reason for language learning.

Integrative motivation is developed when students want to learn a language to become part of a speech community (integrate). An important aspect of this form of language learning is using language for social interaction.

Instrumental motivation relates to students, wanting to learn a language for the purpose of obtaining some concrete goal such as a job, graduation, or the ability to read.

The teacher needs to increase the instrumental motivation to give to students the importance of English in a world environment, such as business, travel, technology, scientific research, etc. Research shows that instrumental motivation is effective for L2 learning (Norris, 2001).

2.4 READING AS A SKILL

To start writing about why we chose reading it is important to make clear that there are four main communication skills:

- Listening

- Reading

- Writing

- Speaking

These skills are based on the good communication between people, and none of these skills is more important than the other.

> We talk to people face to face, and we listen when people talk to us. We write emails and reports, and we read the documents that are sent to us. Communication, therefore, is a process that involves at least two people - a sender and a receiver. To be successful, the receiver must understand the message in the way that the sender intended (Minds tools, n.d.).

Even though our research was based on reading skills to be the focus of our investigation instead of one of the other communication skills such as listening, writing or speaking, it is important to note that we, as researchers, are by no means claiming that reading is more important than any of the other skills.

As Cameron (2001) said in her book "Teaching Languages to Young learners":

> It is important to begin with, and to keep returning to, the idea of reading and writing as language use for expressing and sharing meanings between people. Literacy in this sense is both social and cognitive. Socially, literacy provides people with opportunities to share meanings across space and time. Cognitively, literacy requires that individuals use specific skills and knowledge about how the written language operates in processing text (Cameron, 2001, p. 123).

The interpretation from a Venezuelan psychopedagogist, Doris Gicherman (as referred in Shoebottom, 1996) supposed that if we search for some information, as on the internet, we can find many texts that show how relevant reading is for education and how we are benefited by this skill because it is one of the skills we will use all our life. We always read to obtain specific information, e.g.: when we look up a telephone number, read a newspaper to find a cinema in order to learn at what time we can watch the movie, look up a word in a dictionary, in an encyclopedia, or on the internet, to learn, to travel amongst many other things. Reading is the way to knowledge and freedom. This allows us to travel through time and space and know the life and the environment, the customs and all man's creations. Reading habits keep the mind active and help in the development of the imagination and creativity while also enriching the vocabulary; such as vocabulary through oral and written expressions. From a psychological point of view, it helps for a better understanding of the world, i.e. for a better personal development as in our personal and professional life. Cameron (2001) said that "the context is used to refer to any sources of information that are not inside the text but come from the reader's world. Adult readers usually choose their own texts and have good reasons for waiting to read them" (Cameron, 2001, p. 128).

Another central point is to look at the importance of reading (Programas de Estudio Educación Básica y Media Formación General, 2004) in the Chilean education and how teachers are dealing with reading skills and the significance teachers actually give to reading texts. The principal aims of English as a Foreign Language (EFL) classrooms in Chile are focused on the listening and reading comprehension that reflect the Main Objectives [(Objetivos Fundamentales)] and the Minimum Mandatory Contents [(Contenidos Mínimos Obligatorios)] of the programme.

Teaching Languages to Young Learners by Lynne Cameron (2001) explained how being a good reader will help you to obtain better grades. The author said research findings in applied linguistics and reading research consistently show a strong correlation between reading proficiency and academic success at all ages, from primary school right through the university level. Students who read a lot and who understand what they read usually attain good grades.
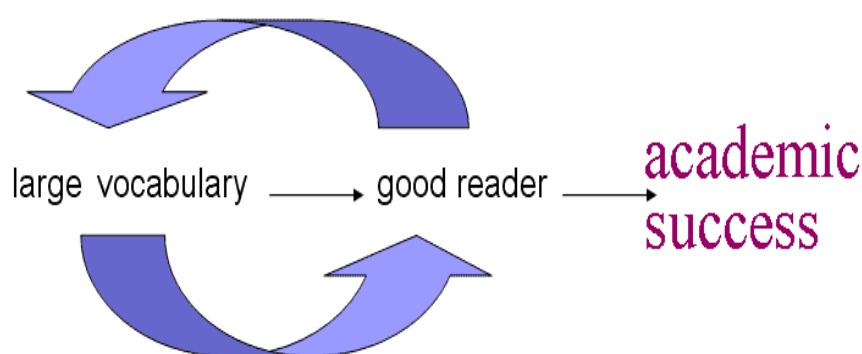
*The graph above illustrates the interdependence of vocabulary, reading ability and academic success (Shoebottom, 1996).

Therefore, as one can see, the creation of an environment is conducive to reading. In order to develop habits, students need to be surrounded, not only at school, but a total environment favorable for reading habits in their everyday lives.

2.5 READING STRATEGIES AND FAMILY MOTIVATION IN ADOLESCENT ENGLISH LANGUAGE LEARNERS.

For many English learners, learning an academic language can be compared with learning an additional language... In situations where the student has been exposed to academic English, or to literacy practice in their L1, teachers are likely to find that their students may experience faster progress in school-related tasks and activities as compared with those who may not have had such experiences in L1 or L2 (Lenski & Lewis, 2008, p. 77).

Gerardo Castillo (1992) in his book "Tus hijos adolescentes" [(your teenage children)] wrote that people do not have time to socialize with others, and also that people do not read because good books are expensive, so just the minority have access to them. He also mentions that massive supplies and demands are mostly audiovisual medium, i.e Television Shows and Internet media. Bad reading comprehension is developed by adolescents who do not read a lot of books and when they do, they read fast because they read to accomplish a goal e.g. when they need a mark in a reading comprehension test. Images are preferred rather than letters and as they do not have the habit of reading, coping with a whole sentence or even a single page could not only be just a fight but a battle for them. Castillo (1992) relates this with teenage behaviour, and how they can develop positive attitudes to coexist with others. If they do not read enough, will they have conversation topics? Will they know how to ask, listen and express themselves? Will they be able to not judge someone with a different way of thinking? Castillo, (1992) also says that reading is part of family culture because if books, magazines and newspapers are not part of the home and neither of the parents make an effort to read, the child will lack family culture. Some strategies the author mentions in this chapter for family coexistence is that opportunities have to be found by parents to share reading time with their children. While reading, they have to learn to discover the meaning or the message that every text conveys. Questions should be made about the reading and then children will be able to get their own ideas or conclusions after reading something.

One of the important parts of the interactive process of reading is schemata. It is called interactive because "the reader interacts with the text to create meaning as the reader's mental processes work together at different levels" (Carell, Devine & Eskey, 1998).

 "Schemata are the reader's pre-existing concepts about the world and about the text to be read. The reader matches what he or she finds in any text, if something does not match, it is because the reader has found new information and so he or she will misunderstand the new material or even ignore it" (Civilkienė, Daraškaitė, Lauruškienė & Toropovienė, n.d.).

Content schemata are background knowledge about the cultural orientation or content of a passage. For example, the reader might know that Isabel Allende wrote stories about Chilean families, not real stories, but with a real social and political context. "Such content schemata help the reader to understand and recall more than do readers less familiar with the text context" (Carell, Devine & Eskey, 1998).

For second language readers, language proficiency is required to activate relevant schemata, and it is not surprising that when someone fails to access appropriate schemata it is because the reader lacks language processing skills. Therefore, the reader has to be encouraged to expand vocabulary in order to acquire control over complex syntactic structures to improve reading comprehension. Using titles and illustrations to understand a passage, skimming, scanning, summarizing, guessing word meanings, becoming aware of the reading process and taking risks are used as some of these strategies (Grellet,2006).

According to the Longman Dictionary of Contemporary English (2006), to skim is to read something quickly to find the main facts or ideas in it, but not very carefully.

Skimming can help you to decide if the text is interesting and whether you should read it in more detail.

> "This term is often confused with scanning, which is used to obtain specific information from a piece of text. Sometimes you can use both reading methods. After you have skimmed a piece of text to decide whether the text is of interest, you may wish to use scanning techniques to locate specific information" (BBC UK, n.d)

A skills wise factsheet of the bbc.co.uk website gives useful information for students to take advantage of reading time.

- "Read the title, subtitles and subheading to find out what the text is about.

- Look at the illustrations to give you further information about the topic.

- Read the first and last sentence of each paragraph.

- Do not read every word or every sentence. Let you eyes skim over the text, taking in key words.

- Continue to think about the meaning of the text" (BBC UK, n.d.).

Scanning is reading something quickly (Longman Dictionary of Contemporary English, n.d), in order to get a general idea of its meaning or to find particular information. We use scanning to look up a phone number, read ads in a newspaper, even in websites sometimes for information. It is not necessary to understand every word in these tasks. We also use this technique when we do not have enough time to read an entire article or textbook when studying. Some of the hints for better scanning the bbc.co.uk website gives us are the following,

- Do not try to read every word. Instead let your eyes move quickly across the page until you find what you are looking for.

- Use clues on the page, such as headings and titles, to help you.

- In a dictionary or phone book, use the 'header' words to help you scan. You can find these in bold type at the top of each page.

- If you are reading for study, start by thinking up or writing down some questions that you want to answer. Doing this can focus your mind and help you find the facts or information that you need more easily (BBC UK, n.d.).

A teacher has to guide students on when to use these different strategies.

To incorporate these strategies into the classroom it is necessary to develop four stages during a lesson. Pre reading activities introduce students to a particular text and it is here when the necessary schemata are activated. Here the teacher has to make them discuss author or text type, brainstorming, review familiar stories, considering illustrations and titles, skimming and scanning for structure and main ideas. Reading exercises is the second stage and this will help students to develop reading strategies such as skimming, for example by giving them previous questions related to the text. Some of these exercises are guessing word meaning by using context clues, word formation clues, or cognates. They can also apply schemata and scanning and learn to use the dictionary. Post reading exercises can be used to see if the students understood the text and if that happened, lead

them to a deeper analysis of the text by getting them into groups. In that way they can share information that maybe others could not get from the text but, someone else may have who read the text more effectively. Thus, the rest of the group focused on information they did not comprehend or at least not correctly (Carell, Devine & Eskey, 1998).

2.6 CAN READING HABITS BE DEVELOPED OVER A SHORT PERIOD OF TIME?

Reading is one of the fundamental parts of an individual's education, and children, who learn to read from an early age, should be more successful in academic areas. However, based on an article from "National Politics of the book and the reading" ([Política Nacional del libro y la lectura, 2006]), 60% of Chilean people have not developed reading habits("Política Nacional del Libro y la Lectura, 2006, p. 4) and an international study (Programme for International Students Assessment-PISA, 2000) emphasizes that 78% of Chilean students do not have the sufficient reading level to insert themselves successfully in the working world. For this reason, we think developing reading habits could help to change that situation. But as an initial question, we must first refer to what the researchers understand when the word habit is used. One main question to consider is how can students learn a habit? In order to answer this question, we firstly need to know the meaning of what habit is. "There is no one in this world that does not have a habit (…) Habits are reminders that we learn within our environment" (The Good Habit Guide, 2007, p. 3). Therefore, all human beings have habits which directly affect the way we behave, speak, and think. So the environment is an important factor to learn or to form a habit. But what exactly are habits and how are they formed? "Habits are defined as any act that is acquired through experiences and is performed on a regular basis" (Mortimer, n.d.).This highlights that when a habit is acquired, it becomes almost automatic in nature. The psychologist, Adler Mortimer, explains that "habits are formed by the repetition of particular acts. "They are strengthened by an increase in the number of repeated acts" (Mortimer, n.d). In other

words, a habit is considered as a formed ability, which could be learned over a certain period of time (Mortimer, n.d.). The same author also emphasizes that an infant, during the early stages of her or his life, has within himself or herself a lot of potentialities and abilities, all of which need to be developed. So, this helps to answer the initial question about if reading habits can be developed over short period of time, because students can develop reading habits by repetition in order to do them as regular acts. This means that we as teachers should use repetition in our classroom.

"Habits develop through repeated practice over time and that they are automatic reactions of the brain to engage in particular behaviors" (Dorn & Soffos, 2005, p.66). Helping students to develop their reading habits is one of the most important goals for a teacher. So one might ponder how we as future teachers could create learning conditions where students develop habits of reading. Should this be reading habits? In order to answer this, it is necessary to emphasize that to get the habit of reading is to make yourself a refuge from almost all the miseries of life (Babauta, 2007), because a good book, article, story, among others can be satisfying and also can teach students or people, in general, about things beyond their daily horizons.

In order to motivate students to read it is necessary to create a reading environment. This is explained in Dorn and Soffos's book:

> Creating an environment conducive to reading is a necessary step in developing motivated learners who read for pleasure and purpose. The environment should be designed to guarantee every child's success in reading. To achieve this goal, teachers need to differentiate their instructions or activities in order to meet the diverse needs of their students (Dorn & Soffos, 2005, p. 66).

Nowadays, students are surrounded by many distractions, where everyone can utilize his or her time in any manner he or she likes. There are many different types of activities to engage them, but students "may not have that much practical wisdom to properly divide the limited time among studies, games and entertainments" (Santhakumary, 2008). So, too

much time for distractions as computer games, television programs among others, means too little time for studies and general readings "which will surely, affect their educational achievements" (Santhakumary, 2008). For this reason, the reading environment is very important to develop reading habits and the way to achieve that is by making students read interesting material such as magazines or articles related to their interests or likes. But who can help or change that situation in order to develop reading habits? The answer is simple; teachers could help in that situation. "Students are not likely to do much pleasure reading at home" (Sanacore, 1990, p.5), because as it was explained before, students have too much time for distractions at home, because they do not know how to spend their free time and also they do not have adult supervision, because their parents are career-oriented (...). So teachers have decided to try to change that situation by doing it at school (Sanacore, 1990). The procedure of how teachers can develop reading habits in the classroom, considering students' interests and likes will be explained in the next chapter, where the study will be explained and how it will work.

Another important aspect, which is closely related to how reading habits can be developed, is why is it so important to improve reading habits? and what benefit do learners or people get from having good reading habits? The following paragraph will explain this and will also try to answer these questions.

2.7 WHY IT IS IMPORTANT TO DEVELOP READING HABITS

When students read, they develop several skills, for example they improve their vocabulary, and they have an idea of correct grammar structures and get information from different types of texts (Harmer, 1998). Besides, if reading becomes a habit, it helps students strengthen their social skills and their reading skills.

A study from Stanford University (2006) analyzed the behavior of 400 students, from kindergarten to fifth year, distinguished by being good readers and those who had no reading habits. Those who read on a regular basis found it easier to make friends and

establish social bonds. In contrast to children that did not have reading habits, which were more withdrawn and even aggressive. (Miles & Stipek, 2006).

Also, it is a good point if we talk about aggressiveness inside of classrooms. It could be beneficial for us, as future teachers, to improve through reading other skills such as tolerance and empathy. But our main focus is improving reading habits and all students have different reasons why to read.

CHAPTER III

The study

CHAPTER III

3 THE STUDY

3.1. INTRODUCTION

3.1.2 DESCRIPTION OF SCHOOL AND STUDENTS.

3.1.2.1 THE SCHOOL

The school that was used for this project was "Liceo Nº1 Javiera Carrera," a public school which was founded in 1894. This is a school for girls and also one of the most famous and well-known schools in Santiago. This school consists of 3,500 students approximately. They are distributed into 72 different classes, 12 in each level (from "Séptimo Básico to Cuarto Medio"). This school accepts students that come from different parts of the city and also different social classes.

3.1.2.2 STUDENTS

The students were girls of ages which fluctuated between 15 and 16 years old. These girls come from different parts of Santiago, so they belonged to different social classes, demonstrating that there is diversity inside the school. They were the people who formed the experimental and control groups. The experimental group consisted of 45 students and the control group consisted of 44 students.

3.1.2.3 WHY DID WE DECIDE TO DO THIS STUDY?

The purpose of this investigation was to improve reading habits in Chilean students, by placing them into separate groups according to their identified multiple intelligences. This was our main means towards motivating them to read more and to increase their reading habits, also that students have to understand and interpret simple written texts, authentic or adapted, in order to obtain general or specific information and show their comprehension and vocabulary acquisition, thus, the students can be motivated if they read simple texts that match their interests which will make the understanding of these simple texts easier.

The theory of multiple intelligences as already mentioned before in chapter two (see in

section 2.2) is a theory developed by Howard Gardner, professor of education at Harvard University during 1983. It suggests that the traditional notion of intelligence, based on IQ testing, is far too limited. Instead, Dr. Gardner proposes seven different intelligences to account for a broader range of human potential in children and adults (linguistic intelligence " word smart", logical- mathematical intelligence " number / reasoning smart", spatial intelligence "picture smart", bodily-kinesthetic intelligence "body smart", musical intelligence "music smart", interpersonal intelligence "people smart" and intrapersonal intelligences "self smart"). For our study, it is a very important topic in the classroom because this theory is so intriguing and expands our horizon of available teaching /learning tools beyond the conventional linguistic and logical methods used in most schools (e.g. lecture, textbooks, writing assignments, etc).

The connection that we found on working with these materials and the M.I. theory is the interest in the emotional and psychological level that we would like to have in our classrooms. The fact that all of us have a special way to learn, and a special way to understand the world is an important resource to be taught.

That is why we focused our attention on the multiple intelligence theory developed by Gardner (1983). This investigation is inclined to believe that if teachers understand better how a student mind works, they can stimulate that person by creating an educative environment that motivates them to learn or, in this case, which will motivate them to read. All of us have different ways to see life and understand the world, which is why we also have different ways to learn and become more motivated by different activities and situations. It is through the multiple intelligence theory that we will motivate our students to achieve their objectives.

After reading some up-to-date articles on the internet, we research discovered a new intelligence, the naturalistic, which is very similar to the spatial-visual. Gardner added and explained, in detail, the naturalistic intelligence in 1999 in his work called intelligence reframed (1999).

It is important to mention and explain why this specific intelligence was not used in the creation of the activities in the lesson plans we utilized. In classes, we did not have natural resources and it was even harder to find natural resources inside the school building. We could not take the students in the experimental group out, because they were the only group working on that activity. Further, this intelligence requires outdoor activities and that was impossible because if that intelligence had been included, we would have had to leave the rest of the class working alone. Due to the school's policies, that could not be done.

3.2 THE STUDY: A QUASI – EXPERIMENTAL DESIGN

This quasi-experimental design allowed us to create an experimental plan that was applied in our experimental group (Segundo Medio "I"). The results were analyzed and then we could see the effects of the experimental plan in contrast to the control group (Segundo Medio "B"). The main difference between this design and an experimental design is that the groups that are used in the quasi-experimental design are not chosen randomly, but the groups are already formed in advance, for example, two classes at school as in our experiment. These two groups have not been chosen randomly and because of this, the results that we obtained cannot be one hundred percent reliable and these kinds of experiments may lack some validity (Hernandez, Fernandez, Batista, 2005).

This experiment was also a "correlational" investigation. The main purpose of this type of investigation is to measure the degree of relation between two or more variables, considering one particular context, in this case, the school Liceo N°1 Javiera Carrera. For this reason, it is called "correlational" because it intends to establish the grade of correlation between some variables, but it does not intend to give a complete explanation

about the experiment. It investigates the correlation between the variables, where the cause and the effect are not so important. (Hernandez, Fernandez, Batista, 2005).

This investigation was mainly quantitative, because the main aim was to analyze the results that we obtained from the pre and post surveys, and to find different relationships between the variables, but a qualitative observation is also included, because many external things were seen inside the classroom.

In this project, we considered the following variables: motivation and reading habits, but other variables have also been included such as: students, motivation, reading habits, reading comprehension, students' English level, internal and external motivational factors, multiple intelligences, students' interests, gender, and age.

According to those variables we formulated the followings objectives and hypotheses.

3.3 OBJECTIVES

3.3.1 GENERAL OBJECTIVES

- Study, define and apply the different internal and external factors that influence student's motivation in classrooms.

- Develop reading habits in Chilean students by doing different activities according to each student's intelligence, which will be identified by applying Gardner's multiple intelligences test.

- Students will be capable of reading texts and understanding them in order to achieve a specific objective.

3.3.2 SPECIFIC OBJECTIVES

- Identify individually and then by groups all the multiple intelligences in the studied class group.

- Study multiple intelligences to understand the students' needs.

- Study the way in which motivation works with students.

- Find and create activities in order to make students read to accomplish their final objectives.

- Identify benefits of reading, especially in a second language.

- Find out the students' needs in order to make them feel motivated to read in the classroom.

- Learn about students' preferences through a pre and post survey.

- Learn why and how students like or dislike reading.

- Find out about students' reading habits before and after the use of multiple intelligences in the classroom.

3.4 HYPOTHESES

3.4.1 WORK HYPOTHESIS

"If students find themselves motivated while they are reading, they are going to increase their reading habits."

3.4.2 NULL HYPOTHESIS

"If students do not find themselves motivated while they are reading, they are not going to increase their reading habits."

In order to prove this, we used some activities explained by Dorn & Soffos (2005). They emphasize that the reading environment is a necessary step to guarantee success in reading. So we paid attention to this, using interesting reading material for students, according to their likes. If the interesting reading material such as magazines or articles is related to a specific topic and also to aspects or themes that students like, e.g. fashion, famous people, music, etc. the reading environment will be attractive for students, because as Dorn and Soffos explain, the reading environment is an important aspect that guarantees success in reading.

3.4.3 ALTERNATIVE HYPOTHESES

"If students read according to their own and specific likes they will be more motivated to read, therefore, their reading will increase."

We planned to prove this by working with different activities for each level of intelligence. First of all, a multiple intelligence test was taken by each student in the classroom. After we obtained the results the students worked in groups with people who shared similar interests. These groups worked on different activities planned for them according to their preferences.

"Reading will be more fun for students once they discover that what they read is a tool to achieve a bigger objective."

This was proven by giving the students different activities related to their intelligence in which reading was the main tool to resolve the activities. To make this "fun," we used different extracts from magazines, comics or newspapers, but the important aspect of these texts is that these texts were selected based on the students' needs and interest.

The study focused on the multiple intelligence theory to find out if the students were actually more motivated to work on reading tasks since they had activities based on the MI, and they worked on them depending on the MI that each student showed with the MI test. Our main hypothesis was that they were going to be able to develop those activities with less difficulty than usual because they were working on something dealing with their MI in order to develop reading habits, and at the same time, they were going to be more motivated and therefore, create better reading habits outside the classroom. A pre survey was taken to analyze how the students felt about reading and working on reading comprehension tasks, and a post survey was taken to analyze how those appreciations had changed after working on MI activities. The results of the post-survey and pre-survey were analyzed and compared graphically in the next chapter.

Finally, after analyzing the whole process in both groups, we checked if our hypotheses were confirmed or not (see chapter five).

3.5 SURVEYS, MULTIPLE INTELLIGENCE TEST AND CLASS OBSERVATIONS

Before starting with the lesson plans and the work inside the classroom, surveys were given to the students to collect information that was used in our study. These surveys were considered as pre-test and post-test, and each consisted of 41 questions. The main goals of these surveys were to analyze the students' preferences and habits towards reading. The survey type was close-ended questions and we decided to use a liker-scale because it was necessary to know the respondent's feelings and attitudes about different situations concerning reading habits and motivation. They had to indicate how closely their feelings matched the question or statement on a rating scale. The number at one end of the scale represented least agreement (STRONGLY DISAGREE) and the number at the other end of the scale represented most agreement (STRONGLY AGREE). Unfortunately, when the pre test was given to the control group, there were only 29 students present and 15 students absent because of the strike. For that reason, the post test was also given to 29 students. Was the same case in experimental group, was given the pre test to 44 students and the post test was given to 42 students. In order to equal the number of experimental group`s students that made the pre and post survey.

A multiple intelligence (MI) test (70 questions) was also given to them, because, for the study, it was necessary to know which MI each student was more closely associated with, so, in that way, we decided to divide them into groups for the reading activities. This will be explained later on this chapter. Both tests were given in English.

3.6 CLASS OBSERVATION

During the process there were two different contributors that observed the classes in the experimental group and using a checklist as an instrument to collect information [(nota de campo)], all quantitative pieces of information were observed and notes were taken by an active observant and a complete observant. (Examples of both checklists can be found at in the appendix section two).

The active observant is the one who participated and helped during the observation but it remains to be just a secondary actor of the process while the main task is observe the behavior and environment of the students in study.

The complete observant is part of the study being an active participant of the study (Hernandez, Fernandez, Batista, 2005)

3.7 THE LESSON PLANS

This investigation consisted of seven English lessons. Four of them lasted 90 minutes and the other three lessons lasted 80 minutes. The classes were prepared based on the unit/topic the teacher was currently teaching and the pertinent contents the students were learning. This was done in order to keep the monthly lesson plan already prepared by the guide teacher. The lesson plans were designed according to the book called "Adventures Intermediate Student's book" (Wetz, 2004). This book includes the following topics: Unit four, Looks (appearance) and Unit five, Art world. Given those topics, specific vocabulary and grammar structures, like second and third conditional, intensifier words (too, so and such) and modals were developed.

Every lesson plan of the experimental group was divided into five stages; warm up, presentation, practice, production and round – up. The first two stages and the last one (warm up, presentation and round-up) were prepared for the whole class (45 students) and the other two (Practice and Production) were prepared for the each different group depending on their intelligence. These lesson plans with multiple intelligence activities were only applied to the experimental group.

For the control group, the lesson plans were the same, except for the description of the procedure, because for this group, the class was not separated into groups as the experimental group. They worked in the conventional way, with the same contents, but with another unit. They worked on unit six, which was called "Behavior". They, as a whole group, worked on one or two activities by lesson and the students did individual work.

3.7.1 READING MATERIAL

The reading material used in the experimental group (see appendix section 10) was chosen according to the specific topic of the corresponding unit. We were very careful when choosing the texts, we did not look for any text in particular, we carefully chose the texts which were related to the unit topic and also what was interesting for the students because the texts had to do with topics according to general teenage interests.

Our lesson plans were based on some grammar content and reading articles, in order to keep up with the textbook topic unit.

The first five lessons were based on the unit called "looks" depending on the English Book that was used at the school; this unit is composed of different topics such as appearance, clothes descriptions, fashion, etc.

In the first lesson, we used an article about "How importance is appearance", and here the grammar point was the second conditional.

In the second lesson we used a text, "Fashion fan or fashion slave" extracted from their English book. Here we used the second conditional as grammar content.

In the third lesson, we decided to use an article about "News about Britain, what to wear", extracted from the BBC, and here the grammar point was the third conditional.

In the fourth lesson, students read "My thoughts on Plastic surgery Neslihan Karabulut from Turkey, and I was tempted to get a tattoo Juan Alfredo from Argentina", in this class the grammar point was about *too, so* and *such*.

In the fifth lesson we used an article called "Ethical fashion". This lesson made a general review of the contents.

The next two lessons were about art world topic. In the sixth lesson we used a text made up by us: "Let's go to the museum" and here the grammar point was modal verbs such a**s** Might/ may- can't/ must.

In **t**he seventh lesson, the grammar point was also modal verbs: have to/ had to - can/ could, and we worked on a text called "Art or crime" extracted from an English book.

3.7.2 AFTER READING ACTIVITIES

The after reading activities used in our study were fully related to the multiple intelligences theory. We decided, for this part of the lesson, according to the results of the multiple intelligence test, to divide the class group into groups. The experimental group class was divided into Musical (four groups), Logical (two groups), Linguistic, Interpersonal, Intrapersonal, Visual, Bodily (one group each). We decided to manage this part of the lesson this way because as we already mentioned, one of our hypotheses was "If students read according to their own and specific likes they will be more motivated to read, therefore, their reading will increase". To prove this hypothesis we chose the texts according to their interests as teenagers, and to motivate them more, we also separated them into groups so they worked with people with the same developed intelligence, in a way that working on the activities, that were made based on their intelligence, was easier for them if they were all together. The worksheet activities were made by us the researchers. We carefully created every single worksheet according to the Unit lesson plan, and the grammar point seen on that lesson (see worksheet activities on appendix three).Every worksheet had a multiple intelligence logo, so they recognized immediately which intelligence the student had. The students were also given the same logo as a pin and a leaflet with the description of their multiple intelligences.

CHAPTER IV

Introduction of Data Results

CHAPTER IV

4 DATA RESULTS

4.1 A BRIEF INTRODUCTION TO THE READING HABITS AND MOTIVATION PRE AND POST SURVEY

This investigation considered developing reading habits and because of this, a motivation and reading habits survey was done as a pre-survey and a post-survey with forty-one questions. The main goal of this survey was to analyze the students' preferences and their reading habits.

In this survey, the students had to indicate their feelings about their motivation while reading and their reading habits, using the following options STRONGLY DISAGREE, DISAGREE, UNDECIDED, AGREE and STRONGLY AGREE. Moreover, the WITHOUT ANSWER option was considered because some questions were not answered by the students.

This analysis considered two groups; the experimental and the control groups. The experimental group had a total of forty-two students, as mentioned before in chapter III, who attended classes the day the survey was applied and the control group had a total of twenty-nine students who were present on the corresponding day. This is different to what was stated in chapter III where the total number of students for each group was forty-five (in the experimental) and forty-four (in the control group). The absence of some students was due to a teacher's strike that happened the same week when the pre-survey was applied. Most of the students did not attend classes those days, so we decided to consider the total number of students who were present the day of the pre-survey to take the post-survey.

The first analysis made was based on the total percentage of students who took the test, making a comparison between the pre and the post-survey. The second analysis refers to the variables STRONGLY DISAGREE, DISAGREE, UNDECIDED, AGREE and STRONGLY AGREE. We chose the first five or six high scores for each variable and made the comparison between the pre and the post test in each group. To conclude, the graphs

show the positive and the negative results of the pre and the post surveys based on motivation and reading type of questions.

4.1.1. THE RESULTS

These results were taken from the total percentage of students who took the test on the corresponding date to each group, in response to all the questions, e.g. on the pre-survey 23.05% out of forty-two students chose STRONGLY AGREE over the other options, in contrast to the post survey where the total percentage of students who chose this option was 22.53%. It is important to clarify that the results from both groups are related to each question, but that does not mean these results have a negative or positive connotation in our study, because these results show the percentage of each alternative. In other words, these results are not specifics of our study; we are adding this information because it was the basis to do the whole analysis. For instance, you can find two different kinds of questions (affirmative and negative). Some examples of this are question number two "I enjoy reading more now than I was younger" and question number seven "I am not interested in reading during English class". As you can see if one student strongly agrees with these two questions at the same time, the meaning would not be the same.

4.1.2 EXPERIMENTAL GROUP: PERCENTAGE CHANGES

These graphs were made with a data base considering all the questions of the survey, i.e. forty-one questions and the alternatives STRONGLY DISAGREE, DISAGREE, UNDECIDED, AGREE, STRONGLY AGREE and WITHOUT ANSWER. So, the following graphs will show the changes of the percentages of each alternative, i.e. how many students answered STRONGLY AGREE, AGREE, etc.

Pre – survey

Reading habits and motivation survey

GRAPH 1

Strongly Agree; 23,05%

Without Answer; 0,64%

Strongly disagree; 6,10%

Disagree; 14,92%

Agree; 26,36%

Undecided; 28,92%

Post - Survey

Reading Habits and Motivations Survey

GRAPH 2

Strongly Agree; 22,53%

Without Answer; 0,64%

Strongly disagree; 7,03%

Disagree; 14,81%

Agree; 25,61%

Undecided; 29,38%
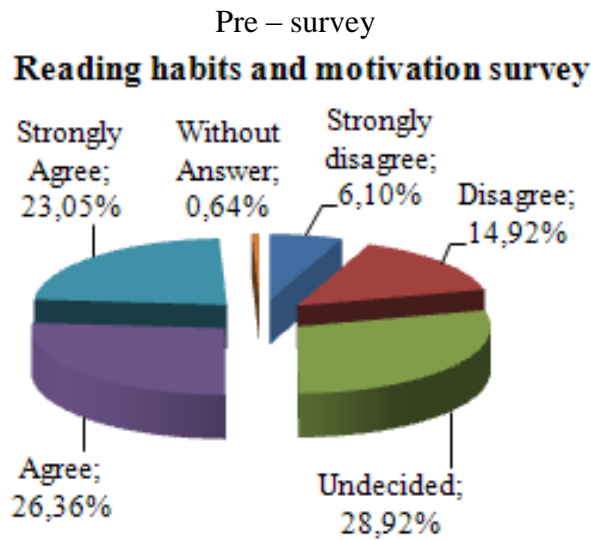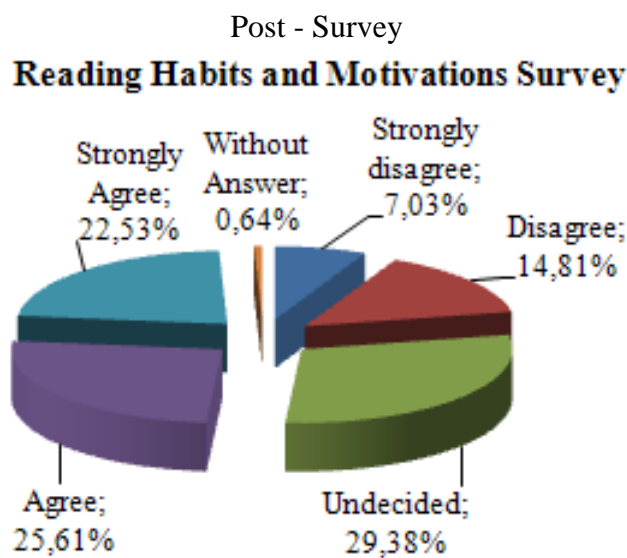
The results from the **experimental group** in both surveys (pre and post) are illustrated above on GRAPHS one and two. These results show a slight difference between both surveys: in the STRONGLY DISAGREE option, 6.10% of students chose this alternative in the pre survey while in the post survey there was an increase up to 7.03%. In the DISAGREE option we had a little decrease of 0.11 points, from 14.92% to 14.81%. The amount of UNDECIDED students was 28.92% on the pre-survey increasing up to 29.38% in the post survey. In addition, the AGREE option had a 26.36% in the pre-survey decreasing to 25.61% in the post-survey. Finally, the STRONGLY AGREE option obtained 23.05% in the pre survey and 22.53% in the post survey, showing a decrease of 0.52 points. The students who did not answer remained in the 0.64% gap.

4.1.3 CONTROL GROUP: PERCENTAGE CHANGES

Pre – survey

Reading Habits and Motivation Survey

GRAPH 3

Without Answer; 0,42%
Strongly disagree; 5,05%
Strongly Agree; 27,02%
Disagree; 11,36%
Undecided; 25,00%
Agree; 31,14%

Post - survey

Reading Habits and Motivation Survey

GRAPH 4

Without Answer; 0,50%
Strongly disagree; 1,01%
Disagree; 8,92%
Strongly Agree; 22,20%
Undecided; 33,05%
Agree; 34,31%
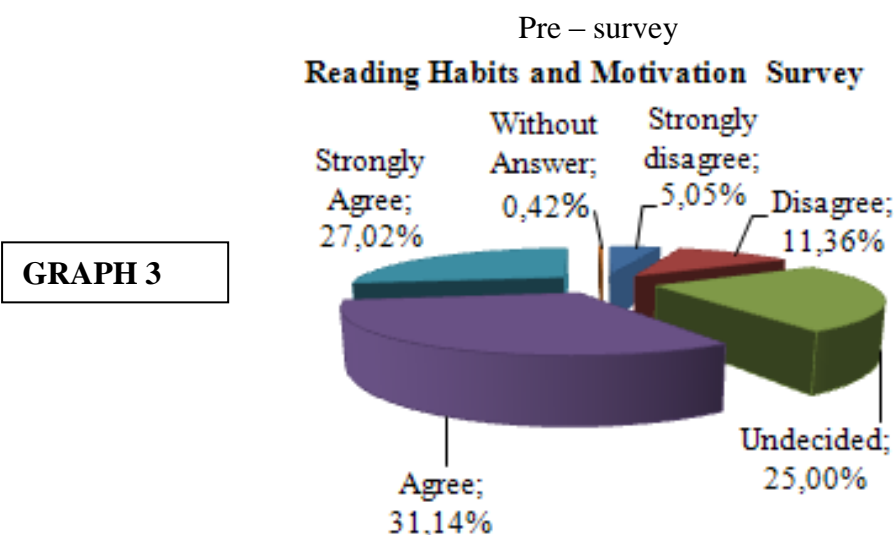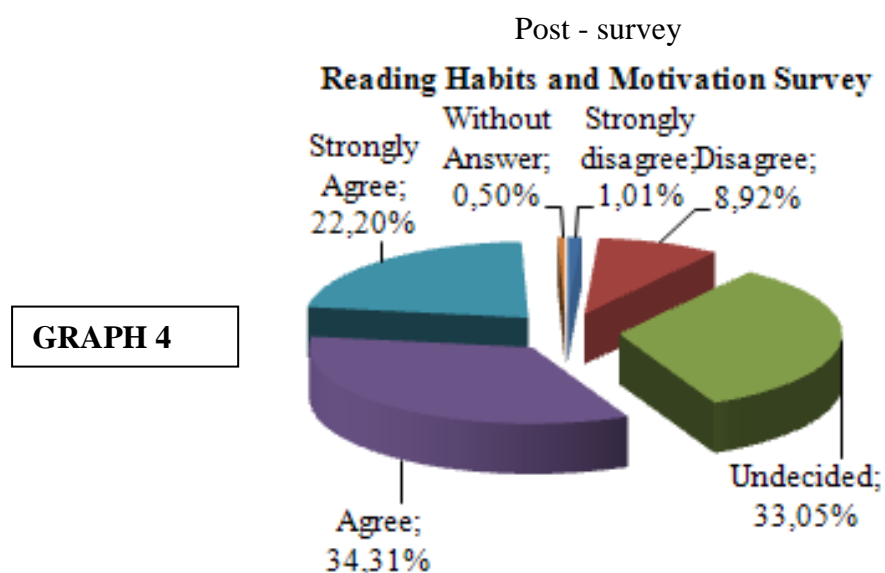
The results from the **control group** in both surveys (pre and post) are illustrated above on GRAPHS three and four. These results show a difference between both surveys, in the STRONGLY DISAGREE option, 5.05% of the students chose this alternative in the pre survey while in the post survey there was a decrease of 1.01 points. The DISAGREE option decreased from 11.36% of the students to 8.92%. The amount of UNDECIDED students on the pre-survey reached 25.00% which increased on the post-survey to 33.05%. The following option, AGREE obtained a 31.14 % in the pre-survey, increasing to 34.31% in the post-survey. Finally, the STRONGLY AGREE option had a decrease of 4.82 points from 27.02% in the pre-survey to 22.20% in the post-survey.

The number of students who did not take the survey increased on the post survey leaving the results as 0.42% pre-survey, and 0.50% in the post-survey.

In general terms, the percentage that these graphs show are not relevant enough to determine whether our hypothesis was proved or not. However, this information is important because it was the basis to do the specific analysis for each question.

4.2 ANALYSIS OF THE RESULTS BY VARIABLES

In the following tables and graphs the results from each variable will be analyzed. We chose to analyze this way to show how many students changed their minds from the pre survey to the post survey.

The first column represents the number of the question from the survey (survey samples and the total results can be found in the appendix section nine) The score numbers represent the quantity of students who chose that variable for those questions, e.g. on question number seven, twelve students chose STRONGLY DISAGREE, while in the post survey only three did.

4.2.1 EXPERIMENTAL GROUP (STRONGLY DISAGREE)			
N°	Questions	Score Pre survey	Score Post survey
7	I am not interested in reading during English classes	12	3
22	I read a lot at home when I am bored	9	7
28	I read a text in English every day at home. (song, magazine, any article on internet)	8	14
29	I think that reading in English is less important than other subjects for my professional or academic purposes	6	5
38	I think reading is part of my everyday life	9	4

GRAPH 5
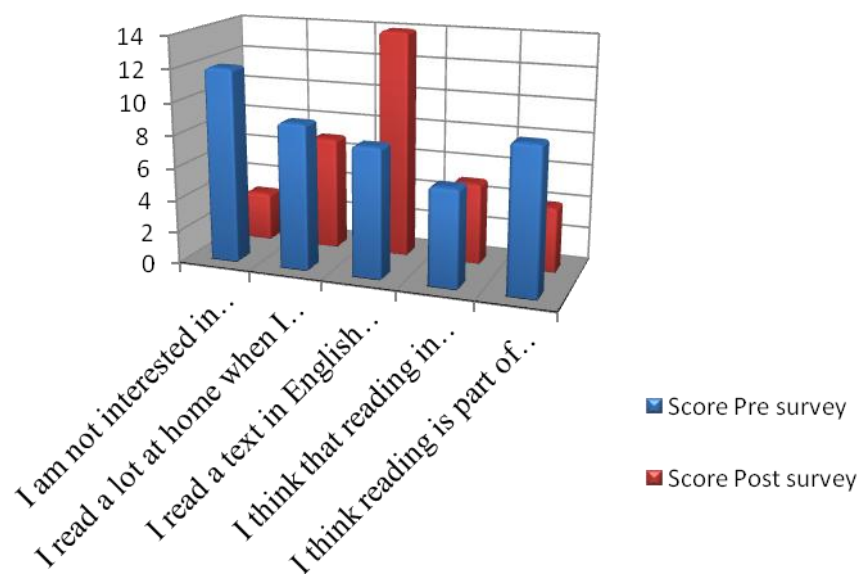
In graph five a big decrease is shown in question number seven where the results decreased from twelve students to three. These results tell us that in the pre survey, twelve students agreed on being interested in reading during English classes, but after the study only three still agreed. A slight decrease is shown in the score of question number twenty-two, however, this shows that before the study, nine students chose this option while after the study only seven students did not read at all at home when they were bored. In question twenty-eight another variation concerning reading habits is shown. In the pre survey eight students stated that they did not read a text in English every day at home, meanwhile after the study the score increased to fourteen students choosing this option. A decrease of five points on question thirty-eight is shown in the post-survey. Nine students thought reading was not part of their everyday life before the study, while afterwards, this number decreased to four, i.e. more students considered reading a habit.

4.2.2 EXPERIMENTAL GROUP (DISAGREE)			
N°	Questions	Score Pre survey	Score Post survey
4	The texts that I read in classes are fun	18	12
7	I am not interested in reading during English classes	13	8
10	Sometimes I feel like reading texts in classes is a burden for me	12	9
16	I like reading in classes	13	11
18	When I read a text in class, I prefer to read things related to and English speaking culture	14	13
28	I read a text in English every day at home (song, magazine, any article on internet)	18	9

GRAPH 6
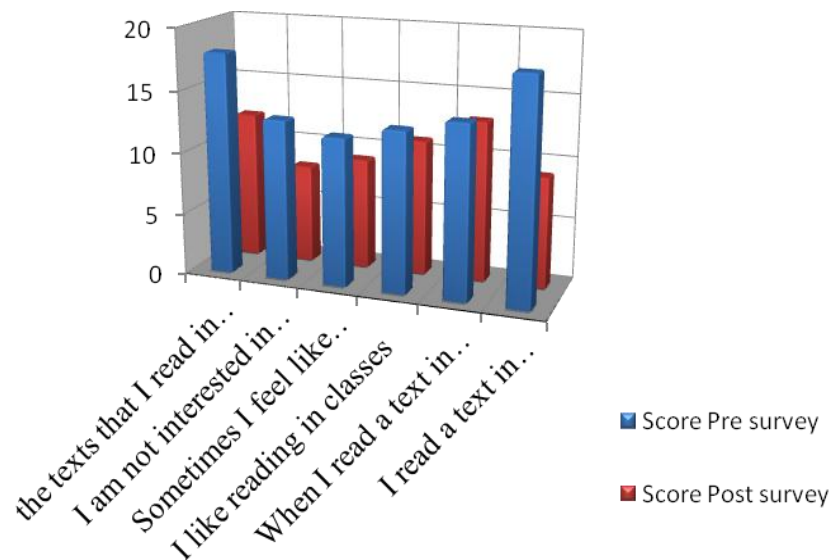
Graph six shows a considerable decrease on question number four with a difference of six points from the pre to the post survey. According to the question from 18 students finding the text they read in classes boring, only 12 thought the same after the study. In question number seven, 13 students chose this option in the pre- test while in the post survey only eight students still disagreed. Question number 18 shows a slight difference between the pre and post survey, from 14 students to 13. In question number 10, 12 students chose this option, however, in the post survey there were nine students DISAGREEING about reading being a burden for them. Results found in question number 16 show a slight decrease in the post survey from 13 students choosing this option to 11, i.e. the number of students who did not like reading in classes decreased after the study. Question 28, shows a big decrease in

this variable with half of the initial total score, which shows 18 students DISAGREEING about reading every day in English at home, but after the study, only nine students still disagreed.

N°	4.2.3 EXPERIMENTAL GROUP (UNDECIDED)		
	Questions	Score Pre survey	Score Post survey
4	The texts that I read in classes are fun	21	17
5	I feel motivated to read when I must resolve an activity in which I need further information	19	5
9	I easily give up reading when I do not understand the meaning of some words in a text that I am reading during classes	19	14
13	The activities that I do in classes get me involved to read about the topic	21	21
14	I feel motivated to read after I have read a text in my English classes	19	10
16	I like reading in classes	21	18

GRAPH 7
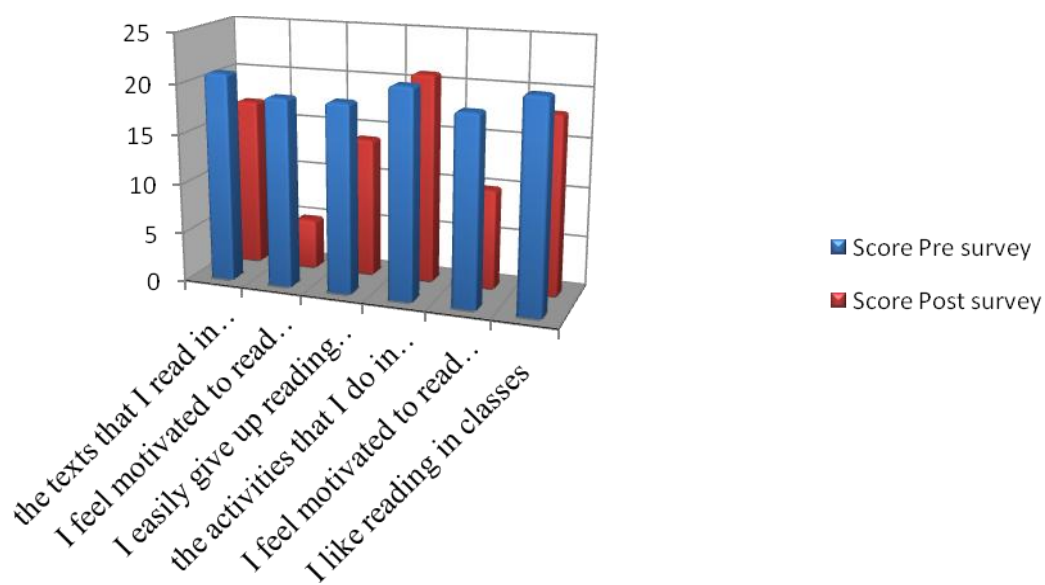
In graph seven we can see a general decrease from the pre survey to the post survey in the UNDECIDED option. In question number four a decrease is shown from 21 students choosing this option in the pre survey to 17 in the post survey. In question number five from 19 students choosing this option in the pre survey just five students chose this option in the post survey. Then, in question number nine we can also see a decrease from 19

students choosing this option in the pre survey to fourteen students in the post survey. In question number 13 the number of students who chose this option remained in 21. In question 14 there is a broad difference, because 19 students chose this option in the pre survey and 10 students in the post survey. Finally, in question number 16 from 21 students choosing this option in the pre survey decreased to 18 students in the post survey. So there were three students who answered they were undecided at the moment to declare if they like reading in classes.

N°	4.2.4 EXPERIMENTAL GROUP (AGREE)		
	Questions	**Score**	**Score**
		Pre survey	**Post Surrey**
4	The texts that I read in classes are fun	2	5
7	I am not interested in reading during English classes	3	10
24	I like to read information about my favorite actor, singer, etc.	5	13
28	I read a text in English every day at home (song, magazine, any article on internet)	5	5
29	I think that reading in English is less important than other subjects for my professional or academic purposes	4	11
37	I spend some of my time reading every day	6	5
40	I read at least one of the things that I am interested in every day (magazines, websites, among others)	6	7

GRAPH 8
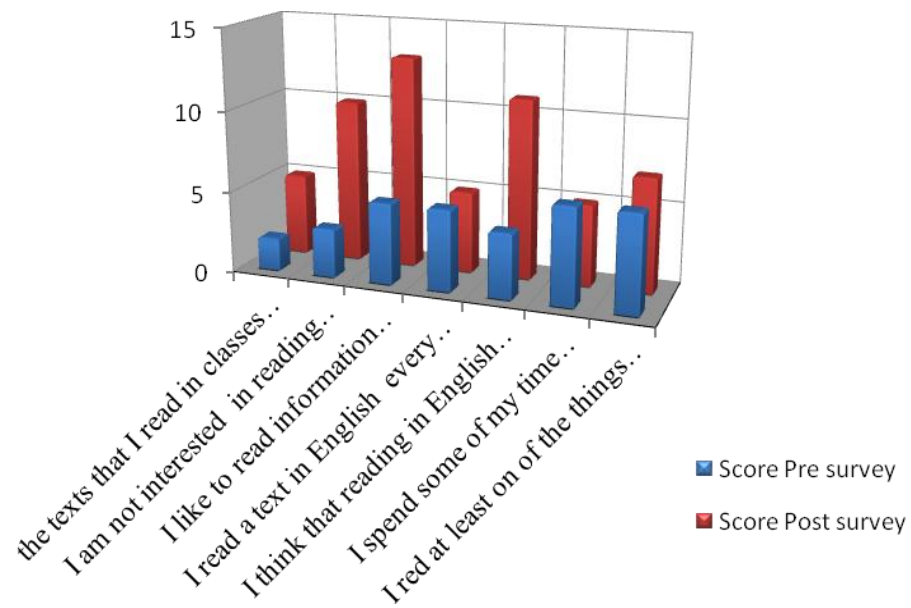
Graph eight shows there are increases on the post survey on questions number four and 24. In question number four, two students AGREED about the texts that they read in classes were fun. Meanwhile, after the study, this score increased to five, so three more students changed their minds since the pre survey. An increase is also shown on question seven; initially, only three students chose this option, although after the study, 10 students were not interested in reading during English classes. An increase was obtained on question number 24, from five students to thirteen choosing this option, i.e. eight more students liked to read information about their favorite singer, actor, among others after the study. Question 28 remained the same with five students choosing this option in the pre and post survey. In the post survey in question number 29, eleven students thought that reading in English was less important than other subjects for their professional or academic purposes while a score of four was obtained in the pre survey results. Six students spent some of their time reading every day according to question number 37, this score decreased to five in the post test. Six students read at least one of the things they were interested in every day according to question number 40, and after the study there were seven students choosing this option.

N°	Questions	Score Pre survey	Score Post survey
	4.2.5 EXPERIMENTAL GROUP (STRONGLY AGREE)		
2	I enjoy reading more now than when I was younger	1	7
4	The texts that I read in classes are fun	0	0
5	I feel motivated to read when I must resolve an activity in which I need further information	2	3
10	Sometimes I feel like reading texts in classes is a burden for me	2	5
13	The activities that I do in classes get me involved to read about the topic	1	0
16	I like reading in classes	2	1

GRAPH 9
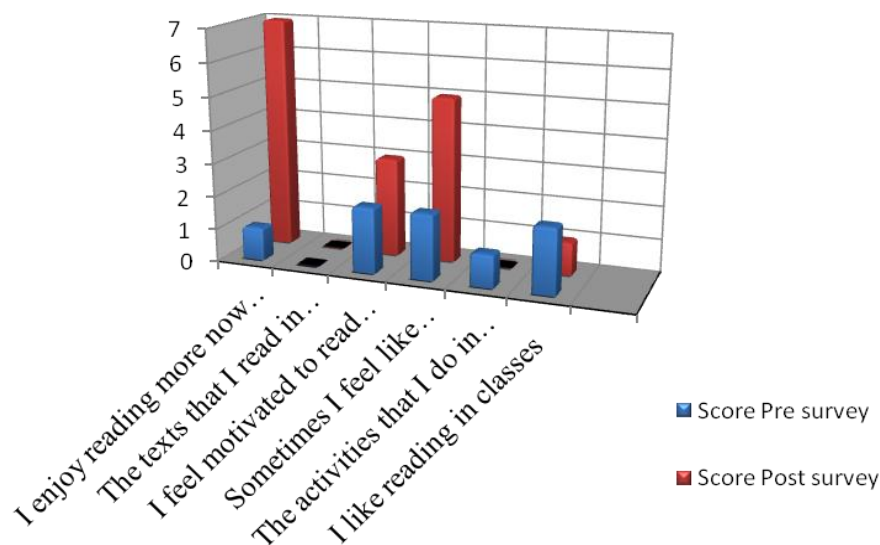
In graph nine the last variable on the reading habits and motivation survey is STRONGLY AGREE. In question number two, a considerable increase was obtained, showing that after the study, seven students enjoy reading more now than when they were younger. In contrast to the pre survey where only one student chose this option. So, there were six people who answered in a different way in the post test. None of the students chose the strongly agree option on question number four, that said the texts that they read in classes were fun. A total of two students felt motivated to read when they must resolve an activity in which they needed further information in the pre survey, however this result did not change too much in the post survey because it also increased from two to three, demonstrating there was only

one student who answered in a different way in the post test. Unfortunately, in question number 10, we obtained more students strongly agreeing on the fact that they felt like reading texts in classes was a burden for them in the post survey, which also increased to three students. In question number 13, the number of students that strongly agreed on the fact that the activities that they did in classes got them involved to read about the topic decreased from one to zero, where there was no one who thought the activities that they did in classes got them involved to read about the topic.

Finally, the score of the students who liked reading in classes decreased from two to one. Unluckily, there were not a lot of students who liked reading in classes.

N°	4.2.6 CONTROL GROUP (STRONGLY DISAGREE)		
	Questions	Score Pre survey	Score Post survey
4	The texts that I read in classes are fun	10	0
7	I am not interested in reading during English classes	7	2
9	I easily give up reading when I do not understand the meaning of some words in a text that I am reading during classes	5	1
14	I feel motivated to read after I have read a text in my English classes	6	0
22	I read a lot at home when I am bored	4	1

GRAPH 10
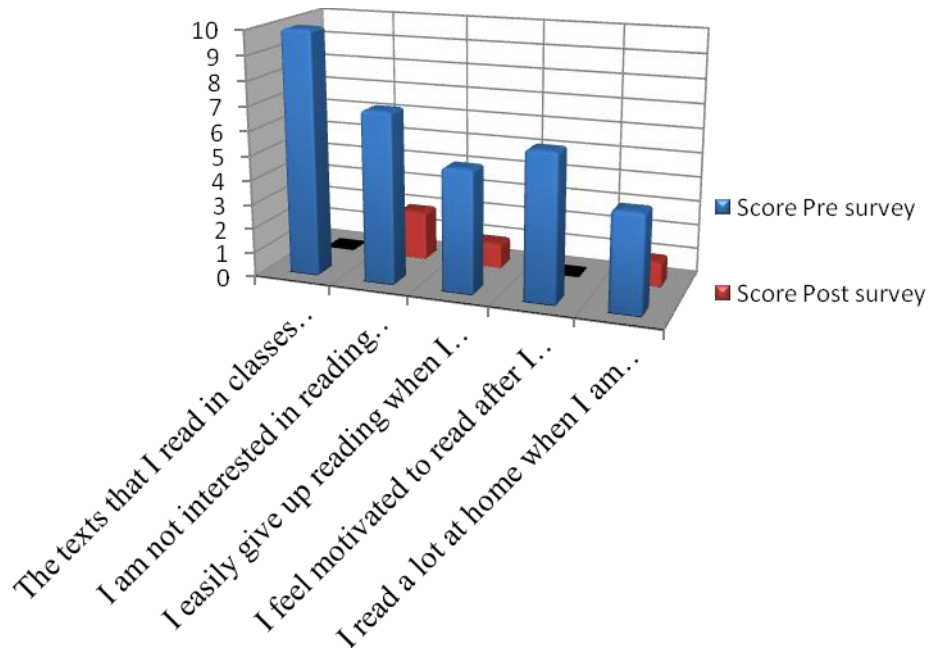
In graph 10, a decrease is shown in question four, because there was a broad difference in the results between the pre and post survey. This question shows that out of all ten students who STRONGLY DISAGREED about the text that they read in classes being fun, none of them thought the same in the post-survey. In question number seven, a decrease was also obtained, showing in the post-survey that only two students, against seven from the pre-survey, STRONGLY DISAGREED with question number seven. Question number nine shows a decrease of four students from the pre to the post survey. A decrease is also shown in question number 14 with a difference of six points from the pre survey to the post survey, this question shows that six students in the pre-survey strongly disagreed while in the post-survey no one did. In question twenty-two, in the pre-survey there were four students who declared that they strongly disagreed while in the post-survey there was only one. Finally, students did not read at home when they were bored.

N°	Questions	Score Pre survey	Score Post survey
	4.2.7 CONTROL GROUP (DISAGREE)		
5	I feel motivated to read when I must resolve an activity in which I need further information	10	1
7	I am not interested in reading during English classes	10	11
19	When I read in classes I feel fed up	10	5
22	I read a lot at home when I am bored	10	8
37	I spend some of my time reading every day	6	10

GRAPH   11
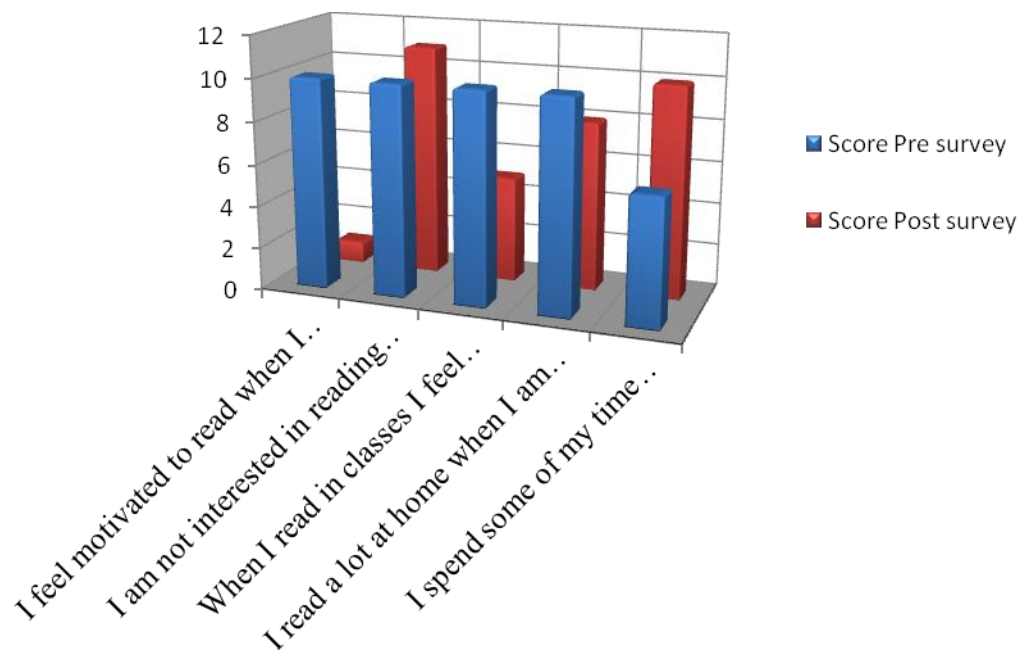
In graph 11, a considerable decrease is shown in question number five; in this question the difference in the results went from ten students who disagreed to one student who disagreed in post survey. In question number seven, there was a small difference: in the pre survey the score was ten and in the post survey the score was eleven, showing a slight difference in the results between both surveys. In question number 19, a difference of five students is shown in the results between the pre and the post survey, this question shows that ten students chose this option in the pre survey and five students in the post survey. Then, question number 22 shows a decrease in the post survey from 10 students choosing this option before the study to 18 afterwards. In question 37, an increase is shown on this point with a difference of four students from the pre to the post survey. Finally, students disagreed about spending some of their reading every day.

N°	Questions	Score	Score
		Pre survey	Post survey
4	The texts that I read in classes are fun	10	18
14	I feel motivated to read after I have read a text in my English classes	14	16
16	I like reading in classes	13	14
18	When I read a text in class. I prefer to read things related to an English Speaking Culture	14	18
30	I like when I can share with my classmates the ides or information that I have read in order to get a better reading comprehension	11	13
38	I think reading is part of my everyday life	12	4

4.2.8 CONTROL GROUP (UNDECIDED)
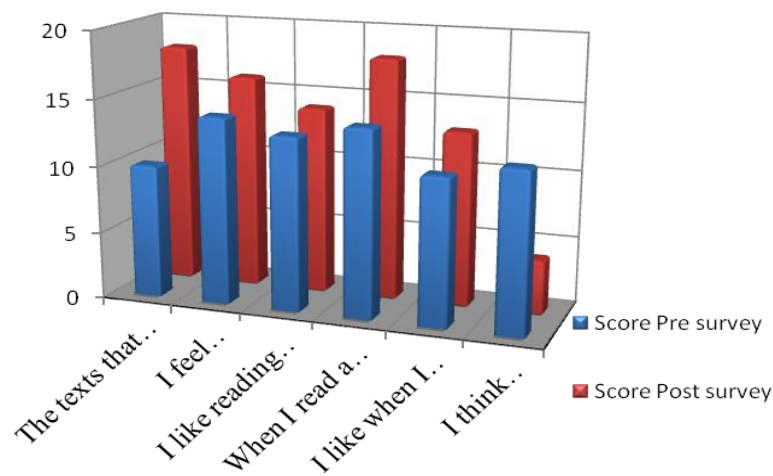
GRAPH 12

In graph 12, out of all six questions, five increased their results in the post-survey and only one decreased in the post-survey. The results in the post-survey were the following: question number four increased from 10 to 18 students. Then, question number 14 also increased from 14 to 16 students. Question number 16 shows a slight increase going from 13 to 14 students. In question number18 the increase went from 14 students choosing this option to 18 students. Question number 30 went from 11 to 13 students. Finally, question number 38 shows a broad difference between the pre and post survey, being 12 students choosing this option in the pre survey and four students choosing this option in the post survey. Finally, it was not sure that reading was part of students' everyday lives.

N°	Questions	Score Pre survey	Score Post survey
	4.2.9 CONTROL GROUP (AGREE)		
4	The texts that I read in classes are fun	10	18
7	I am not interested in reading during English classes	14	16
9	I easily give up reading when I do not understand the meaning of some words in a text that I am reading during classes	13	14
24	I like to read information about my favorite actor, singer, etc.	14	18
38	I think reading is part of my everyday life	11	13
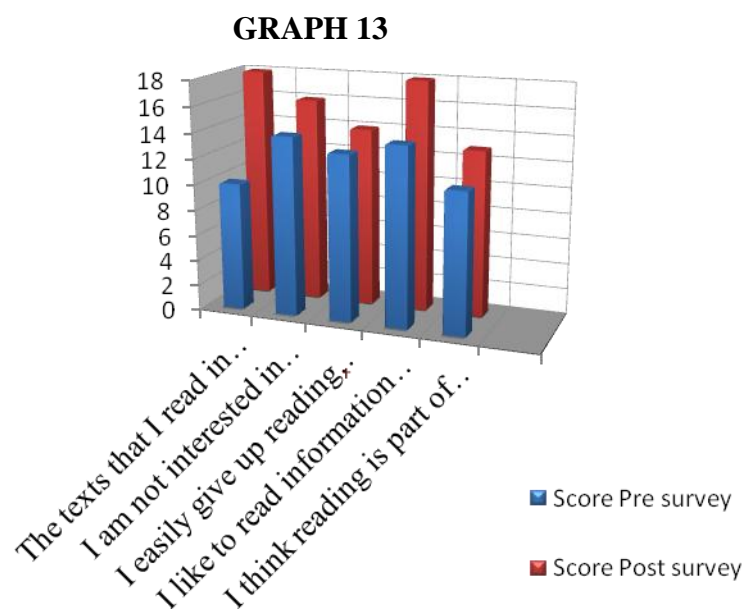
GRAPH 13

In graph 13, an increase was shown in all the post survey questions. In question number four these results went from 10 students choosing the agree option to 18 students. In question number seven the increase went from fourteen students to 16 students choosing this option. In question number nine a slight increase is shown, going from 13 students to 14 students. In question number 24 we can also see an increase from 14 students to 18 students choosing the agree option. Finally, in question number 38 the increase went from 11 students to 13 students. So, students thought that reading was part of their everyday lives.

4.3 ANALYSIS OF THE QUESTION IN THE SURVEY RELATED TO THE HYPOTHESIS OF OUR THESIS.

The questions were chosen based on the results of the post survey. In contrast to the pre survey, it decreased the scores on the two first variables (STRONGLY DISAGREE, DISAGREE) and increased the results on the last two variables (AGREE, STRONGLY AGREE) However, there is an exception on questions **seven, nine** and 29 where the first ones increased and the last ones decreased because the statement itself was negative e.g. 'I am not interested in reading during English classes' (question number **seven**). Most of the statements in the survey were affirmative.

4.3.1 EXPERIMENTAL GROUP (QUESTION 2)		
I enjoy reading more now than when I was younger	**Score**	**Score**
	Pre survey	**Post survey**
Strongly Disagree	2	3
Disagree	12	3
Undecided	16	16
Agree	11	13
Strongly Agree	1	7
Without Answer	0	0

GRAPH 14
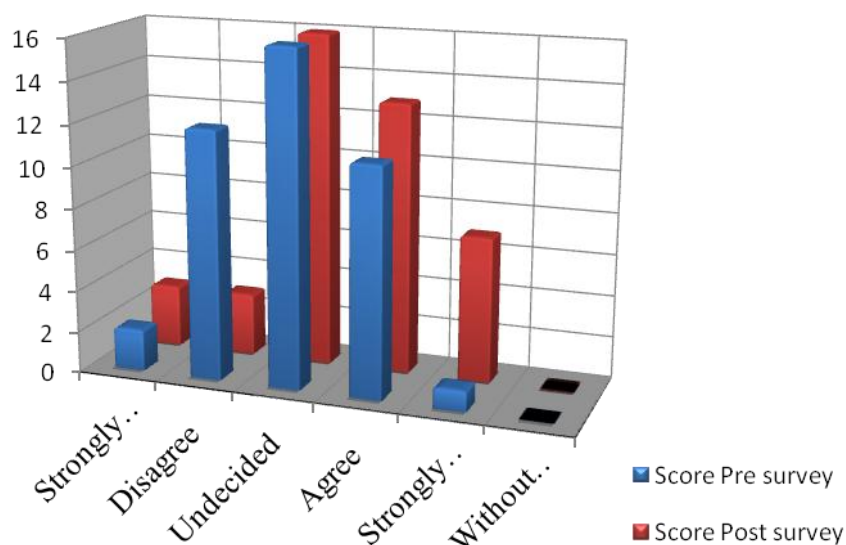
In graph 14, we can see that question number two of the survey is related to motivation and reading habits. There were changes in the case of the STRONGLY AGREE option in the pre survey, with one student choosing this option at the beginning. A score of seven was obtained in the post survey. With this result, the survey result demonstrates that after the study, six more students enjoy reading more now than when they were younger. There was a slight difference with regards to the AGREE option, increasing from 11 to 13 responses. In addition, the DISAGREE option in the pre-survey had 12 responses, then it decreased to three responses in the post-survey, i.e. nine students changed their minds on this question, which means that fewer students disagree on enjoying reading more now than before. The number of UNDECIDED answers remained the same in the pre and post survey.

4.3.2 EXPERIMENTAL GROUP (QUESTION 3)		
When I read I understand what the text is about	Score	Score
	Pre survey	Post survey
Strongly Disagree	0	1
Disagree	7	4
Undecided	16	12
Agree	15	15
Strongly Agree	4	10
Without Answer	0	0

GRAPH 15
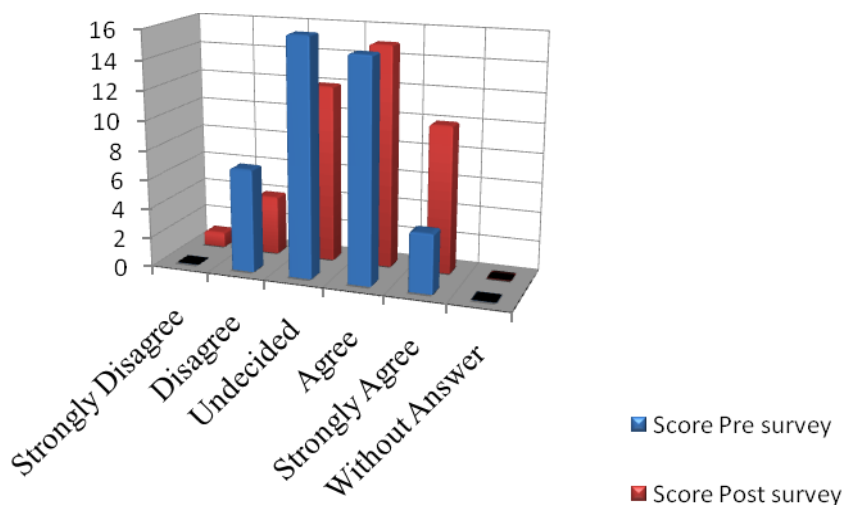
In graph 15, question number three shows changes in the STRONGLY DISAGREE option. In the pre survey, no students chose this option and in the post-survey, it increased to one student choosing this option, i.e. one student did not understand the texts that they read in classes after the study. The DISAGREE option in the pre survey had seven responses, then it decreased to four students disagreeing in the post-survey, since three students changed their minds on this question, the score here shows that fewer students did not understand the texts. The amount of UNDECIDED students decreased from 16 to 12. We had no difference within the AGREE option, being the pre and post survey scores 15. However, ten students STRONGLY AGREED about the fact that when they read they understood what the text was about after the study, being the pre survey scores four.

4.3.3 EXPERIMENTAL GROUP (QUESTION 4)		
The texts that I read in classes are fun	**Score**	**Score**
	Pre survey	**Post survey**
Strongly Disagree	1	8
Disagree	18	12
Undecided	21	21
Agree	2	5
Strongly Agree	0	0
Without Answer	0	0

GRAPH 16
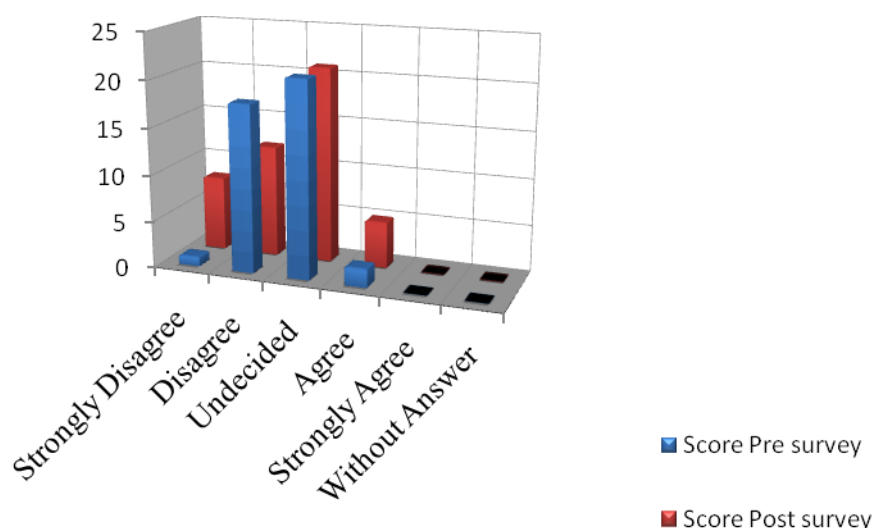
In graph 16, question number four is basically based on motivation. The STRONGLY DISAGREE option had a decrease in the students` choice. In the pre survey one student disagreeing; and in the post survey eight students. The DISAGREE option shows 18 students in the pre-survey, then it decreased to 12 in the post-survey, consequently 12 students did not think the texts were fun after the study. The score of UNDECIDED students remained at 21 in both surveys.

The AGREE option in the pre survey showed that two students thought the texts were fun, whereas in the post-survey, that number increased to five students agreeing with the statement. The STRONGLY AGREE option had no modification in both surveys.

4.3.4 EXPERIMENTAL GROUP (QUESTION 7)		
I am not interested in reading during English classes	**Score**	**Score**
	Pre Survey	**Post Survey**
Strongly Disagree	12	3
Disagree	13	8
Undecided	11	14
Agree	3	10
Strongly Agree	3	7
Without Answer	0	0

GRAPH 17
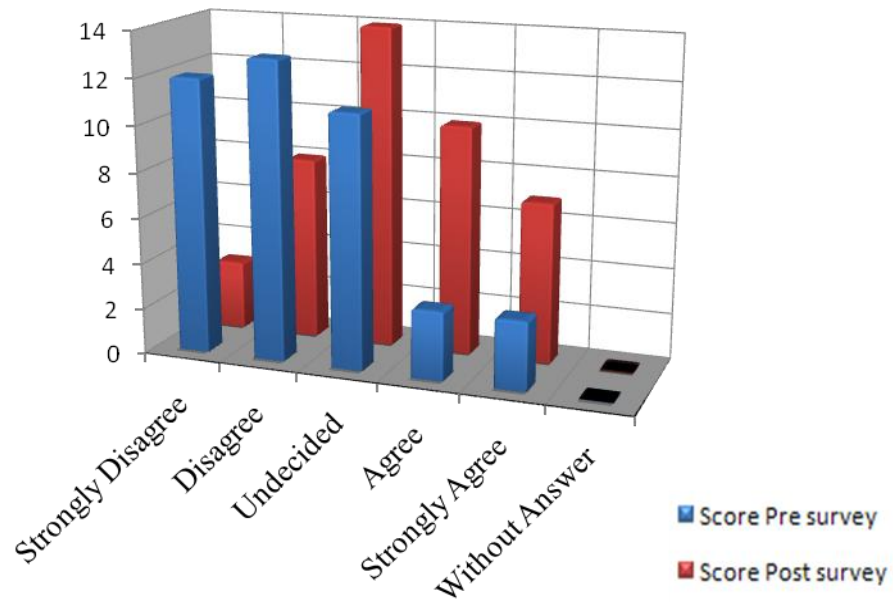
In graph 17, before the study, 13 students chose the DISAGREE option; in the post survey, it decreased to eight students. We can also see a decrease in the STRONGLY DISAGREE option, in the pre survey 12 students picked this option, and then this number decreased to three students; i.e. the amount of students who were interested in reading during English classes was lower in the post survey. The UNDECIDED students increased to three in the post survey, being 11 undecided in the pre survey. The AGREE option also increased, in the pre survey only three students chose this option, then on the post survey 10 students agreed that they were not interested in reading during English classes. Finally, in the STRONGLY AGREE option, three students chose this option in the pre survey and seven strongly agreed in the final result of the post survey.

4.3.5 EXPERIMENTAL GROUP (QUESTION 9)		
I easily give up reading when I do not understand the meaning of some words in a text that I am reading during classes	Score Pre survey	Score Post survey
Strongly Disagree	4	5
Disagree	6	10
Undecided	19	14
Agree	7	7
Strongly Agree	6	5
Without Answer	0	0

GRAPH 18
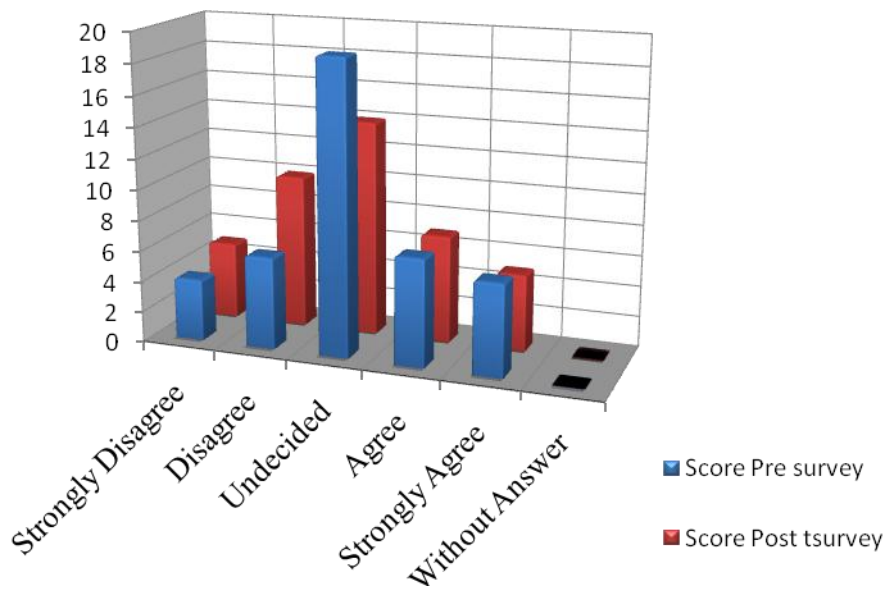
In graph 18, in question number nine the STRONGLY DISAGREE option shows in the pre survey a score of four and in the post survey there were five answers. Thus, only one student changed her mind about this question. In the pre survey, six students DISAGREED about easily giving up reading when they did not understand the meaning of some words in a text that they read during classes while in the post survey ten students chose this option; so four more students did not give up easily when they did not understand a word in a text. Regarding the number of UNDECIDED students, the pre survey score was 19, and the post survey decreased to 14 responses. The AGREE option remained the same in both surveys with seven students, in contrast to the STRONGLY AGREE option which started with six in the pre survey, only one student changed her mind because there was a score of five. So, there was one student who did not strongly agree in question number 9.

4.3.6 EXPERIMENTAL GROUP (QUESTION 14)		
I feel motivated to read after I have read a text in my English classes	**Score** **Pre Survey**	**Score** **Post Survey**
Strongly Disagree	1	7
Disagree	12	19
Undecided	19	10
Agree	7	6
Strongly Agree	3	0
Without Answer	0	0

GRAPH 19
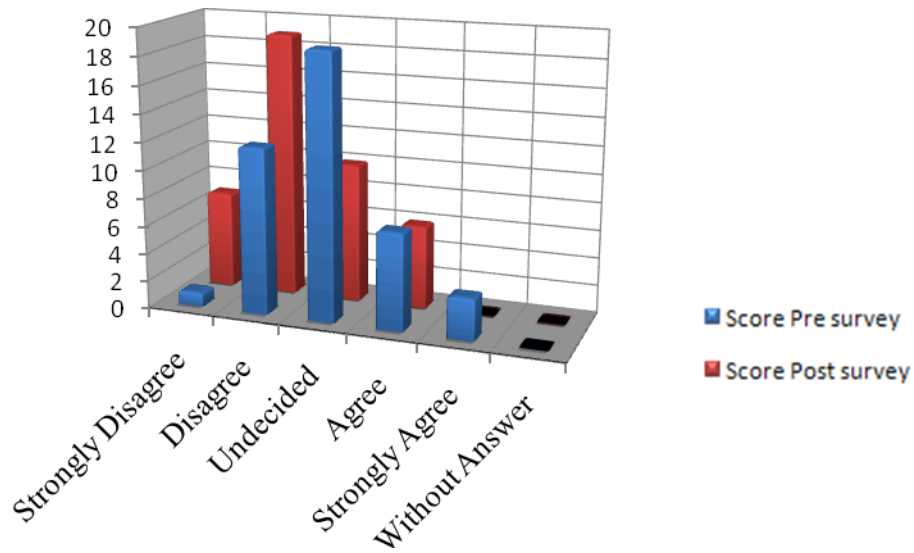
In graph 19, we can see that question number 14 shows changes in the STRONGLY DISAGREE option which increased from one student choosing this option on the pre survey to seven students choosing this option on the post survey; i.e. more students did not feel motivated to read after the study. In the DISAGREE option, it increased from 12 to 19, showing the same result as the previous variable. A decrease in the UNDECIDED variable was found, in that option, nineteen students chose it in the pre survey, which changed to 10 students in the post survey. In addition, the AGREE option decreased one student from seven to six. Meanwhile, the STRONGLY AGREE option had a decrease, from three students choosing this option on the pre survey to zero students in the post-survey. Finally students did not feel motivated to read after they had read a text in their English class.

4.3.7 EXPERIMENTAL GROUP (QUESTION 15)		
What I read in classes it is useful to accomplish a goal	**Score** **Pre survey**	**Score** **Post survey**
Strongly Disagree	0	1
Disagree	7	4
Undecided	16	12
Agree	15	15
Strongly Agree	4	10
Without Answer	0	0

GRAPH 20

In graph 20, we found many changes in question number 15. In the case of the STRONGLY DISAGREE option, it increased one point from zero to one. In the DISAGREE option, seven students chose this option in the pre survey, and in the post survey four students chose this option. The UNDECIDED option shows 17 students choosing this option in the pre survey; and in the post survey twelve students chose this option. We did not have any difference in the AGREE option with 15 students choosing this option in both surveys. Finally, in the STRONGLY AGREE option, four students chose this option at the beginning and it increased to ten after the study, which indicates that more students strongly agreed that they read in classes was useful to accomplish a goal.

4.3.8 EXPERIMENTAL GROUP (QUESTION 22)		
I read a lot at home when I am bored	**Score** **Pre survey**	**Score** **Post survey**
Strongly Disagree	9	7
Disagree	10	9
Undecided	12	14
Agree	8	8
Strongly Agree	3	4
Without Answer	0	0

GRAPH 21
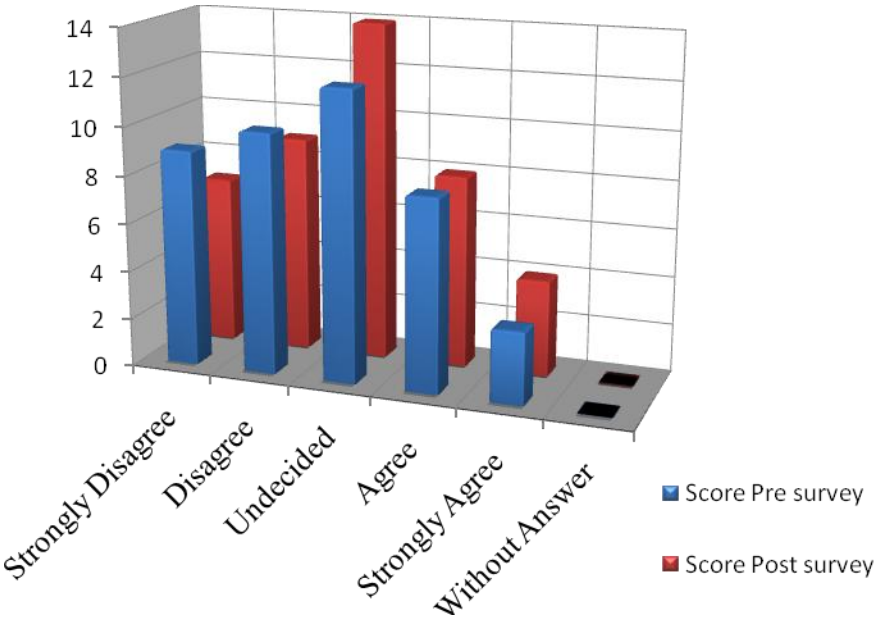
In graph 21, the changes are shown in the STRONGLY DISAGREE option in question number 22. In the pre survey nine students chose the STRONGLY DISAGREE option and after the study it decreased to seven; i.e. fewer students did not read a lot at home when they were bored. There was also a slight decrease in the DISAGREE option because the pre survey had a score of 10 and the post survey nine. In the pre survey, 12 students were UNDECIDED about their answers, this question increased the number of students in the post survey to 14. Students did not change their minds about the AGREEING option on these questions, leaving a total score of eight. In the STRONGLY AGREE option there was a slight difference of one student, the score in the pre survey was three and in the post survey it was four. Thus, students were undecided about reading at home.

4.3.9 EXPERIMENTAL GROUP (QUESTION 23)		
Reading in classes is more entertaining if it involves an amusing activity	Score Pre survey	Score Post survey
Strongly Disagree	1	1
Disagree	5	2
Undecided	18	12
Agree	11	13
Strongly Agree	7	13
Without Answer	0	0

GRAPH 22
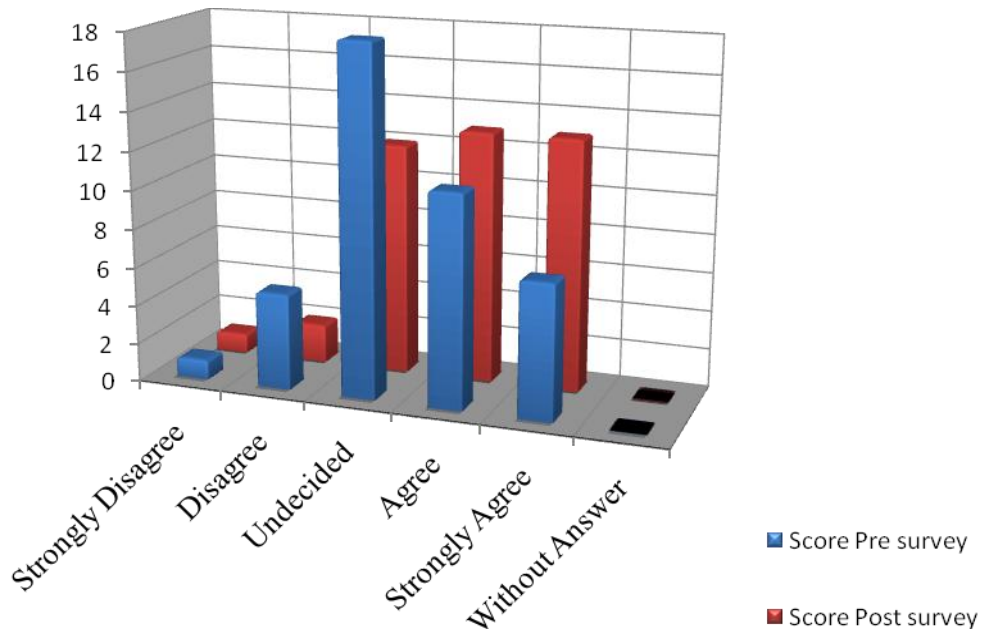
In graph 22, question number 23 is about motivation. It shows slight changes; e.g. from the STRONGLY DISAGREE option we can see one student choosing this option in both surveys while in the DISAGREE option, five students chose this option on the pre survey and in the post survey we obtained a result of two students choosing this option. In the UNDECIDED option, the responses decreased from 18 to 12 students. In addition, we had an increase in the AGREE option from 11 to 13 students and also in the STRONGLY AGREE option, we obtained a score of seven students choosing this option in the pre survey and it increased to 13 students who felt that after the study reading in classes was more entertaining if it involved an amusing activity. Finally students agreed and strongly agreed that reading in classes was more entertaining if it involved an amusing activity.

4.3.10 EXPERIMENTAL GROUP (QUESTION 24)		
I like to read information about my favorite actor, singer, among others.	**Score Pre survey**	**Score Post survey**
Strongly Disagree	1	0
Disagree	3	1
Undecided	4	9
Agree	5	13
Strongly Agree	29	19
Without Answer	0	0

GRAPH 23
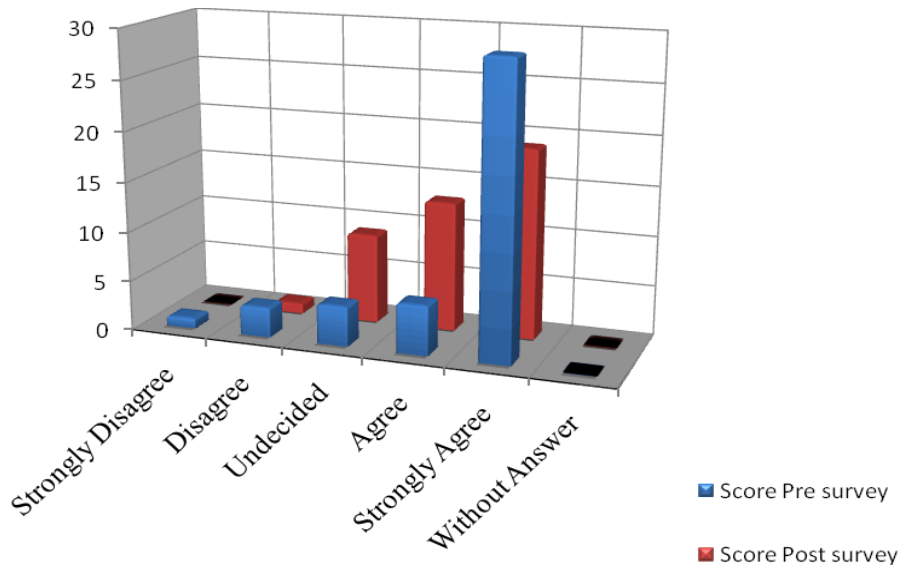
In graph 23, we can see that the pre survey had the highest increase in question 24, where there were 13 students who answered the AGREE option, but in the pre survey there were initially five answers which demonstrated that eight students changed their minds in this question; i.e. eight more students liked to read information about their favorite actor, singer, among others. Twenty- nine students chose the STRONGLY AGREE option on this question on the pre survey and 10 changed their minds on the post survey decreasing the results to 19. Another variable that showed a change in the result was the STRONGLY DISAGREE option. In the pre survey there was only one answer whereas in the post survey, there was a score of zero. For the DISAGREE option, three students disagreed on the pre survey which decreased to one students in the post survey. So, most of the students kept strongly agreeing that they liked to read information about their favorite actor, singer, among others.

4.3.11 EXPERIMENTAL GROUP (QUESTION 29)		
I think that reading in English is less important than other subjects for my professional or academic purposes	**Score Pre Survey**	**Score Post Survey**
Strongly Disagree	6	5
Disagree	6	5
Undecided	17	17
Agree	4	11
Strongly Agree	8	4
Without Answer	1	0

GRAPH 24
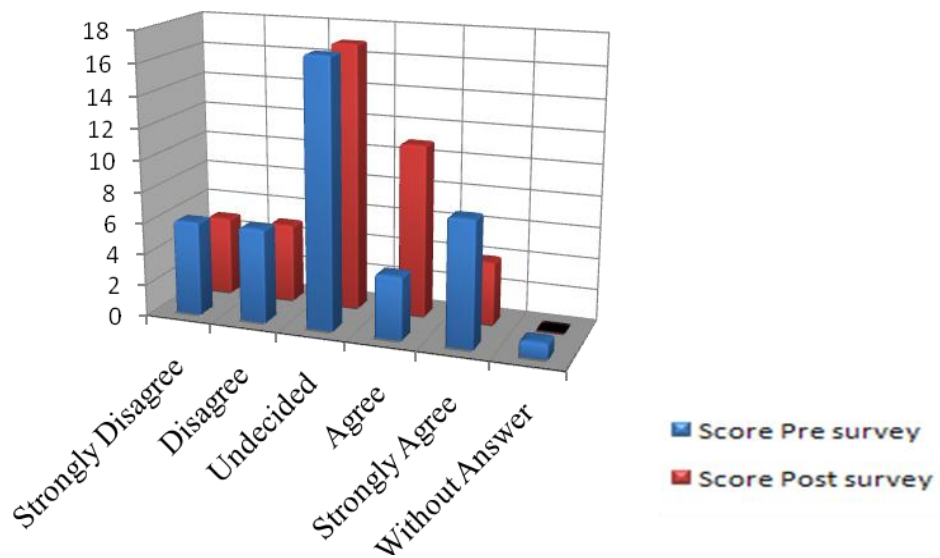
In graph 24, question number 29 had changes in the STRONGLY DISAGREE option which decreased from six to five students choosing this option. The same result was obtained in the DISAGREE option. There were no changes in the UNDECIDED option which remained the same with 17 points. In the AGREE option, four students chose this option in the pre-survey which increased to 11 students after the study. In the STRONGLY AGREE option, there was a decrease that goes from eight students to four students choosing this option. So, more students agreed that they thought that reading in English was less important than other subjects for their professional or academic purposes.

4.3.12 EXPERIMENTAL GROUP (QUESTION 32)		
I feel better and more confident about my abilities in reading when the activities are related to my specific interests	**Score** **Pre survey**	**Score** **Post survey**
Strongly Disagree	2	1
Disagree	0	1
Undecided	9	6
Agree	22	20
Strongly Agree	9	14
Without Answer	0	0

GRAPH 25
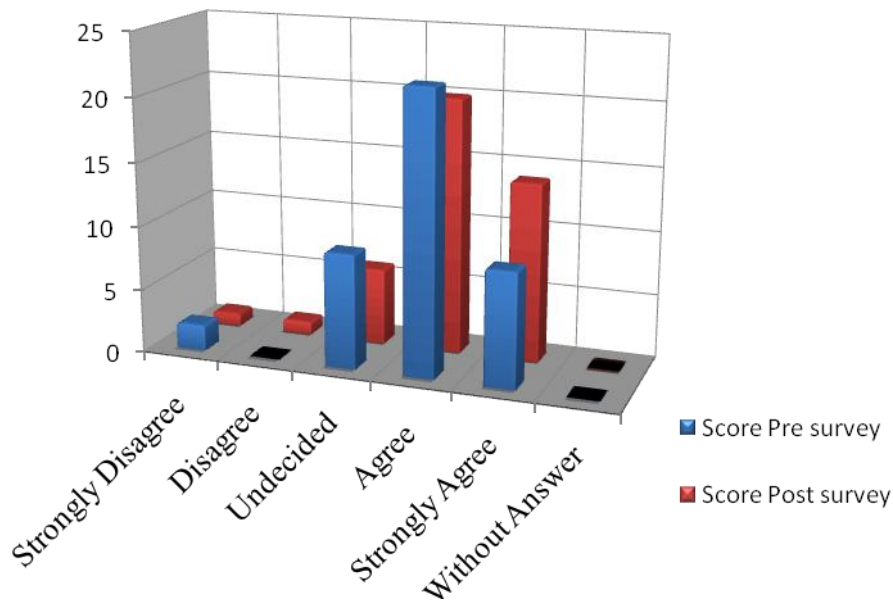
In graph 25, you can see the analysis of question number 32, where the largest difference was the STRONGLY AGREE option with a total result of nine in the pre survey which increased to fourteen students who felt better and more confident about their abilities in reading when the activities were related to their specific interests after the study. In relation to the AGREE option, there were 22 students who chose this one in the pre survey, whereas in the post survey it slightly decreased to twenty students choosing this option. Only one student changed her mind on the STRONGLY DISAGREE option leaving the post survey result with a score of one student, and the pre survey with two students

choosing this option. Finally, the DISAGREE option had a slight difference going from zero to one student choosing this option. Anyway, most of the students agreed that they felt better and more confident about their abilities in reading when the activities were related to their specific interests.

To conclude, in this chapter we showed the quantitative results of our study and gave information about the gap between the experimental and the control group and the difference of the results between the pre and the post survey from the experimental group and the control group.

We tried to show if there were any changes in the development of reading habits and motivation of the students during our study.

There were some positive and negative results in the experimental group that showed the results according to the students` answers in the pre and post survey and also there were some changes, however, few, that made a small difference for our study and will be analyzed in the following chapter with a qualitative analysis.

CHAPTER V

Conclusions

CHAPTER V

5. CONCLUSIONS

5.1 CONCLUSIONS

This study was about developing reading habits in Chilean classrooms. We chose to achieve the goal of improving reading habits in our students by motivating them through multiple intelligences.

The main reason why we, as a group, decided that reading was an important skill to be developed was because we wondered why such an important skill was not fully integrated into our process as future teachers. Thus, we thought that we should give it a try. Literature is an incredible, important and interesting subject for all of us, but how could we work on all the abilities and skills that are necessary if we are not even used to reading?

The study was based on the idea that the lack of reading habits is a big issue in our classrooms. This could be different if students found a motivating reason to read, not just because they have to read. This is why we initiated our study about the different motivational tools that teachers must apply in order to develop reading habits in their students.

Motivation, as we finally concluded, and as a lot of researchers have stated, is basically an internal process, a process of recognizing what we like, want and need. Looking for a way to understand what our students needed, we studied Gardner`s multiple intelligences theory. This theory postulates that our capacities and skills are not attached to the standard idea of intelligence, but to the abilities that each individual possesses. These intelligences are still being studied and the number of intelligences is no less than nine. Howard Gardner, who created this new concept of understanding human intelligence, is still making changes and adding information to the theory. We, in the same way that other studies have been done, worked with seven appropriate intelligences for the classroom.

As we observed during the process, students did not feel motivated unless they truly believed that what they were doing was important and useful for them. The observation of the students' behavior was a key to the understanding of the motivation process.

Motivation was really significant when it was related to the students' abilities and personal likes because that was the way that we could catch our students' attention to participate in class and to motivate them to start the classes.

When we prepared our lessons and the students were working on the different activities according to their multiple intelligences, we noticed that using multiple intelligences, as a tool for motivating students to read, really worked with the students. At the beginning it was not motivating at all, they looked confused about what they had to do, and some of them were not interested in working with some of their classmates due to social differences that influenced the way in which the students worked, however, when they noticed that as they worked with people who shared the same way to learn, developing activities it was even easier, and once they knew what their intelligence had to do with, they were more interested, because at the beginning they did not know anything about multiple intelligences, but when we noticed they were not motivated, we decided to let them know about what their intelligence meant and what kind of things and activities they were going to be able to develop in a better or easier way. After we guided them with the Multiple Intelligence Theory we could see that they started to enjoy working with reading activities related to their intelligence. All of these observations are in the appendices (see appendices from page N° 6 to 14). During the study, multiple intelligences were used to improve and develop different skills, specifically reading skills.

5.2 THE HYPOTHESES

After the data were analyzed, the process ended, and by the time the results were reviewed from the pre and post surveys, the hypotheses could be proven or disproven. Quantitatively and qualitatively speaking, we can demonstrate that students did change their reading habits no matter how many complications we encountered along the way. Quantitatively speaking, and thanks to the survey, we can see that in question N°22 "I read a lot at home when I am bored" there is a change, in general. It is inaccurate to say that thanks to our way of motivating the students, now they want to read more and more, but at least there is a change that is related mainly to the way they work. We tried to present different kinds of texts, in

order to get better results, and we also made them read day after day. Thus, in some part, we can say that due to the duty of reading in class, students could start this habit at home as well. We know it is a bit ambitious to say that as a result of working like this, the students' reading habits are improved, but at least, the experiment helped in some way to improve these habits.

5.2.1 WORKING HYPOTHESIS

"If students find themselves motivated while they are reading, they are going to increase their reading habits".

This is our working hypothesis and as the results showed, habits can be developed in a short period of time, as well as the enjoyment of reading. If students were interested in what the text could help them do, it would become easier to participate and collaborate with a group in which their preferences were similar.

Question Nº15 "What I read in classes is useful to accomplish a goal" showed a big difference between the pre and post test results. In the pre survey, there were only four people who answered "strongly agree" showing that reading in class was useful to accomplish a goal, and in the post-survey that number increased to 10 students. This allowed us to conclude that if reading is part of the work that students are doing, it will be important, useful and less difficult to read. So the motivation that the activity provides them is the key to making students read more and help them improve their reading habits. In other words, motivation plays a crucial role when we want to improve reading habits.

We think we would need specific research related to reading habits in order to see how fast or how much a student could improve his/her reading habits, but from the results obtained, we could see some differences between the pre and post survey. As it was explained previously in chapter 4, in some way, our hypotheses were correct, although we definitely need more research to completely prove this.

This hypothesis, "If students find themselves motivated while they are reading, they are going to increase their reading habits" was confirmed not just by the quantitive results of

the post-survey, but also during the entire experiment we could see a lot of changes in the students (see Class observations checklist on appendices from page N° 6 to 14). The students who participated in this experiment were not used to reading a lot of articles or texts in English. They used to read once a week and as soon as they faced a text in English, they started to complain immediately. We could observe this class after class (see appendices from page N°6 to 14). When giving them a text to read, they kept complaining, but the way they responded to the activities was different. They started to face a reading text in English in a better way, so the whole work was better.

At the beginning of the activities related to multiple intelligences, students did not really understand what they were doing. As time went by and classes became a routine, students started to demonstrate a different behavior toward the reading material. Some of them used to take the material eagerly and read it to the rest of the group along with some other partner, and not only that, they asked about the material for the next class.

Finally, our null hypothesis (If students do not find themselves motivated while they are reading, they are not going to increase their reading habits) was rejected, because the quantitative results show that our working hypothesis was confirmed.

5.2.2 ALTERNATIVE HYPOTHESIS N°1

"If students read according to their own and specific likes, they will be more motivated to read therefore, their reading will increase".

During this process, it was noticed that inside the classroom and depending on the type of text we used, the activities and results were better or worse. Qualitatively speaking we observed a change in students depending on how much they liked or did not like the reading text. For example, in our unit "looks", we could see that inside the classroom it was more interesting to talk about tattoos and piercings than the clothes that you need for a job interview. This is an example of things we could see inside the classroom related to the types of reading students enjoyed more. Now, if we take a look at our results, in question N°32, "I feel better and more confident about my abilities in reading when the activities are

related to my specific interests" there were nine students who thought that they felt better and more confident about their abilities in reading when the activities were related to their specific interests. That number of students increased to 14 after the experiment. This alternative hypothesis "If students read according to their own and specific likes, they will be more motivated to read therefore, their reading will increase" is mainly a cause and effect result, if students read more, their reading habits, in general, will increase. So how can we make students read more? Through texts that match the students' preferences. Another good example is question Nº24 "I like to read information about my favorite actor, singer, among others". In this question we could see a big difference, because every variable changed. Although the variable "Strongly agree" was reduced, "Agree" increased, we confirmed that these students liked to read about their favorite actor, singer, among others. Consequently, we can say that reading can be increased if we make students read more things related to their likes and in the same way, their reading overall, will be increased. Although we obtained good results and positive things in the classroom related to that observation, we cannot say that because of our study everything worked fine. There were a lot of variables that may have affected these results, so we would need a deeper research in this topic to affirm that. At least in our investigation, we had the results that we were waiting for according to the post-survey data seen in chapter 4, but there is no doubt that it is necessary to make a more detailed investigation in order to get more specific results.

5.2.3 ALTERNATIVE HYPOTHESIS Nº2

"Reading will be more fun for students once they discover that what they read is a tool to achieve a bigger objective".

This alternative hypothesis was confirmed according to the pre and post survey. The students showed a lot of improvements during the process, and the quantitative results shown by the survey. The importance of the relationship between reading comprehension and the activities is exposed in question number 23 of the pre and post survey. This

question says that reading in classes is more entertaining if it involves an amusing activity. A big difference between the pre and post survey is noticed because there were seven students who answered "strongly agree" in the pre survey, and after the study this number increased to 13. This makes us think about the importance of the activities and its relation with the text that students read.

Different types of activities were tested in this study, so it is important to express that the quality of the activities can be a variable to obtain more or less improvement. The work inside the classroom was, in general terms, very similar in each class, so the improvements were made because of the reading and the motivating activities.

Although there were many variables, the results, in general, were positive to support this hypothesis, but it is important to say as well, that the results that we obtained were general, and it would be necessary to do another complementary study to prove more accuracy to this hypothesis. We included a lot of things in our study, so the results cannot be as specific as we wanted, however with our study, research, results, and data analysis, we believe the hypothesis was proven.

5.3 OBJECTIVES

All of the objectives already mentioned on chapter one were also accomplished. These will be explained on points 5.3.1, 5.3.2, 5.3.3 in this chapter. These objectives were established thinking about the study that would be applied, so this also confirms that the study succeeded. Our objectives were established thinking about what we read beforehand, according to our experience, and in the data analysis section. We found out, due to the results of the post-survey, that most of the thoughts and beliefs we had related to our objectives were correct. Negative results related to reading in English and inside the classroom were found in question N°7, which states that students were not interested in reading during English classes. Three students agreed on the pre-survey, but the result showed an increase to 10 students on the post-survey. However, the results related to motivation and its relation with reading showed positive results as we can see in question N° 23, which states that reading in classes is more entertaining if it involves an amusing

activity. Here, we obtained a result that went from seven students strongly agreeing in the pre-survey to 13 after the study. We tried to include three different topics in the survey according to the hypothesis. They were: reading habits, motivation and personal preferences, so the results obtained were general and not too specific. We truly believe that our study can be done again considering some variables such as the social classes of the students, the previous knowledge about the multiple intelligences topic and the time frame.

5.3.1 GENERAL OBJECTIVE Nº1

"Study, define and apply the different internal and external factors that influence students' motivation in the classroom".

This objective was one of the hardest parts in our study to be accomplished. It was hard because in order to apply the different factors, during the study, the school presented a number of adaptations. Thus, changes such as: the length of the whole process, the way the students were going to work (from a group task to an individual one in some of the classes in order to see if it worked better) some of the contents, among others, were made in order to finish every academic activity planned for the year.

Despite the complications, the objective was achieved because as soon as the pre survey and the multiple intelligence tests were taken by the students, we were able to identify the needs, likes and dislikes of the students.

Internal factors were mainly generated by the need for eating, doing some sports, sleeping, having friends and socializing; preferences that were known by the multiple intelligence test. We worked on this by preparing activities and separating the students into groups according to their results on the multiple intelligences test. All the materials that were given to the students were chosen to make the students feel that their interests were really important and useful and by letting them know, because they possessed a specific intelligence more developed than the rest, that they were going to work better on each activity. The activities were done by seven participants of our thesis group; everyone had the duty to create worksheets according to the aforementioned intelligences.

External factors such as the students' likes and dislikes were also noticed. For teenagers, it

is easy to get confused between what they want and what they need. Most of the time, they described needs as things they just wanted to have. If we wanted something to be motivating, the material would not only describe the specific subject that had been taught during the classes, it also had to be an interesting topic for teenagers.

5.3.2 GENERAL OBJECTIVE Nº2

"Develop reading habits in Chilean students by doing different activities according to each student's intelligence, which will be identified by applying Gardner`s multiple intelligence test".

As a group we developed our own material to work with the different intelligences. All the material was based on the previous contents that the students learned, theory and the class topics. We also considered the English level of the students which was measured by their previous marks. This material was successfully accepted by the students and they worked showing their interest and, most of the times, the activities were done properly.

5.3.3 GENERAL OBJECTIVE Nº3

"Students will be capable of reading texts and understanding them in order to achieve a specific objective".

Every single lesson plan was focused on developing reading habits, so reading was the main goal of our classes. It is important to say that at the beginning many different problems were observed. However, class after class, the problems decreased. This happened because the activities were motivating for them, while on the other hand, because the students realized that reading was the way to achieve the goals and to develop the activities on handouts. It was also noticed that the students in that class, did not like to read per se. However, when they had to develop an activity to achieve a specific goal e.g. a mark or points for a test, or just doing something else where reading was supposed to be the way, the results were better. At the beginning, the students felt that reading was too much, that the texts were too long and complex, but further in the process they understood the whole

point about reading during class, they felt more motivated as the reading topics were according to their likes, as teenagers, and they did the work correctly. All this correct work they did can be proven by the observation that we made throughout the classes and by the handouts that we collected at the end of the lessons. Our observation in class was really important as it was in the classroom where we could see the main changes according to the survey results (pre and post). In appendix (See appendices from page Nº 15 to 24) one can find some of the worksheets that we made for the students to develop inside the classroom. Also, we found in the results of question Nº23 (Reading in classes is more entertaining if it involves an amusing activity), that students made a relation between the texts they read and the activities, so they proved that if reading is the way to achieve a specific goal, they will read. In that question after the study, six students changed their mind and strongly agreed with the statement: "reading in class is more entertaining, if it involves an amusing activity". This is also related to the specific type of activity that we used. The activity must be amusing: another variable. However, we can conclude that depending on the objective, reading is just a step to achieve it, and in that case, it will not be something hard or boring.

A lot of changes were noticed during this experiment, for example the simple reaction that students had when they faced a text in English: from hating a text, to accepting it in order to achieve a goal. Furthermore, after the data analysis, the important thing to remember is that the study focused on three main topics of our thesis; motivation, reading and multiple intelligences. The major changes were made in order to put together motivation and multiple intelligences, but reading was the first step to learn and it was the starting point in every lesson. Unfortunately, our study could not be done perfectly, given the fact that the results obtained were positive and negative, all of them already explained in Chapter 4.

We believe that because of a lot of factors, such as lack of time to develop the study, especially when we refer to developing reading habits and the unknown relationship between the students of different social classes, among other variables, influenced the outcome.

However, we still believe that the main objective of our thesis could be developed, although we did not have as much time as we needed and, we think that our study can be done in a better way and the hypotheses may be improved. A change in the students' reading habits requires more time; less variables and external factors such as the teacher's strike which took a long time, making the study go much slower.

5.4 PROJECTIONS

Different subjects were studied during the process in order to finally get to the objective which was developing reading habits. As we focused on that goal we looked for the way to motivate our students and we ended up preparing all our material based on the multiple intelligences theory. Along the way we noticed that this work was a good theory and even if it is hard to apply in a classroom, it is a great strategy to motivate students. We can say this because of the reaction that students had when they dealt with this new kind of activity. Many times we had a hard time trying to break the normal methods, but as soon as the students noticed how easy it was for them to do what they were asked, things started to work a little bit better.

It is possible that we were a bit ambitious, and we embraced too many things in just one investigation, but it is not such an arduous job when during the process you get to adapt classes and a new teaching structure. This structure is based on the idea that motivated students learn more and better. Furthermore, students embraced these new concepts with their own process. This is a behavior that we noticed during classes, as we observed, once they noticed that every activity gave them a new manner or point of view on how to work with a reading comprehension activity, they started each class working with a new and better disposition to read.

Even if it is difficult for us to see the results and realize that there were no major changes, we saw all those little changes that make us think that this could be done in the future. Although we did not have as much time as a research needs, we got positive results. Maybe this investigation needs more time, less students, a different context or a different place, but

we just did what we thought was the first part and we ended up having positive results so we are absolutely convinced that this theory could be applied in a less structured place and having more time to adapt students to think on their own.

5.5 CONTRIBUTION TO THE EDUCATIONAL SYSTEM

As we worked on this investigation we noticed how hard it is for students to think on their own way. There is a possibility that our perception of education has such a structured approach that it is hard to understand that teachers have their own ideas and skills. It is important to understand that every person has a potential and every person belongs to a special group, a group where we share our abilities, views and understandings of the world. This is important because working in our own way we learn better and faster, and we learn how to trust in our skills not needing to do something that it is hard and pointless if we do not know how to deal with it. During classes we noticed that even if habits and motivation had not increased as we hoped, there was something else. Students' behavior changed and it was interesting to observe how class after class they felt more confident in what they did.

Our educational system gives us just two options according to the multiple intelligence theory; these two options are mathematics and linguistics. However, not every person is strong in these areas and usually students get frustrated because of this. That is why we think that if some day this methodology is applied in Chilean classrooms, students will be more motivated to work on any assignment because in their own special way they will be capable of finishing and accomplishing their goals.

As we already know this is a long process and because of our inexperience we noticed that this is too much work to be done in such a short period of time. We believe that classes should be separated by intelligence, and after that, each intelligences needs a specific kind of activity and a specific treatment. After the class is ready, one good way to make students feel motivated is letting them know what they are capable of doing and teaching them how to make the best out of it. Overall, we as researchers have grown and learned much from this study and hope that in the future other investigators will be able to use this research as a springboard for further studies involving reading, motivation and multiple intelligences.

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APPENDICES

TABLE OF APPENDIX

PAGE

1. MULTIPLE INTELLIGENCES TEST SAMPLE

Multiple Intelligences Test – based on Howard Gardner's MI model
Score the Statements: 1=Mostly Disagree, 2=Slightly Disagree, 3=Slightly Agree, 4=Mostly Agree

Statement	Score
I like to learn more about myself	
I can play a musical instrument	
I find it easiest to solve problems when I am doing something physical	
I often have a song or piece of music in my head	
I find budgeting and managing my money easy	
I find it easy to make up stories	
I have always been very co-ordinated	
When talking to someone, I tend to listen to the words they use not just what they mean	
I enjoy cross words, word searches or other word puzzles	
I don't like ambiguity, I like things to be clear	
I enjoy logic puzzles such as 'sudoku'	
I like to meditate	
Music is very important to me	
I am a convincing liar	
I play a sport or dance	
I am very interested in psychometrics (personality testing) and IQ tests	
People behaving irrationally annoy me	
I find that the music that appeals to me is often based on how I feel emotionally	
I am a very social person and like being with other people	
I like to be systematic and thorough	
I find graphs and charts easy to understand	
I can throw things well - darts, skimming pebbles, frisbees, etc	
I find it easy to remember quotes or phrases	
I can always recognise places that I have been before, even when I was very young	
I enjoy a wide variety of musical styles	
When I am concentrating I tend to doodle	
I could manipulate people if I choose to	
I can predict my feelings and behaviours in certain situations fairly accurately	
I find mental arithmetic easy	
I can identify most sounds without seeing what causes them	
At school one of may favourite subjects is / was English	
I like to think through a problem carefully, considering all the consequences	
I enjoy debates and discussions	
I love adrenaline sports and scary rides	
I enjoy individual sports best	
I care about how those around me feel	
My house is full of pictures and photographs	
I enjoy and am good at making things - I'm good with my hands	
I like having music on in the background	
I find it easy to remember telephone numbers	
I set myself goals and plans for the future	
I am a very tactile person	
I can tell easily whether someone likes me or dislikes me	

I can easily imagine how an object would look from another perspective	
I never use instructions for flat-pack furniture	
I find it easy to talk to new people	
To learn something new, I need to just get on and try it	
I often see clear images when I close my eyes	
I don't use my fingers when I count	
I often talk to myself – out loud or in my head	
At school I loved / love music lessons	
When I am abroad, I find it easy to pick up the basics of another language	
I find ball games easy and enjoyable	
My favourite subject at school is / was maths	
I always know how I am feeling	
I am realistic about my strengths and weaknesses	
I keep a diary	
I am very aware of other people's body language	
My favourite subject at school was / is art	
I find pleasure in reading	
I can read a map easily	
It upsets me to see someone cry and not be able to help	
I am good at solving disputes between others	
I have always dreamed of being a musician or singer	
I prefer team Sports	
Singing makes me feel happy	
I never get lost when I am on my own in a new place	
If I am learning how to do something, I like to see drawings and diagrams of how it works	
I am happy spending time alone	
My friends always come to me for emotional support and advice	

Your strengths in each of the multiple intelligences are automatically calculated below, and also shown in graph form. The descriptions of the multiple intelligences are shown on the next worksheet within this file-click the intelligences descriptions tab below.

Intelligence type	your totals
Linguistic	0
Logical-Mathematical	0
Musical	0
Bodily-Kinesthetic	0
Spatial-Visual	0
Interpersonal	0
Intrapersonal	0

Gardner's Multiple Intelligences- descriptions, preferences, personal potential, related tasks and tests.

intelligence type	intelligence description	typical roles, preferences, potencial	related tasks, activities or tests	preferred learning style
1. Linguistic	**words and language**, written and spoken; retention, interpretation and explanation of ideas and information via language, understands relationship between communication and meaning	writers, lawyers, journalists, speakers, trainers, copy-writers, English teachers, poets, editors, linguists, translators, PR consultants, media consultants, TV and radio presenters, voice-over artistes	write a set of instructions; speak on a subject; edit a written piece or work; write a speech; commentate on an event; apply positive or negative 'spin' to a story	words and language
2. Logical - mathmatical	**logical thinking**, detecting patterns, scientific reasoning and deduction; analyse problems, perform mathematical calculations, understands relationship between cause and effect towards a tangible outcome or result	scientists, engineers, computer experts, accountants, statisticians, researchers, analysts, traders, bankers bookmakers, insurance brokers, negotiators, deal-makers, trouble-shooters, directors	perform a mental arithmetic calculation; create a process to measure something difficult; analyse how a machine works; create a process; devise a strategy to achieve an aim; assess the value of a business or a proposition	numbers and logic
3. Musical	**musical ability**, awareness, appreciation and use of sound; recognition of tonal and rhythmic patterns, understands relationship between sound and feeling	musicians, singers, composers, DJ's, music producers, piano tuners, acoustic engineers, entertainers, party-planners, environment and noise advisors, voice coaches	perform a musical piece; sing a song; review a musical work; coach someone to play a musical instrument; specify mood music for telephone systems and receptions	music, sounds, rhythm
4. Bodily - Kinesthetic	**body movement control**, manual dexterity, physical agility and	dancers, demonstrators, actors, athletes, divers, sports-	juggle; demonstrate a sports technique; flip a	physical experience and movement, touch and feel

	balance; eye and body coordination	people, soldiers, fire-fighters, PTI's, performance artistes; ergonomists, osteopaths, fishermen, drivers, crafts-people; gardeners, chefs, acupuncturists, healers, adventurers	beer-mat; create a mime to explain something; toss a pancake; fly a kite; coach workplace posture, assess work-station ergonomics	
5. Spatial – Visual	**visual and spatial perception**; interpretation and creation of visual images; pictorial imagination and expression; understands relationship between images and meanings, and between space and effect	artists, designers, cartoonists, story-boarders, architects, photographers, sculptors, town-planners, visionaries, inventors, engineers, cosmetics and beauty consultants	design a costume; interpret a painting; create a room layout; create a corporate logo; design a building; pack a suitcase or the boot of a car	pictures, shapes, images, 3D space
6. Interpersonal	**perception of other people's feelings**; ability to relate to others; interpretation of behaviour and communications; understands the relationships between people and their situations, including other people	therapists, HR professionals, mediators, leaders, counsellors, politicians, educators, sales-people, clergy, psychologists, teachers, doctors, healers, organisers, carers, advertising professionals, coaches and mentors; (there is clear association between this type of intelligence and what is now termed 'Emotional Intelligence' or EQ)	interpret moods from facial expressions; demonstrate feelings through body language; affect the feelings of others in a planned way; coach or counsel another person	human contact, communications, cooperation, teamwork
7. Intrapersonal	**self-awareness**, personal cognisance, personal objectivity, the capability to understand oneself, one's relationship to others and the world, and one's own need for, and	arguably anyone who is self-aware and involved in the process of changing personal thoughts, beliefs and behaviour in relation to their situation, other people, their purpose and aims -	consider and decide one's own aims and personal changes required to achieve them (not necessarily reveal this to others); consider one's	self-reflection, self-discovery

	reaction to change	in this respect there is a similarity to Maslow's Self-Actualisation level, and again there is clear association between this type of intelligence and what is now termed 'Emotional Intelligence' or EQ	own 'Johari Window', and decide options for development; consider and decide one's own position in relation to the Emotional Intelligence model	

2. OBSERVATIONS

Second Class

Classroom 2°I, Liceo N°1 Javiera Carrera

Thursday, November 5th 2009

10:35 – 11:55

This second class kept the same structure as the previous one, the warm-up and the presentation for the whole class and then the practice and production part, students were divided into groups. So, the first part was really good, after the brief warm-up activity, I started to talk about the second conditional and because we had talked about that last class, the work was very successful at that time. After talking about the second conditional and reinforcing some of the vocabulary, students read a short text from their student's book. This test included one part of the third conditional so this conditional was included in this class. After all this work with the vocabulary, second and third conditional, I asked students to form the groups that they had formed last class and immediately they started to complain so much. It seems that they did not know what I was talking about. They just said: "why, no, we are ok working like this, etc". I just had to force them again and they conformed their groups. Clearly, they do not feel good in this part of the class when they have to make the groups. After all this mess because of the group formation, I gave them a handout with a text in it and some exercises related to the content that we started to work with. And the first reaction was very similar to the reaction of the last class, everybody was complaining, they did not understand why they had to read again, they let me know that the reading and the activities were boring, etc. I just had to push them and make them know that this is the new way of working and they have to get used to that, for some weeks. After this, some students started to work and other just started to talk about other things but the work, so I went to the non-working groups and I tried to help them in order to make this process easier. I let them know that the answers they needed in the handout could be found in the text and for that reason it was important to start the work with the reading. As in the first

class, some of the groups worked really well, specifically the group that had the visual

intelligence. Unfortunately in this class, I could not do the round-up part as well.

The class started and the students were still talking to each other, some of them were looking at the warm up activity prepared for them. Even though some of the students kept talking during the activity, it worked, at least for those who were paying attention. The class is divided; some of the students are doing things that are not part of the subject in study. When the teacher finally said that they are suppose to work with heir group, the answer was general, they did not want that, lots of different comments were made, such as; "I do not want to work with them", "can we work individually?" and some other, when they finally listen to the teacher, they went to work with the classmates that shared the same predominant intelligence in groups. Most of the students commented that reading was boring and also the activities, but the "visual" group the students seems to be attracted with the handouts and started to color it in, but not reading the text first, so in the same way the teacher did, I start helping them with their readings, most of the groups were asking for some help and it seems that they did not really know what was going on. There was a big mess in the classroom after a while and a group of students told me that they did not get along, it was hard to hear this but I asked them to keep going with their work. As the students ask for so much help, the activities were not finished, and the class did not have a round up.

Eighth Class

Classroom 2°I, Liceo N°1 Javiera Carrera

Thursday, November 26th 2009

10:35 – 11.55

This class started with the warm-up activity and the presentation of the unit and the main things that students would have to work with. These two first parts were not problematic at all, students participated as I expected, and in general the work was good. After these two parts, I told them that we would work with the multiple intelligences handouts, so I asked them to go to their groups and be ready for starting, they started to complain, as usual, but they went to their seats anyway, I gave them a handout with some exercises and a text that we chose from the student's book that they used in class. They started to complain because of the reading, they did not want to read, they thought the reading was too long and some of them did not want to do anything. After around 3 min, they started to work, it was not messy anymore, and they asked me things related to the text and it seems that the whole work was better. Although they complained as usual, because of the work, they worked really well. We decided to give them some candies, because it was the last class and because of the work was better class after class. At the end, the round-up was a bit short, because everybody had not finished yet, but anyway there was time for some question and clarification. I told them that this was the last class with this multiple intelligences work and some of them asked me why, and other just said ok, it is better.

The class started with the bell and as soon as the teacher start talking most if the girls sat and stopped talking, but not all of them, as usual. The semester is ending and most of the students are trying to talk with their teacher to know their grades.

The teacher starts with a warm-up activity, most of the times students are quiet while the teacher is talking, but there is just a small group paying attention and participating along with the teacher. After the second activity the teacher asks the students to move and work with their groups, again, the classroom was a noisy place, but, they did what they were told and start looking at the handouts and most of them makes comments about the activities, once more the linguistic group is talking about how long their activities are, and tried to compare their handout whit the most close group, in this case was one of the logical mathematical. Lots of comments were given after looking at the other activity, so I went close to them and asked; what was all that about? The answer was that they thought their activity was too long and it was not fair, so I asked them another question; and do you think that activity is easier for you to do? So they look once more and after a few minutes they said; "no". The groups starts their reading but while they were doing it the main teacher who had been sitting on the back of the classrooms started to give grades to the students, so most of the groups just simply stopped working to talk to her. In that moment we decided to give a reward to all of them who has worked properly through these classes. So most of the students went back to their chairs and keep doing their activities. During this final class it was easier to see that the groups were finally working as teams and not individually, most of the students read the text by their own, no asking for help this time and associating the text with what is was ask on their handouts, most of the groups finish the activities but there is still some students that do not understand or do not like how to work with a team, even though the work has improved and now all of them know what to do and as it happened the

last class they looked at least satisfied with the results of their activities. Because after the reading text and the activities, I heard some of the girls making comments about the text and I could notice that this time they really get it.

3. ACTIVITIES FROM THE SIXTH CLASS OF THE EXPERIMENTAL GROUP

We decided randomly which activities show in our appendix's section. These were the activities we made for the sixth class on the Experimental Group.

3.1 Interpersonal Intelligence Activity

Liceo Nº1, Javiera Carrera
Departament of English
Teacher Trainer: Claudia Campos
Teacher Trainee: Sebastián Abarca

Student's name: _____ Grade: _____ Date:_____

I.   Considering your own ideas about art, what is it?

_____
_____
_____

II.   Look at the following pictures and describe them using the words in the box.

Contemporary	expressive	sophisticated
Landscape	nude	beautiful

_____
_____
_____
_____
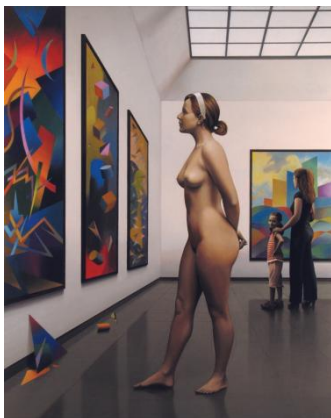
III.- Look at the following painting and create some sentences, giving your opinion about it. Try to identify the artist's emotion, intention, etc. using the following modals: may/might, must and can't. Then, compare your sentences with your classmate.

Example: It must be a French painting.
        The artist must be shocked with that revolution

1.-
_____
2.-
_____
3.-
_____
5.-
_____
6.-
_____

3.2 Intrapersonal Intelligence Activity

Liceo N°1, Javiera Carrera
Departament of English
Teacher Trainer: Claudia Campos
Teacher Trainee: Sebastián Abarca

Student's name: _____ Grade: _____ Date_____

I.   True or False (If false, explain. Why?)

a) It can't be shocking seeing dinosaurs' skeletons in a realistic environment and expressing movements as if they were real.

b) You must be bothered to go to the Louvre museum.

c)   If you go to London town you might leave without visiting the museum.

d) I think that it can't be a realistic museum, because it has artificial environment.

e) Every country has at least three important museums to visit, art, science and history.

II.   Read the next quote:

 "You can't judge a book by its cover"

a) Do you think this quote can be applicable to museums? Considering the following pictures:

b) What can you suggest of these museums just by looking at their "covers"?

c) Do you want to visit any special famous museum some day? Which one and why?

d) Have you been to museums before? Which one shocked you the most? Why?

III.   Take a look at these pictures:

A) Do you think they are real?

B) To which museum do you think these people belong to?

C) Would you like to visit this museum?

D) What would you feel if you saw your favorite artists in wax right next to you? How would your picture be? Would you pose like holding him or her, kissing him, laughing with him or something else?

E) What do you know about this museum? What famous artists or people do you know that have been made of wax in this museum? Have you seen them live or in pictures?

3.3 Logical-Mathematical Intelligence Activity

Liceo Nº1, Javiera Carrera
Department of English
Teacher Trainer: Claudia Campos
Teacher Trainee: Sebastian Abarca

Student's name: _____ **Grade:** _____ **Date:** _____

1) **Match each painting with its author. Pay attention to the information about the author and the painting.**
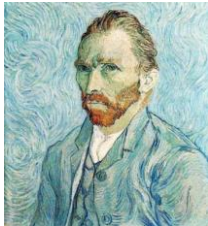
1) VICENT VAN GOGH 2) PABLO PICASSO   3) MIGUEL ANGEL 4) SANDRO BOTICCELLI

   (1853 – 1890)   (1881 – 1973)   (1475 – 1564)   (1445 – 1510)

5. _____

_____ (1967)

_____
(1500)

_____
(1485)

(1888)

(1889)   **(1969)**   **(1483)**

(1533)

Modal Verbs

1) Fill in the gaps with the right modal. Use Can't or Must, Can, May and Might.

a) That doctor _____ be pretty famous in the town. Everyone knows him.

b) You've been working all night long. You _____ be tired.

c) Tim and Lucy go away on holiday very often, so they _____ have a lot of savings in their account.

d) The weather was stormy every day during their holiday, so they _____ have had a very nice holiday.

e) The restaurant _____ be very good. It is always empty.

f) You got here very quickly. You _____ have taken a taxi.

g) They _____ control their own budgets.

h) _____ I have another cup of coffee?

i) You _____ pay me back by next week.

j) I'm sorry. We _____ fix it.

Source: www.ESLTOWER.com / www.EnglishMedialLab.com

2) Create five sentences using Modal Verbs: May – Might – Must and Can't

a) _____

b) _____

c) _____

d) _____

e) _____

3.4 Kinesthetic Intelligence Activity

Liceo Nº1, Javiera Carrera
Department of English
Teacher Trainer: Claudia Campos
Teacher Trainee: Sebastian Abarca

Student's name: _____Grade: _____ Date: _____

I.   Read the text about the different experiences in museums around the world. Then answer these questions:
   –   Would you like to visit the museums mentioned in the text?
   _____
   _____

   –   Which museum would you like to go to first? And Why?
   _____
   _____

II.   Now, you will have to imagine that you are a manager from a travel agency. A couple of tourists are asking you for a museum guide, so you will have to prepare a map to make the cheapest and most comfortable tourist guide for them. You will have to use some vocabulary words and some modal verbs to explain the tourists the map. Here you have an example of how to do it:
   –   You definitely **should** go to Lastarria and Bellas Artes neighbourhoods because you will find lots of **typical** and **interesting** Chilean places mixed with **contemporary** buildings.

3.5 Visual Intelligence Activity

Liceo Nº1, Javiera Carrera
Department of English
Teacher Trainer: Claudia Campos
Teacher Trainee: Sebastian Abarca

Student's name: _____ Grade: _____ Date: _____

I. Make a diagram with *Might/ May* and can't/ *Must* rules.

II. Pick up one envelop and put these sentences in order.

III. Complete the sentences. Choose from the list and write them.
 * Might have left   * Might be   * Might not have   * Might not want

 * Might have made   * Might have forgotten   * ~~Might win~~

a. I think he **might win.** He's on good form at the moment.
b. They _____ to come but you can invite them.
c. Try calling Nick. He _____ back home by now.
d. I think _____ a mistake. I should have said no.
e. I think Pat _____ about our art work.
f. I cannot find my portrait. I _____ this in other house.
g. I _____ time to finish it today. Will tomorrow be OK?

IV. Complete the sentences. Use *must* or *can't*

a. Jamie passed his art exam with a distinction. He _____ study very hard.
b. Janet failed her exam. She _____ study much.
c. Tina's sculpture was a disaster. She _____ use other material.
d. Frida Kahlo _____ died in 1955 or 1958.
e. Karen _____ go to the gallery, the car broke down.
f. Have you seen Tom`s painting? It _____ cost a fortune!

3.6 Linguistic Intelligence Activity

Liceo Nº1, Javiera Carrera
Department of English
Teacher Trainer: Claudia Campos
Teacher Trainee: Sebastian Abarca

**Student's name:** _____ **Grade:** _____ **Date:** _____

I-   Read the text carefully and study the descriptions about the different museums.

II-   Now look at the pictures from the British museum in London.

III- Write a text talking and describing the British museum, you must use the vocabulary from the lesson.

 Outside

 Inside

British Museum

British Library

GROUND FLOOR
1–2   Greek Bronze Age
3/4   Ancient Greece
3a   Early Greek Vases (basement)
5   Greece in 5th c. B.C.
6   Bassae (one flight up)
7   Neirides
8   Parthenon sculpture
9   Caryatids
10   Payava
11   Late Greek vases (one floor up)
12   Mausoleum of Halicarnassus
13/14 Being rearranged
15   Roman art
16   Chorsabad
17   Assyria
19   Nimrod
21   Nineveh
24   Ancient Palestine
25   Large Egyptian sculpture
26   Assyrian Transept
27–28 Temporary exhibitions
29   Grenville Library
30–30a Manuscripts
31   Crawford Room
32   King's Library
33   Art from south and south-east Asia, China, Japan and Korea
33b   Temporary exhibitions
33c   Old Mexico
34   Islamic art (one floor lower)

UPPER FLOOR
35   Britain in prehistoric and Roman ages
36   Stone Age
37–39 Late pre-history in Europe
40   Britain in Roman times
41–42 Medieval art
43   Medieval pottery and ceramics
44   Clocks, etc.
45   Waddesdon Bequest
46–47 Europe 15th–19th c.
48   Modern art
49   Ancient Persia
50–52 Closed
53–54 Ancient Anatolia
55–56 Early Mesopotamia
57   Ancient Syria
58   Assyrian ivory-work from Minrod
59   South Arabia
60–61 Mummies
62   Grave paintings, papyri
63   Egypt Every-day life
64   Early Egyptian
65   Egypt and Africa
66   Coptic art
68   Greek and Roman bronzes and terracottas
69   Everyday life in ancient Greece and Rome

69a   Coins and medals (exhibitions)
70   City and Empire of Rome
71   Italy before the Roman Empire
72   Ancient Cyprus
73   Hellenistic southern Italy
90   Printing and drawings
91   Oriental art
92–94 Japanese collections (one floor up)

BASEMENT
77   Greek and Roman sculpture
78   Classical inscriptions
79–80 Early Greek sculpture
81   Late Greek sculpture
82   Ephesus
83   Rome
84   Townley Room
85   Portrait collection
86–87 Lecture rooms
88   Temporary exhibitions
89   Closed

This is a map and guide to the different expositions that you will find in the museum.

Liceo N°1, Javiera Carrera
Department of English
Teacher Trainer: Claudia Campos
Teacher Trainee: Sebastián Abarca

Student's name: _____ **Grade:** _____ **Date:** _____

Activities

5. Read a text called "**Let's go to the museum**" and get the main idea.
6. Answer the following questions related to the text. Use some words from the glossary to answer them.
1. Do you like to go to museums? Why?
_____
_____
2. Did you like the text? Why?

7. Find 3 words that may rhyme with the last syllable of the following words:
▪ Beautiful_____, _____.
▪ Realistic _____, _____.
▪ Sophisticated _____, _____.
▪ Shocking _____, _____.

8. Write down the usage of each modal. When do we have to use each one?
Might:
_____
May:
_____
Can't:
_____
Must:
_____

9. Read the next short text. It is a story in rhyme as you can see. So, after you read it and get the main idea of how to create a story in rhyme, you have to create your own story. The story must be related to art and it must have two words from the vocabulary and one of the words might, may, can't or must.

> One day we were playing outside in our yard
> When my brother got mad and he pushed me so hard
> That I pushed him right back - with all of my might -
> And quick as a wink we were having a fight!...

_____
_____

4. ACTIVITIES FROM THE FIRST CLASS OF THE CONTROL GROUP

Liceo N°1, Javiera Carrera
Department of English
Teacher Trainer: Evelyn Villarroel
Teacher Trainee: Carla Álvarez

Body Language.

Student's name: _____ Grade:_____ Date:_____

a) Write about Peter. Use the words in the box.

Careful   bad -tempered   optimistic   friendly   lazy   hard-working.

Peter is very kind and spends a lot of time with his friends:

Peter has a persisting angry mood:

Peter does not do his homework and spends a lot of time watching TV:

Peter put a lot of effort on his job:

Peter gives a lot of attention to his children:

Peter expects good things to happen:

5. MULTIPLE INTELLIGENCES LOGOS

5.1 Interpersonal Intelligence Activity

5.2 Intrapersonal Intelligence Activity

5.3 Logical-Mathematical Intelligence Activity

5.4 Kinesthetic Intelligence Activity

5.5 Visual Intelligence Activity

5.6 Linguistic Intelligence Activity

5.7 Musical Intelligence Activity

6. T TEST TABLE

	Control			Experimental			Difference
	Pre-Survey	**Post-Survey**	**Dif (Pre-Post)**	**Pre-Survey**	**Post-Survey**	**Dif (Pre-Post)**	**Control - Experimental**
q1	27,6%	27,6%	0,0%	13,8%	13,6%	0,2%	-0,2%
q2	27,6%	20,7%	6,9%	19,2%	2,2%	17,0%	-10,1%
q3	24,1%	6,9%	17,2%	2,0%	0,7%	1,3%	15,9% *
q4	55,2%	27,6%	27,6%	34,2%	35,4%	-1,2%	28,8% **
q5	34,5%	27,6%	6,9%	3,7%	24,2%	-20,5%	27,4%
q6	27,6%	27,6%	0,0%	11,0%	27,1%	-16,1%	16,1%
q7	58,6%	44,8%	13,8%	50,5%	12,3%	38,2%	-24,4%
q8	20,7%	27,6%	-6,9%	1,3%	4,3%	-3,0%	-3,9%
q9	41,4%	27,6%	13,8%	9,4%	21,2%	-11,8%	25,6%
q10	27,6%	27,6%	0,0%	27,7%	7,9%	19,8%	-19,8%
q11	17,2%	27,6%	-10,3%	1,2%	2,1%	-1,0%	-9,4%
q12	3,4%	3,4%	0,0%	1,0%	1,3%	-0,3%	0,3%
q13	20,7%	27,6%	-6,9%	3,2%	7,0%	-3,8%	-3,1%
q14	27,6%	27,6%	0,0%	17,1%	51,4%	-34,3%	34,3%
q15	24,1%	17,2%	6,9%	2,9%	1,2%	1,7%	5,2%
q16	27,6%	27,6%	0,0%	16,7%	18,8%	-2,1%	2,1%
q17	3,4%	13,8%	-10,3%	0,5%	1,0%	-0,6%	-9,8%
q18	27,6%	27,6%	0,0%	22,1%	32,6%	-10,4%	10,4%
q19	37,9%	20,7%	17,2%	3,8%	2,9%	0,9%	16,3% *
q20	27,6%	27,6%	0,0%	5,1%	2,1%	3,0%	-3,0%
q21	24,1%	27,6%	-3,4%	3,3%	24,8%	-21,5%	18,0%
q22	48,3%	31,0%	17,2%	34,1%	25,4%	8,7%	8,6%
q23	20,7%	10,3%	10,3%	2,6%	2,2%	0,4%	9,9%
q24	20,7%	3,4%	17,2%	2,2%	1,0%	1,1%	16,1% *
q25	13,8%	6,9%	6,9%	1,0%	0,7%	0,3%	6,6%
q26	0,0%	3,4%	-3,4%	0,0%	0,5%	-0,5%	-3,0%
q27	3,4%	10,3%	-6,9%	0,5%	0,9%	-0,4%	-6,5%
q28	27,6%	31,0%	-3,4%	51,9%	44,3%	7,6%	-11,1%
q29	27,6%	27,6%	0,0%	13,8%	8,1%	5,7%	-5,7%
q30	27,6%	24,1%	3,4%	2,6%	2,5%	0,1%	3,3%
q31	27,6%	27,6%	0,0%	8,5%	19,2%	-10,7%	10,7%
q32	6,9%	6,9%	0,0%	0,7%	1,3%	-0,6%	0,6%
q33	10,3%	17,2%	-6,9%	1,7%	1,8%	0,0%	-6,9%
q34	3,4%	6,9%	-3,4%	1,3%	1,3%	0,1%	-3,5%
q35	6,9%	10,3%	-3,4%	0,7%	1,5%	-0,8%	-2,7%
q36	13,8%	13,8%	0,0%	1,9%	1,6%	0,3%	-0,3%
q37	27,6%	37,9%	-10,3%	19,6%	20,2%	-0,7%	-9,7%
q38	27,6%	27,6%	0,0%	27,1%	30,7%	-3,5%	3,5%
q39	24,1%	20,7%	3,4%	2,7%	2,8%	-0,1%	3,5%
q40	27,6%	6,9%	20,7%	2,8%	1,6%	1,3%	19,4% *
q41	20,7%	17,2%	3,4%	1,9%	1,8%	0,1%	3,3%

6.1 PROPORTION DIFFERENCES BETWEEN BOTH PERIODS (DISAGREE + STRONGLY DISAGREE)

*95% of veracity
**99% of veracity

7. EXPERIMENTAL GROUP LESSON PLANS

7.1 FIRST EXPERIMENTAL GROUP LESSON PLAN

Liceo Nº1, Javiera Carrera
Department of English
Teacher Trainer: Claudia Campos
Teacher Trainee: Sebastian Abarca

LESSON PLAN

Name: "Looks"	Week: Eleventh	Day Monday	Daytime November, 2nd	Length of lesson: 90 min.

Materials: Student book, board, marker, practice material, small pieces of paper (one for each student) data show, dictionary and handouts for each student.
No of students: 45
Homework:

Aims: Students will be able to identify new words related to looks. They will be able to work and use a new grammatical structure.

• Students will be able to identify vocabulary related to "Looks". • Student will be able to identify grammar structures, specifically Second Conditional.	Assumptions: • Students know the grammar form that we will use. • Students may know some of the new words and they can relate them with the new topic.

Anticipated Learning Difficulties   **Solutions:**

1) Form: Students don't understand Second Conditional structure nor do they recognize the main grammatical structures.	1) Teacher will explain again the usage of each tense or he will ask a student to explain that. He will write an example on the board.
2) Meaning: Students don't understand the meaning of some words specially those related to looks.	2) Teacher will paraphrase, and give more examples in order to clarify every new word.
3) Pronunciation: Students don't know how to pronounce or don't remember how to pronounce some words.	3) Teacher will do a short exercise of repetition. Teacher first and students will have to repeat some words and the sounds.

Language Analysis

Marker sentences:	**Context for language presentation:**
What is your look? Or What kind of look do you like?	Looks, styles, fashion, clothes, posh, etc.

Form: Use new words and the usage of them related to looks.

Meaning (function): How to use new words related to looks, to know what the meaning of look is and students speak about it. Students will also use and work with the second conditional (if + past simple, would + infinitive)

Vocabulary/Lexis: Looks, styles, fashion, clothes, posh, wear, brand, celebrities, outfit, teenage kids, made a deal, young people.

Pronunciation: Collection, grow up, obsessive, generation, talking, And also the words from the vocabulary.

Time	Interaction	STAGE and Aim for each stage	Description of Procedure (What the teacher does and what the students do)	Tutor's comments
12:15 12:25 10 min	Teacher – Students		Administrative time. The teacher will check who is present and will organize everything to start (to take attendance). Teacher will write the main objectives and the date on the board.	

12:25 12:35 10 min	Teacher – Students	**Warm up:** Students will be able to practice their writing and they will lower their affective filter in order to be ready to start the class.	Teacher will start by giving each student a small piece of paper. Tell them to write three pieces of information about themselves on the piece of paper. Two of these bits of information must be true, one is a lie. – My name is Maria (true) – I am married (False) – I visited Mexico in 1998(True) Tell the students to stand up and to hold their pieces of paper in front of them. They should walk around the classroom, read the information about people and see if they can guess which statement is a lie.	
12:35 12:55 20 min	Teacher – Students	**Presentation:** Student will be able to work with the vocabulary related to "looks". They'll also be able to improve their reading skills. Finally, they will start to work with a specific grammar structure (Second Conditional)	Teacher will give a short introduction about the new topic that we have been talking about "Looks". Teacher will write the word "LOOKS" on the board and he will ask for some of the vocabulary that they learnt last class. Then, teacher will ask student to read the text from page 36 about "changing faces", they'll have 5 min. to do the reading. Teacher will ask some of the questions, in order to check if they understood the text. After the reading exercise, he will start to talk quickly about the second conditional and students will have to do exercise Nº3 from page 37 (to complete the rule).	
12:55 13:40 45 min	Teacher – Students	**Practice and Production:** Divide the class in Intelligences groups and give students the different activities. The students will develop these activities in order to motivate their reading habits through the different intelligences.	After the presentation, teacher will divide the class into groups according to the students' multiple intelligences. **Kinesthetic Intelligence Activities** **Logical – Mathematical** **INTRAPERSONAL** **Visual-Spatial** **Linguistic Intelligence.**	

	Students – students		**Interpersonal** **MUSICAL**	
	Students – Students – Teacher			
13:40 13:45 5 min	Teacher – Students	**Round-up:** Students will reinforce the usage of the new words and they will remember the objective of the lesson. The students will also show their understanding of the texts and their motivations according to their "intelligence group"	Teacher will ask some students: Each group will have to show what they learnt and tell the class which was their favorite activity. Students will be able to clarify doubts and ask questions if they want.	

7.2 SECOND EXPERIEMTNAL GROUP LESSON PLAN

Liceo Nº1, Javiera Carrera
Department of English
Teacher Trainer: Claudia Campos
Teacher Trainee: Sebastian Abarca

LESSON PLAN

Name: "Looks"	Week: Eleventh	Day Thursday	Daytime November, 5th	Length of lesson: 80 min.

Materials: Student book, board, marker, practice material, small pieces of paper, one for each student, dictionary and handouts for each student.
No of students: 45
Homework:

Aims: Students will identify words related to looks. They will be able to work and use a new grammatical structure (Thrid conditional).

- Students will be able to identify vocabulary related to "Looks". - Student will be able to identify grammar structures, such as: Third Conditional.	Assumptions: - Students know the grammar form that we will use. - Students may know some of the new words and they can relate them with the new topic. - Students Know the First and Second Conditionals.

Anticipated Learning Difficulties   **Solutions:**

1) Form: Students don't remember some Conditional or recognize the main grammatical structures.	1) Teacher will explain again the usage of each tense or he will ask to a student to explain that. He will write an example on the board.
2) Meaning: Students don't understand the meaning of some words specially related to looks.	2) Teacher will paraphrase, and give more examples in order to clarify every new word.
3) Pronunciation: Students don't know how to pronounce or don't remember how to pronounce some words.	3) Teacher will do a short exercise of repetition. Teacher first and students will have to repeat some words and the sounds.

Language Analysis

Marker sentences:	Context for language presentation:
If I had bought that dress I would have the best style in the party	Fashion fan, slave, clothes, styles, marketing.

Form: Use new words and the usage of them related to looks. Grammar structure: Third Conditional

Meaning (function): How to use new words related to looks, the students will read two texts called "News about Britain What to wear?" and "Fashion fan or Fashion Slave" they will work on these texts and develop activities related to their intelligences.

Vocabulary/Lexis: Patterned, Comfortable, tight, fashionable, scruffy, dark, unfashionable, smart, plain, uncomfortable, bright, baggy.

Pronunciation:
Practice the vocabulary words and some unknown words for the students.

Time	Interaction	STAGE and Aim for each stage	Description of Procedure (What the teacher does and what the students do)	Tutor's comments
10:35 10:45 10 min	Teacher - Students		Administrative time. The teacher will check who is present and will organize everything for starting (to take attendance). Teacher will write the main objectives and the date on the board.	
10:45 10:50 5 min	Teacher - Students	**Warm up:** Students will be able to work with ordinary things and they may use English in an everyday context. And they'll be ready for starting to work.	Teacher will show a random magazine and students will have to think about how they can sell this magazine in an effective way and also they will have to draw a little logo. They'll have just 3 min for doing the work, and then teacher will ask for some answers and ideas.	

10:50 11:05 15 min	Teacher - Students	Presentation: Student will recognize the topic that we will talk about, in this case: Third conditional and they will start to get into the theme Looks.	Teacher will start to talk about the last grammar issue that students learnt (Second Conditional). He will ask students for the structure and he will write it on the board. After that, he will start to talk about the third conditional. He will start to mention that there is a third conditional, and we use it for talking about actions and consequences in the past, and he will make reference that those action and consequences did NOT happen. Students will have to complete the rule on page 39 and complete the dialogue from the same page by using the third conditional.	
11:05 11:50	Students – Students – Teacher	Practice and Production: Divide in Intelligences groups and give them the different activities. The students will develop these activities in order to motivate their reading habits trough the different intelligences.	Teacher will divide in groups according to the different intelligences **Kinesthetic Intelligence Activities** **Logical - Mathematical** **INTRAPERSONAL** **Visual-Spatial** **Linguistic Intelligence** **Interpersonal** **MUSICAL**	
11:50 11:55 5 min	Teacher - Students	Round-up: Students will reinforce the usage of the new words and they will remember the objective of the lesson. The students will also show their understanding of the texts and their motivations according to their "intelligence group"	Teacher will ask some students: Each group will have to show what they learnt and tell the class which was their favorite activity.	

7.3 THIRD EXPERIMENTAL GROUP LESSON PLAN

Liceo Nº1, Javiera Carrera
Department of English
Teacher Trainer: Claudia Campos
Teacher Trainee: Sebastian Abarca

LESSON PLAN

Name:	Week:	Day	Daytime	Length of lesson:
"Looks"	Twelfth	Monday	November, 9th	90 min.

Materials: Student book, board, marker, practice material, small pieces of paper, one for each student, dictionary and handouts for each student, radio, cd.
No of students: 45
Homework:

Aims: Students will identify new vocabulary related to looks. They will be able to work and use a new grammar structure (third conditional).

• Students will identify vocabulary related to "Looks". • Student will identify a new grammar structure (Third conditional). • Students will be able to improve their reading habits.

Assumptions:
- Students know the grammar form that we will use.
- Students may know some of the new words and they can relate them with the new topic.

Anticipated Learning Difficulties   **Solutions:**

Anticipated Learning Difficulties	Solutions:
1) Form: Students don't understand the third conditional structure. 2) Meaning: Students don't understand the meaning of some words specially related to looks. 3) Pronunciation: Students don't know how to pronounce or don't remember how to pronounce some words.	1) Teacher will explain the usage of the third conditional. He will write some examples. 2) Teacher will paraphrase, and give more examples in order to clarify every new word. 3) Teacher will do a short exercise of repetition. Teacher first and students will have to repeat some words and the sounds.

Language Analysis

Marker sentences: If I had have money, I would have gone to that concert	Context for language presentation: We wear different accessories in order to look great.

Form: Use new words and the usage of them related to looks and Ethical Fashion. Grammar structure: Third conditional

Meaning (function): How to use new words related to "looks" ,to know the meaning of them and students will speak about it. They will reinforce the use of third conditional.

Vocabulary/Lexis: Patterned, comfortable, tight, fashionable, scruffy, dark, unfashionable, smart, plain, uncomfortable, bright and baggy.

Pronunciation:
Words from the vocabulary

Time	Interaction	STAGE and Aim for each stage	Description of Procedure (What the teacher does and what the students do)	Tutor's comments
12:15 12:25 10 min	Teacher – Students		Administrative time. The teacher will check who is present and will organize everything for starting (to take attendance). Teacher will write the main objectives and the date on the board.	

12:25 12:35 10 min	Teacher – Students	**Warm up:** Students will work on a little crossword on the board in order to check some of the vocabulary that they have learnt.	Teacher will write on the board the Word "looks" and he will ask for some of the vocabulary that students have learnt so far. He will star to do a crossword and then students will have to go to the board and add a new word from the vocabulary. Teacher will divide into groups according to the different intelligences and he will give a handout to each student.	
12:35 12:55 20 min	Teacher – Students	Presentation: Student will be able to improve their listening skills and they will work with some key words and a new grammar structure.	Teacher will present the vocabulary related to "looks" from page 38. After this, students will listen to a short story about looks and then they'll have to answers some questions related to that text. Then, teacher will start to talk about the use of "the third conditional". First of all, teacher will ask about the other conditionals that they learnt. Teacher will write Conditionals and the numbers 1, 2 and 3. Then he will ask about the usage of the first two and one example for each. Then he will ask about the third conditional and students will have to complete the rule on page 39 for each word and then complete the exercise 9 by using the same structure of third conditional.	
12:55 13:40 45 min	Students – Students – Teacher	Practice: Divide in Intelligences groups and give them the different activities. The students will develop these activities in order to motivate their reading habits trough the different intelligences.	Teacher will divide into groups according to the different intelligences and he will give a handout to each student. **Kinesthetic Intelligence:** Work on the new words and grammar structure trough making things with their own hands **Logical – Mathematical:** Work with a word search puzzle and some definitions. To create sentences related to fashion by using third Conditional Structure. **Intrapersonal:** Describe and give advices to foreigners about fashion. Make suggestions about a previous fact	

			based on a dialogue.	
			Visual-Spatial: Students have to work with images and draw some unreal situations by using the third conditional.	
			Linguistic Intelligence: To write in a specific way by using third Conditional and the vocabulary from the text.	
			Interpersonal: Create some sentences using some words related to the vocabulary from the text. To imagine a hypothetical situation "my best friend's party".	
			Musical: activities related to rhymes and the usage of a specific rhythm of a song, but creating a new lyric.	
13:40 13:45 5 min	Teacher – Students	Round-up: Students will reinforce the usage of the new words and they will remember the objective of the lesson. The students will also show their understanding of the texts and their motivations according to their "intelligence group"	Teacher will ask some students: Each group will have to show what they learnt and tell the class which was their favorite activity.	

7.4 FOURTH EXPERIMENTAL GROUP LESSON PLAN

Liceo Nº1, Javiera Carrera
Department of English
Teacher Trainer: Claudia Campos
Teacher Trainee: Sebastian Abarca

LESSON PLAN

Name:	Week:	Day	Daytime	Length of lesson:
"Looks"	twelfth	Monday	November, 12th	80 min.

Materials: Student book, board, marker, practice material, data show, dictionary and handouts for each students.
No of students: 45
Homework:

Aims: Motivate students to have reading habits through reading texts in English.

- Students will be able to remember and identify new vocabulary related to "Looks".
- Student will be able to reinforce and practice grammar structures, such as: Second and third Conditional-too, so and such.

Assumptions:
- Students know the grammar form that we will use.
- Students may know some of the new words and they can relate them with the new topic.
- Students Know the first second and third conditionals.

Anticipated Learning Difficulties   **Solutions:**

Anticipated Learning Difficulties	Solutions:
1) Form: Students don't remember some Conditional or don´t recognize the main grammatical structures.	1) Teacher will explain again the usage of each tense or he will ask to a student to explain that.
2) Meaning: Students don't understand the meaning of some words specially related to looks.	2) Teacher will paraphrase, and give more examples in order to clarify every new word.
3) Pronunciation: Students don't know how to pronounce or don't remember how to pronounce some words.	3) Teacher will do a short exercise of repetition. Teacher first and students will have to repeat some words and the sounds.

Language Analysis

Marker sentences:	Context for language presentation:
What is your favorite dress? How can We dress like a university?	Looks, university, fashion, clothes, dress, etc.

Form: Use a lot of words related to looks. Grammar structure: Second and third conditional, expression: such, too and so.

Meaning (function): How to use new words related to looks, to know what is the meaning of look and students speak about it. They will reinforce the second and third conditional and the expression: such, too and so.

Vocabulary/Lexis: to dress,fashion,outdoors,magazine,menswear,preppy,plaid-heavy,field,stream,head-scratching,low-income, authenticity.

Pronunciation: , And also the words from the vocabulary.

Time	Interaction	STAGE and Aim for each stage	Description of Procedure (What the teacher does and what the students do)	Tutor's comments
12:15 12:25 10 min	Teacher - Students		Administrative time. The teacher will check who is present and will organize everything for starting (to take attendance). Teacher will write the main objectives and the date on the board.	
12:25 12:35 10	Teacher - Students	-warm up: **Name circle**	All the students to stand in a large circle. Each student must say his or her name clearly. One student points to another student, calls out his name	

min			and the two students change places. The second student calls points, calls out the name of another student and they change places.	
12:35 12:50 15 min	Teacher - Students	Presentation: Student will recognize the topic that we will talk about and they will start to get into "looks".	Power Point Presentation: The teacher will show a PPP with pictures and examples related to "Looks" and grammatical structures.	
12:50 13:05 15 min	Teacher – Students Students – students Students – Students – Teacher	Practice: Divide in Intelligences groups and give them the different activities. The students will develop these activities in order to motivate their reading habits trough the different intelligences.	Teacher will divide in groups according to the different intelligences **Kinesthetic Intelligence Activities** **Logical - Mathematical** **INTRAPERSONAL** **Visual-Spatial** **Linguistic Intelligence.** **Interpersonal** **MUSICAL**	

13:40 13:45	Teacher - Students	Round-up: Students will reinforce the usage of the new words and they will remember the objective of the lesson. The students will also show their understanding of the texts and their motivations according to their "intelligence group"	Teacher will ask some students: Each group will have to show what they learnt and tell the class which was their favorite activity.	

7.5 FIFTH EXPERIMENTAL GROUP LESSON PLAN

Liceo Nº1, Javiera Carrera
Department of English
Teacher Trainer: Claudia Campos
Teacher Trainee: Sebastian Abarca

LESSON PLAN

Name: "Looks"	Week: twelfth	Day Monday	Daytime November, 16th	Length of lesson: 80 min.

Materials: Student book, board, marker, practice material, data show, dictionary and handouts for each students.
No of students: 45
Homework:

Aims: Students will use vocabulary related to "Looks" and they will be able to improve the usage of some grammar structures.

• Students will indentify new vocabulary related to "Looks". • Student will be able to reinforce and practice grammar structures, such as: third Conditional and too, so and such.	Assumptions: • Students know the grammar form that we will use. • Students may know some of the new words and they can relate them with the new topic. • Students Know the first second and third conditionals.

Anticipated Learning Difficulties   Solutions:

1) Form: Students don't remember some Conditional or don´t recognize the main grammatical structures.	1) Teacher will explain again the usage of each tense or he will ask to a student to explain that.
2) Meaning: Students don't understand the meaning of some words specially related to looks.	2) Teacher will paraphrase, and give more examples in order to clarify every new word.

3) Pronunciation: Students don't know how to pronounce or don't remember how to pronounce some words.	3) Teacher will do a short exercise of repetition. Teacher first and students will have to repeat some words and the sounds.

Language Analysis

Marker sentences:	**Context for language presentation:**
What is your favorite dress?	Looks, university, fashion, clothes, dress, etc.

Form: Use a lot of words related to looks. Grammar structure: third conditional, expression: such, too and so.

Meaning (function): How to use words related to looks, to know what the meaning of look is and students speak about it. They will reinforce third conditional and the expression: such, too and so.

Vocabulary/Lexis: to dress,fashion,outdoors,magazine,menswear,preppy,plaid-heavy,field,stream,head-scratching,low-income, authenticity.

Pronunciation:
the words from the vocabulary.

Time	Interaction	STAGE and Aim for each stage	Description of Procedure (What the teacher does and what the students do)	Tutor's comments
12:15 12:25 10 min	Teacher - Students		Administrative time. The teacher will check who is present and will organize everything for starting (to take attendance). Teacher will write the main objectives and the date on the board.	
12:25 12:35 10 min	Teacher - Students	**warm up:** Students will practice pronunciation and they will get ready for start the work.	Teacher will write on the board two sentences that belong to the Children song "Row your boat". Students already know the rhythm and the lyrics, so they will learn a new part of that song. Teacher will divide into groups according to the different intelligences and he will give a handout to each student.	
12:35 12:55 20 min	Teacher - Students	**Presentation:** Students will be able to improve their reading skills.	Teacher will show on picture and he will ask students what they think about the clothes and about the looks that we used to have. Teacher will ask students to open their book on page 40. Teacher will say student that they have to see the pictures from the book and say What they see in each one. They teacher will ask students	

			what they think the text is about depending on the title; "Fashion Victims". After that, teacher will start reading the text and then he will choose one student for reading. Then, teacher will give 3 minutes for answer the questions. Then he will ask for the answers and he will move on to the progress check.	
12:55 13:10 15 min	Teacher - Students	Students will improve and reinforce the usage of the vocabulary and the grammar issues that they have learnt during this unit.	Teacher will say that they have to start working on the exercise from page 42. He will give 3 minutes for doing the first to exercises (Exercise about vocabulary. To order the letters and describe a picture-). Then he will check that. Then, teacher will ask students for the usage and structure of the second and third conditional. And they will have 3 minutes for doing the exercises 3 and 4, and then teacher will check the answers. Finally teacher will write on the board the word So, too and Such. He also will write the sentences. I have such an uncomfortable shirt, My shirt is so uncomfortable and My shirt is too Uncomfortable. Then, he will ask students if they can see the difference in each case. He will add more information to those sentences in order to clarify the usage of so and too. – My shirt is so uncomfortable, but I can wear it anyway. – My shirt is too uncomfortable, that I can't wear it.	
13:10 13:40 30 min	Students – Students – Teacher	**Practice and production:** Divide in Intelligences groups and give them the different activities. The students will develop these activities in order to motivate their reading habits trough the different intelligences.	**Kinesthetic Intelligence:** Work on the new words and grammar structure trough making things with their own hands **Logical – Mathematical:** Work with a word search puzzle and some definitions. To create sentences related to fashion by using Second Conditional Structure. **Intrapersonal:** Describe and give advices to foreigners about fashion. Make suggestions about a previous fact based on a dialogue. **Visual-Spatial:** Students have to work with images and draw	

				some unreal situations by using the second conditional.	
				Linguistic Intelligence: To write in a specific way by using Second Conditional and the vocabulary from the text.	
				Interpersonal: Create some sentences using some words related to the vocabulary from the text. To imagine a hypothetical situation "my best friend's party".	
				Musical: activities related to rhymes and the usage of a specific rhythm of a song, but creating a new lyric.	
13:40 13:45 5 min	Teacher - Students	**Round-up:** Teacher will ask students about the content of the whole class and he will give some time for asking question.		Teacher will ask students what we have been talking about during the class, what they have learnt and about the objectives. And he will ask if there are any questions or doubt. And then, teacher will say the next unit that we will start to talk about; Art World".	

7.6 SIXTH EXPERIMENTAL GROUP LESSON PLAN

Liceo Nº1, Javiera Carrera
Department of English
Teacher Trainer: Claudia Campos
Teacher Trainee: Sebastian Abarca

LESSON PLAN

Name:	Week:	Day	Daytime	Length of lesson:
"Art world"	twelfth	Thursday	November,19th	80 min.

Materials: Student book, board, marker, practice material, data show, dictionary and handouts for each student.
No of students: 45
Homework:

Aims: Students will learn vocabulary related to "art". They will also be able to use and identify new grammar structures and words of possibilities.

I. Students will be able to identify vocabulary related to "art", adjectives and nouns.
II. Student will learn, identify grammar rules, in relation to: Might/ may- can't/ must

Assumptions:
a) Students know the modals verbs.
b) Students know some words related to Art.
c) Students know some information about artists.

2) Meaning: Students don't understand the meaning of some adjectives related to "art".

- Teacher will paraphrase, and give more examples in order to clarify every new word.

3) Pronunciation: Students do not how to pronounce some adjectives related to art and the contraction form of must not.

- Teacher will do a short exercise of repetition, with the correct pronunciation.

Language Analysis

Marker sentences: Do you like art? Do you know some artist?		**Context for language presentation:** Art world	

Form: Use adjectives related to art and use them in some sentences.
   Grammar rules about Might/ may- can't/ must

Meaning (function): Lexical approaching using adjectives and nouns to talk about the art and artists.
They will reinforce the structure of must, must not, can and could.

Vocabulary/Lexis: Art
   Adjectives: contemporary, simple, beautiful, realistic, modern, expressive, fun,
   Depressing, shocking, sophisticated.
   Nouns: Mural, abstract, gallery, nude, portrait, exhibition, sculpture, still life and landscape

Pronunciation:

Time	Interaction	STAGE and Aim for each stage	Description of Procedure (What the teacher does and what the students do)	Tutor's comments
10:35 10:45 10 min	Teacher - Students		Administrative time. The teacher will check who is present and will organize everything for starting (to take attendance). Teacher will write the main objectives and the date on the board.	
10:45 10:55 10 min	Teacher - Students	**warm up:** Students will practice pronunciation and they will get ready for start the work.	Teacher will write on the board two sentences that belong to the Children song "Row your boat". Students already know the rhythm and the lyrics, so they will learn a new part of that song. Teacher will divide into groups according to the different intelligences and he will give a handout to each student.	
10:55 11:05 10 min	Teacher - Students	**Presentation:** Students will use their knowledge about the topic and then they will be able to use and recognize new words related to art.	Teacher Will show to students some famous pictures. And give instructions: Students will tell their opinion , but they aren't allowed to repeat what someone else said, so they need to pay attention when each person speaks. Students have to describe it according their observations.	

11:05 11:30 25 min	Teacher - Students	**Practice:** Students will be able to improve their reading skills and use part of the vocabulary that they've learnt. Also they will learn and use some word for talking about possibilities.	Teacher will give students a handout with a text related to art. He will start reading it and then he will ask to a student to keep reading. After that he will ask some few questions about the text and students will answer them. Then teacher will write on the board 4 different sentences from the text related to the words: May, might, must and can't. Student will get in to this thing and teacher will ask student if the understand those sentences. Then he will explain a bit of these words and students will have to complete the rule in the book and do an exercise about that. Then students will have to read a short text and also do an exercise from the book about those modal. Then, teacher will ask students to look at the word from the vocabulary about art, specifically "nouns". Then teacher will show again the flashcards and he will show a few more and students will have to say what they think about those flashcards by using the words fro the text.	
11:30 11:50 20 min		**Production:** The students will develop these activities in order to motivate their reading habits trough the different intelligences.	Teacher will give each student a handout and they will have to work with exercises related to the thing that they have learnt during the class. **Kinesthetic Intelligence:** Work on the new words and grammar structure trough making things with their own hands

Logical – Mathematical: Work with a word search puzzle and some definitions. To create sentences related to fashion by using Second Conditional Structure.

Intrapersonal: Describe and give advices to foreigners about fashion. Make suggestions about a previous fact based on a dialogue.

Visual-Spatial: Students have to work with images and draw some unreal situations by using the second conditional.

Linguistic Intelligence: To write in a specific way by using Second Conditional and the vocabulary from the text. | |

			Interpersonal: Create some sentences using some words related to the vocabulary from the text. To imagine a hypothetical situation "my best friend's party". **Musical:** activities related to rhymes and the usage of a specific rhythm of a song, but creating a new lyric.	
11:50 11:55 5 min	Teacher - Students	**Round-up:** Teacher will ask students about the content of the whole class and he will give some time for asking question.	Teacher will ask students what we have been talking about during the class, what they have learnt and about the objectives. And he will ask if there are any questions or doubt. And then, teacher will say the next unit that we will start to talk about; Art World".	

7.7 SEVENTH EXPERIMENTAL GROUP LESSON PLAN

Liceo Nº1, Javiera Carrera
Department of English
Teacher Trainer: Claudia Campos
Teacher Trainee: Sebastian Abarca

LESSON PLAN

Name:	Week:	Day	Daytime	Length of lesson:
"Talking about modern art"	Thirteenth	Thursday	November, 26th	80 min.

Materials: Student book, board, marker, practice material, one for each student, data show, dictionary and handouts for each student.
No of students: 45
Homework:

Aims: Students will learn vocabulary related to "art". They will also be able to use and identify new grammar structures and words of possibilities.

1) Students will identify vocabulary related to "art".
2) Student will be able to learn, identify modals, as can, could, have to and had to.
3) Students will be able to give opinions about arts, art crime and modern art.
	Assumptions:
	   III. Students know some words about art.
	   IV. Students know the structure of present and past simple.
	   V. Students may know: can/could,may/might,have to/had to.

Anticipated Learning Difficulties   **Solutions:**

1. Form (structure): Students will have some difficult when they do difference between ability and obligation. Some difficulties when they do difference between have to/ had to, can/could must/may/might. 2. Meaning: Students don't understand the meaning of some art nouns that	• Teacher will explain and exercises focus on usage of have to/ had to, can/ could. must/may/might. • Teacher will paraphrase, and give more examples in order to clarify every new words.

appear in the text. 3. Pronunciation: Students may have some difficulties to pronounce contractions of can not, could not,.some new nouns and adjectives related to graffiti.	• Teacher will do a short exercise of repetition, with the correct pronunciation.

Language Analysis

Marker sentences: Can you give any opinios about art,art crime and modern art?	Context for language presentation: Art,art crime and modern art.

4. **Form:** Use new words and the usage of them related to opinions about art,art crime and modern art. Grammar structure: have to/ had to, can/could.

Meaning (function): Lexical approach, describing art,using art nouns. Giving opinios about art,art crime and modern art.

Vocabulary/Lexis: related to art world, landscape, tag war, volunteers, Money, risk, mural, public, police

Pronunciation: The above art nouns and modals.

Time	Interaction	STAGE and Aim for each stage	Description of Procedure (What the teacher does and what the students do)	Tutor's comments
10:35 10:45 10 min	Teacher - Students		Administrative time. The teacher will check who is present and will organize everything for starting (to take attendance). Teacher will write the main objectives and the date on the board.	
10:45 10:55 10 min	Teacher - Students	Lead-in: Students will know that we will keep working with the same topic and they will reinforce the vocabulary that they learnt last class.	The teacher will start to show the pictures that they showed last class, and he will ask for the words that students have learnt for describing a picture. The teacher will ask, what do you think about this picture? Do you like it? Is it beautiful, expensive, fun? What do you think?.	
10:55 11:15 20	Teacher - Students	Presentation: Students will improve and use their reading skills and they will learn new vocabulary and new modal verbs	Teacher will ask student to open their books for a reading exercise form page 52. It is an interview so they will have to match the questions with the answers and then complete a little summary with some key words.	

min				
11:15 11:30 15 min		Practice: Students will learn and practice the usage of some modal verbs that express ability and obligation.	The teacher will write on the board some sentences on the board. The words can, could, have to and had to will be included on hose sentences. Then, teacher will briefly explain how and when do we have to use these words. Students will have to do exercise 4 and 5 in order to practice with those modal verbs.	
11:30 11:50 20 min		**Production:** The students will develop these activities in order to motivate their reading habits trough the different intelligences.	Teacher will give each student a handout and they will have to work with exercises related to the thing that they have learnt during the class. **Kinesthetic Intelligence:** Work on the new words and grammar structure trough making things with their own hands

Logical – Mathematical: Work with a word search puzzle and some definitions. To create sentences related to fashion by using Second Conditional Structure.

Intrapersonal: Describe and give advices to foreigners about fashion. Make suggestions about a previous fact based on a dialogue.

Visual-Spatial: Students have to work with images and draw some unreal situations by using the second conditional.

Linguistic Intelligence: To write in a specific way by using Second Conditional and the vocabulary from the text.

Interpersonal: Create some sentences using some words related to the vocabulary from the text. To imagine a hypothetical situation "my best friend's party".

Musical: activities related to rhymes and the usage of a | |

			specific rhythm of a song, but creating a new lyric.	
13:40 13:45	Teacher - Students	Round-up: Students will reinforce the usage of the new words and they will remember the objective of the lesson. The students will also show their understanding of the texts and their motivations according to their "intelligence group"	Teacher will ask some students: Each group will have to show what they learnt and tell the class which was their favorite activity.	

8. CONTROL GROUP LESSON PLANS

8.1 FIRST CONTROL GROUP LESSON PLAN

Department of English
Teacher Trainer: Evelyn Villarroel Jaña
Teacher Trainee: Carla Álvarez Iglesias

LESSON PLAN 2°B

Name: "Reviewing"	Week: First	Day Monday	Daytime November 2nd, 2009	Length of lesson: 90 min. approx.

Materials: Whiteboard marker, whiteboard, student' books   No of students: 45 approx.

Aims: To review the vocabulary about behavior and describing character.
    To review some modals as might, must, can't and have to.
    To understand that behavior in a way we act, considering
    habits, emotions, etc.

• Students will review the vocabulary learn during the last class related to describing character. They will also review and remember the usage of modals as might, must, can't and have to, gerunds and infinitives.   • Finally, they will understand that behavior is a way we act, according to our values, ways of manner and the context.

Assumptions: Students already know the vocabulary related to behavior and describing character. They also know the differences between have to, must, might and can't and gerunds and infinitives.

Anticipated Learning Difficulties   **Solutions:**

4) Form☹Structure) Students do not remember the usage of might, must, can't and have to.	4) Explanation and exercises based on that.
5) Meaning: the vocabulary related to behavior and describing character.	5) Paraphrase those words and give some examples.
6) Pronunciation: nouns and adjectives related to emotions.	6) Practicing the new words and their correct pronunciation.

Language Analysis

Marker sentences:	Context for language presentation:
Can you describe yourself?	Behavior as the way we act.

Form: (Lexical Approach)
The structure of must, can't, might and have to.

Meaning (function): the vocabulary related to emotions (nouns and their adjectives).
Love- lovely, happiness- happy, anger- angry, jealously- jealous, sadness- sad, fear-fearful, emotion- emotional, violence-violent, sensitivity- sensitive.

Friendly- Unfriendly, honest- dishonest, cold-blooded (indifferent/sensitive to cold)- hot-blooded, good-tempered- bad-tempered, careful-careless, hard-working-lazy, happy-unhappy, polite- impolite, optimistic- pessimistic, kind- unkind, calm-nervous, patient- impatient, sympathy- selfish.

Vocabulary/Lexis: the vocabulary related to emotions (nouns and their adjectives).
Love- lovely, happiness- happy, anger- angry, jealously- jealous, sadness- sad, fear-fearful, emotion- emotional, violence-violent, sensitivity- sensitive.

Friendly- Unfriendly, honest- dishonest, cold-blooded (indifferent/sensitive to cold)- hot-blooded, good-tempered- bad-tempered, careful-careless, hard-working-lazy, happy-unhappy, polite- impolite, optimistic- pessimistic, kind- unkind, calm-nervous, patient- impatient, sympathy- selfish.

Pronunciation: the mentioned adjectives.

Time	Interaction	STAGE and Aim for each stage	Description of Procedure (What the teacher does and what the students do)	Tutor's comments
0-10 min		Administrative time	Administrative time. The teacher will check who is present and will organize everything for starting.	
10-15 min	Teacher – Student	**Warm up** Students will be motivated to start the class.	Teacher will play "Pictionary" with students. Teacher will start, drawing a house in order to make students guess what that is.	
15 – 25 min	Teacher – student	**Presentation:** Students will understand the main topic of the class: "**Reviewing**"	Teacher will explain that they will review the topics they have been learning during the last classes.	
25 – 35 min	Teacher-Student	**Practice:** Students will review and remember the vocabulary about behavior. Students will be able to do some exercises related to the vocabulary.	Teacher will show some flashcards in order to make students remember some words, asking them their meanings. Teacher will write some exercises on the board in order to practice the vocabulary.	
35-45	Teacher-students	Students will review and remember the usage of must, can't, might and have to and also gerunds and infinitives.	Teacher will give a short explanation of the usage of must, can't, might and have to and gerunds and infinitive.	
45-50 min	Teacher – Student	Students will be able to do some exercises in order to practice the modals.	Teacher will ask students to do exercises 1, 2 and 3 on page 66.	

50-60 min	Teacher Student –	**Production:** Students will be able to describe themselves, using the vocabulary reviewing at the beginning of the class (describing character).	**Pre:** Teacher will show the flashcards again in order to make students remember their meanings	
60-70 min	Teacher-Student		**While:** Teacher will ask students to work in pairs and answer these questions: • Can you introduce yourself, using the describing character words? • What do you think about yourself? **Post:** Teacher will ask students their answers in order to check them.	
		Students will explain their answers. **Closing:** Students will explain what they learned during the class.	The teacher will ask students what they learned during the class, emphasizing the vocabulary and the usage of must, can't, might and have to, gerunds and infinitive.	
70-80 min	Student-Student-Teacher			
80-90 Min	Teacher-student			

8.2 SECOND LESSON PLAN CONTROL GROUP

Department of English
Teacher Trainer: Evelyn Villarroel Jaña
Teacher Trainee: Carla Álvarez Iglesias

LESSON PLAN 2°B

Name: "Reviewing II"	Week: First	Day Friday	Daytime November 13th, 2009	Length of lesson: 90 min. approx.

Materials: Whiteboard marker, whiteboard, student' books   No of students: 45 approx.

Aims: To review some modals of possibility, ability and obligation
      and the usage of some verbs as infinitives and gerunds.
      To understand and think about the consequences of the Berlin Wall.

- Students review and remember the usage of modals of possibility, ability, and obligation and the usage of gerunds and infinitives.
- Finally, they will understand and think about the consequences of the Berlin wall, doing a listening activity.

Assumptions: Students already know the differences between have to, must, might and can't and gerunds and infinitives.

Anticipated Learning Difficulties   **Solutions:**

7) Form:(Structure) Students do not remember the usage of might, must, can't and have to.	7) Explanation and exercises based on that.
8) Meaning: the modals.	8) Do some exercises.
9) Pronunciation: nouns and adjectives related to emotions.	9) Practicing the new words and their correct pronunciation.

Language Analysis

Marker sentences:	Context for language presentation:
	The importance of historical events as part of our present.

Form: (Lexical Approach)
The structure of must, can't, might and have to.

Meaning (function):
Modals: must, can't, might and have to

Vocabulary/Lexis: Berlin wall, shots, hammers, to fall down.

Pronunciation: Berlin wall, shots, hammers, to fall down.

Time	Interaction	STAGE and Aim for each stage	Description of Procedure (What the teacher does and what the students do)	Tutor's comments
0-10	Teacher –	Administrative time	Administrative time. The teacher will check who is present	

min	Student		and will organize everything for starting.	
10-15 min	Teacher – student	**Warm up** Students will be motivated to start the class.	Teacher will play a kind of game with the students. Teacher will explain that they will review the topics they have been learning during the last classes.	
15 – 25 min	Teacher-Student	**Presentation:** Students will understand the main topic of the class: "**Reviewing II**" **Practice and production:**	Teacher will give a short explanation of the usage of must, can't, might and have to and gerunds and infinitive.	
25 – 35 min	Teacher-students	Students will review and remember the usage of must, can't, might and have to and also gerunds and infinitives. Students will be able to do some exercises in order to practice the modals.	Teacher will ask students to do exercises 1, 2 and 3 on page 66. **Pre:**	
35-45	Teacher - Student	Students will listen to a program related to the Berlin Wall.	Teacher will explain what they will listen to, paraphrasing some new words that will appear on the listening activity.	
45-55 min	Teacher Student –			
50-80 min			**While:** Teacher will give a handout with some exercises related to the listening. Students will listen to the program twice. Then, they will answer the questions.	

	Student-	Students will explain their answers. **Closing:** Students will explain what they learned during the class.	**Post:** Teacher will ask students their answers in order to check them. Teacher will ask students what they learned during the class.	
80-90 Min	Teacher-Student-Student			

8.3 THIRD CONTROL GROUP LESSON PLAN

Department of English
Teacher Trainer: Evelyn Villarroel Jaña
Teacher Trainee: Carla Álvarez Iglesias

LESSON PLAN 2°B

Name: "Travel"	Week: Second	Day Monday	Daytime November 16th, 2009	Length of lesson: 90 min. approx.

Materials: Whiteboard marker, handout, flashcards, and student' books   No of students: 45 approx.

Aims: To learn vocabulary about geographical features and travel. Students will share their own travelling experiences and suggest advice for foreigners who come to Chile.

Students will learn and practice vocabulary about travelling; they will also talk about their previous trips and vacations. They will create advices to foreigners who come to Chile.

Assumptions: Students know some vocabulary related to travel, such as trip, tourist, name of countries, etc. they remember –ing form of a verb after a preposition or verbs.

Anticipated Learning Difficulties

Solutions:

10) Form:(Structure) How to use the gerunds and infinitives in sentences when giving advice.	10) Explanation and exercises based on the usage of gerunds and infinitives.
11) Meaning: the vocabulary related to travel and giving advice.	11) Paraphrasing those words, and remembering some modals to give advice.

12) Pronunciation: some new words related to the topic.	12) Practicing the new words and their correct pronunciation.

Language Analysis

Marker sentences: **What do we have to do when travelling?**	**Context for language presentation:** Travelling and giving advice.

Form: (Lexical Approach)
The usage of gerunds and infinitives in some sentences (giving advice).
        You should really try fish and chips!
        How about riding a Double Decker bus?

Meaning (function): how to use modals to give advice (could, should) and suggest some other forms such as "it's a good idea" "it's a bad idea" " how about".

Vocabulary/Lexis: go by plane, stay at a hotel, go sightseeing, take photographs, go to a museum, buy souvenirs, eat local food, go to a café, write a postcard, go swimming, sunbathe, to relax, foreigners, budget airlines, tube ticket, Madame Tussauds, fish and chips, double-decker, could, should, how about, it's a good idea, I don't recommend.

Pronunciation: the mentioned British places and things. Also modals could and should.

Time	Interaction	STAGE and Aim for each stage	Description of Procedure (What the teacher does and what the students do)	Tutor's comments
0-10 min		Administrative time	Administrative time. The teacher will check who is present and will organize everything for starting (to take attendance).	
10-20 min	Teacher – Student	**Warm up** Students will be motivated to start the class.	The teacher will write 6 countries on the board in no particular order. China, United Kingdom, France, Spain, Italy, United States. Students will have to rank them in order of popularity as tourist destination. Then explain to the class why they	

			ranked them in that way.
20 – 25 min	Teacher – student	**Presentation:** Students will understand the main topic of the class: "Travel"	Teacher will ask them to explain in their own language what they do when they travel, the teacher will encourage them to explain the same in English. Then the teacher will ask some question related to travel.
25 – 40 min	Teacher-Student	**Practice:** Students will learn and understand the meaning of vocabulary related to travel.	The teacher will show some flashcards with vocabulary related to travel. Students will also have to repeat every new word card.
		Students will be able to do some exercises related to Travel.	Students will work on a handout about "what should I do in London" The teacher checks grammar and spelling.
40-50 min	student -Student	Students share what they have done with the class.	**Pre:** Students will think of their country and city and students give an opinion about the features from our country.
50-60 min	Teacher Student –	**Production:** Students will be able to do some exercises related to give advice.	**While:** They will give advice to a foreigner who is going to visit emphasizing the vocabulary and the usage of modal verbs (should).
60-75	Student-Student		**Post:** The teacher will check student`s exercises.

min				
			The teacher asks them what did we learned today to explain how can we give advice to a foreigner?, which modals should we use and check if they learned vocabulary.	
		Closing:	Students will sing a song called "hot n' cold".	
		Students will explain what they learned during the class.		
75-85	Teacher-student	Students will sing a song in order to finish the class.		
85-90 Min	Teacher-student			

9. DATA ANALYSIS PRE AND POST SURVEY

9.1 Experimental Group PRE SURVEY

N°	Statement	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree	Without Answer	Total
1	Reading is one of my favorite ways to lear	3	9	14	12	4	0	42
2	I enjoy reading more now than when I was younger	2	12	16	11	1	0	42
3	When I read I understand what the text is about	1	6	13	13	8	1	42
4	The texts that I read in classes are fun.	1	18	21	2	0	0	42
5	I feel motivated to read when I must resolve an activity in which I need further information	1	6	19	13	2	1	42
6	I always finish the texts that I begin to read during my free time	5	6	8	16	7	0	42
7	I am not interested in reading during English classes	12	13	11	3	3	0	42
8	I think newspaper, comics and magazines contain important information that helps me resolve different activities	2	4	12	16	8	0	42
9	I easily give up reading when I do not undertand the meaning of some words in a text that I am reading during classes	4	6	19	7	6	0	42
10	Sometimes I feel like reading texts in classes is a burden for me	5	12	15	8	2	0	42

11	I usually google the lyrics, if like a song in English	3	2	5	11	21	0	42
12	I feel pleased when I understand a text in English	1	0	5	10	25	1	42
13	The activities that I do in classes get me involved to read about the topic	0	4	21	15	1	1	42
14	I feel motivated to read after I have read a text in my English classes	1	12	19	7	3	0	42
15	What I read in classes it is useful to accomplish a goal	0	7	16	15	4	0	42
16	I like reading in classes.	0	13	21	6	2	0	42
17	I think reading is relevant in the way I learn	0	1	10	15	16	0	42
18	When I read a text in class, I prefer to read things related to an English Speaking Culture	1	14	17	8	2	0	42
19	When I read in classes I feel fed up	1	7	17	12	3	2	42
20	I am able to remember the vocabulary learned from a text if I see it written in another text	4	5	17	10	6	0	42
21	I like my English teacher to use a lot of reading activities in class	0	4	9	13	16	0	42
22	I read a lot at home when I am bored	9	10	12	8	3	0	42
23	Reading in classes is more entertaining if it involves an amusing activity	1	5	18	11	7	0	42
24	I like to read information about my favorite actor, singer, etc.	1	3	4	5	29	0	42
25	I like to translate songs in English to Spanish in order to understand their lyrics	3	1	4	13	21	0	42
26	I think that reading is a good way to improve my vocabulary in English	0	0	6	17	19	0	42
27	I think that reading is a way that I can improve my English level	0	1	7	17	17	0	42

28	I read a text in English every day at home. (song, magazine, any article on internet)	8	18	7	5	4	0	42
29	I think that reading in English is less important than other subjects for my professional or academic purposes	6	6	17	4	8	1	42
30	I like when I can share with my classmates the ideas or information that I have read in English in order to get a better reading comprehension	2	6	12	15	7	0	42
31	I prefer reading on my own than reading in groups	5	5	9	10	12	1	42
32	I feel better and more confident about my abilities in reading when the activities are related to my specific interests	2	0	9	22	9	0	42
33	It is easier to understand the general idea of a text if it contains activities focused on a kind of learning style that suits me	0	3	7	21	11	0	42
34	I learn faster and better when what I read seems to be useful and matches my preferences	0	1	10	18	12	1	42
35	When I need to accomplish a specific objective it is easy for me if I work in a way that suits me	0	2	8	16	15	1	42
36	When I do an exercise in classes I feel that I learn better if my group supports me	0	4	7	15	16	0	42
37	I spend some of my time reading every day	5	9	15	6	7	0	42
38	I think reading is part of my everyday life	9	8	10	7	8	0	42
39	I read in my house things that are not part of my school program	3	4	11	8	16	0	42
40	I read at least one of the things that I am interested in every day (magazines, websites, etc.)	2	6	11	6	17	0	42

41	When I do a work in classes I feel that I learn better if my group supports me	2	4	9	7	19	1	42
		105	257	498	454	397	11	1722
		6,10%	14,92%	28,92%	26,36%	23,05%	0,64%	100,00%

9.2 Experimental Group POST SURVEY

N°	Statement	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree	Without Answer	Total
1	Reading is one of my favorite ways to lear	3	9	12	14	4	0	42
2	I enjoy reading more now than when I was younger	3	3	16	13	7	0	42
3	When I read I understand what the text is about	0	2	14	15	11	0	42
4	The texts that I read in classes are fun.	8	12	17	5	0	0	42
5	I feel motivated to read when I must resolve an activity in which I need further information	4	12	19	4	3	0	42
6	I always finish the texts that I begin to read during my free time	6	11	8	8	9	0	42
7	I am not interested in reading during English classes	3	8	14	10	7	0	42
8	I think newspaper, comics and magazines contain important information that helps me resolve different activities	2	7	14	12	7	0	42
9	I easily give up reading when I do not undertand the meaning of some words in a text that I am reading during classes	5	10	14	7	5	1	42

10	Sometimes I feel like reading texts in classes is a burden for me	1	9	13	13	5	1	42
11	I usually google the lyrics, if like a song in English	1	7	4	8	22	0	42
12	I feel pleased when I understand a text in English	0	1	3	10	25	3	42
13	The activities that I do in classes get me involved to read about the topic	3	7	21	11	0	0	42
14	I feel motivated to read after I have read a text in my English classes	7	19	10	6	0	0	42
15	What I read in classes it is useful to accomplish a goal	1	4	12	15	10	0	42
16	I like reading in classes.	3	11	18	8	1	1	42
17	I think reading is relevant in the way I learn	1	3	9	16	13	0	42
18	When I read a text in class, I prefer to read things related to an English Speaking Culture	6	13	16	7	0	0	42
19	When I read in classes I feel fed up	3	3	17	11	6	2	42
20	I am able to remember the vocabulary learned from a text if I see it written in another text	2	6	13	11	8	2	42
21	I like my English teacher to use a lot of reading activities in class	6	10	15	8	3	0	42
22	I read a lot at home when I am bored	7	9	14	8	4	0	42
23	Reading in classes is more entertaining if it involves an amusing activity	1	2	13	13	13	0	42
24	I like to read information about my favorite actor, singer, etc.	0	1	9	13	19	0	42
25	I like to translate songs in English to Spanish in order to understand their lyrics	0	2	11	8	21	0	42
26	I think that reading is a good way to improve my vocabulary in	0	1	8	15	18	0	42

	English							
27	**I think that reading is a way that I can improve my English level**	1	2	7	17	15	0	42
28	**I read a text in English every day at home. (song, magazine, any article on internet)**	14	9	9	5	5	0	42
29	**I think that reading in English is less important than other subjects for my professional or academic purposes**	5	5	17	11	4	0	42
30	**I like when I can share with my classmates the ideas or information that I have read in English in order to get a better reading comprehension**	1	6	17	11	7	0	42
31	**I prefer reading on my own than reading in groups**	6	8	11	10	7	0	42
32	**I feel better and more confident about my abilities in reading when the activities are related to my specific interests**	1	1	6	20	14	0	42
33	**It is easier to understand the general idea of a text if it contains activities focused on a kind of learning style that suits me**	2	3	10	17	9	1	42
34	**I learn faster and better when what I read seems to be useful and matches my preferences**	1	1	9	13	18	0	42
35	**When I need to accomplish a specific objective it is easy for me if I work in a way that suits me**	1	2	12	11	16	0	42
36	**When I do an exercise in classes I feel that I learn better if my group supports me**	1	3	11	15	12	0	42
37	**I spend some of my time reading every day**	5	9	16	5	7	0	42
38	**I think reading is part of my everyday life**	4	14	7	9	8	0	42

39	I read in my house things that are not part of my school program	2	4	10	10	16	0	42
40	I read at least one of the things that I am interested in every day (magazines, websites, etc.)	0	2	17	7	16	0	42
41	When I do a work in classes I feel that I learn better if my group supports me	1	4	13	11	13	0	42
		121	255	506	441	388	11	1722
		7,03%	14,81%	29,38%	25,61%	22,53%	0,64%	100,00%

9.3 Control Group PRE SURVEY

N°	Statement	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree	Without Answer	Total
1	Reading is one of my favorite ways to lear	1	3	6	15	4	0	29
2	I enjoy reading more now than when I was younger	2	2	4	14	7	0	29
3	When I read I understand what the text is about	0	1	6	9	13	0	29
4	The texts that I read in classes are fun.	10	6	10	3	0	0	29
5	I feel motivated to read when I must resolve an activity in which I need further information	1	10	10	6	1	1	29
6	I always finish the texts that I begin to read during my free time	2	2	10	9	6	0	29
7	I am not interested in reading during English classes	7	10	4	2	6	0	29
8	I think newspaper, comics and magazines contain important information that helps me resolve different activities	0	0	5	16	8	0	29
9	I easily give up reading when I do not undertand the meaning of some words in a text that I am reading during classes	5	7	11	4	2	0	29
10	Sometimes I feel like reading texts in classes is a burden for me	0	6	10	8	5	0	29
11	I usually google the lyrics, if like a song in English	0	0	4	7	18	0	29
12	I feel pleased when I understand a text in English	0	1	1	7	20	0	29
13	The activities that I do in classes get me involved to read about the topic	4	6	10	8	1	0	29
14	I feel motivated to read after I have read a text in my English classes	6	2	14	7	0	0	29

15	What I read in classes it is useful to accomplish a goal	0	5	10	13	1	0	29
16	I like reading in classes.	3	2	13	10	1	0	29
17	I think reading is relevant in the way I learn	0	0	3	10	16	0	29
18	When I read a text in class, I prefer to read things related to an English Speaking Culture	1	4	14	8	2	0	29
19	When I read in classes I feel fed up	1	10	10	3	5	0	29
20	I am able to remember the vocabulary learned from a text if I see it written in another text	0	2	3	13	10	1	29
21	I like my English teacher to use a lot of reading activities in class	3	8	13	4	1	0	29
22	I read a lot at home when I am bored	4	10	7	5	3	0	29
23	Reading in classes is more entertaining if it involves an amusing activity	2	2	9	7	8	1	29
24	I like to read information about my favorite actor, singer, etc.	1	1	4	3	20	0	29
25	I like to translate songs in English to Spanish in order to understand their lyrics	0	0	1	9	19	0	29
26	I think that reading is a good way to improve my vocabulary in English	0	0	1	12	16	0	29
27	I think that reading is a way that I can improve my English level	0	0	2	10	17	0	29
28	I read a text in English every day at home. (song, magazine, any article on internet)	1	5	11	9	3	0	29
29	I think that reading in English is less important than other subjects for my professional or academic purposes	1	3	3	10	12	0	29
30	I like when I can share with my classmates the ideas or information that I have read in English in order to get a better reading comprehension	1	2	11	11	4	0	29

31	I prefer reading on my own than reading in groups	0	5	6	8	10	0	29
32	I feel better and more confident about my abilities in reading when the activities are related to my specific interests	0	0	8	12	9	0	29
33	It is easier to understand the general idea of a text if it contains activities focused on a kind of learning style that suits me	0	2	6	11	10	0	29
34	I learn faster and better when what I read seems to be useful and matches my preferences	0	2	6	12	9	0	29
35	When I need to accomplish a specific objective it is easy for me if I work in a way that suits me	0	0	4	17	8	0	29
36	When I do an exercise in classes I feel that I learn better if my group supports me	0	2	7	14	6	0	29
37	I spend some of my time reading every day	0	6	12	8	3	0	29
38	I think reading is part of my everyday life	1	2	12	7	7	0	29
39	I read in my house things that are not part of my school program	2	2	4	9	12	0	29
40	I read at least one of the things that I am interested in every day (magazines, websites, etc.)	0	4	3	8	13	0	28
41	When I do a work in classes I feel that I learn better if my group supports me	1	0	9	12	5	2	29
		60	135	297	370	321	5	1188
		5,05%	11,36%	25,00%	31,14%	27,02%	0,42%	100,00%

9.4 Control Group POST SURVEY

N°	Statement	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree	Without Answer	Total
1	Reading is one of my favorite ways to lear	0	3	5	14	7	0	29
2	I enjoy reading more now than when I was younger	0	2	7	8	12	0	29
3	When I read I understand what the text is about	0	0	8	15	6	0	29
4	The texts that I read in classes are fun.	0	4	18	5	2	0	29
5	I feel motivated to read when I must resolve an activity in which I need further information	1	1	20	6	1	0	29
6	I always finish the texts that I begin to read during my free time	0	3	4	14	8	0	29
7	I am not interested in reading during English classes	2	11	13	2	1	0	29
8	I think newspaper, comics and magazines contain important information that helps me resolve different activities	0	0	10	12	7	0	29
9	I easily give up reading when I do not understand the meaning of some words in a text that I am reading during classes	1	0	20	7	1	0	29
10	Sometimes I feel like reading texts in classes is a burden for me	2	0	21	4	1	1	29
11	I usually google the lyrics, if like a song in English	0	1	4	5	18	1	29

12	I feel pleased when I understand a text in English	0	2	3	10	14	0	29
13	The activities that I do in classes get me involved to read about the topic	0	0	11	15	2	1	29
14	I feel motivated to read after I have read a text in my English classes	0	3	16	9	1	0	29
15	What I read in classes it is useful to accomplish a goal	0	0	14	13	2	0	29
16	I like reading in classes.	0	2	14	11	2	0	29
17	I think reading is relevant in the way I learn	0	0	5	13	11	0	29
18	When I read a text in class, I prefer to read things related to an English Speaking Culture	0	3	18	3	5	0	29
19	When I read in classes I feel fed up	1	5	10	11	1	1	29
20	I am able to remember the vocabulary learned from a text if I see it written in another text	0	1	8	8	12	0	29
21	I like my English teacher to use a lot of reading activities in class	0	5	12	9	3	0	29
22	I read a lot at home when I am bored	1	8	8	5	7	0	29
23	Reading in classes is more entertaining if it involves an amusing activity	0	4	19	3	2	1	29
24	I like to read information about my favorite actor, singer, etc.	0	1	0	9	19	0	29
25	I like to translate songs in English to Spanish in order to understand their lyrics	0	0	4	8	17	0	29
26	I think that reading is a good way to improve my vocabulary in English	0	0	4	13	12	0	29
27	I think that reading is a way that I can improve my English level	0	0	4	14	11	0	29
28	I read a text in English every day at home. (song, magazine, any article	1	8	9	7	4	0	29

	on internet)						
29	I think that reading in English is less important than other subjects for my professional or academic purposes	1	2	6	11	9	0	29
30	I like when I can share with my classmates the ideas or information that I have read in English in order to get a better reading comprehension	0	3	13	12	1	0	29
31	I prefer reading on my own than reading in groups	0	4	9	7	9	0	29
32	I feel better and more confident about my abilities in reading when the activities are related to my specific interests	0	1	5	14	9	0	29
33	It is easier to understand the general idea of a text if it contains activities focused on a kind of learning style that suits me	0	1	8	18	2	0	29
34	I learn faster and better when what I read seems to be useful and matches my preferences	0	1	7	17	4	0	29
35	When I need to accomplish a specific objective it is easy for me if I work in a way that suits me	0	1	16	11	1	0	29
36	When I do an exercise in classes I feel that I learn better if my group supports me	0	1	8	16	4	0	29
37	I spend some of my time reading every day	1	10	10	3	5	0	29
38	I think reading is part of my everyday life	0	8	4	10	7	0	29
39	I read in my house things that are not part of my school program	1	4	7	10	7	0	29
40	I read at least one of the things that I am interested in every day (magazines, websites, etc.)	0	2	3	13	11	0	29

41	**When I do a work in classes I feel that I learn better if my group supports me**	0	1	8	13	6	1	29
		12	106	393	408	264	6	1189
		1,01%	8,92%	33,05%	34,31 %	22,20%	0,50%	100,00 %

10. READING FROM THE LESSON PLAN

Liceo N°1, Javiera Carrera
Department of English
Teacher Trainer: Claudia Campos
Teacher Trainee: Sebastián Abarca

<u>How important is appearance?</u>

When I was younger I never made a deal of what I wore, it grew on me as I got older , I think teenage kids are more obsessive about what they wear than any other age groups specially in this generation.

I personally like fashion because its shows what type of person you are even if they're not talking.

I like that you can set your own style and be original in what you wear, it's like your own individuality this is why people shouldn't copy what everyone else is wearing. I don't like wearing makes such as – Oasis because is just a reason to buy something expensive just because it's a certain brand, but if I liked the piece of clothing I would buy it. You should wear what you think looks good and original even if you think people would laugh. You can make a good outfit from high street clothing, so it doesn't have to be expensive. Certain people wear certain clothes depending who they are where they come from and what their friends are wearing, sometimes what type of music you listen to makes an impression on what clothes you wear.

You can sometime judge someone from what they are wearing. If someone was dressed up quite posh you would generally think that they wear a wealthy organized person.

I would not say that I have a certain fashion. It would depend on where I was going and who I was with or even the weather as what I would pick to go out in.

I think young people (age 13-19) are mentally forced to buy expensive branded clothing because their favourite Celebrities or perhaps their friends are wearing them. I think girls are more affected by this than boys. I think they are obsessive about what they were and how they look; some teenage girls cover themselves in make up to make them look better. I have said a lot of my opinions but I would like to know what you think, do you think teenage children are pressured into buying expensive brands? If yes do you think it has just started in this generation or it has always been like this? What is your fashion type? So how important do you think you're appearance to other people is?

http://www.thenorthernecho.co.uk/review/issues/3959795.How_important_is_appearance_/

My Thoughts on Plastic Surgery
Neslihan Karabulut from Turkey

If you don't like the shape of your nose, you can get it reshaped by a plastic surgeon. If you have wrinkles, they can be filled with collagen injections. However, it lasts only almost four months. Moreover, all plastic surgery operations are very expensive. Is the money you spend worth it? I have seen a lot of people whose lives were totally changed after they had plastic surgery done.

They became happier than before, did well at their jobs, and became much more successful. However, plastic surgery is like making up your face with a knife. For people who think that they are unattractive and who let these feelings affect their lives, getting it done is psychotherapy. However, they have to know how much is enough. Otherwise, plastic surgery can become an addiction.

It's too bad that people feel others find them unattractive. All people are beautiful if you know how to look at them. If you notice the beauty of naturalness which is given by God, even the people who are called ugly are beautiful.

http://www.topics-mag.com/edition22/body-art/cosmetic-surgery-turkey.htm

I Was Tempted to Get a Tattoo
Juan Alfaro from Argentina

Several times I was tempted to have my arm tattooed—even when it wasn't fashionable in Argentina, even before my friend, Juan Martin, came with a bulldog on his arm.

For me, having a tattoo would be like a tribal thing—like in the movies with native Americans, but with no tribe and no ideal to follow. Just an image. So, I gave up on that idea.

Not because of the pain, but maybe I was frightened about the diseases that tattooing may cause. Although I had my own design ready to be tattooed on my arm or back, I decided against it.

Then in Argentina, the tattoo fashion fad started and younger generations got their arms, legs, backs, and necks tattooed, maybe 20 percent of them. They had the courage—or, perhaps they didn't even think about the consequences—that I didn't have.

http://www.topics-mag.com/edition22/body-art/tattoo-argentina.htm

Liceo N°1, Javiera Carrera
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News about Britain
What to wear?

One of the biggest shocks when you arrive in a new country can be the clothes people are wearing. You may look fashionable at home, but you suddenly find you are **behind the times** or simply someone to laugh at when you arrive abroad. With this in mind, let's take a look at teenage fashion in the UK for girls.

One of the things that may shock an outsider most is **piercings**. These days it is not enough to simply wear rings in your ears. You will see many teenagers with rings in their **navel**, or belly button, nose, lip, or even their eyebrow. Ouch!

Some girls go for a 'glam' look. They wear T-shirts; trousers are usually preferred, blue or black, and the look is **finished off** with metallic bags and shoes and arms full of bracelets. Another alternative is the 'rocker' look. You start with a T-shirt of your favourite band and **tight** jeans or a long skirt. On top of this you can wear a **denim** jacket. Jewellery tends to be large and metallic, and to add colour, wear a **scarf**.
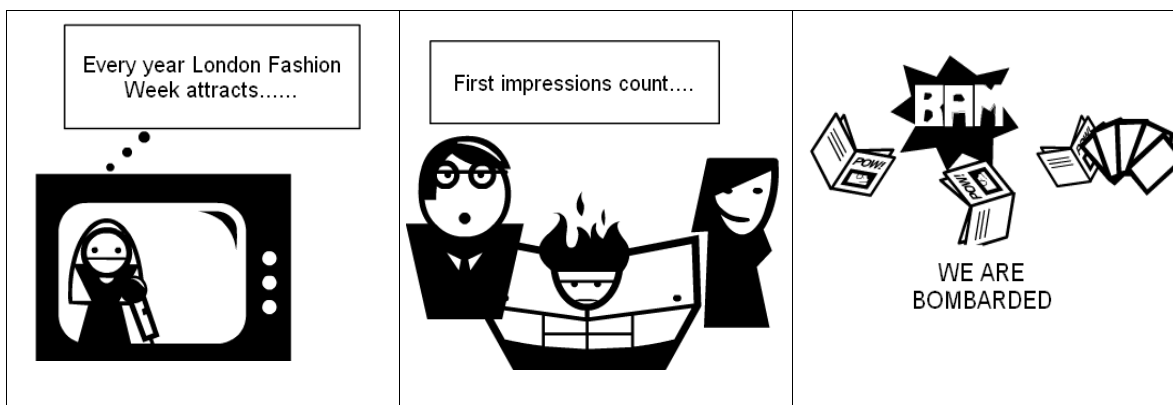
If neither of these is for you, why not go 'sporty'? T-shirts are usually **tie-dyed** in hot colours. Wear long shorts, short jeans or a **denim** skirt. And on your feet? Beach **sandals**, of course! If you prefer something more feminine, there's the 'girly' look. Skirts are long, to the floor. Wear a top with butterflies or flowers printed on it!

Finally, how about the 'Tom Boy' look? Wear **flared** jeans and a T-shirt with a logo. Don't forget your **waistcoat**, of course!

Follow the fashion tips above, and you shouldn't feel **out of place**. However, it's important to remember to wear clothes and choose a look that you feel comfortable with. Don't just be one of the **crowd** - be yourself!

http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/britain/081118_what_to_wear.shtml

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Fashion fan or fashion slave?

Every year London Fashion Week attracts **retailers**, **fashion leaders**, and the press to **show off** all that's new in British fashion. Strange **designs**, original **fabrics**, and beautiful slim models are exposed on the **catwalk** in an atmosphere of **extravagant** elegance.

We all need to be comfortable with what we wear. After all, **first impressions count**, and we want our appearance to be consistent with the **image** we want to **project**. How can we do this without becoming a **fashion slave**? We are **bombarded** with magazines that show us the new fashions for each season, and where we can buy **trendy** clothes for reasonable prices. The distinction between what we see on the catwalk and what's exposed in the high street is becoming more and more **blurred**.

Our bodies all come in different **shapes** and **sizes**, so to avoid **stares and snickers** in the street, it important to create our own shopping strategy. Lisa Armstrong, fashion writer for The Times newspaper, asked about the motives of some designers, suggesting they make models look silly.

http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/britain/fashion.shtml

Liceo N°1, Javiera Carrera
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Ethical fashion

Ethical fashion can be defined as the production of textile items with a conscience. With the concept of social responsibility **gaining** ground, corporates all over the world are recognizing the importance of environment protection and ethical business. Fashion houses are no exception. More and more fashion **designers** and textile producers are **striving** to produce goods that do not **harm** the environment and are cruelty-free. Ethical issues in fashion are emerging.

The concept of ethical fashion is old; however, it is gaining more and more popularity in the modern times. As **awareness** about environment conservation, cruelty to animals and ethical issues in business is **rising**, fashion **brands** are also **increasingly** adopting ethical means. **Customers** are also becoming more and more aware of ethical fashion and the demand for ethically produced fashion products is on the rise.

Why should textile producers and customers adopt ethical fashion? Animal and human rights activists as well as environment protection activists have **brought up** ethical issues related to the fashion industry time and time again. Some of the major ethical issues that have **come up** are:

The production of **cotton** entails the use of a large amount of pesticides, which is **harmful** to the environment and to people. Another serious ethical issue that arises in the fashion industry is the cruelty to animals. The cruelty to animals behind the preparation of a **fur** coat has been brought to light time and again by animal rights activists.

Human rights activists have also pointed out the various ethical issues behind the preparation of a fashion product. Extremely low wages and long hours, unhealthy and unsafe working conditions, exhaustion, sexual **harassment** and mental stress are some of these issues.

http://ezinearticles.com/?Ethical-Issues-In-Fashion---The-What,-When,-Why,-How-And-Who&id=958911

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Let's go to the museum!

If you want to travel abroad and know interesting places, you must visit places such as museums, galleries or art exhibitions. Pay attention to what these people say, it may be helpful in your next travel.

" When I went to The Natural History Museum in London the only word that came to my mind was that this place was very impressive even though this museum is not an art museum; but I think the science is sometimes art or might be art in some aspects, because this museum shows you in a contemporary line the things that happened two thousand years ago showing the dinosaurs skeletons in a realistic environment and expressing movements as if they were real, it must be shocking for some people but for me was a sophisticated way to learn about this big animals who lived many, many, many years ago! I can't believe how some people don't like this kind of museum; you definitely must come and see with your own eyes the experience in this museum The Natural History Museum of London" Lauren, 22.

"If you are going to Paris you must visit the Louvre, it's an amazing and beautiful museum, and you can't be bothered to go there. Even if you don't like art, it may be fun because it has too many exhibitions and you can get easily lost if you don't bring a map! You might be thinking about going for the afternoon, but my advice is to go at least for two days, if you really want to enjoy the experience. It has its own Metro station and student prices too" Paulie, 23.

"The Tate modern is an incredible museum located in London, England. This museum may be one of the most sophisticated museums in England. If you go to town you can't leave without visiting the museum, you must visit this museum and see some of the most shocking expositions" Roxanne, 18.

"If you go to Holland, you should visit Van Gogh museum. Unfortunately I haven't been there yet but today I am going to the Open Air Museum. Considering its name, I think that it might be a realistic museum because it tries to tell the Dutch history, showing the typical Dutch landscape and its sophisticated artwork" Lisa, 24.

As you can see, there are some important museums in the World that you must visit in Holland, England and France. However, every country has at least three important museums to visit, art, science and history. These countries have amazing, admirable and magnificent museums that might be very interesting to go and take a look around. You must visit at least one museum every time you go on holidays or even for work. It will take a day of your life, maybe some hours, but you can be sure you won't regret it. Remember that these museums show us galleries, nudes, portrait, sculptures and landscapes between others interesting stuff.