



UNIVERSIDAD CATÓLICA
SILVA HENRÍQUEZ

Facultad de Educación
Escuela de Educación en Inglés

**Does the Teacher's oral input support the students' development of the
listening skill?**

Seminario para optar al Grado de Licenciado en Educación y el título de Profesor
en Educación Media en Inglés

Seminar Director: Juan J. Lecaros Calderón

Authors: Constanza Correa Vergara

Rocío Hernández Correa

Tamara Muñoz Honorato

Raúl Pérez Bravo

Daniela Riquelme Videla

Diego Sepúlveda Valdenegro

Santiago de Chile

2013

Acknowledgments

To start, we would like to thank to all our families and people we love, since they were an essential support along this whole process, not only considering the time that took us to prepare this study, but also during all these five years. To all of you, Thank you.

We would like to express our gratitude to the professors from English Department from Universidad “Católica Cardenal Raúl Silva Henríquez”, who throughout the process of these five years were a guidance and inspiration for us.

We could not continue expressing our thankfulness without mentioning the important labour of Miss Tamara Iriarte, who assisted us at the beginning of this project and helped us to organize our ideas so as to be able to initiate this project.

To professor Juan José Lecaros who received us when everything seemed to be getting difficult. Thank you for your time, patience and devotion and for assisting us with your experience and knowledge, we are endlessly grateful.

Furthermore, we want to thank to “Liceo Industrial y de Minas Ignacio Domeyko” for opening its doors and allowing us to implement this study inside its classrooms as well as for its disposition to permit us carrying out this project.

We are very happy and proud that we were able to accomplish and conclude this project. It would not have been the same without your assistance and support. Thank you very much.

Abstract

Does Teacher's oral input support students' development of listening skill?

Along the years of study in the English teaching training programme there has been the discussion about the beneficial impact that produces performing classes in English to enhance EFL's students learning of the target language. However, when the practicum is executed this premise is mostly argued for and against by English teachers.

The aim of this study is to determine whether Students who are exposed to large extents of teachers' oral English language show higher performance in listening evaluations whereas students who are exposed to scarce teachers' oral English language depict lower performance in listening evaluations. For this purpose a one month length experiment was performed in the public delegated administration "Liceo Industrial y de Minas Ignacio Domeyko", Recoleta. An Experimental group of 24 and a Control group of 27 boys and girls of tenth grade were selected. The Experimental group was exposed to classes performed mostly in English and the latter group to scarce amount of English and mostly mother tongue.

The Cambridge Flyers listening test was chosen to diagnose the situation of the subjects before performing the experiment and to assess the results of the students after the experiment. The results of this study were

that choosing English or the mother tongue may be useful for a short period of time when performing classes, since both groups performed better in last test. Besides, the research determined that using both or either of these languages to teach classes to enhance students learning depends on the context of the class.

Table of Contents

Table of Contents	1
2. Introduction	3
3. Problem	4
4. Justification	5
5. Objectives	7
6. Hypothesis	8
7. Type of research study	9
8. Methodology	9
9. Theoretical framework.....	16
9.1 Human listening process.....	16
9.2.1 Krashen's theories of second language acquisition.....	21
9.2.2 Long's Interaction hypothesis.	26
9.2.3 Swain's Output hypothesis.	29
9.2.4 Teaching listening.	31
9.2.5 Listening skill in Chilean English Curriculum.....	40
10 The experiment	45
10.1 Pre-test results.....	45
10.1.1 Experimental group pre-test results.	46
10.1.2 Control group pre-test results.	52
10.2 Intervention.....	58
10.3 Post-test results.....	62
10.3.1 Experimental group Post-test results	62
10.3.2 Control group post-test results.....	66
11. Data analysis.	72
11.1 General Analysis Experimental Group results	72
11.1.1 Individual results of the Experimental group: comparison and contrast.....	77
11.2 General Analysis Control Group	78
11.2.1 Individual results of the Experimental group: comparison and contrast	84

12. Conclusions	86
13. Further research	91
14. References	93
Appendix.....	95

Appendix

2. Introduction

The following study will discuss the premise that English teachers should perform their classes mainly in the target language in order to enhance students' performance.

During the course of the English Teaching Training Programme at "Universidad Católica Silva Henríquez" (UCSH) it has been exposed, based on the specialized literature, that it is substantially beneficial for students to receive a high amount of input in English. Besides, the Ministry of Education (henceforth MINEDUC) recommends teachers to perform classes mostly in the target language. However, this opposes to the experiences that were perceived during the Practicum processes in which some teachers primarily used the mother tongue.

To determine whether there exists a direct relationship between the amount of teacher's oral input received by students and their performance in listening evaluations, a project was created in which two pre-established groups were exposed to different amounts of English.

Due to the limitations of the study, we will only consider the context this research is set in, not attempting to provide a final conclusion or solution, but

trying to offer an empirical perspective which may lead to find out what really happens inside of a classroom of a mid-to-low socio-economic income while performing a listening task.

3. Problem

It is a common belief among students of English teaching programme at UCSH that teaching in English is a challenging task, and different reasons, mostly based on personal experience, are offered to support this premise. When the time comes to perform the Practicum process, and students become pre-service teachers, all sorts of different teaching practices are observed; an entire range of situations are found among in-service teachers; there are some teachers who never use the target language, but there are also other teachers who perform their classes entirely in English.

There is an important discrepancy concerning the appropriate amount of English within a classroom, and this premise not only connects with English trainees' teachers but also this causes a dilemma among professors in our University since there are some teachers who claim the importance of the exposure of students to a large amount of input and those who believe that inside the EFL classroom there must be space for both target language and mother tongue.

It is the purpose of this research to attempt to demonstrate to what extent it is profitable for the improvement of students' listening performance to be exposed to a large amount of English inside the classroom. In order to develop this idea this project was designed as an attempt to delve into this premise.

This situation may affect the students' performance. Therefore it is part of this research to investigate what kind of influence, if any, this circumstance brings to students.

4. Justification

The Input Hypothesis postulated by Stephen Krashen in the early 80s, basically states that learners should be exposed to comprehensible input, that is to say, learners acquire language by hearing and understanding messages that are slightly above their current English language level. Long (1996) believes that input should be negotiated, and Swain (1985) advocates Noticing as a fundamental stage in the process of learning another language. According to the literature reviewed in this study, there is no objection against the common agreement which claims that students need exposure to the language; otherwise, they will not learn how to use it. Consequently, teachers of English should speak the target language on a regular basis; that is, greeting, giving instructions, explaining, and addressing students during the lessons.

Regarding the relevance that the English language has taken along the years, especially because of the policies that have been implemented by the Ministry of Education (MINEDUC), in order to enhance, but overall, improve the EFL approach in schools, what becomes of interest is to what extent the teacher's oral input in the target language correlates the performance of students concerning listening tasks. Namely, do students who are exposed to the English teacher's oral input do better than those who receive less exposure to oral target language?

This study may directly influence the educators' teaching perspective as the results of this research might question how teachers perform classes, since it can bring to a conclusion the dilemma of performing classes in English or Spanish. This study, categorized as exploratory, can grow into deeper investigations about the issue which can result into a change in the perspective how educators perceive teaching a foreign language in Chile.

It is also important to mention as part of the relevance of this research the contingency not only to trainees' teachers, but also to everyone who may be interested in the development of language learning.

5. Objectives

General Objective:

- To determine whether there is a correlation between English teachers who teach their classes in English and students' listening performance in listening evaluations.

Specific Objectives:

- To determine whether the usage of the target language provided by the English teacher during a pre-established period of time (one unit) will lead to different results between control and experimental group depending on the amount of input received.
- To prove if what is suggested by the Ministry of Education regarding the use of the target language to familiarize students with the L2 is in fact a key aspect to improve the students' listening performance.

6. Hypothesis

- Students who are exposed to large extents of teacher's oral English language show higher performance in listening evaluations.
- Students who are exposed to scarce teacher's oral English language depict lower performance in listening evaluations.

Variables

- Independent: use of the target language as part of the teacher's performance.
- Dependent: listening evaluations.

7. Type of research study

This research study is set within the quantitative framework; it is also quasi-experimental and exploratory.

According to the design of the study, the nature of the experiment, and the data collection needed to obtain the required results, it was most appropriate to use the quantitative approach, since all the variables were not chosen at random, but they are predisposed by the educational system i.e., the different selected classes are already conformed.

Finally, it is exploratory due to the minimal to none scope of literature related to the topic within the Chilean context.

8. Methodology

The main objective of this study is to determine the existence of a direct relationship between English input provided to students and the presence of significant variations in learners' listening skill. To achieve this purpose and as a result of the revision of literature it was decided to take the following course of action: a three-part experiment was designed for two groups of subjects: a pre-test to identify student's performance in listening evaluations, an in-class experiment that lasted eight sessions which consisted of different

kinds of activities applied to two groups of students; one of these groups with a large extent of exposure to teacher's English input whilst the second with scarce teacher's English input, i.e., mostly Spanish, and finally a post-test with the purpose to check if there was any improvement in the listening skill after the intervention.

The school chosen for this study is called "Liceo Industrial y de Minas Ignacio Domeyko", located in Recoleta District in Santiago, Chile. This school is categorized as a vulnerable school, with a vulnerability level of 74,13 percent according to "Sistema Nacional de Asignación con Equidad para Becas" (MINEDUC). A large amount of the students come from northern Santiago. Most of the districts that students live in represent middle-to-low socio-economic class. It is important to mention that this is an industrial school where students can choose from three different specializations, namely Industrial Mechanics, Electricity, and Geology's Assistant.

To fulfil the requirements of this research two different classes of the same age level were selected, each with students with an average age of fifteen years old. The sample was selected at random for the development of the study; Tenth grade A (henceforth the experimental group), which consists of twenty-four students, twenty-two boys and two girls; and Tenth grade C (henceforth Control group), which consists of twenty-five boys and two girls.

Tenth grade students attend four pedagogical hours of English a week, being this the second year that students have the stated amount of hours.

Ignacio Domeyko School receives students from ninth up to twelfth grade; therefore, previous to that, the quantity of hours of English classes the subjects had previously received is uncertain.

The first stage of the study involved a pre-test. The Cambridge Flyers Listening Test was chosen as the best option available to test the subjects' listening skill. The Flyers Listening Test was selected for two main reasons. Firstly, since The Ministry of Education applied a version of the "Key English Test" (KET) to eleventh graders as "Sistema de la Medición de la Calidad de la Educación" (SIMCE test 2012), which "enables candidates to demonstrate a basic level of English that will prove useful when travelling or working in English-speaking countries" (Cambridge, 2013). Accordingly, Flyers test for young learners is the previous examination according to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR). Secondly, and according to the school lesson plans for tenth grade, the connections between the year planning objectives of the school, what the Ministry of Education states and the contents evaluated in the test match satisfactorily.

Cambridge English Flyers Test corresponds to A2 of the basic user level of the CEFR.

For the first examination, an adapted sample “A” of Flyers Listening Test was utilized. This examination was adapted to be composed of three items, the contents encompassed in the test are: a first item devoted to a lexical set related to sports and shopping; a second item with grammatical contents such as pronouns and prepositions; and third item devoted to language skills: listening for names and descriptions of people, listening for names, spelling and other information and finally, listening for words, names, and details. Item one consisted in a matching activity. Students were asked to draw a line to link a name and its description, which is provided by a speaker, with a picture given in the test. In item two students had to listen and write for specific information related to a sports club. Finally, item three was a multiple-choice task in which students were asked to match characters’ name to the items they bought in the supermarket.

After the results of the test were obtained, they were analyzed item-by-item with special focus on questions which were significant, (above a seventy percent of approval), which was selected to be the limit to determine whether a question was correctly answered or if students were not able to respond it accurately. The purpose of this procedure was to attempt to find out what the

cause of the errors may have been and finally to contrast this examination with the results of the post- test.

Afterwards, a class-by-class lesson plan, which was previously designed for tenth graders, was applied. This lesson plan consisted of eight sessions in which the main focus on the teacher's side was the use of the target language when greeting, giving instructions, offering explanations, addressing students, and various incidental interactions. This intervention took place only in the case of the Experimental group, whereas the Control group would not receive any treatment, i.e., the interaction previously mentioned would be mostly performed in the students' mother tongue.

During the first week, the main focus of the lessons was to introduce the new unit, which was called "Celebrations and traditions around the world", in which students would get familiarized with the contents. To achieve this goal, students were exposed to a brief video which contained worldwide traditions, pictures and names of the traditions; for instance, Halloween, Christmas, Chilean National Holidays, and Valentine's Day. Students worked recognizing key vocabulary from the video related to the celebrations previously mentioned. Students were asked to identify which word belonged to each celebration.

During the second week, the objective of the classes was to introduce and

practice the use of Simple Past in context with celebrations and traditions throughout activities related to the topic. For instance, a video of a T.V. show related to the contents. Students were given key words and relevant verbs in Simple Past to work on the creation of a story using these verbs and the information of the video previously seen.

The emphasis of the third week was to identify linking words and to practice them, further expanding the context students were working on, by watching a video in which linking words and Simple Past tense were presented, students through an oral presentation had to explain what they saw in the video to their classmates.

The fourth week was spent on consolidating the contents taught and assessing what students had learnt. To this end, students participated playing a game called "Gymkhana", in which they had to go through three stations with tasks to complete. Stage one consisted of a desk in which there was a bag with strips of paper containing vocabulary related to different celebrations and four sheets of paper with the names of the celebrations. Students had to pick a strip of paper from the bag and tell the words aloud; after this they had to write them down classifying them in the most suitable celebration on the sheet of paper. In stage two students had to pick Simple Past verbs from the bag, and then to write its infinitive form in the verbs paper. In stage three, students also

had to pick stripes of paper but, on this occasion, containing questions related to grammar, the teacher read the questions and the students had to answer them.

After the sessions, a second or post-test was conducted. This opportunity the sample “B” of Cambridge Listening Flyers test was used, which had the same three items as the pre-test, the same grammatical contents and aimed to the same language skills but involving different lexical sets. In item one; the topic was leisure activities, such as going to the beach and its related activities. The topics for item two were related to a school class visiting a farm, and spelling. Lastly, item three encompassed parts of a house and gadgets.

After the application of the post-test, a similar analysis was made in order to not only contrast the results already provided by the pre-test, but also to be able to check if there was any sort of improvement or change regarding student’s listening performance.

Following the analysis of the pre and post-test, the information collected was contrasted in order to assess the results of the experiment.

Firstly, a general analysis was conducted to expose the main differences between the results obtained in the pre-test and in the post-test. Afterwards, an item by item results chart was created so as to identify and show the

changes of students' outcome comparing the pre-test with the post-test.

Thereafter, a few subjects were individualized with the purpose of recognizing individual performance of students. Through this procedure it was intended to assess students' diverse results.

9. Theoretical framework

9.1 Human listening process.

One of the most important means of learning a language is through listening and, therefore, the basis for this research. First, and before dealing with the learning process, it is imperative to analyze what happens in the mind of the listener.

Imhof refers to Cutler and Clifton (1999) and states that according to cognitive psychology "listening is first and foremost conceptualized as an act of information processing" (Imhof, 2010 p 98). In addition, the author also explains that listening is "the process of selecting, organizing and integrating information" (Imhof, 2004b). Hence, listening must be seen as one of the utmost essential active means of understanding and as an information processing tool to relate to the world that surrounds us and as a result an essential part of

language learning and in this matter fundamental focus to this research.

The author also separates listening from hearing as two different processes, one preceding the other. Hearing, according to Imhof, is stated as the prior step to listening and only as discernment between noise and important information. Hearing is an automatic response that people make involuntary and unconsciously (Imhof 2010, about Ashcraft 2006). Furthermore, people have what Imhof calls an “acoustic modality” to control the surrounding sounds. Thus, we know that people are constantly aware of what happens and are used to being surrounded by sounds, and it is a matter of one item or sound that will attract the person’s attention to listen.

Imhof also talks about “the initiation of listening” and states that the decision of paying attention, which is active listening, is being made consciously and that exact moment separates listening from hearing. “From this moment on, the act of listening follows a deliberate decision, uses conscious resources and drains the pool of attentional capacity” (Ashcraft 2006 cited by Imhof 2010).

Imhof also explains that there is an important relation between the information that calls our attention (regarding how close this is to us) and the retention of that specific piece of information. “The intention which guides an act of listening serves as a filter for the incoming information and facilitates retention

of relevant information while irrelevant information is discarded or compromised.” (Imhof, 2010) We must conclude that hearing and the initiation of listening is the overriding part when teaching and learning a new language.

Now, it is imperative to discriminate the different psychological and cognitive steps of listening. Imhof separates these steps in three: “Select information”, “Organize information” and “Integrate information”.

After hearing, when people start to listen and the “Select information” step starts, the listener’s brain must discriminate non-important from actual information. The brain starts a process that Imhof calls “*Segregation of acoustic information*”, this means the organization of all the stimuli that the ears listen. After that first step the listener starts the “*Distinction between language and non-language acoustic stimuli*”, where the brain detects if the information (what the ears perceive) is language or the sound that something is making. The third step in this major mental procedure is “*Phonetic processing*”; at this time, the brain needs to define the sounds of speech that the ear is listening to and make them understandable. This is filling those gaps if missing a sound or accommodating new sounds if the sound is not suitable.

Finally at the end of the “Select information” step, Imhof (2010) explains the “*Cross modal processing*” where the listener joins what is being heard with other information that might be taken from other senses, such as sight or touch.

Here, the first information processing of what the listener hears is over. And, as stated by Imhof this consists “in a rapid sequence of analyses which result in the identification and categorization of the stimuli and which represent the “raw material” for further processing”(Imhof, 2010) . Consequently, this is the initial filter for what comes next. The brain in this moment has identified what it is being said and now the listener must give this information a meaning; this process is called “Organize information”.

In this second major process the listener has identified pieces of information. Now he must unite them and understand the meaning in the form of a text. The first step is “*Word recognition*”, where the listener organizes the little pieces of information into units (words) that convey meaning. Next, the “*Structure and content of the mental lexicon*” process begins, where the brain “accesses the mental lexicon right away in order to assign meaning to the precepts” (Imhof, 2010). At this point the information gets mixed into the person’s knowledge and experiences to give meaning to these mental units. Subsequently, the brain starts the “*Sentence processing*”, this means it organizes the units into sentences and understands the structure. Also “the listener must define a surface structure of an utterance in terms of who or what is the agent and what is the action performed on what or whom, where, when, how?” (Imhof, 2010). This mental process points in the direction of analyzing the context and relating the information to what is happening in the world, connects the chunks of mental information with the knowledge that the exterior

can add. Next, the third step is *“Text representation”*, where the listener unites the sentences into a text form and uses it for further analysis.

Finally, the last major mental information process begins the “Integration of information” and the situational model is constructed; this means that the listener produces “a representation of what the text is about” (van Oostendrop and Bonebakker, 1999 in Imhof, 2010).

At this point the individual needs to make *“Inferences”*, where the listener infers information that might be missing or not delivered to make in deep connections and further analysis. Next, the brain starts a “Neural correlation of the situational model” this is related to the neural connections that the new information can activate. Finally, the last step in the information process is the *“Monitoring structure building”*. This last step involves creating a “big picture” of significance. The author states that “Language comprehension can be conceptualized as a structure building process which combines the incoming information (or what was made of it) and information that had been retrieved from long-term memory” (Imhof, 2010).

This last step in language processing means that the brain makes all the final connections and builds the final meaning of what was being heard in the information available; finally, the listener can make a decision about what to do with that information.

9.2 Language learning through listening.

Until now we have dealt with the listening processes. Now it is imperative to connect listening with language learning. According to Xu Fang (2009) and expanding Krashen's posits about acquisition by listening, people acquire a language by understanding what is said by other people; i.e., active listening to input, processing that information, relating it to what people already know and understanding its meaning. The author extrapolates her premises to listening comprehension "*If the learners hear meaningful speech and try to understand it, acquisition will occur*" (Xu Fang, 2009). This is represented in the "i+1" Krashen's theory, where "i+1" is the input that contains information a little beyond the listeners actual level of knowledge.

It is necessary to deal a little farther with acquisition theories to state for certain how this "i+1" can be efficient enough to challenge the listener to understand, relate and recall this new information and become acquisition of language through listening.

9.2.1 Krashen's theories of second language acquisition

Stephen Krashen (1982) claims the non-existence of a fundamental

difference between the way people acquire a first language and the way they acquire subsequent languages. The author states that human beings possess an innate ability which guides the language learning process. Infants learn their mother tongue simply by listening attentively to spoken language which is familiar. According to Krashen's theories foreign languages are acquired in the same way.

Stephen Krashen (1982) developed five hypotheses concerning second language acquisition: the acquisition learning distinction, which states that there are two distinct and independent ways in which the competence in a second language is developed. Acquisition is explained as a subconscious process: implicit, informal and natural learning; acquisition usually considered as "picking up a language", whereas learning is considered as a conscious process.

The Natural Order that claims a predictable order in the way people acquire grammatical structures, The Monitor hypothesis states that formal rules, or conscious learning, play only a limited role in second language performance. This theory states that acquisition and learning are used in very specific manners. The Input theory posits the acquisition of a language in only one way: when we are exposed to input either written or spoken language which is comprehensible to us. Comprehensible input is the necessary but also sufficient condition for language acquisition to take place. It requires no effort on the part of the learner. Lastly, The Affective Filter hypothesis explains how affective factors

are related to the second language acquisition process. This theory claims that Comprehensible input will not result in language acquisition if input is filtered out before it can reach the brain's language processing faculties. The filtering may occur because of anxiety, poor self-esteem or low motivation.

The Natural Order Hypothesis and Monitor hypothesis will not be taken into account in this research since they do not connect to the extent of this study. Nevertheless, they were included and briefly explained so as to expose the five hypotheses stated by Krashen as a whole since they complement each other.

In this research Input hypothesis and Affective filter will be considered and further explained, for they are the most suitable theories concerning the extent of the experiment.

9.2.1.1 The Input hypothesis

According to Krashen (1982) learners acquire language when they are exposed to input at “i+1”, where “i” is the current state or stage of language proficiency people already have. Learners use their existing acquired linguistic competence, together with their general knowledge of the world, to give sense to the messages they receive in a language which is just beyond where they currently are (the “+1”). Given comprehensible input at “i+1”,

acquisition will take place effortlessly and involuntarily, i.e., people acquire language only when they understand utterances that contain structures that are "a little beyond" their current level of competence (" $i+1$ "). This is possible because learners use more than their linguistic competence to help them understand; people also use context, knowledge of the world as well as extra-linguistic provided information to help them understand.

The traditional assumption is that fluency is developed because people first learn structures and then they practice using them in communication. This is totally the opposite of what the Input hypothesis claims, which is that subjects acquire language by "going for meaning" first, and as a result, they acquire structures.

Furthermore, fluency cannot be taught directly; rather it emerges over time, on its own. "The best way, and perhaps the only way to teach speaking, according to this view, is simply to provide comprehensible input" (Krashen, 1982).

The input hypothesis has clear implications for language teachers; namely, what teachers produce or how language should be loaded of rich input (both spoken and written language) which must be roughly tuned to the appropriate level for the learners in the class.

This theory also predicts that the classroom may be a very good place for second language acquisition to take place, at least up to the “intermediate level”. For beginners, the classroom can be a much better place than the outside world, since the outside world usually provides beginners with very little comprehensible input, especially for older acquirers.

The assumption of this study is that a rich amount of input is the best environment for the students to learn. Krashen postulates that learners should be exposed to comprehensible input for acquisition to occur. This is the reason why it was decided for the study to expose the experimental group to a large amount of target language while the control group would be exposed to scarce amount of English.

9.2.1.2 The Affective Filter hypothesis

Learners with a low affective filter will not only be efficient language acquirers of the comprehensible input they receive. They will also be more likely to interact with others, unembarrassed by making mistakes.

It is important to take into account affective factors while planning a lesson, performing classes, and giving tests, because as stated by Krashen, this

influences not only the results but also participation and the process itself.

9.2.2 Long's Interaction hypothesis.

Being our research carried out inside a classroom, it is important to mention the fact that the teacher and students will unavoidably hold a relationship during this process. Consequently, interaction becomes an important aspect which certainly plays a role on students' English learning process development.

The Interaction theory was first stated and posited by Wagner – Gough and Hatch (1978), but redefined by Michael Long (1996) and other SLA specialists.

As claimed by Long (2006), through the simply interaction of holding a conversation between a non-native speaker, who is learning a second language, and a native speaker, who is supposed to have a high level of proficiency in the usage of the target language, non-native speakers should be able to develop, improve and acquire the target language. Long (1996) posits that “early research as well as more recently work has taken as basic notion that conversation is not only a medium of practice, but also the means by which learning takes places.”

According to Long (2006) interactional collaboration among peers can lead to second language learning. Even more, second language learners are more likely to achieve better levels of comprehension of the new input through their effort to communicate with people by interaction.

9.2.2.1 Negotiation for meaning.

Michael Long (2006) postulates that “*Negotiation for meaning*”, consists of interactional adjustments provided by native speakers or a more competent interlocutor in order to facilitate acquisition from non-native speakers when talking. While holding a conversation learners may become aware of the existence of a particular gap between what they know about the target language and what they listen from their interlocutors; assuming that learners are aware of their failures, they must determine what the problem is and, therefore, attempt to modify their current linguistic failures.

According to Mackey (2006), feedback may help problematic aspects of learners’ interlanguage to stand out and consequently it may give additional opportunities to focus on their correct production, promoting the target language development.

Negotiation for meaning has traditionally been coded as “three C’s”: Confirmation checks, Clarification request, and Comprehension checks, each one is defined below:

a) Confirmation checks: A conversational speaker checks to make sure that they have correctly understood what the other speaker has said.

b) Clarification Checks: When there is a misunderstanding one of the speaker attempts to clarify the information provided.

c) Comprehension Checks: One of the speakers considers that the other has not understood the message so that he seeks to determine if that is the case or not.

Throughout the planning of the experiment, negotiation for meaning was a key element to consider supporting student understanding of the new contents.

Owing to the large extent of English used with the experimental group there could have been cases in which something may have not been understood. Therefore, it was decided beforehand to use negotiation to assist students to grasp the big amount of input provided by the teacher.

9.2.3 Swain's Output hypothesis.

Merrill Swain's 'Output Hypothesis (1995) is one of the language acquisition theories related to the area of language production. According to this theory, producing a great quantity of target language (L2) would be useful for the development of the target language itself and for its progressive acquisition as well.

Concerning the Output Hypothesis, there are other functions, which are all related to accuracy, such as "Noticing function"; being this one the most relevant to this research, which according to Swain (1993) claims that while L2 learners are producing output they may notice a gap between the messages they convey and what they should really say. This results helpful for learners to become aware of their own linguistic problems and to work in order to improve their performance in L2. The second function of Output hypothesis (Swain, 1993) is "Testing hypothesis". It is through this function how linguistic features are tested while producing output. Through this process learners come up with a hypothesis of how language forms work by testing their own skills while producing messages in the target language.

Finally, the "Reflective function" (Swain, 1993), which is closely related to the metalinguistic function of language. Learners reflect on their own use of the languages as to comprehend how their language work and how to find out

ways to improve their own performance on it.

Arising from the premise that The Testing Hypothesis and the Reflective Functions are cognitive processes, there is no conclusive evidence that it can be measured in the study. Moreover, they are irrelevant to this research.

9.2.3.1 Noticing Hypothesis.

According to Swain and Lapkin (1994), being students aware of their mistakes may trigger new cognitive processes as well as a new linguistic knowledge.

The Noticing function states that second language linguistic forms are acquired when learners comprehend input and recognize the meaning of utterances, in other words; they transform the process of acquisition in a conscious process of learning (Schmidt and Frota, 1986 in Swain, 1995). Producing output may foster noticing function (Swain *et. al.* 1994) by creating a great amount of target language. Learners become aware of their errors and they attempt to produce L2, by this, learners control their process of learning, finding out the correct linguistic forms to improve their L2.

The Noticing Function is relevant for this research because it deals with

how learners recognize the meanings and forms through the production of L2. This study mainly focuses on comprehensible input in order to enhance the listening skill in learners. Therefore, they have to constantly recognize what the teacher says via target language, and doing so, the Noticing function plays its role. Learners through their own production of L2 namely, asking questions to the teacher about the meaning of the utterances and using those words at the moment of speaking, will increase the students "noticing" of forms and meanings from the language used by the teacher class by class.

In order to improve the Noticing Function, teachers should provide context that learners could use in L2. Thus, input and output will be reinforced and it will be easier for learners to enhance their listening skill, understanding sentences in L2 via comprehension and production.

The Noticing Hypothesis was taken into account through the course of the experiment by performing participative lessons, in order to engage and motivate students to have an active role in the classroom.

9.2.4 Teaching listening.

Teaching listening is a major process within a classroom. Here students are more exposed to listening than they are producing language. According to

Brown (1994) the listening competence is universally larger than the speaking competence. That is also why emphasizing in this skill is a “must” that has to be developed by teachers.

Brown (1994) states that listening comprehension has not always been a fundamental part for educators; perhaps because of the way speaking is considered as the most important aspect of language proficiency.

An example provided by Brown (1994) reflects on this: When we ask someone in order to know about their knowledge on a language, the question is not: “Do you understand English speaking people talking?” But, “do you speak English?” And thus, make us concern more about our communicating capabilities (even though, being able to comprehend a message is part of the mentioned communicative skills) considering speaking the base of our teaching “*to do*”.

Another theory, which introduces listening as a key component, is what we know as Krashen’s Natural Approach (1982), where the “silent period” (a period of time before language learners feel comfortable or “ready” to start talking, thus avoiding anxiety) was a strategy dependent mostly on comprehensible input given by language instructors or teachers.

Krashen's theory (1985) in Brown (1994: page 248) takes some inspiration from first language acquisition; this is what is called comprehensible input. This input, in the case of aural reception, can trigger mental processes eventually converting selected input into intake, or what is actually stored in a learner's competence.

Brown (1994) accounts for the necessity of input, but also states that what really matters is the linguistic information that can be obtained through exposure in a conscious and subconscious way. These strategies include memory, feedback, and interaction.

According to Brown (1994) there are some specific questions teachers should consider when planning a listening comprehension activity. These questions will be answered considering an important issue: listening is not a one-way process but it is a complex one, considering that the process starts by receiving sound waves through the ear that are converted into sense for us in the brain.

9.2.4.1 What makes listening difficult?

When dealing with an activity or a technique to develop listening skills, there are some characteristics which need to be considered.

These factors, according to Brown (1994) strongly influence the processing of speech, and can even block comprehension if they are not considered making listening process more difficult.

Taken from Dunkel, 1991; Richards 1983; Ur 1984 in Brown (1994)

a) *Clustering*: Also known as “chunking” or the process of breaking down speeches into smaller groups of words. In spoken language we use clustering due to memory limitations, in contrast to what we do in written language where we usually look for a complete sentence which contains its full grammatical pattern.

This “chunking” for listening turns full speeches into clauses or even phrases making the process of remembering and retaining for comprehension easier.

This can be applied in a listening activity within a classroom helping students pick up clusters of words or short sentences instead of long dialogues as a whole.

b) *Redundancy*: In contrast to written language, where redundancy is not

common, spoken language has a good amount of it.

Brown (1994, p. 252) posits that paraphrasing, repetition and key words such as: “I mean” and “you know”, helps the hearer to process meaning by offering more time and extra information.

c) *Reduced forms*: It was already presented that spoken language contains a good amount of redundancy, but it is also conveyed with a large amount of reduced forms.

We call reduced forms to: 1) phonological reductions *Diyaetye?* for “Did you eat yet?”; 2) morphological reductions, what we call contractions: *I'll* instead of I will; 3) syntactic: (elliptical forms) “When will you be back?” “Tomorrow, maybe”; or 4) pragmatic: (phone rings in a house, child answers and yells to another room) “Mom! Phone!” (Brown 1994, p253)

These kind of reductions add difficulty to the process of listening, especially as stated by Brown (1994) for students who have only being exposed to full forms of language.

d) *Performance variables*: Every day spoken language excluding speeches, lectures and other planned forms of discourse, usually have hesitations,

pauses, and corrections. These variables as stated by Brown (1994) are part of NS (Native speakers) conditioning and are easy to get and understand but can cause an amount of difficulty for NNS (nonnative speakers)

An example taken from Brown (1994)

“But, uh – I also – to go with this of course if you’re playing well – if you’re playing well then you get uptight about your game. You get keyed up and it’s easy to concentrate. You know you’re playing well and you know... in with a chance then it’s easier, much easier to – to you know get in there and – and start to... you don’t have to think about it. I mean it’s gotta be automatic.” (p. 253)

Brown (1994) states that listeners have to train themselves to listen for meaning so as to understand gibberish like that.

e) Colloquial language: Brown (1994) affirms that it is common between students who have only been exposed to Standard English (textbook English) to find idioms, slang, reduced forms and shared cultural knowledge very difficult. Colloquialisms are part of an everyday language.

f) Rate of delivery: It is a common agreement that native speakers of

another language speak very fast, so Richards (1983) in Brown (1994) points and states that it is not speed the important factor in comprehension but the amount of pauses and its length what can cause difficulty and, of course, the impossibility for re-hearing that students have when reading.

g) Stress, rhythm, and intonation: These factors are features of the English language and are the key for comprehension, because as stated by Brown (1994) English is a stress-timed language. English speech could be quite difficult because mouthfuls of syllables come out by the speaker between stress points. Considering also that intonation patterns are a way to relate if we are asking a question, stating information, emphasizing or talking about more subtle changes like sarcasm.

h) Interaction: Interaction is also an important part of listening comprehension, conversations or dialogues usually take place within the rules of interaction: negotiation, clarification, turn-taking, and termination (Brown 1994, p. 254). For that reason students need to understand that good listeners are good responders due to the way communication works.

9.2.4.2 Types of classroom listening performance

Considering the large extent of known techniques available for teaching

listening skills, Brown (1994) states that it would be optimal to think what is what students do while performing a task, and also describes some of them:

a) Reactive: "Tape recording" listening technique as called by Nunan (1991) involves just listening for the purpose of repeating and does not involve meaning, but it can be useful for drilling with focus on pronunciation.

b) Intensive: Components of the sentences are the key aspect in this technique, being phonemes, words, grammatical patterns, etc, what needs to be focused on.

An example of this is "Teacher repeats a word or sentences several times to "imprint" it in the students' mind (Brown 1994, p.256)

c) Responsive: From asking questions for students to answer, to checking comprehension is what Brown (1994) includes in this part.

Responsive listening activities rely on teacher finding ways of making learners reply, react (do not confuse with the reactive technique) or answer to what is asked for.

- Asking questions ("How are you?")
- Giving commands ("Stand up please.")
- Seeking clarification ("What do you mean?")

- Checking comprehension (“So, what was the main idea of the text?”)

d) Selective: Here students are asked for specific information that have been said instead of processing the whole material. Basically, this would be to scan for information.

Clear examples provided by Brown (1994) contain:

- People’s names.
- Dates.
- Facts or events.
- Locations, situations or context.
- Main ideas or conclusions.

e) Extensive: The extensive kind of performance seeks to develop global understanding of spoken language, such as listening to long texts or full conversations instead of part-by-part. This is a complex skill that usually goes along other interaction skills, such as note-taking or discussion (Brown 1994, p. 258) to enhance comprehension.

f) Interactive: This is the name of the type of performance that can or includes all of the types aforementioned above, as learners participate in

discussions, debates, conversation, role plays and other group work. Interactive performance is very integrated with speaking due to the communicative interchange required. (Brown 1994)

9.2.4.3 Encourage the development of listening strategies.

The techniques mentioned are useful as long as educators teach students how to listen, most learners, as stated by Brown (1994), are just not aware of how to do it, and it is the teacher's job to provide them with the correct strategies that go beyond the classroom.

Some of these techniques are:

- Looking for key words
- Guessing meaning
- Seeking clarification
- Listening for main idea or gist

9.2.5 Listening skill in Chilean English Curriculum.

According to the Tenth grade English Study Programme of The Ministry

of Education (2011) Listening comprehension is one of the four essential skills necessary to learn the foreign language appropriately. This skill refers to how English is perceived through the recognition of different sounds which can be found in tapes, people conversations, radio broadcasts, textbook tasks and internet videos, among other resources.

In order to improve listening comprehension it is necessary to provide students with aural input which serves as basis for language acquisition to take place and enables learners to interact in spoken communication.

The main purpose of listening activities is to foster students to use and reproduce what they listen in spoken communication so as to check comprehension by learners and their capability to make use of what they listen in the production of a new message.

In the following report, The English Chilean Curriculum and its different guidelines about how to teach and improve listening skill will be presented.

9.2.5.1 Listening skill

This ability progresses concerning the characteristics of the texts to be studied and the ability to build up meaning (MINEDUC 2011, p. 26).

The following listening progress dimensions are taken and adapted from MINEDUC, 2011; page 26.

The complexity of the suggested texts to be listened to will vary depending on:

- a) Topics: The texts to be listened to must address varied topics which should become less concrete in time.
- b) Extension: The extension of the text should become larger in time.
- c) Language complexity: The texts to be listened to should include vocabulary which grows into increasingly more varied and more complex grammatical structures.
- d) Pronunciation: It includes pace and clarity when casting the texts.
- e) Extra linguistic support: Progressive diminution of support such as gestures and expressions.

In listening comprehension, the construction of meaning progresses

from identifying frequent words or phrases as well as the overall theme of the text in order to establish relations, organizing information and understanding the main message of the listened text.

The Ministry of Education suggests that teachers should start applying in their planning minimal difficulty aural texts which should develop into more elaborated texts within the development of the units.

9.2.5.2 Specific Orientations

According to MINEDUC (2011) there are specific orientations utilized with the purpose of teaching English with the addition of specific orientations concerning specific abilities involved in the development of the language.

As a general orientation, the whole lesson must be ideally taught in English ensuing students to get used to listening the target language from the very beginning.

It is suggested by MINEDUC (2011) to always plan the classes in advance and to consider three types of activities for the lesson:

a) Pre- listening activity:

The text must be based on vocabulary which has to be provided in advance. Students attempt to make connections between the presented topic and their own experiences related to the vocabulary presented. On the one hand, this intends to motivate learners to read and listen to the texts they will work on. On the other hand, this allows to contextualize the texts which are going to be listened to and read so that students will be able to obtain necessary knowledge to build up meaning from it. These activities allow teachers to introduce keywords for students to understand the presented text.

b) Listening activity:

Teachers must work with the comprehension of the text itself. Doing so, they expect students to confirm or modify the predictions they have made about the text. As well as to promote students to participate in activities which help them to identify the type of text and the specific and relevant information found in it.

c) Post listening activities:

Teachers utilize the texts as lexical and structural models for subsequent production along with reflecting on what students have learned from them.

During the design of the experiment it was imperative to include MINEDUC's guidelines in the devising and planning of the experiment since the national educational framework from the MINEDUC controls and guides the minimal obligatory contents of what Chilean students should see in "enseñanza básica" and "enseñanza media". Also MINEDUC suggests a minimal set of guidelines to the teaching of a foreign language in the educational system, where it recommends performing the classes with emphasis in the target language to help students familiarize with the English language. Additionally MINEDUC gives a set of interactions to be employed by teachers of English in their classes as to ensure students exposure to the target language.

10 The experiment

10.1 Pre-test results

In the following charts, the data collected was organized in order to demonstrate the results obtained in the pre-test, which was arranged in the following manner: firstly, the results of the entire group will be exposed and afterwards an Item by item analysis will be presented for both the control and the experimental group.

10.1.1 Experimental group pre-test results.

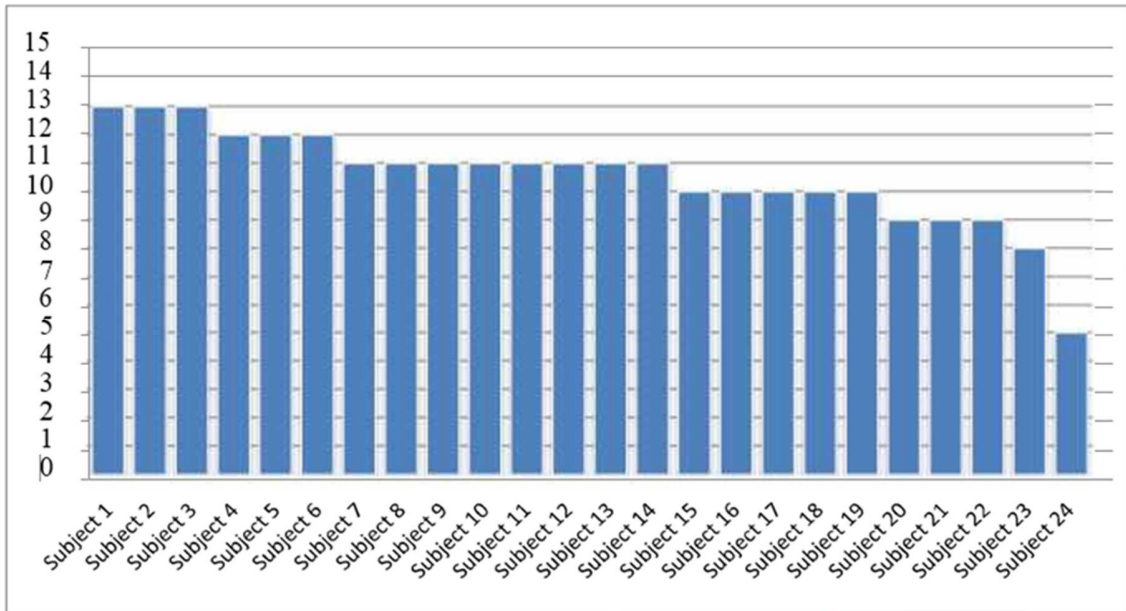


Figure 1. Overall results for Experimental group, Pre-test

The chart represented in Figure 1 displays the results of the Experimental group per subject in the pre-test. The Experimental group obtained an average of ten point five correct answers and a trend of ten points. No subject achieved the maximum score.

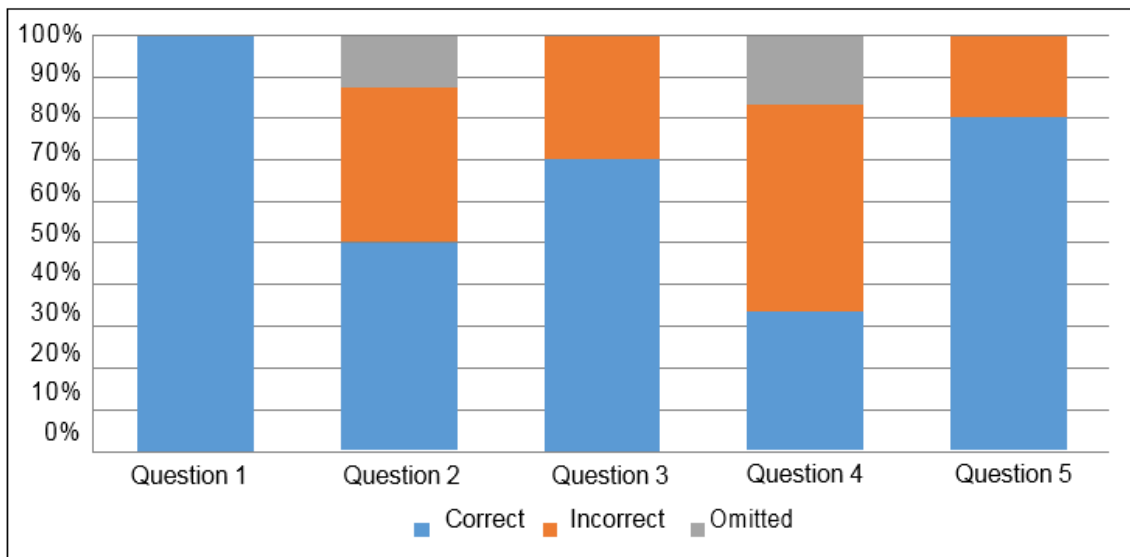


Figure 2. Correct, incorrect and Omitted answers for Item one. Experimental group

The results of the first item of the Experimental group shown in Figure 2, state that there is a tendency towards correct answers over incorrect responses and seven percent of omitted answers.

It is important to consider that more than fifty percent of the questions from item one were answered correctly, which corresponds to the seventy percent of approval previously mentioned.

In the first item, questions one, three and five; students obtained more than seventy percent of correct answers. Therefore, it can be inferred that students were able to successfully recognize colors, ordinal numbers, parts of the body and prepositions such as *near* and *behind* in an oral context such as a listening exercise.

Question two and four presented the following difficulties that could lead students to be unable to distinguish the required information:

- Question two: gerunds, specific vocabulary and the preposition *next to*.
- Question four: distractors and the preposition *next to*.

Questions two and four were considered subjects for further analysis since students obtained thirty-eight and fifty seven percent of incorrect answers respectively. In question two, the subjects were confused by the amount of information available that could lead to misunderstandings (for instance utterances such as *silver cups*, *the older boy*, *next to the table* were delivered in the text). In question four, distractors were delivered in the sample, which directed students to confusion, that is, *the girl with the blue towel*, or *the one next to her*.

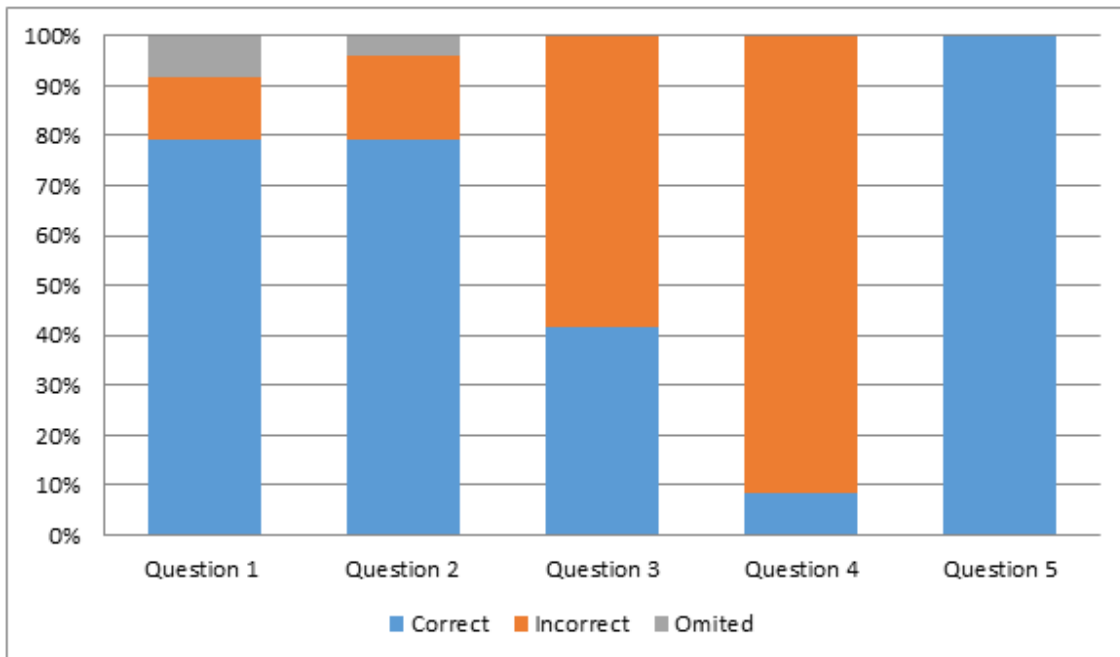


Figure 3. Correct, incorrect and Omitted answers for Item two. Experimental group

Regarding the second item, shown in Figure 3, there was also found a tendency towards correct answers over incorrect answers, but with an existence of omitted answers in questions one and two with eight and four percent, respectively.

In this second item, questions one, two and five were successfully answered according to the percentage of approval. According to this, it can be presumed that students were able to recognize cardinal numbers, days of the week and specific vocabulary related to sports.

Questions three and four were under the percentage of approval. These

questions presented the following difficulties to the students:

- Question three: The sample mentioned two different times, namely 9:00 and 9:15.
- Question four: Spelling, the sample spelled the name “Hurley”

In question three students had fifty two percent of their answers incorrect. Students failed to identify the solution due to the misunderstanding of the stress in a word and association of number sounds i.e., 9:15 and 9:50, which sound similarly. In the fourth question students failed to respond correctly ninety two percent of the answers since they were not able to distinguish alphabet sounds.

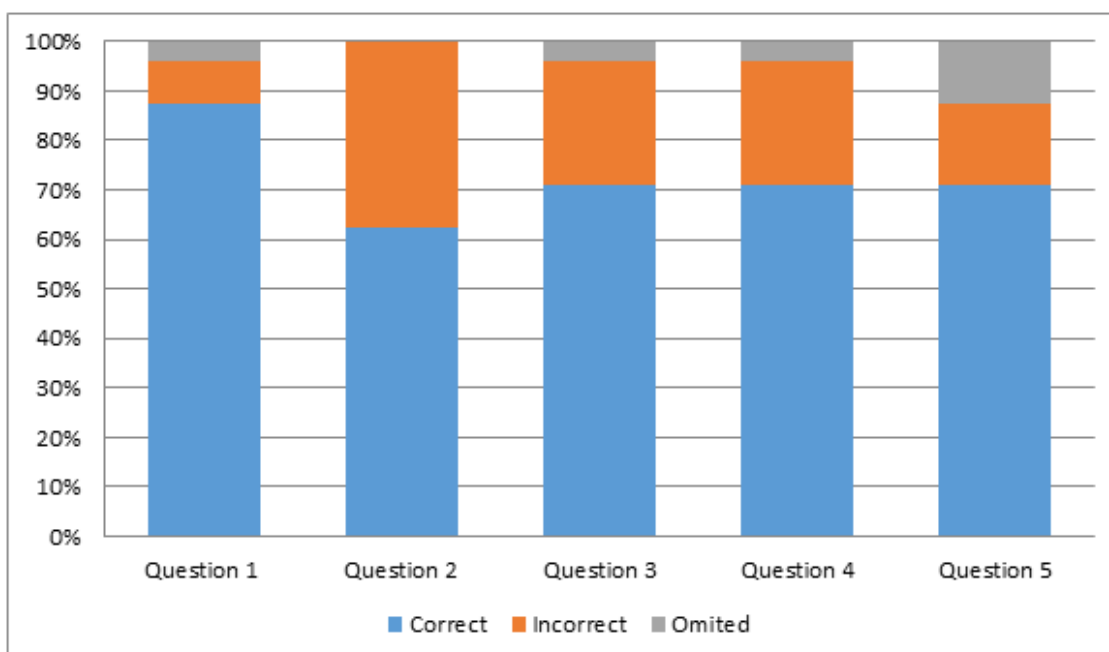


Figure 4. Correct, incorrect and Omitted answers for Item three. Experimental group

According to the third item (Figure 4), most of the questions were answered correctly except for question two, which was the only one under the seventy percent of approval. Questions one, three, four and five presented a small percentage of omitted answers. This item represents the best performance of the group in the pre-test.

Questions one, three, four, and five were above the approval percentage since they were answered correctly by most of the students. Due to the results, it can be claimed that students were able to relate a sound with a word and to recognize specific vocabulary related to shopping and gadgets e.g., cell phone, music CD and supermarket items.

Question two was answered incorrectly by thirty-eight percent of students. This question presented difficulties to the students since more than one object was mentioned, which distracted students to identify the correct answer.

10.1.2 Control group pre-test results.

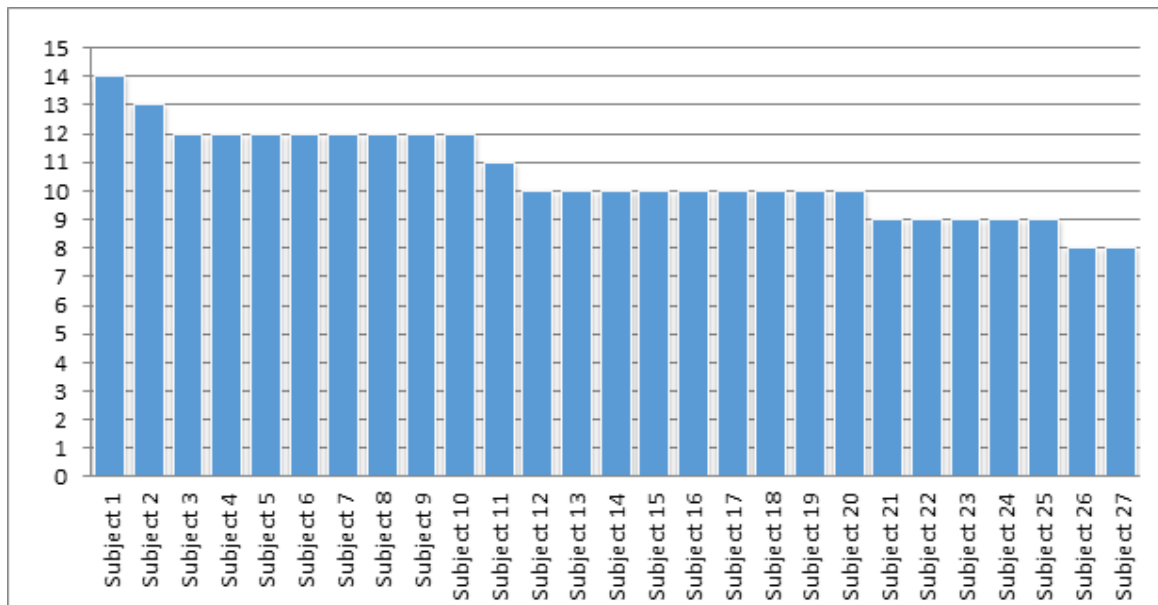


Figure 5. Overall results for Control group, Pre-test.

The presented chart figure 5 displays the results of the Control group per subject in the pre-test. The experimental group obtained an average of ten point six correct answers and a trend of ten points. No subject achieved maximum score.

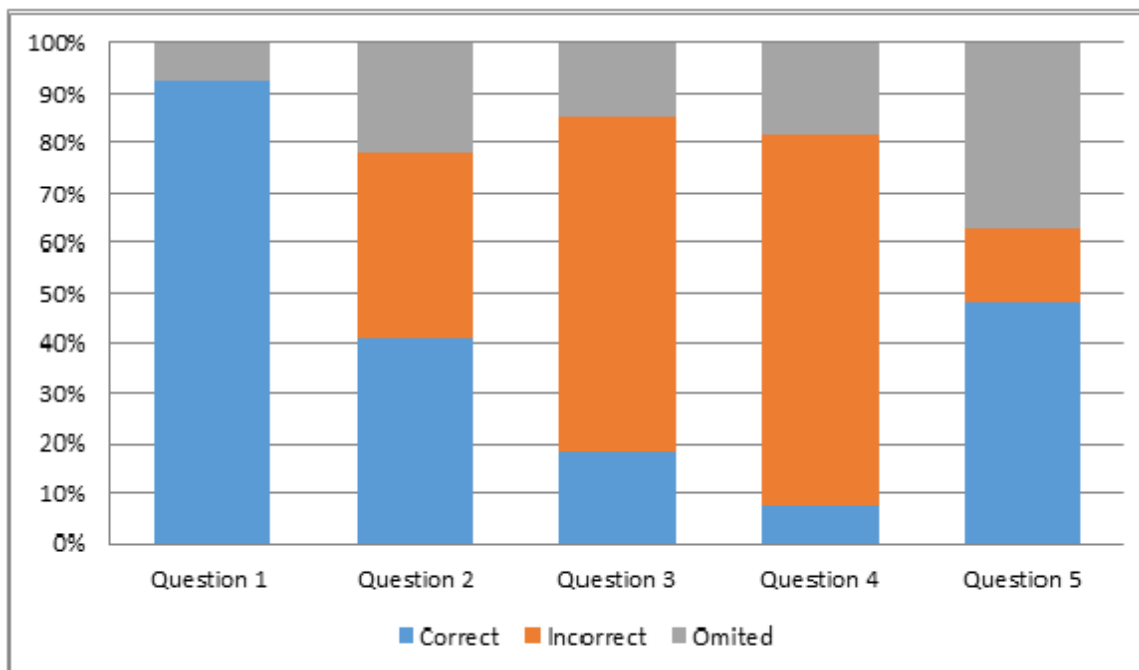


Figure 6. Correct, incorrect and Omitted answers for Item one. Control group

The results from the first item of the Control group shown in figure 6, presents a tendency towards incorrect and omitted answers.

It can be established that question one did not represent mayor difficulties to the students and can be also assumed that students were able to recognize colors, parts of the body and the preposition behind.

It is important to mention that in item one there was a twenty percent of omitted answers which could lead to the assumption that students experienced more difficulties to solve this item.

Questions two, three, four and five students obtained thirty seven, sixty seven, seventy four and fifteen percent of incorrect answers respectively. The questions presented the following difficulties: in question two, three and four students were asked to relate specific vocabulary with prepositions, whereas in question five students had to relate specific vocabulary and verbs.

In question two, the subjects were confused by the amount of information available that could lead to misunderstandings (utterances namely *silver cups, the older boy, next to the table*). In question three there was also a large amount of information provided that lead subjects to fail, these were: *with my teacher, near the drinks, sitting on the chair, standing behind the table*. In question four, distractors were delivered in the sample, which directed students to confusion (*the girl with the blue towel; no, the one next to her*). Finally, in question five similarly a large amount of data were given to the subjects that may have caused errors (*boy over there, hurt his leg, he felt in the jumping competition*).

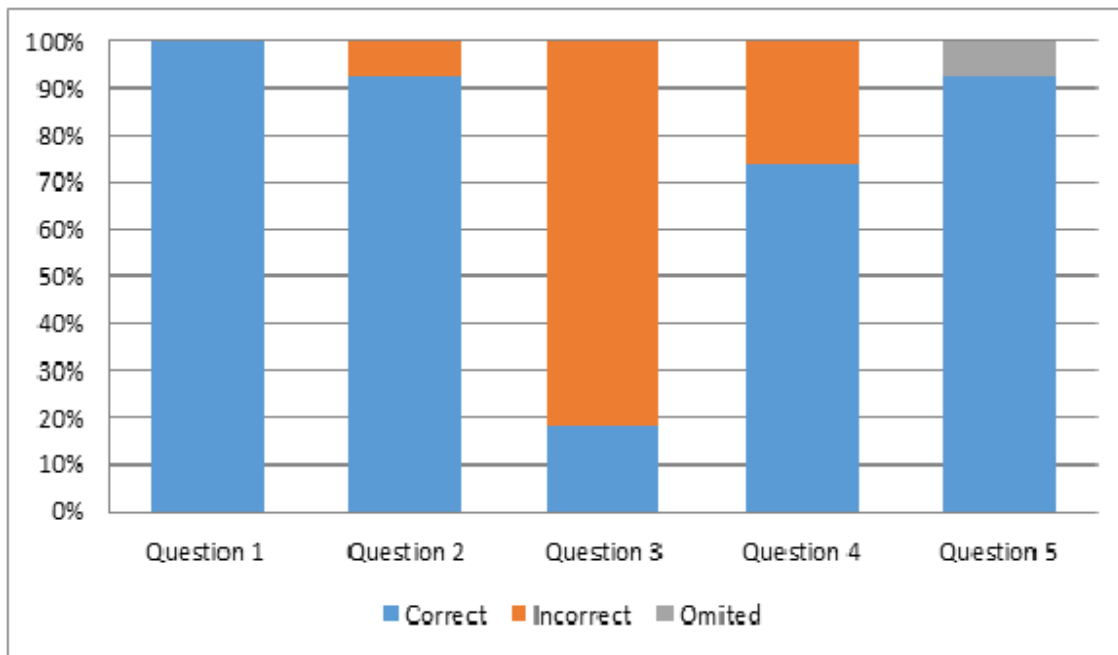


Figure 7. Correct, Incorrect and Omitted answers for item two. Control group

As represented in Figure 7, it can be stated that there is a tendency towards correct answers among students and there was a negligible percentage of omitted answers.

Question one, two, four and five were largely answered in a correct manner and it can be inferred that students are capable of recognizing cardinal numbers, days of the week, alphabet sounds and specific vocabulary.

Furthermore, students in question three had majorly incorrect answers. The complexity of this question is related to the stress of the word which resulted

in a majorly incorrect answer and spelling. The eighty one percent of incorrect answers were related as following organized:

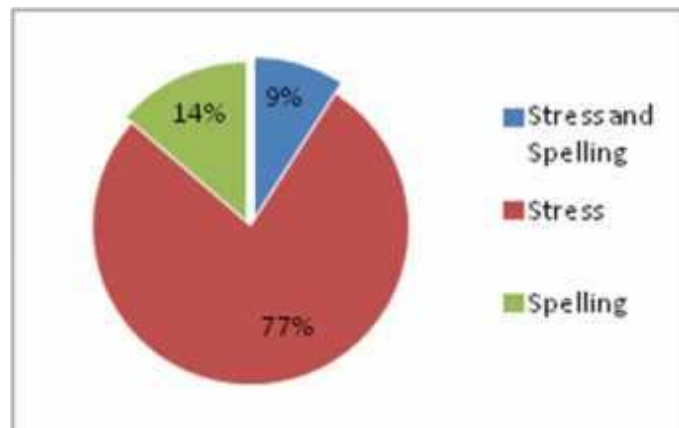


Figure 8. Types of errors in question three, Item two. Control Group

Question three mentioned two different times, namely 9:00 and 9:15. Students failed to recognize the numbers by answering 9:50 and misjudging the stress pattern in fifty and fifteen, misspelling nine fifteen and in some cases both errors combined by misspelling nine fifty.

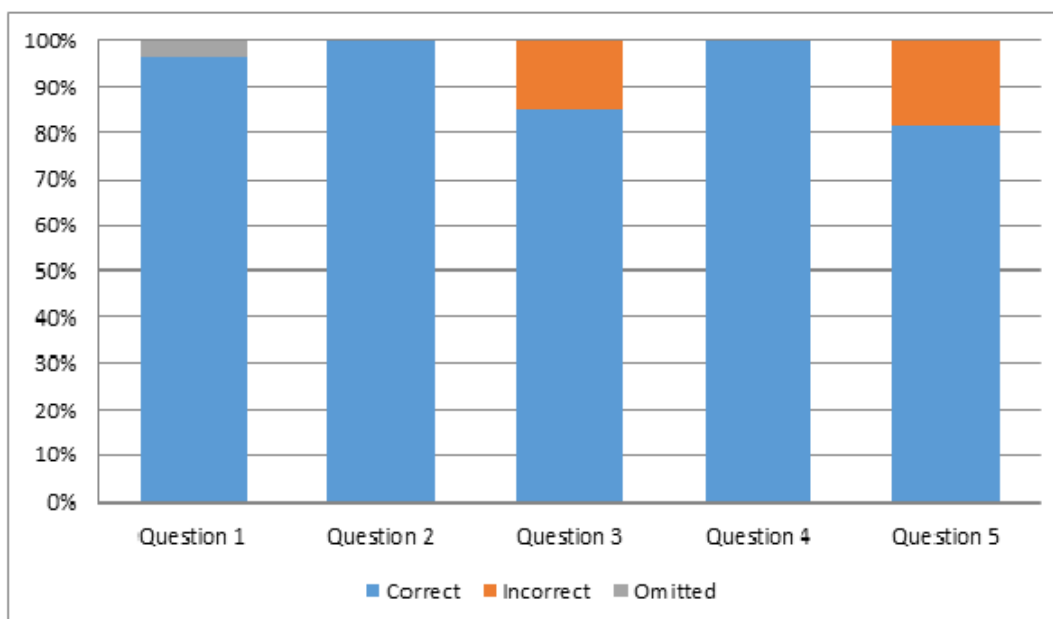


Figure 9. Correct, Incorrect and Omitted answers for item three. Control group

According to the results provided by figure 9, the third item presented a trend directed to correct answers and a minimal percentage of omitted answers. This item represents the best performance of the group in the pre-test.

As depicted in the chart, questions three and five showed a very small percentage of incorrect answers, with a fifteen and nineteen percent respectively. Therefore, this can lead us to the conclusion that students were able to respond correctly most the questions from this item. This can demonstrate that the subjects from the control group were able to manage all the contents from this item which included shopping and gadgets.

The results from both the Experimental and Control group were considered a good diagnosis to measure the outcome after the experiment. Both groups performed similarly, obtaining ten point five the experimental group and ten point six the control group respectively. These results represent a perfect setting so as to be able to measure students' prior knowledge and it also provides guidelines for the intervention. None of the subjects obtained the maximum score. Most of the answers that presented difficulties were problems that presented the entire group, their scores represented the basis to analyze the post-test results and they provided a fairly good diagnosis of the contents that students manage and lack.

10.2 Intervention

In the course of the application of the intervention, students' attitude from both control and experiment group towards the experiment showed some differences concerning their behavior and interest in the lessons, therefore to mention what happened during this process it is important.

The first week of the experiment was the initial challenge, since it was the first exposure of the students to the treatment, and this could provide some ideas which could lead to know whether the students were willing to participate or not.

The first two lessons that were part of the first week were used to provide students with the contents of the new unit and they included a large extent of material known by students, that is to say, vocabulary and grammar aspects which were familiar to them. Students' prior knowledge of the contents made easier the development of the lessons and it also helped students not to feel uncomfortable during the lessons, which in the end, made the starting point of the experiment feasible.

Having carried out the first week of the intervention and with the certainty that this process would be achievable, the development of the lessons continued including new contents. Regarding the control group which was mostly taught in Spanish, i.e., scarce usage of English, the lessons were performed with ease and it was not difficult for students to understand the new information presented, whereas the experimental group presented the necessity of different strategies to assist students with the comprehension. Here is where negotiation for meaning (Long, 1996) played an important role assisting students understanding, thus making input more comprehensible.

An example that can be provided to show this is the following:

Experimental group:

Session	What teacher does	What students do
N° 4	<p>In today's lesson we are going to talk about Valentine's Day, Do you guys know what this celebration is about? (Indicating a picture that was on the whiteboard to further explain what was being said).</p> <p><i>Do you guys know what is this celebration about</i> had to be rephrased in <i>What do you do in February 14th?</i> The change in the way question were asked made students go from no-answer to I go out with my girlfriend/boyfriend (some students answered in Spanish)</p>	<p>Students identified very quick the meaning of valentine's day, at first the idea of a question.</p>

Control group:

Session number.	What teacher does	What students do
N°4	Jóvenes, hoy hablaremos de Valentine's Day. ¿Saben de qué se trata esta celebración y que hacen en ella? In this case, due to the use of L1 students clearly understood what was asked the first time and also, because of the use of the mother tongue to ask only two students used English to say	S1: I buy roses for my girl. S2: I go date. The rest of the students only interacted using their mother tongue.

Both, the experimental and control group had no difficulties when a new content was presented using vocabulary and pictures which allowed them to associate this new content with their prior knowledge.

Throughout the course of week three students were familiarized with the course of action, and the contents were easier for them to understand because of the use of suitable materials for their likes and preferences. i.e., videos using T.V. shows like *The Simpsons*, *Garfield*, and *Charlie Brown*. Control group showed more interest when working with audio-visual material, while the Experimental group seemed more comfortable utilizing worksheets.

Through the course of the final week the contents and class objectives were achieved according to the plan, the participation in the Experimental group increased, that is to say, more students wanted to participate, but, for the same reason, they tended to get frustrated more frequently because activities could not be extended due to time issues, and this did not allow everyone to go to the front of the class. On the other hand, in the Control group the activities resulted the way were expected to, motivation and participation was always high in number so there was no significant change.

After the final lesson students were ready to perform the post-test.

10.3 Post-test results.

10.3.1 Experimental group Post-test results

Through the following charts, the data collected was organized to explain the results attained in the post-test by the experimental group. The results from the entire group will be described first and the results obtained subject by subject will be described afterwards.

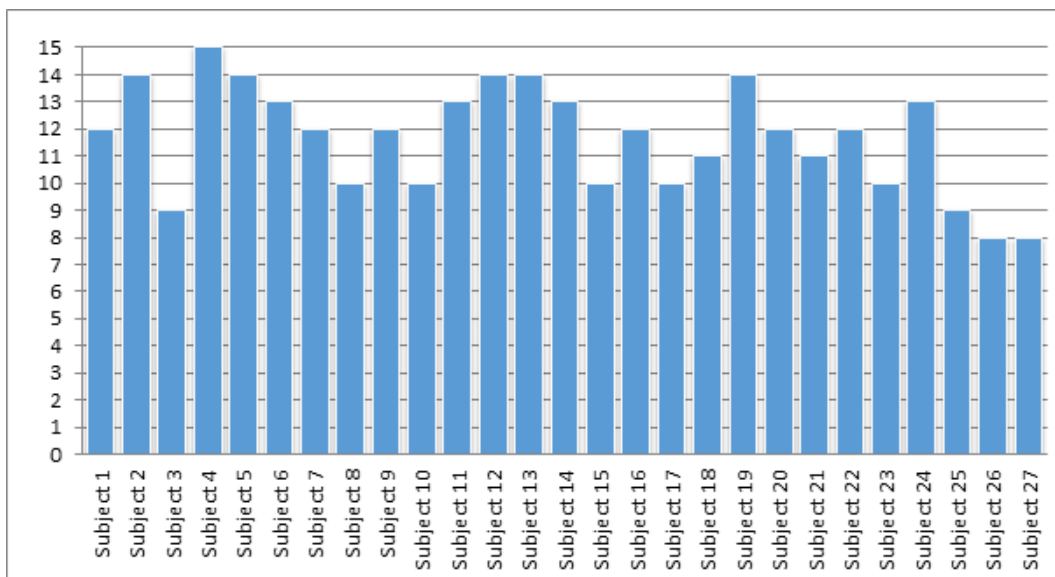


Figure 10. Overall results for Experimental group, Post-test

The information depicted in figure 10 shows that subjects from the experimental group obtained an average of twelve points in the post-test and a trend of twelve correct answers. One student achieved the maximum score of fifteen which is remarkable considering that the highest score in the pre-test was

thirteen points. The whole group obtained an average of twelve point one pints which surpassed the average accomplished in the first test.

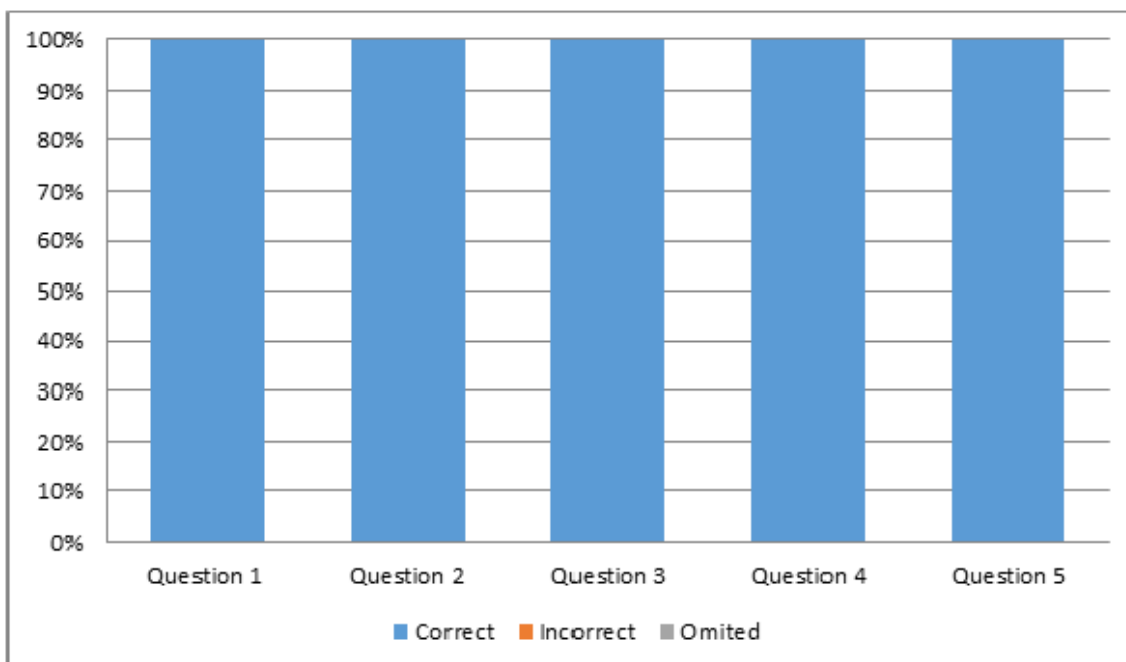


Figure 11. Correct, Incorrect and Omitted answers for Item one, Post-test. Experimental group

As presented in figure 11, the graph indicates that the students from the experimental group achieved a perfect score in the first item, since all the subjects were able to respond every question in a correct manner. This item represents the best performance of the group in the test. By this perfect score, it is suitable to presume that students were able to listen and recognize names and descriptions more easily than in the pre-test, and that this item did not present major difficulties for students' performance in comparison with the pre-test.

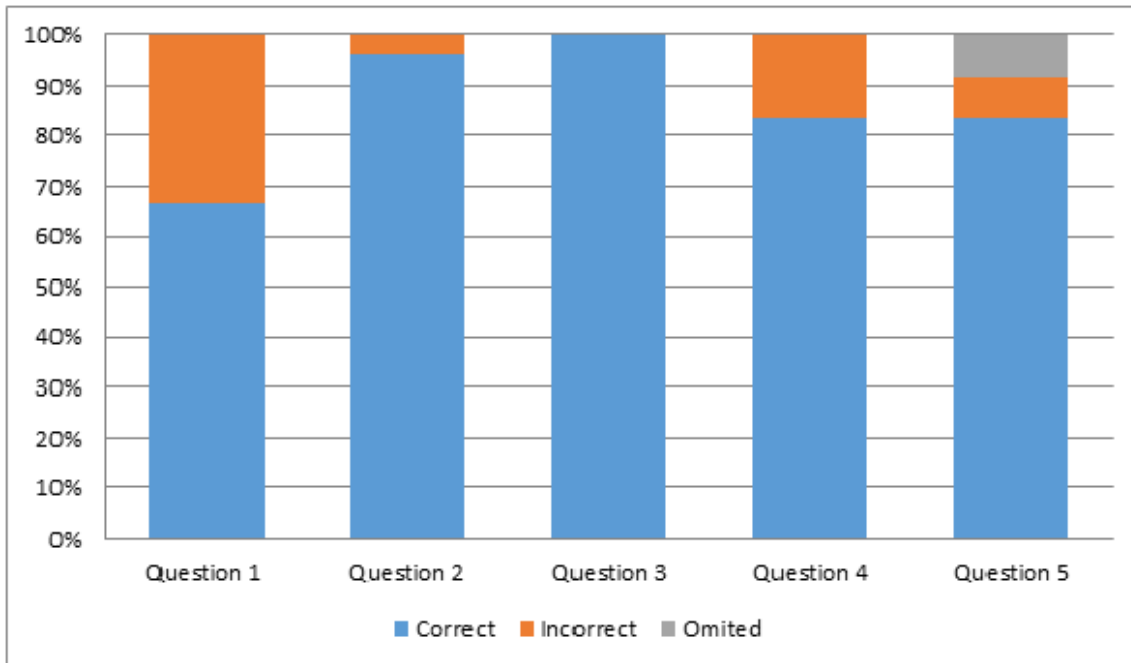


Figure 12. Correct, Incorrect and Omitted answers for item two, Post-test. Experimental group

The results from the second item (Figure 12) display that there is a tendency to correct answers over incorrect answers and only two percent of omitted answers.

Question two, three, four and five were answered above the seventy percent of approval, ninety-six, eighty-three, and eighty-three percent respectively. It can be inferred that subjects were able to listen for specific information, which included the time and specific vocabulary related to farm life.

Question one, on the other hand, was the only question which did not achieve the seventy percentage of approval which was previously established. Students presented difficulties with this question since they were not able to recognize alphabet sounds.

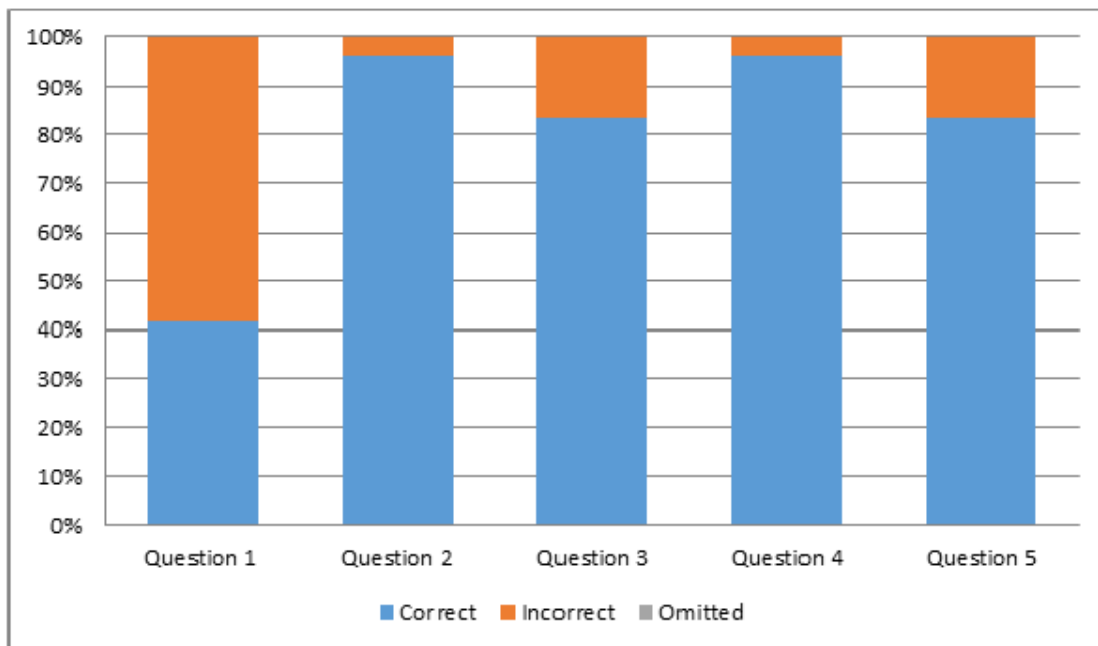


Figure 13. Correct, Incorrect and Omitted answers for item three, Post-test. Experimental group

The results from item three represented in Figure 13, indicates that students were able to answer most of the questions correctly. There were no omitted answers in this Item.

Questions two, three, four, and five presented no difficulties for the students and this demonstrates that they were able to listen for specific information.

In this item, question one became problematic since the presence of distractors such as naming more than one object or place it may have confused students.

10.3.2 Control group post-test results

The following charts will display the results gathered in the post-test obtained by the control group. Firstly, the results from the entire group will be explained and later the results obtained subject by subject will be analyzed.

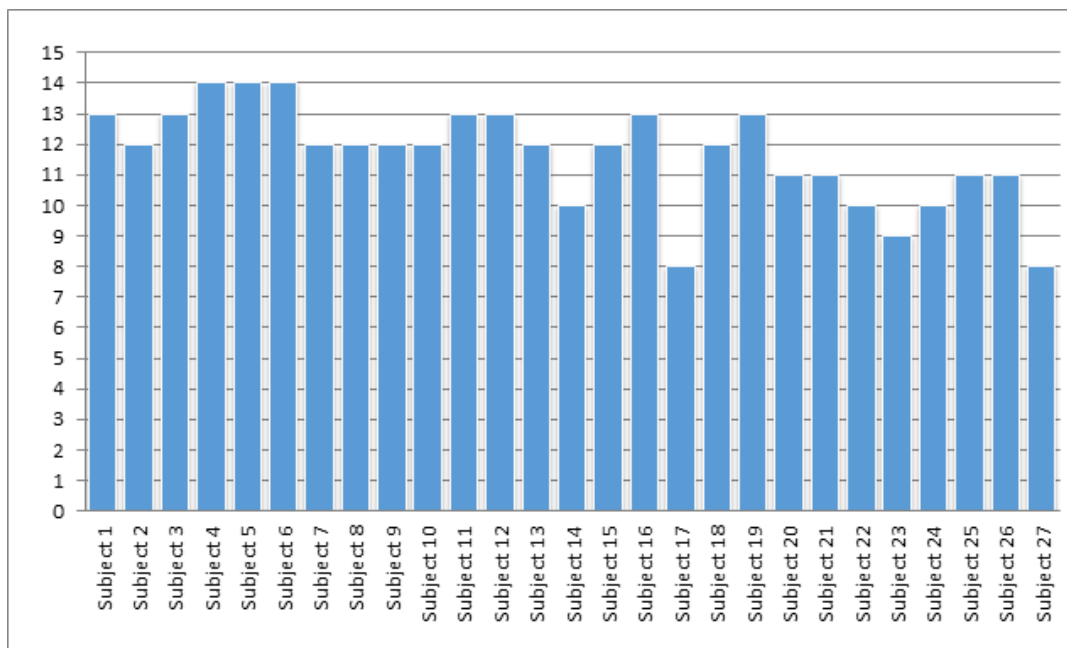


Figure 14. Overall results for Control group, Post-test

The data obtained represented in Figure 14 displays an average of twelve points, three correct answers and a trend of twelve points. No student reached the maximum score possible.

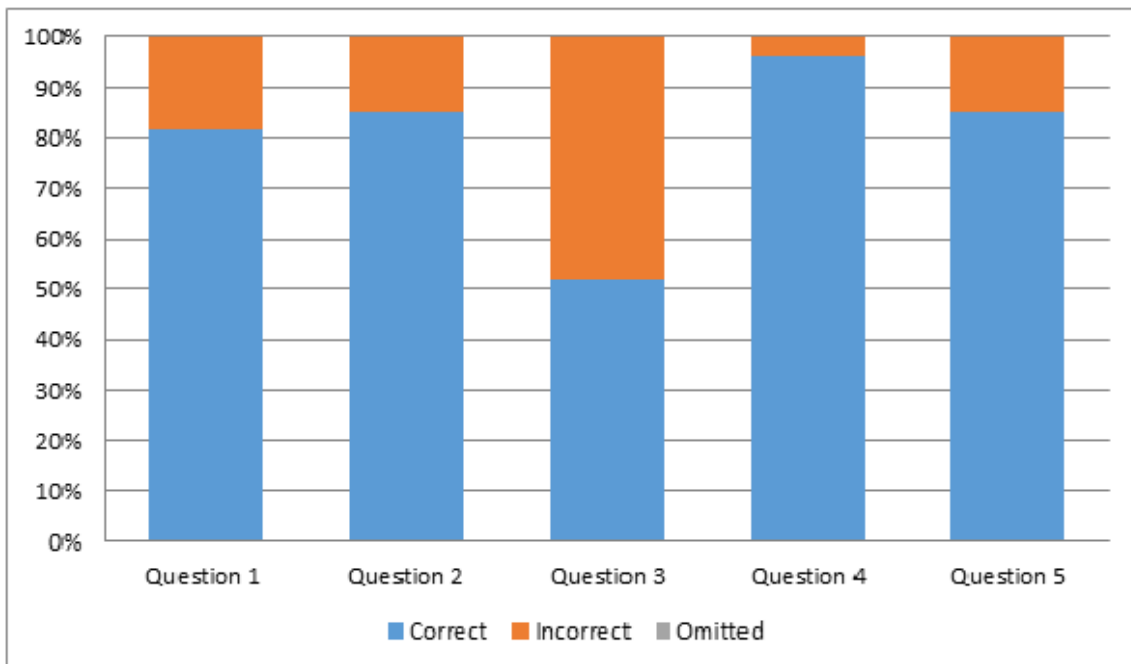


Figure 15. Correct, Incorrect and Omitted answers for item one, Post-test. Control group

In the first item as shown in Figure 15, the answers obtained from the control group, showed a tendency towards correct answers and it was established the non- existence of omitted answers. Only one question presented a percentage of approval under seventy percent.

Question one, two, four, and five were answered correctly with eighty-one, eighty-three, ninety-three, and eighty-three percent, respectively. Through these results, it can be assumed that students were able to listen and recognize names and descriptions. This high score somehow could show the improvement of

students' listening skill.

In question three students failed to answer correctly due to the presence of distractors provided by the sample. For instance - *is that the girl with the comic? – She just put that little flag in the sand.*

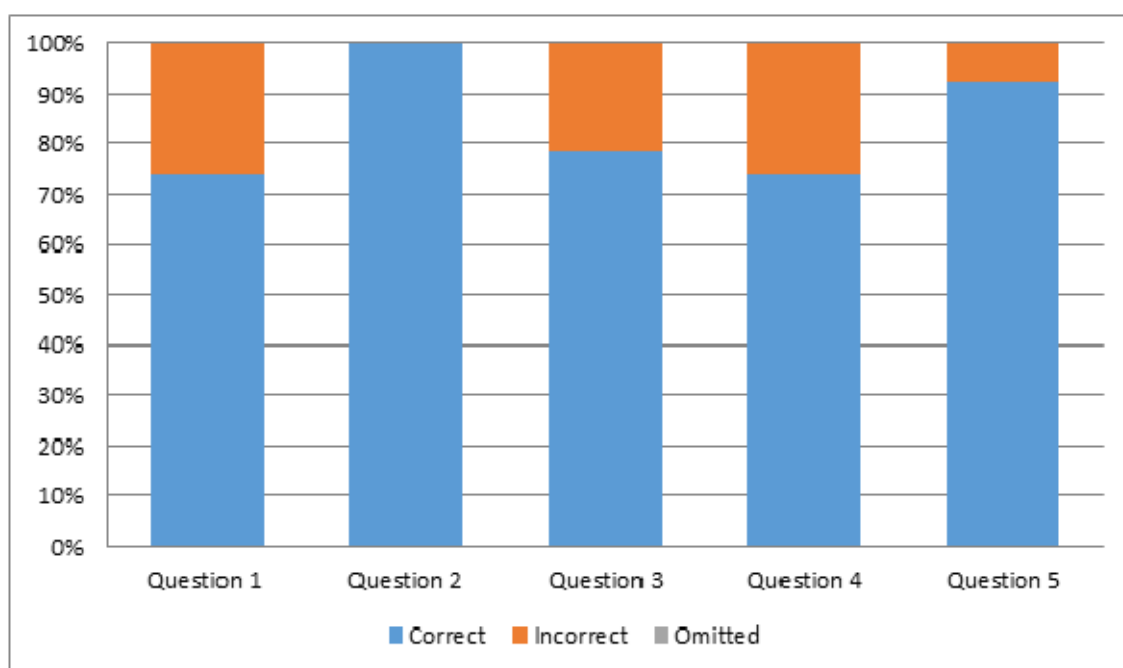


Figure 16. Correct, Incorrect and Omitted answers for item two, Post-test. Control group

The chart presented in Figure 16 of item two, shows a clear trend towards correct answers, in which students were able to answer every question with a degree of approval over the seventy percent. Accordingly, it can be inferred that students could recognize alphabet sounds in context. There were no omitted questions in this item. Since there was no question under the percentage of

approval established, the item is considered successful.

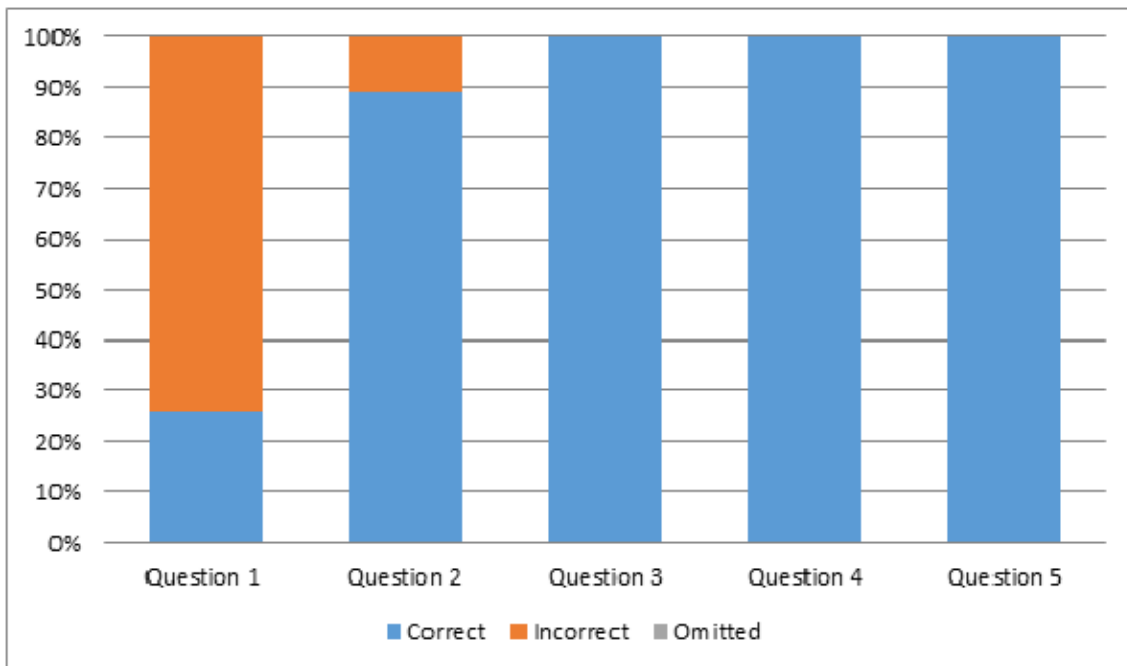


Figure 17. Correct, Incorrect, and Omitted answers for Item three, Post-test. Control group

The results from item three represented in Figure 17 present the best performance of the group in the test. Subjects were able to answer most of the questions appropriately. There were no omitted answers in this item.

Questions two, three, four, and five displayed no difficulties for the students, owing to this it can be deduced that the control group was able to listen for specific information.

In the third item, question one turned out to be the most problematic, since the majority of students were not able to respond it correctly. This could have been

caused by the presence of distractors which may have confused students (namely *sport bag, under the books, by the bed*).

11. Data analysis.

11.1 General Analysis Experimental Group results

The charts to be presented below depict the comparison and contrast between the results from the Pre and Post-test obtained by the Experimental group, to present a general overview of the outcomes.

Figure 18. Score curve, Pre-test. Experimental group.

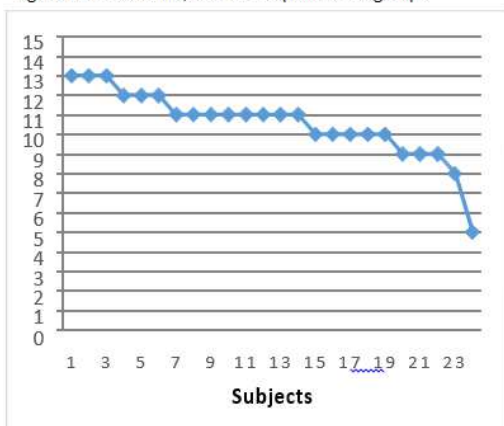


Figure 19. Score curve, Post-test. Experimental group

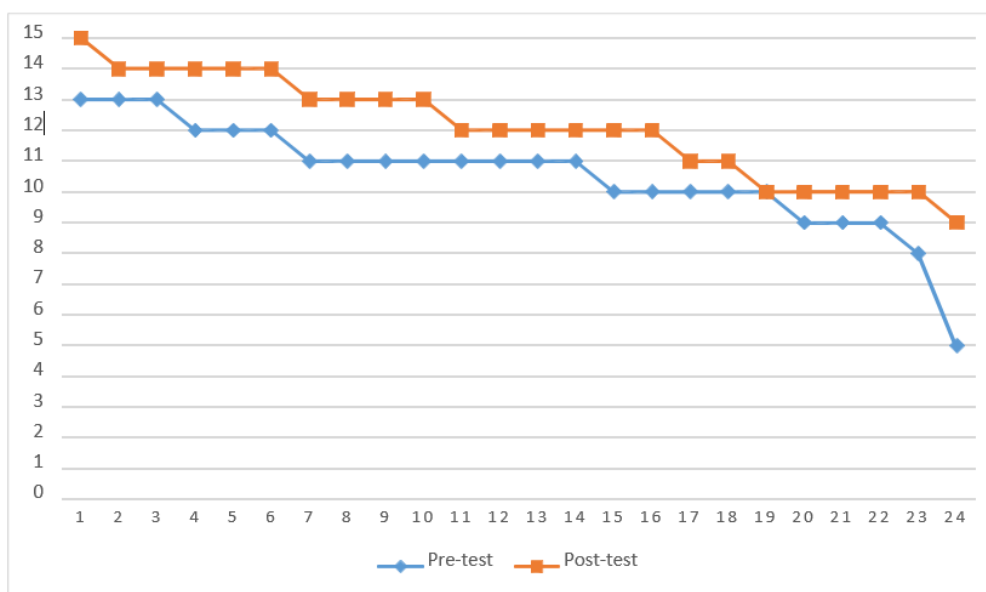
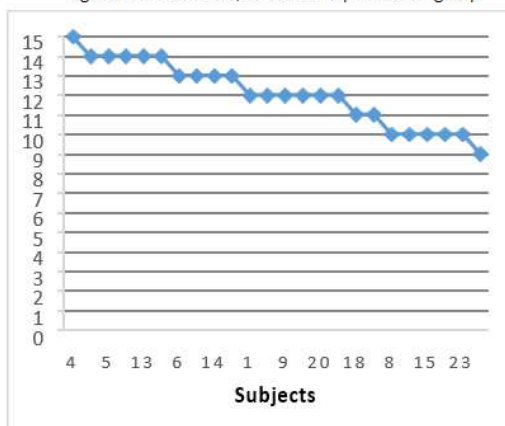


Figure 20. Progression curve for Pre-test. Experimental group

In chart 18 and 19 the scores obtained by the Experimental group in the pre and Post-test are represented. In the pre-test the subjects were denominated from 1 to 24 according to their performance in the Pre-test, and as depicted in chart 18 the curve of performance is declining. In chart number 19 students' performance in the Post-test was also distributed by their scores from the highest to the lowest. Additionally, in Figure 20 the progression of student's performance is presented where it is evident there is a succinct improvement in subject's scores.

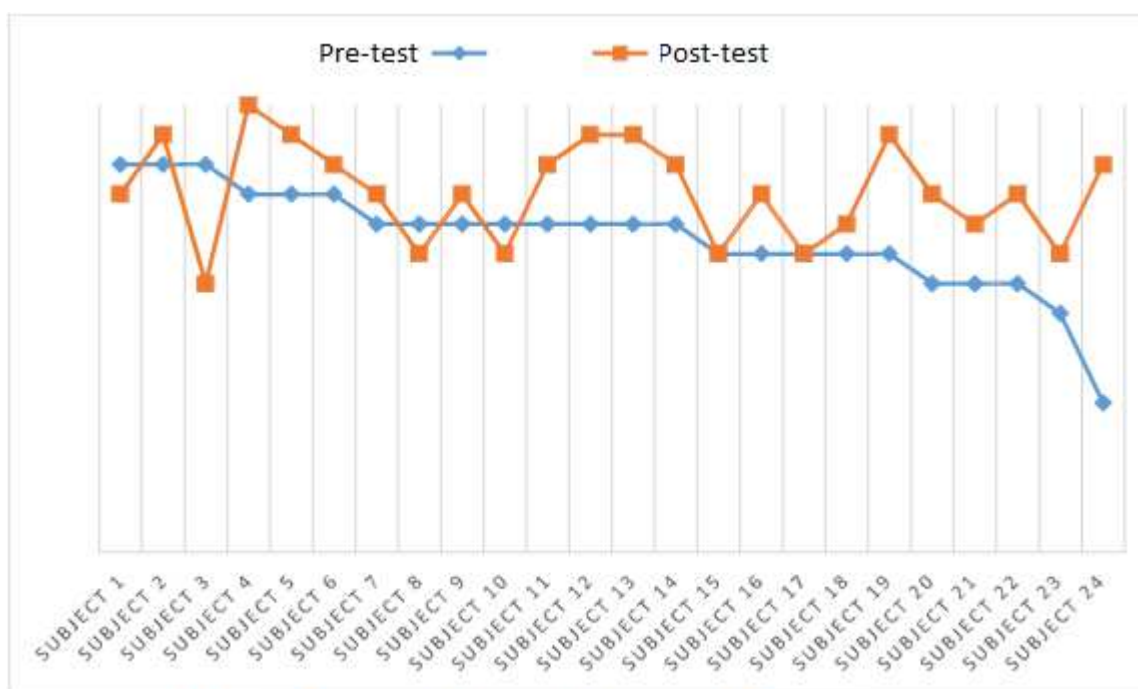


Figure 21. Student by Student differences. Experimental Group

In chart 21 there are represented the results of the Pre and Post-test of the Experimental group in their individual performance. This chart intends to highlight the individual differences between the production of students. Students were given a number in the Pre-test according to their score in the test, and then in the

post test subjects maintained the same number. From figure 21 it can be stated that the subject that accomplished scores close to the average group surpassed their former performance.

The Experimental group obtained the following averages in the Pre-test and Post-test:

Pre-test average: 10.5

Post- test average: 12.1

Average variation: +1.6

The average variation shows that students performed as group 1.6 points better in the second test. Despite the Post-test average score only represents a fifteen percent of improvement of correct answers; there are significant increments in the results item by item.

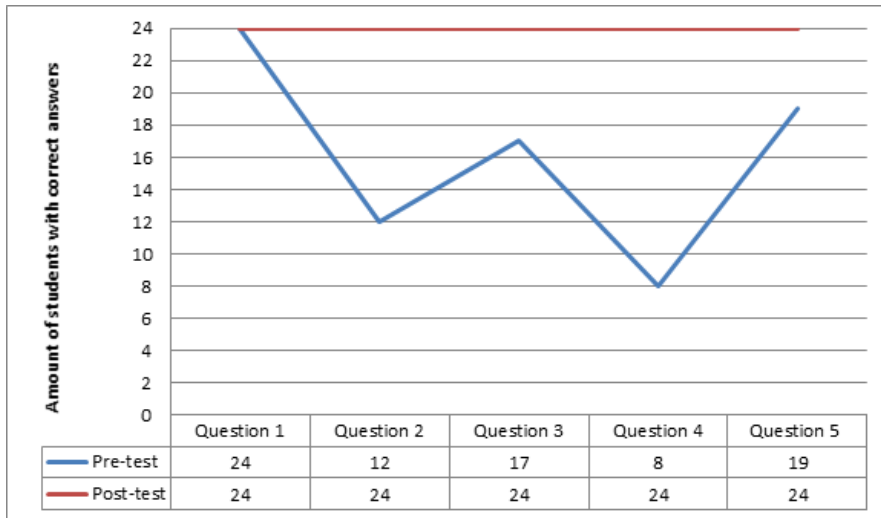


Figure 23. Item one contrast, Experimental Group

The presented chart develops the perfect score that the Experimental group obtained in the Post-test in contrast with the Pre-test.

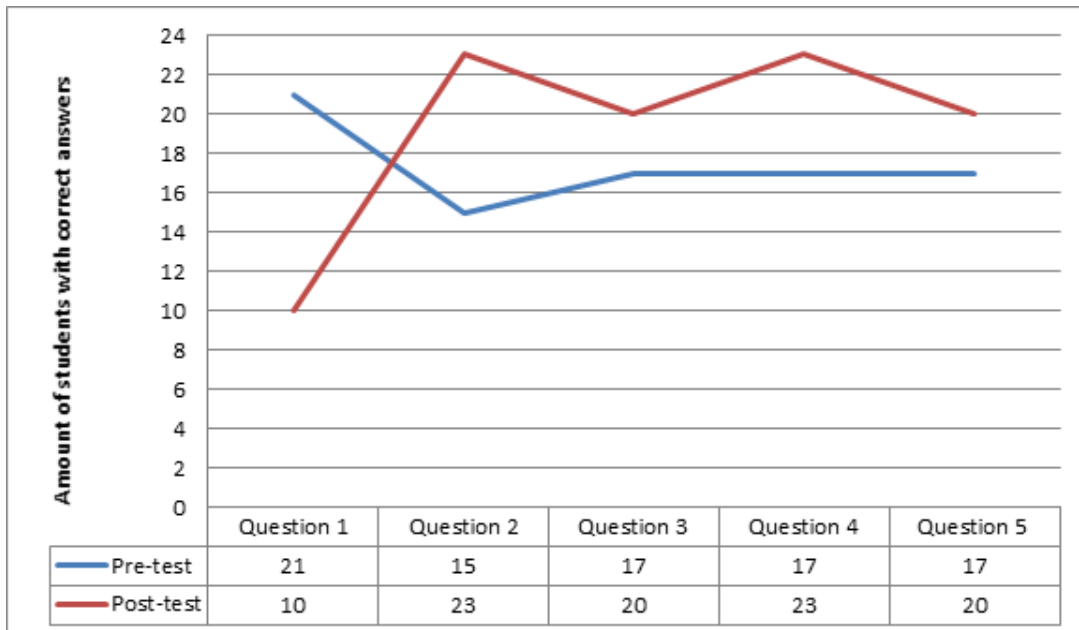


Figure 24. Item two contrast, Experimental group

In item two, represented in Figure 24, question one, students obtained fifty two percent less correct answers in the Post-test than in to the Pre-test. In all of

the subsequent questions subjects scored a maximum of thirty five percent and a minimum of fifteen percent of increment in the Post-test. Only in the first question of the item subjects decreased their performance in a broad fifty two percent against all of the subsequent questions where their performance improved significantly.

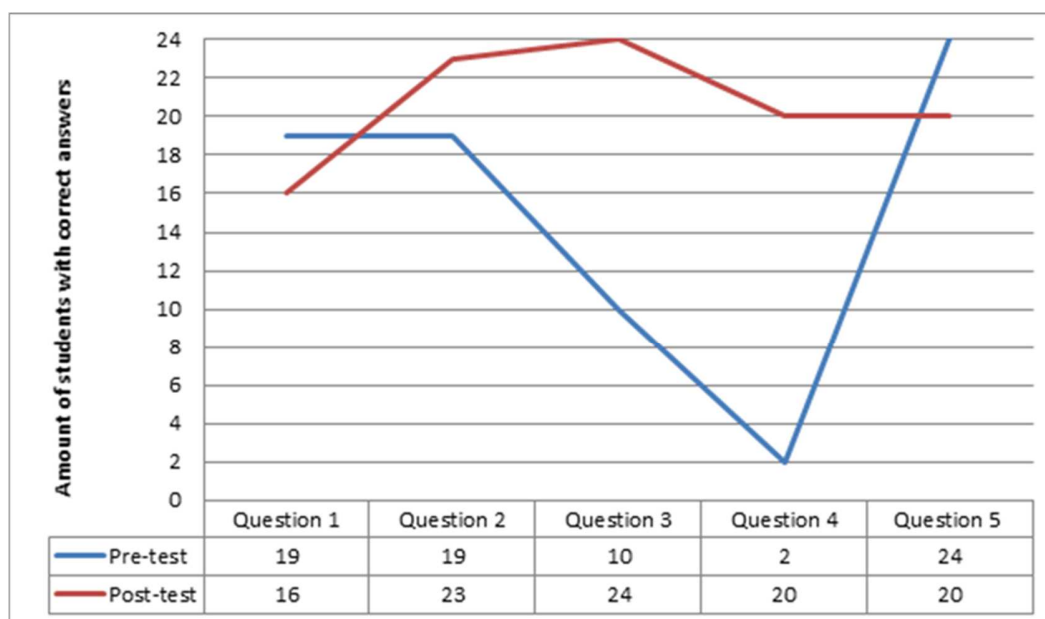


Figure 25, Item three contrast, Experimental group

In item three (Figure 25) a different scenario was found. In questions one and five there were sixteen and seventeen percent of decrease correct answers in the Post-test. Opposed to the sixteen, fifty eight and ninety percent increment of correct answers that subjects obtained in the Post-test. Questions one and five decreased but only in a slight percentage opposed to questions two three and four where the increase of correct answers was broad.

11.1.1 Individual results of the Experimental group: comparison and contrast

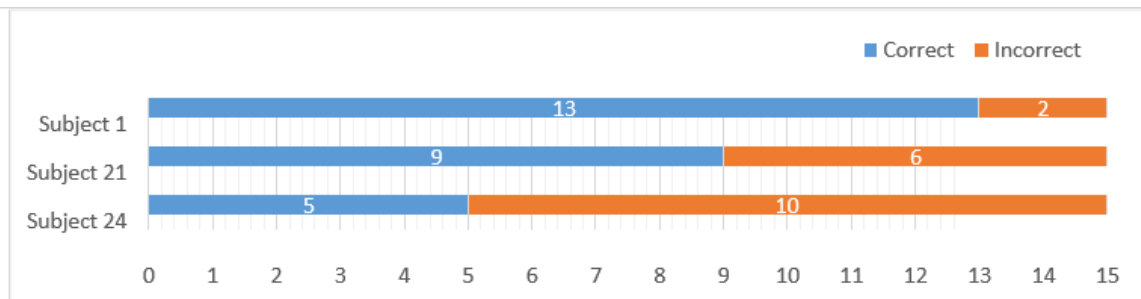


Figure 26. Highest, middle and lowest score obtained in the Pre-test. Experimental group

The subjects presented in the chart correspond to the highest, middle and lowest scores obtained in the Pre-test.

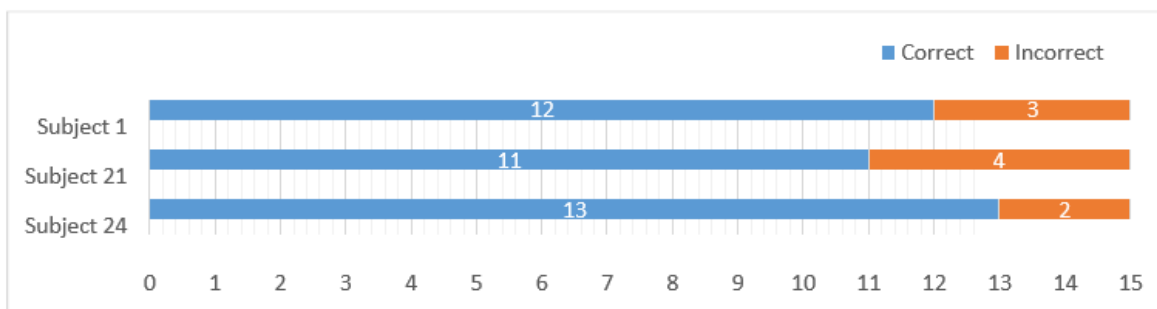


Figure 27. Highest, middle, and lowest score obtained in the Post-test. Experimental group

As depicted in Figure 27, subject one failed to answer three questions in the Post-test contrasted with just two wrong answers in the Pre-test. Both subjects twenty one and twenty four, experienced a better performance in the Post-test with two and eight more correct answers, respectively. It is important to highlight the increase of correct answers in subject twenty four since the student only obtained five correct answers in the Pre-test.

11.2 General Analysis Control Group

The charts to be presented below depict the comparison and contrast between the results from the Pre and Post-test obtained by the Control group, in order to present a general overview of the outcomes.

Figure 28. Score curve, Pre-test. Control group

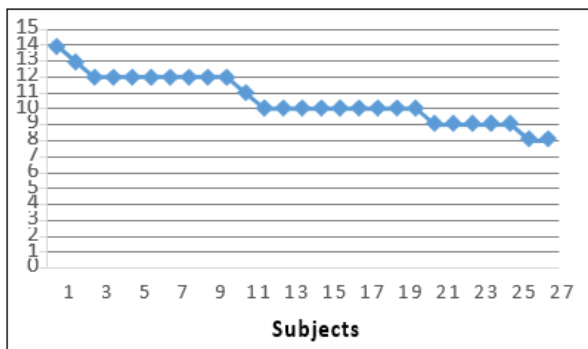


Figure 29. Score curve, Post-test. Control group

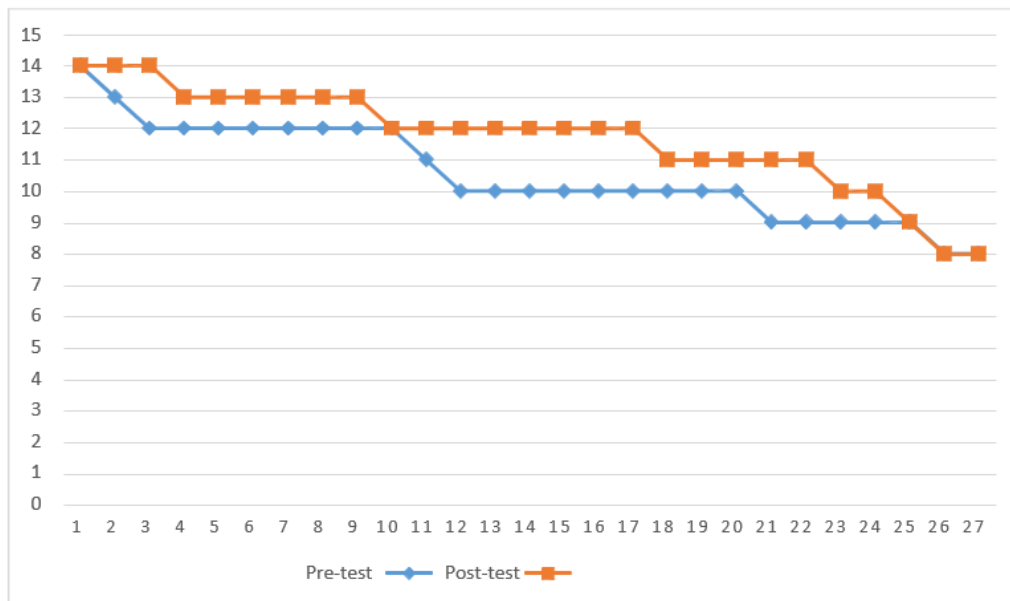
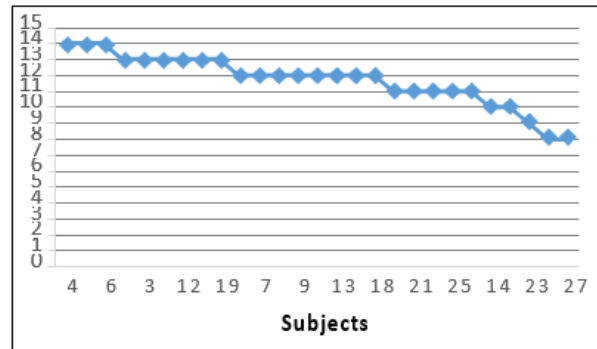


Figure 30. Progression curve for Pre and Post-test, Control group

In chart 28 and 29 the scores obtained by the Experimental group in the Pre and Post-test are represented. In the Pre-test the subjects were denominated

from 1 to 24 according to their performance in the Pre-test and as depicted in the chart 28 the curve of performance is declining. In chart number 29 students performance in the Post-test were also distributed by their scores from the highest to the lowest. Additionally, in chart number 30 the progression of student's performance it is represented where we find a narrow improvement in the subjects' scores.

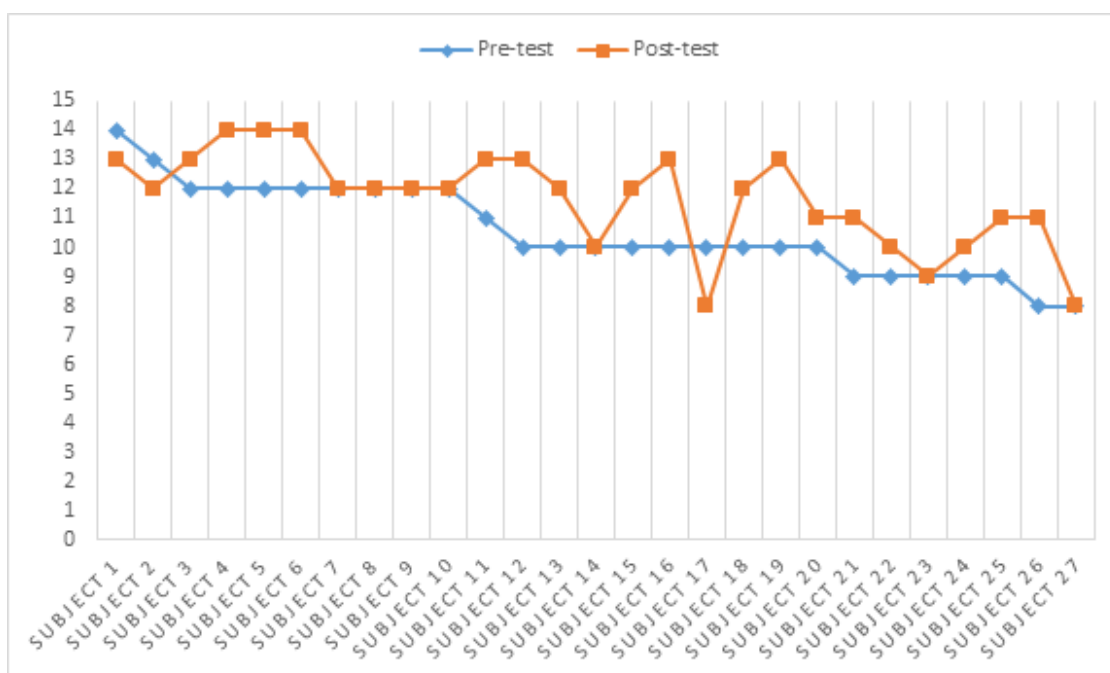


Figure 31. Student by Student differences. Control group

In Figure 31, the chart presents the results from the Pre and Post-test from the Control group in their individual performance. This chart intends to highlight the individual differences between the execution of students, denominated according their scores in the Pre-test, subjects maintained their

names for Post-test graphing. From figure 31 it can be stated that there was clear tendency of students who were below the average of the group to improve their performance in contrast to subjects who scored above the average of the group, where there was no significant enhancement.

The Control group obtained the following averages in the Pre-test and Post-test respectively:

Pre-test average: 10.6

Post- test average: 12.3

Average variation: +1.7

The difference between the averages of the Control group in the Pre-test and Post-test shows an increment of 1.7 correct answers. There was a slight improvement between the two instruments, although there are more notorious variations in the item by item analysis.

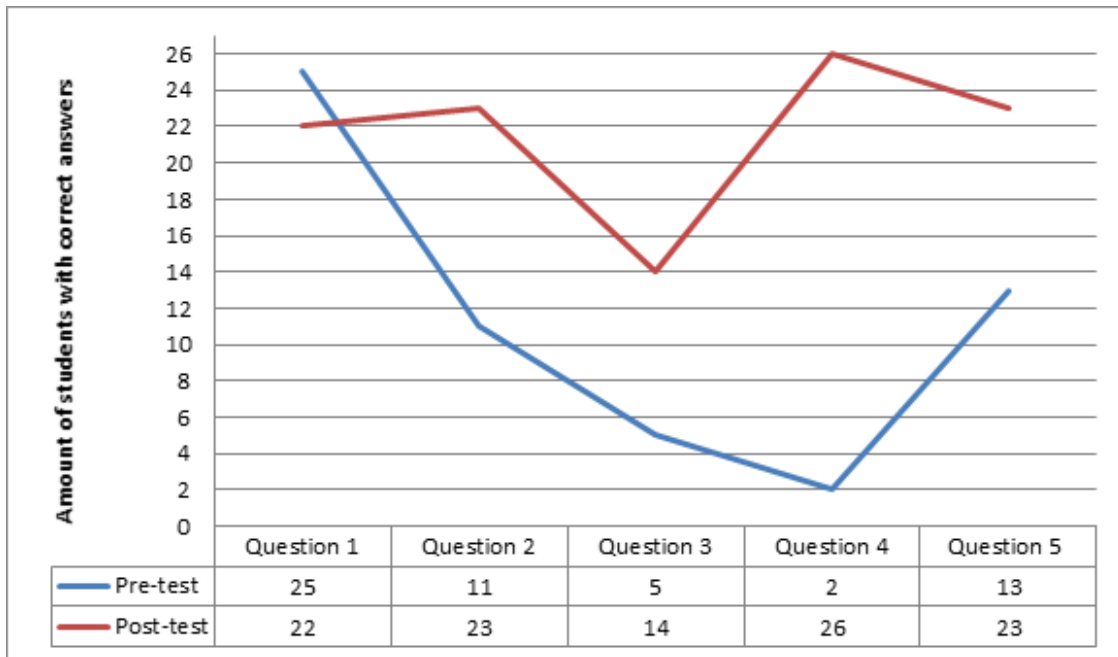


Figure 32. Item one contrast. Control group

In item one the Control group had significant differences of improvement between the Pre and Post-test. Only in question one there was a decrease of correct answers with a twelve percent. In all of the subsequent questions there was a clear trend towards answering the questions correctly with fifty two, sixty two, ninety two and forty three percent of increase. It is important to state the situation of question four where there was a ninety six point two percent of correct answers in the post test compared with the Pre-test with only a seven point four percent.

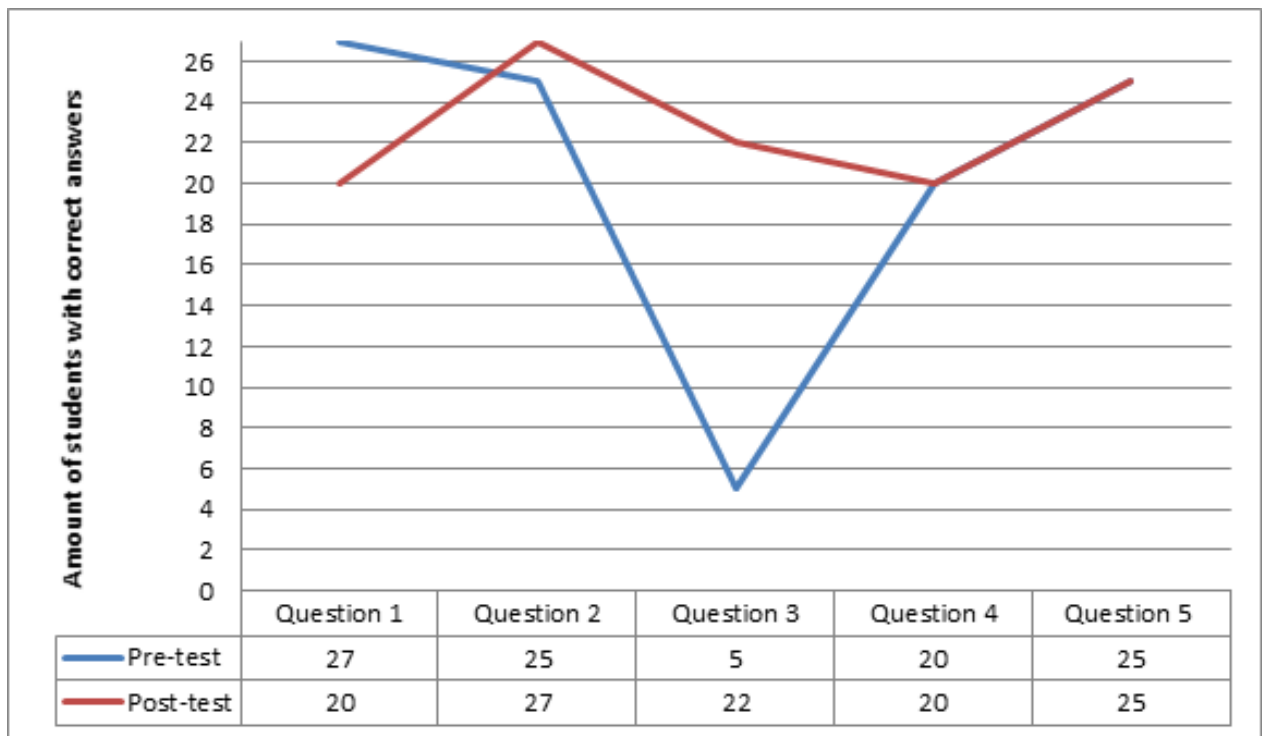


Figure 33. Item two contrast. Control group

In item two of the post test subjects experienced more incorrect answers, as it is shown in the chart; in the pre-test students obtained perfect score and in the Post-test subjects decreased their performance by twenty five point nine percent. In question two and three students performed better in the Post-test with seven point four and seventy seven point two percent of increase. In questions four and five student's scores remained equal. It is important to remark question three where students obtained seventeen more correct answers than in the Post-test.

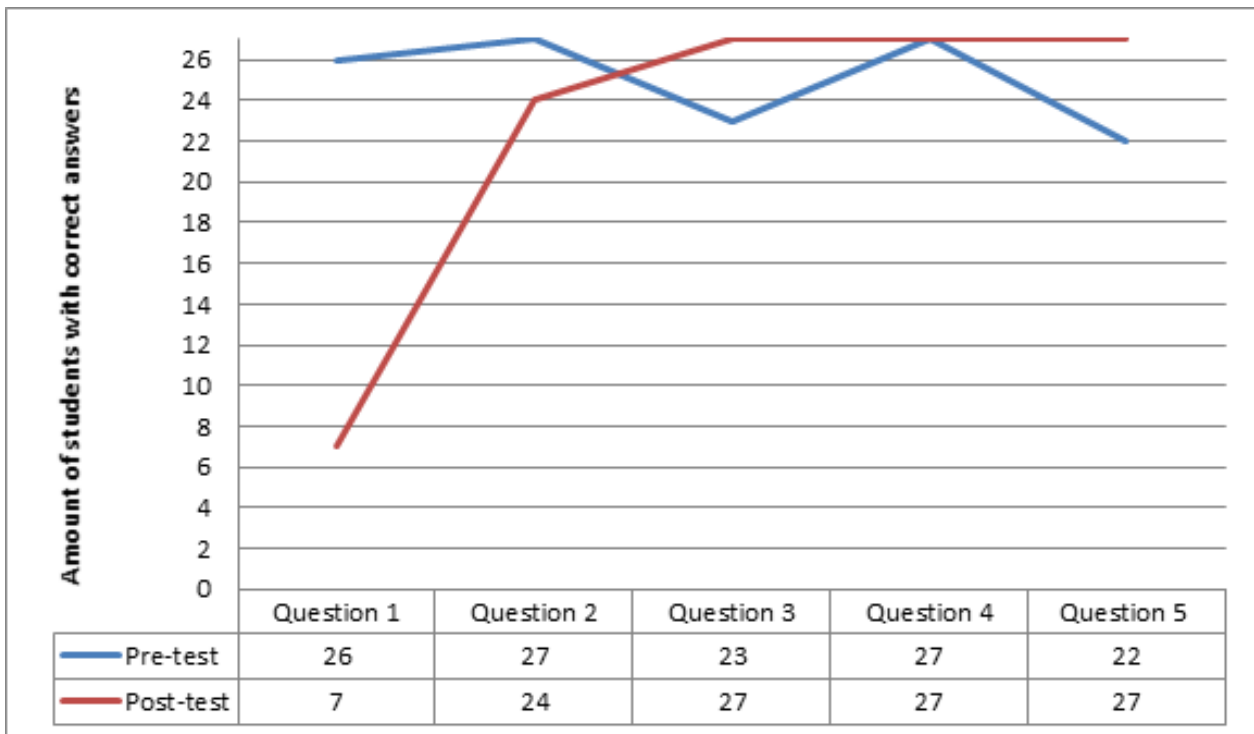


Figure 34. Item three contrast. Control group

In item three, the Control group experienced a marked decrease by seventy two percent. As well as in item two, there was a lower amount of correct answers with an eleven percent of decrease. In question three and five, subjects experienced a minor expansion in the amount of correct answers with fourteen point eight and eighteen point five percent respectively. In question four students maintained their perfect score.

11.2.1 Individual results of the Experimental group: comparison and contrast

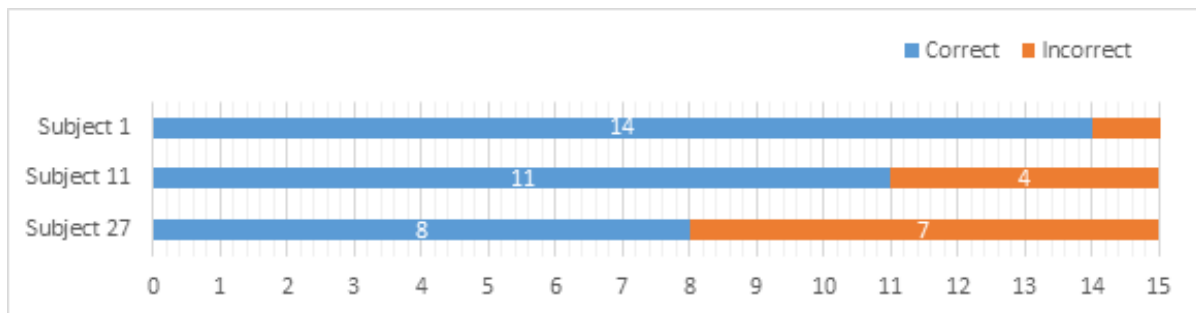


Figure 35. Highest, middle and lowest score obtained in the Pre-test. Control group

The subjects presented in the chart correspond to the highest, average and lowest scores obtained in the Pre-test.

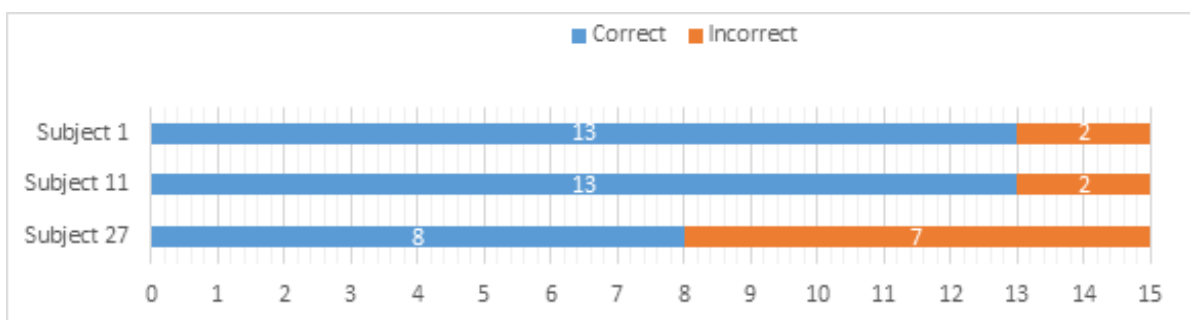


Figure 36. Highest, middle and lowest score obtained in the Post-test. Control group

As shown in chart 36 subject one of the Experimental group had one extra wrong answer in the Post-test, although this variance is considered irrelevant. Subject eleven upgraded his score to thirteen correct answers and his advancement corresponded to a limited fifteen point three percent. Subject twenty seven, correspondent to the lowest score in the Pre-test, maintained his performance in the Post-test.

Based on the analysis of the applied tests and intervention, it can be

posited that there was a visible improvement in students' performance from both Control and Experimental groups concerning listening skill. The Experimental group reached an average score of twelve point one in the Post-test, in contrast to ten point five points obtained in the Pre-test. It is important to stand out that the Experimental group presented the lowest score in the first test, which was five points, and in the second test all the students that were part of the mean which was ten points and those below the mean, obtained a more notorious variation (an average of seventy-eight percent of increment). The most remarkable improvement was achieved by subject 24, who scored five points in the Pre-test and thirteen points in the Post-test, which is an increment of one hundred-and-sixty percent.

On the other hand the Control group attained an average score of twelve point three in the Post-test in contrast to ten point six points obtained in the Pre-test. The previous analysis led us to unforeseen experiment outcomes.

12. Conclusions

After having performed this research, it is imperative to attempt to prove the veracity of the hypothesis in which this investigation was based on.

Considering the first hypothesis, which is related to the importance of the amount of input in target language students are exposed to, stating that students who are exposed to large extents of teachers' oral English language show higher performance in listening evaluations, and the results obtained with the data collection, it was found that both groups, Experimental and Control group, improved their listening performances after the intervention designed for each of them. Consequently it can be assumed that the first part of the hypothesis was verified since the Experimental group, which was exposed to a larger amount of English input obtained better results after the intervention with an increment of a fifteen percent, that is to say, an increase from an average score of ten point five points, to twelve point one points obtained in the Post-test.

However, the Control group also improved their scores in the Post-test with an increment of a sixteen percent, namely an increase from an average score of ten point six points, to twelve point three points achieved in the Post-test. This lead us to discard the second hypothesis stated, which claimed that the exposure to scarce teachers' oral English language depicts lower performance in listening

evaluations because, even though these students were provided mostly with their mother tongue, they were able to attain higher scores in the Post-test as well as the Experimental group did. We consider that this increment may be tied to the length of the experiment, which was developed in eight sessions; this can be an indicative that in a short period of time the amount of input would not be a significant factor concerning the context we were involved in. Regarding this context, where students are not particularly acquainted with the target language since they have got a background where English is not considered useful or important for their life expectations and goals. Furthermore, the school where these students attend is an industrial school, hence the main purpose the school pursuits is to form and train technicians to fulfil the industrial demands, provoking that the emphasis be placed in the specialization subjects over the Common plan, leaving subjects such as English in a second category.

Although the average of both the Control and Experimental group did not surpass the fifteen percent of improvement of correct answers; there were significant differences between the Pre and Post-test towards improving their performance in both groups.

Regarding the general objective which was to determine whether there exists a direct relationship between the amount of teacher's oral input received by students and their performance in listening evaluations, and the first specific

objective which was to determine whether there is correlation between English teachers who perform their classes in Spanish and students' listening performance in a listening evaluation. We can conclude that the amount of input given by the teacher enhanced student's performance in listening evaluations. What was not discarded by the experiment is that scarce English input from the teacher detracts student's performance.

Regarding the second specific objective which was to prove if what is suggested by the Ministry of Education regarding the use of target language within a classroom is in fact a key aspect to improve student's listening performance. According to the context that our study was surrounded by it can be established that either English or the mother tongue may be beneficial when teaching in a short span of time. Since this seems to have been profitable, we consider that the usage of mother tongue could be helpful at least at the first stages of learning a second language.

For the extent of this study, i.e. a one month length experiment was designed, and as the results of the experiment indicate, the development of one unit and for the performance of a short intervention both the target language and mother tongue may be useful, since both the Experimental and Control group increased similarly, being the use of the language to utilize the teacher's decision. A further and longer experiment which manages more variables could indicate the

benefit of using either of both languages, but the results of our experiment lead us to conclude that the inflection point is the context of the class.

When Imhof (2010) stated the differences between hearing and listening, people listen to the information that attracts their attention and process that information when it is related to their interests. Hence teachers in order to connect need to familiarize with its audience to catch students' cognitive interests.

Krashen (1982) postulates comprehensible input "i+1", where the input's proficiency should be a little beyond students' competence. We considered that Krashen's theories are fundamental to help students understand language, but they have to be related with Imhof's ideas concerning attention in listening comprehension. It is important that teachers understand their students to determine what can be comprehensible input to their context; to bind what can reach the students attention without the risk of becoming noise (Imhof, 2010) and lose completely their attention. Both, we think, can be useful for the students learning process of the target language when the teacher decides to use English to interact with students in his/her classes.

Considering the results of this study and the case that only one unit is being taught in a brief period of time, the usage of the target language or mother tongue does not seem to be a significant factor in students' learning process in the short

term. Here is when activities may play an important role and it is the teachers' responsibility to connect Brown's suggestions to the classes. Brown (1994) postulates the difficulties that teachers may find when dealing with Listening Comprehension. It is part of the role of Teachers and Educators not only to take into account these difficulties to attempt to minimize and control them but also to ensure a successful performance of the listening activities. Likewise making these suggestions part of our own practice to assist students with their learning process.

We found significant differences in the performances of the subjects since they improved their scores, and thus we were able to prove and disprove our hypothesis. Both, the use of English and Spanish can be beneficial when performing classes; the difference between choosing one or the other, we assume, lies within the profile of the class. The profile of the students and the context of the school were of the utmost importance for this research, since by knowing this profile and context we were able to develop students' oriented classes and activities which would be appealing for them. Owing to the fact that the school prioritizes specialization subjects over others as English, where students were used to receiving an explanation from the teacher and then answer worksheets, this methodology was very different to the eight sessions applied in this experiment where the teacher provided classes that were more attractive for them, due to this, we think both the Experimental and Control group improved their results.

Lastly, we know that the length of our experiment cannot answer completely our questions but we think that further experiments are needed to manage the variables we could not control. We assess our study as successful and we are expectant to what others could contribute to our findings.

13. Further research

During the development of the study, there were found certain limitations, being the length given for this research the most problematic factor. For a future research we consider and suggest carrying out a similar study but ideally applied in a longer period of time (a year at least) so as to demonstrate in a longer period of time, in a deeper manner, what the influences of using the mother tongue and the target language are within the classroom.

Besides, there were variables we could not take into account mostly due to the provided time, for instance, the input not only taken as the amount of oral production that teacher gives to students as it was considered in our study, but also all the external factors and materials we can find inside a classroom, such as videos, songs, posters, tapes, films among others which were used in our study but not taken as a variable to be analyzed.

Another factor that was not considered or analyzed, and that would be interesting to delve into in a further research was the activities as a fundamental axis and as a determinant aspect when attempting to prove whether the oral input provided by the teacher or the activities implemented in the classroom influence listening performance in students.

Furthermore, we suggest to analyze to what extent using the mother tongue over the target language can be useful without being detrimental for the process of learning a second language.

14. References

- Brown, H, (2000). *Teaching by Principles*. 2nd ed. United States of America: Pearson ESL.
- Cook, G., Seidhofer, B., Widdowson, H., (1995). 'Three Functions of output in Second Language Learning'. *Principle and Practice in Applied Linguistics*. 1st ed. England: Oxford University Press. pp.125-142.
- Cutler, A., & Clifton, C. (1999). Comprehending spoken language: A blueprint of the listener. In C.M. Brown, and P. Hagoort (Eds.). *The neurocognition of language*, pp. 123–66. Oxford: Oxford University Press.
- Doughty, C., & Long, M., (2006). *The Handbook of Second Language Acquisition*. Wiley.com. Retrieved September 9, 2013, from <http://www.wiley.com/WileyCDA/WileyTitle/productCd-0470674431.html>
- Fang Xu (2009, July). Comprehensible input and Listening Comprehension. <http://library.qust.edu.cn>. Retrieved September 26, 2013, from <http://library.qust.edu.cn/lws/Upload/DOC/2009-9-28132233---ComprehensibleInputandListeningComprehension.doc>.
- Krashen, S., (n.d.). *Principles and Practice in Second Language Acquisition*. Sdkrashen.com. Retrieved August 28, 2013, from http://www.sdkrashen.com/content/books/principles_and_practice.pdf

- Long, M. H. (1996). The role of the linguistic environment in second language acquisition. *Handbook of second language acquisition* (pp. 413-68). New York: Academic Press. London. Routledge.
- Van Oostendorp, H., and Bonebakker, C. (1999). Difficulties in updating mental representations during reading news reports. In H. van Oostendorp, and S. Goldman (Eds.). *The construction of mental representations during reading*, pp. 319–39. Mahwah, NJ: Lawrence Erlbaum.
- VanPatten, B., Williams, J., (2006). Theories in Second Language Acquisition. *The modern language journal*. Retrieved September 19, 2013 from <http://onlinelibrary.wiley.com/doi/10.1111/modl.2009.9re3.issue-4/issuetoc>
- Wolvin, A., (2010). 'Listening as a Cognitive and Relational Activity'. In: Andrew D. Wolvin (ed), *Listening and Human Communication in the 21st Century*. 1st ed. England: Wiley-Blackwell. pp.96-126.
- MINEDUC (2011). Programa de Estudio Inglés 2° medio. Retrieved September 25, 2013 from http://curriculumenlinea.mineduc.cl/descargar.php?id_doc=20111201654300.

Appendix

Appendix 1, Lesson plans for tenth grade.

LIMID

UTP

Planificación

Clases a Clases



Liceo Industrial y de Minas Ignacio Domeyko.
Departamento de Inglés.
Camila Gómez, Catalina Harrison, Rocío Hernández

Subsector: Idioma Extranjero

Nombre Profesor: Camila Gómez / Catalina Harrison / Rocío Hernández/ Diego Sepúlveda

Unidad: “Traditions and celebrations around the world part two”.

Curso: 2º Medio.

Tiempo: 8 clases.

Mes: Octubre

Objetivo(s) de Aprendizaje de la Unidad:

- Reconocer la relación entre ideas, a través de conectores. (*Because, however, while, when, besides*)
- Reconocer el vocabulario temático y palabras claves de la unidad referente a Tradiciones y celebraciones mundiales.
- Comprender la diferencia entre las estructuras gramaticales del tiempo pasado simple y continuo.
- Demostrar expresión escrita y oral a través de la elaboración de oraciones, frases y expresiones breves utilizando las estructuras gramaticales adquiridas durante la unidad.
- Demostrar comprensión de información explícita y clave dentro de textos escritos de mediana complejidad en set de ejercicios.
- Demostrar comprensión de información explícita y clave dentro de textos auditivos reales.
- Inferir ideas a través de la observación de diferentes recursos visuales.
- Expresar e interpretar diálogos simples.

- Practicar los verbos en infinitivo y pasado simple.
- Desarrollar respeto por las diferentes tradiciones y celebraciones alrededor del mundo.

Habilidades (por clase)

- Reconocer e identificar vocabulario relacionado a celebraciones y tradiciones.
- Reconocer e identificar el uso y estructura del pasado simple.
- Demostrar comprensión del uso y estructura del pasado simple.
- Identificar y comprender el uso de linking words.
- Reconocer e identificar el uso y estructura del pasado continuo.
- Demostrar comprensión del uso y estructura del pasado continuo.
- Reconocer e identificar diferencias entre el pasado simple y pasado continuo.
- Demostrar capacidad de contraste entre pasado simple y continuo.
- Demostrar comprensión lectora, escrita y auditiva de los contenidos de la unidad.
- Desarrollar la expresión oral.
- Desarrollar la comprensión auditiva.

Habilidad: Reconocer e identificar el uso del pasado simple. (CLASE 1)

Objetivo(s) de Aprendizaje de la Clase:

- Reconocer, identificar y practicar las formas afirmativa, negativa e interrogativa del pasado simple
- Identificar verbos regulares e irregulares.

Descripción de Actividades y Recursos

Inicio: La profesora da la bienvenida y saluda a los alumnos. Pasa la lista. La profesora muestra una imagen de una fiesta de cumpleaños con la siguiente pregunta. What happened here? Los estudiantes deben señalar acciones que hubiesen sucedido en esa fiesta, la profesora las escribe en la pizarra en inglés (con las terminaciones correspondientes/ cambios de estructura al pasado en otro color) y consulta si les resultan conocidas.

Desarrollo: La profesora realiza un repaso de las formas básicas del pasado simple en un ppt. Forma afirmativa, negativa e interrogativa. La profesora utiliza ejemplos relacionados a cumpleaños o aniversarios.

Se muestra, luego en un ppt. Ejemplos de verbos irregulares y regulares demostrando que los regulares poseen un patrón común.

Alternativa 1: En una diapositiva muestra 5 - 7 ejercicios donde los estudiantes deben convertir los verbos en infinitivo al pasado simple (sólo regulares) luego 5 - 7 más (sólo irregulares de la lista de verbos que los alumnos poseen)

Alternativa 2: La profesora entrega una mini guía que contenga 7 ejercicios combinando tanto verbos regulares como irregulares.

Cierre: La profesora realiza consultas para resolver dudas finales, y realiza un feedback general de errores que haya percatado durante la actividad.

Recursos de aprendizaje: Pizarra, plumón, power point, data-show

Evaluación: formativa

Habilidad: Demostrar comprensión del uso y estructura del pasado simple.
(CLASE 2)

Objetivo(s) de Aprendizaje de la Clase:

- Practicar el uso del pasado simple
- Identificar vocabulario relacionado a Oktoberfest

Descripción de Actividades y Recursos

Inicio: La profesora saluda a los alumnos y pasa la lista. Para comenzar la clase, la profesora pregunta What do you know about Oktoberfest? Si no lo conocen, la profesora explica la diferencia entre el original Oktoberfest y el Octoberfest celebrado en nuestro país.

Desarrollo: La profesora muestra un corto 3-4 minutos de los Simpson celebrando Oktoberfest. Les solicita a los estudiantes que le asignen un título al capítulo y que los motivó a darle ese título. (I decided to call it _____ because...) además que mencionen elementos que vieron en el video (vocabulario) el cual se revisará en conjunto para aclarar dudas sobre alguna palabra desconocida, luego deberán escribir, utilizando lo visto y las palabras clave, que fue lo que pasó en el video.

La profesora entrega una guía corta de ejercicios para practicar el uso del pasado simple para que desarrollen.

Se informa a los estudiantes que la próxima clase habrá control de los verbos vistos en la clase.

Cierre: Se utiliza el set de preguntas de cierre de clase, con preguntas como. ¿Qué aprendiste hoy?

Recursos de aprendizaje: Pizarra, plumón, power point, data-show, set de preguntas.

Evaluación: Acumulativa (Nº 1)

Habilidad: Reconocer e identificar el uso y estructura del pasado continuo. (CLASE 3)

Objetivo(s) de Aprendizaje de la Clase:

- Demostrar comprensión escrita de la forma afirmativa y negativa del pasado continuo.
- Identificar léxico relacionado a festividades de año nuevo.

Descripción de Actividades y Recursos

Inicio: La profesora saluda a los alumnos y pasa la lista. En los primeros 10 minutos realiza dictado de los verbos solicitados. La profesora muestra en una diapositiva un texto tipo “coartada” de un testigo, destacando en rojo las frases que se encuentran en el pasado continuo.

Desarrollo: La profesora, utilizando un ppt enseña las formas afirmativas y negativas del pasado continuo, luego, mostrará en una diapositiva ejercicios para que los alumnos desarrollen en su cuaderno.

La profesora solicita a los estudiantes que escriban en su cuaderno que estaba haciendo su compañero de puesto durante el último año nuevo

Cierre: La profesora retroalimenta la actividad y timbra los cuadernos.

Recursos de aprendizaje: Pizarra, plumón, PPT-

Evaluación:

Dictado (N°1)

Actividad con timbre

Habilidad: Demostrar comprensión del uso y estructura del pasado continuo.

(CLASE 4)

Objetivo(s) de Aprendizaje de la Clase:

- Expresar oraciones en pasado continuo.
- Identificar vocabulario relacionado a Valentine’s day / St. Patrick's day

Descripción de Actividades y Recursos

Inicio: La profesora saluda a los alumnos y pasa la lista. La profesora pregunta a los alumnos si conocen el Valentine's day / St. Patrick's day.

La profesora muestra un video de Valentine's day / St. Patrick's day, previamente entregándole a los estudiantes un checklist de cosas que verán en el video.

Desarrollo: La profesora entrega la cual incluye un texto de un caso criminal, un asesinato ocurrió en una celebración de Valentine's day / St. Patrick's day, y que ellos son sospechosos de ser los culpables, tienen que escribir que era lo que estaban haciendo a la hora del homicidio.

Se informa a los estudiantes que la próxima clase habrá control de los verbos vistos en la clase.

Cierre: Se pide guía. La profesora utiliza el set de preguntas.

Recursos de aprendizaje: Pizarra, plumón, video, ppt , guía, set de preguntas.

Evaluación:

Actividad con timbre

Habilidad: Demostrar capacidad de contraste entre pasado simple y continuo. (CLASE 5)

Objetivo(s) de Aprendizaje de la Clase:

- Identificar y comprender las diferencias entre el pasado simple y el pasado continuo.
- Identificar vocabulario relacionado a fiestas de año nuevo.

Descripción de Actividades y Recursos

Inicio: La profesora saluda a los alumnos. Pasa la lista. En los primeros diez minutos se realiza dictado de verbos. A continuación, la profesora muestra un video corto con celebraciones de año nuevo en el mundo, luego escribe en la pizarra What were they doing? Y solicita a al menos dos estudiantes que respondan.

Desarrollo: La profesora muestra un power point con diferencias básicas entre los tiempos verbales, uso y forma, al final de este 5-7 ejercicios para que puedan identificar en cada caso que tiempo corresponde.

La profesora entrega una guía a los estudiantes, que además contiene un texto de un caso criminal similar a la clase anterior, en la cual los estudiantes deben escoger en cada caso cual es la alternativa correcta (Simple past or past continuous)

Cierre: La profesora retroalimenta la actividad, Solicita las guías. Aclara dudas y vocabulario de cada alumno

Recursos de aprendizaje: Pizarra, plumón, PPT, guía de ejercicios.

Evaluación:

Dictado (N°2)
Acumulativa

➤ **Habilidad:** Identificar y comprender el uso de conectores. (CLASE 6)

Objetivo(s) de Aprendizaje de la Clase:

- Identificar y comprender el uso de conectores
- Identificar vocabulario relacionado a celebraciones

Descripción de Actividades y Recursos

Inicio: La profesora saluda a los alumnos. Pasa la lista. A continuación, la profesora enseña en un power point una breve historia de alguna celebración, destacando en rojo los conectores presentes (Because, however, while, when, besides) y pregunta a los estudiantes que es lo que está destacado y si conocen su traducción.

Desarrollo:

La profesora explica en una diapositiva, a través de ejemplos (relacionados con celebraciones) el uso de mencionados conectores.

La profesora entrega a cada pareja de estudiantes una palabra clave o tema, con el cual deberán formar una historia de entre 15 a 20 líneas utilizando conectores vistos recientemente en clase.

Se informa a los estudiantes que la próxima clase habrá control de los verbos vistos en la clase.

Cierre: La profesora retroalimenta la actividad.

Recursos de aprendizaje: Pizarra, plumón, PPT.

Evaluación:

Actividad con timbre

Habilidad: Repasar contenidos de la unidad (CLASE 7)

Objetivo(s) de Aprendizaje de la Clase:

- Aplicar y contrastar los contenidos gramaticales desarrollados en la unidad

Descripción de Actividades y Recursos

Inicio: La profesora saluda a los alumnos. Pasa la lista.

Desarrollo: La profesora consulta a los estudiantes si tienen dudas pendientes de los contenidos, luego la profesora realiza repaso de los tiempos verbales y conectores.

Se entrega un set de ejercicios (5 ejercicios) para cada forma de los tiempos a repasar. Ej. Past simple y past continuous en afirmativo; se entrega una guía de 5 ejercicios de afirmativo, etc.

La profesora solicita a los estudiantes repasar los verbos evaluados hasta el momento, pues formarán parte de la evaluación y entrega un set de preguntas, los cuales formaran parte de la prueba oral.

Cierre: La profesora retroalimenta la actividad, enfocándose en analizar los errores observados durante el desarrollo de la actividad.

Recursos de aprendizaje: Pizarra, plumón, PPT presente continuo, set de ejercicios.

Evaluación:

Dictado (N°3)

Acumulativa (N° 2)

Habilidad: Repaso de contenidos para prueba (CLASE 8)

Objetivo(s) de Aprendizaje de la Clase:

- Identificar y contrastar tiempos verbales desarrollados en la unidad.
- Discriminar entre diferentes conectores según su utilización.
- Reconocer vocabulario temático relacionado a celebraciones y tradiciones.
- Desarrollar la expresión oral

Descripción de Actividades y Recursos

Inicio: La profesora saluda a los alumnos. Pasa la lista.

Desarrollo:

La profesora solicita a los estudiantes que se dividan en dos grupos de trabajo y explica cómo se realizará la actividad de yincana en la cual jugarán compitiendo por un puntaje adicional para la prueba. En esta actividad los estudiantes pasarán por tres estaciones donde se evaluarán los contenidos vistos durante todo el desarrollo de la unidad.

Cierre: La profesora

Recursos de aprendizaje: Set de preguntas, estaciones.

Evaluación:

Acumulativas

Appendix 2: Audio transcript from Pre and Post-Test.

<p>Part one</p> <p>Voice: Listen and look. There is one example</p> <p>Girl: Dad, come and sit here</p> <p>Dad: We can watch the races together</p> <p>Girl: Yes, look there is William</p> <p>Dad: Where?</p> <p>Girl: There, he is running in this race. He is the boy with the red stripped shorts</p> <p>Dad: Oh, yes. He can run very fast. He is going to win I think</p> <p>Voice: Can you see the line? This is an example. Now listen and draw lines</p> <p>Dad: Who's the guy just behind William?</p> <p>Girl: There are two boys just behind William, which one do you mean?</p> <p>Dad: The one with dark hair. He's coming second in the race now</p> <p>Girl: Oh, that's Harry. He is very good at running too.</p> <p>Dad: Look at all the Silver cup on the table</p> <p>Girl: Yes, they're ready for the team</p>	<p>Part one.</p> <p>Voice: Part one, listen and look. There is one example.</p> <p>Girl: I had lots of fun with my friends on Sunday, Uncle Robert. Look at this photo.</p> <p>Uncle: Wow! What a nice beach! It looks very sunny there.</p> <p>Girl: It was. Can you see Jim, the boy with blonde hair in the water?</p> <p>Uncle: Yes.</p> <p>Girl: He swam all the way to that island.</p> <p>Voice: Can you see the line? This is an example. Now you listen and draw lines.</p> <p>Uncle: Who's that girl?</p> <p>Girl: The girl waving by the rocks Uncle: Yes.</p> <p>Girls: Oh, that's Emma. We saw lots of little fish in the water there.</p> <p>Uncle: And what about that boy there? Who's he?</p> <p>Girl: In the sailing boat?</p> <p>Uncle: No, the one with the ice-cream. He is standing next to the girl in the</p>
---	---

<p>that wins</p> <p>Dad: Who's the older boy? Look he is sitting next to table</p> <p>Girl: That's Michael he's won lots of cups for running. He is going to give the cup to the children that wins.</p> <p>Girl: Can you see my friend Kathy? She's with my teacher</p> <p>Dad: No. Where is she?</p> <p>Girl: She's there near the drinks</p> <p>Dad: Oh. Is she sitting in the chair?</p> <p>Girl: No, she's standing behind the table</p> <p>Dad: Where's your friend Helen, then?</p> <p>Girl: Oh, she's waiting for the next race. It's the skipping race</p> <p>Dad: Is that her with the blue towel?</p> <p>Girl: No, she's standing next to that girl. They're watching the running race, they're very excited I think.</p> <p>Dad: Who's the boy over there? Look, he's hurt his leg</p> <p>Girl: Oh, that's Richard. What's happen to him?</p> <p>Dad: He fell in the jumping competition. He'll be okay</p> <p>Voice: Now listen to part one again.</p>	<p>purple t-shirt.</p> <p>Girl: Oh, you mean Richard. He is in my class. I like him a lot. And there is Betty. She is my very best friend.</p> <p>Uncle: The girl with the comic?</p> <p>Girl: No, I mean the girl whose playing. She's just put that little flag in the sand.</p> <p>Uncle: Oh yes.</p> <p>Uncle: Did you go swimming that say?</p> <p>Girl: No, the water was too cold for me. But William did. Can you see him?</p> <p>Uncle: Is that the boy with the duck?</p> <p>Girl: Yes, in spotted shorts. He's not in the water here, but he went swimming later.</p> <p>Uncle: Oh.</p> <p>Girl: Katie's smiling here but she didn't have a very good day.</p> <p>Uncle: Which one is she?</p> <p>Girl: There in the blue sweater with the camera. But she's lost it in the afternoon. She went in the sea with it and dropped it.</p> <p>Uncle: Oh dear!</p> <p>Girl: Mmm, but her dad's going to buy her a new one.</p> <p>Uncle: Well that's good.</p> <p>Voice: Now listen to part one again.</p>
---	--

<p>Part two</p> <p>Voice: Listen and look: There is one example.</p> <p>Mrs: Oh hello Tom, can I ask you some questions? It's that okay?</p> <p>Tom: Yes, of course, what about?</p> <p>Mrs: The sports club that your children go to. My daughter Vicky would like to go to it.</p> <p>Tom: Yes, it's an excellent club. Oh, what do you want to know?</p> <p>Mrs: Is it expensive?</p> <p>Tom: No, it's free for school children</p> <p>Mrs: Great, let me write this in my diary</p> <p>Tom: Okay</p> <p>Can you see the answer? Now you listen and write.</p> <p>Mrs: Right, and where is it? Is it near here?</p> <p>Tom: Yes, it's next to the chocolate factory.</p> <p>Mrs: Oh, I know it, that's good</p> <p>Tom: Yes, the children like the smell.</p> <p>Mrs: Okay. So when the children can use the club, I mean which days.</p> <p>Tom: Well it's open to everybody from Fridays to Tuesdays. It's close on Wednesday and Thursday.</p> <p>Mrs: Oh, that is very good for them.</p>	<p>Part two</p> <p>Voice: Part two, listen and look. There is one example.</p> <p>Boy: What are we going to do in our lesson today Miss Gold?</p> <p>Miss Gold: We are going to talk about our visit to Sunny farm, David.</p> <p>Boy: Great! When are we going to go?</p> <p>Miss Gold: Next Monday. Write it down so you won't forget.</p> <p>Boy: Okay</p> <p>Voice: Can you see the answer? Now you listen and write.</p> <p>Miss Gold: We are going to meet the farmer there.</p> <p>Boy: What's his name? Do you know?</p> <p>Miss Gold: It's Mister Boyles. That's B-O-Y-L-E-S.</p> <p>Boy: Ok. I've written that one too. What does he grow there? Vegetables?</p> <p>Miss Gold: No, he grows flowers and the he sells them to people in other countries.</p> <p>Boy: Wow! I've never seen that kind of farmer before. Is it a big kind of farm.</p> <p>Miss Gold, with lots of fields?</p> <p>Miss Gold: Well David, he has thirty five fields. It's a very interesting farm to</p>
--	--

<p>They like to use it at the weekend.</p> <p>Tom: No problem.</p> <p>Mrs: And now the times. When does it open and close?</p> <p>Tom: It opens at nine a.m. I'm sorry nine-fifteen and it closes ever night at ten-thirty. It is anything else?</p> <p>Mrs: Yes, there is one thing. What is the name of the club?</p> <p>Tom: It's the Hurley sport club H-U-R-L-E-Y, the same as the road.</p> <p>Mrs: Yes, thanks. Have you got the telephone number?</p> <p>Tom: Oh, yes here it is. It's four, double Ou, three one, nine.</p> <p>Mrs: Thanks very much.</p> <p>Tom: Perhaps our children will meet at the club.</p> <p>Voice: Now listen to part two again.</p>	<p>visit.</p> <p>Boy: Great! But will we do there?</p> <p>Miss Gold: I'd like you to do some drawing there. We'll learn about his work first and then he's going to show you his insects. They're his hobby. I want you all to draw them.</p> <p>Boy: Oh! I don't like them. Do we have to do that?</p> <p>Miss Gold: Yes, they aren't dangerous ones, David. The farmer keeps them in big boxes in his house. You don't have to pick them up, if you don't want to.</p> <p>Boy: Good and are we going to go to the farm by car?</p> <p>Miss Gold: We thought about that but then we decided not to. We are going to go in the school bus.</p> <p>Boy: That sounds exciting.</p> <p>Miss Gold: Yes, It'll be a good day I'm sure.</p> <p>Voice: Now listen to part two again.</p>
<p>Part three.</p> <p>Voice: Listen and look. There is one example. What did each person in Mr. Salt bought in the new supermarket?</p> <p>Girl: Have you been to that new supermarket in town, Mr. Salt?</p> <p>Mr. Salt: Yes, I took all the family there last week to do some shopping. It sells</p>	<p>Part three.</p> <p>Voice: Part three, listen and look. There is one example.</p> <p>Woman: Harry is very good at finding things for other people. Where did he find each thing?</p> <p>Woman: Oh Harry! I need to drive to town but.</p>

all kinds of things: Cloths, food, things for the car, sport things. I even found a very nice dark blue suitcase there, it wasn't expensive so I bought it for the next holiday.

Can you see the letter C Now you listen and write a letter in each box?

Girl: Did anyone else buy anything?

Mr. Salt: Well, David he is my oldest son, he is nineteen, he wanted a volleyball so he went to see the sports things first, he found one and he bought it. There were a lot of other things that he wanted too, so he'll go there again another day. He'll have some more money soon.

Girl: You've got a daughter too, haven't you?

Mr. Salt: I've got two! The older one is called Betty. She just loves clothes and she found some shorts that she liked a lot, they were too big for here, but she bought them anyway, she'll have to wear a belt with it.

Girl: Did your wife go shopping with you?

Mr. Salt: She usually likes shopping, but she didn't need to buy anything yesterday, so she only got a magazine, nothing else. The supermarket was so full of people yesterday and she didn't like that very much.

Girl: And, what about your other children?

Mr. Salt: Well, my youngest son John,

Harry: I know you won't find your car keys.

Woman: That's right.

Harry: I've found them on the sofa. I'll go and get them for you.

Voice: Can you see the letter B. Now you listen and write a letter in each box.

Woman: You are very good at finding things Harry.

Harry: Aha, thank you! Some at work couldn't find the glue yesterday. He got very angry about it. But I found it after a few minutes. It was under a newspaper in his desk. He was very happy when I gave it to him.

Harry: I like finding things for people.

Woman: Well you helped my mother last week. Didn't you?

Harry: Oh yes! When she lost her ring that was more difficult to find. It was in her kitchen next to the cooker. She burnt her hand when she was kicking some lunch for me and she had to take it off. Oh, is she ok now?

Woman: Oh yes, she's fine.

Harry: And Ben asked me to help him find his diary yesterday. We looked everywhere for it in his cupboard, in his sports bag.

Woman: Did you find it?

<p>he often goes out all day on his bicycle and sometimes he comes home late. So he asked for a phone. There were a lot there for him to choose from, but he found a little silver one which he can put in his pockets, and he bought that. He carries it everywhere with him now.</p> <p>Girl: Does the supermarket sell music too?</p> <p>Mr. Salt: Yes, it has all the latest Cd's. So Anna, she is my other daughter, chose one of those, but she wanted a new rug sack for school too. Her old one is too small, but she didn't like any of them there, perhaps she'll find one next time.</p> <p>Voice: Now listen to part three again.</p>	<p>Harry: Yes, there were two or three other books on top of it, on the floor by his bed.</p> <p>Woman: Mmmm. But you lose things too sometimes.</p> <p>Harry: Of course I do. I couldn't find my gold watch on Sunday. I took it off in the bathroom, but it wasn't there when I went to look for it. So I look for it in the pockets of my coat next and I found it there.</p> <p>Woman: (Laughs).</p> <p>Harry: Oh! And take this with you when you go to town, you might need it.</p> <p>Woman: What is it?</p> <p>Harry: Your phone, you used it this morning when we had breakfast outside. I brought it back inside for you.</p> <p>Woman: Oh thanks.</p> <p>Voice: Now listen to part three again.</p>
---	--

Appendix 3: Scan of Subjects evaluated in the experiment, Pre-test.



Liceo Industrial y de Minas Ignacio Domeyko.
Departamento de Inglés.
Camila Gómez, Catalina Harrison, Rocío Hernández

10th grade English test
Adapted from Cambridge Flyers Young learners

Objectives: Identify and apply vocabulary related to outdoor activities and shopping,
practice the use of the simple present and present continuous.

Cambridge Young Learners English

Flyers Listening



UNIVERSITY of CAMBRIDGE
ESOL Examinations
English for Speakers of Other Languages

This is a listening test. Listen to the instruction and complete the questions in each part. There are 15 questions.

6,2

My name is: Miguel Mevía C.
My class is: 2° C
Total score: ~~NADA~~ no se pone NADA.

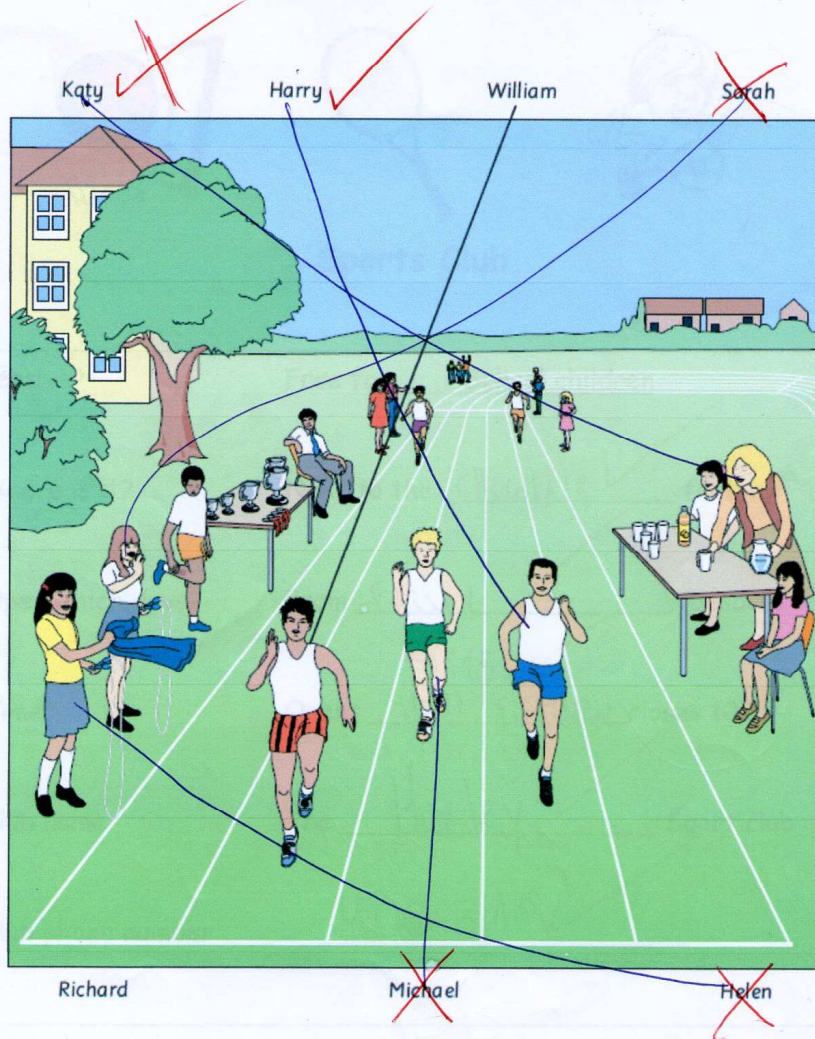
14/15

Part 1

4/5

-5 questions-

Listen and Draw lines. There is one example.



Part 2

-5 questions-

Listen and write. There is one example.



Sports Club

5


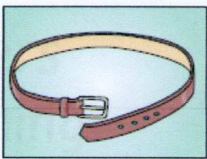



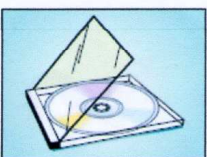

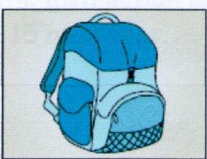


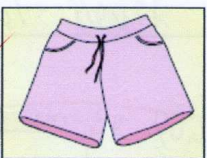
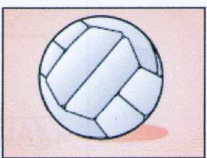


Expensive?	Free for <u>School children</u>
1) Where is it?	Next to the <u>chocolate</u> factory
2) Open which days?	From <u>Friday</u> Tuesday
3) Times	Opens <u>9:15</u> closes 10.30
4) Club name	The <u>Hurley</u> Sport club
5) Club phone number	<u>400 319</u>

Part 3

-5 questions-

What did each person in Mr. Salt's family choose to buy in the new supermarket?

Listen and write a letter in the box. There is one example.

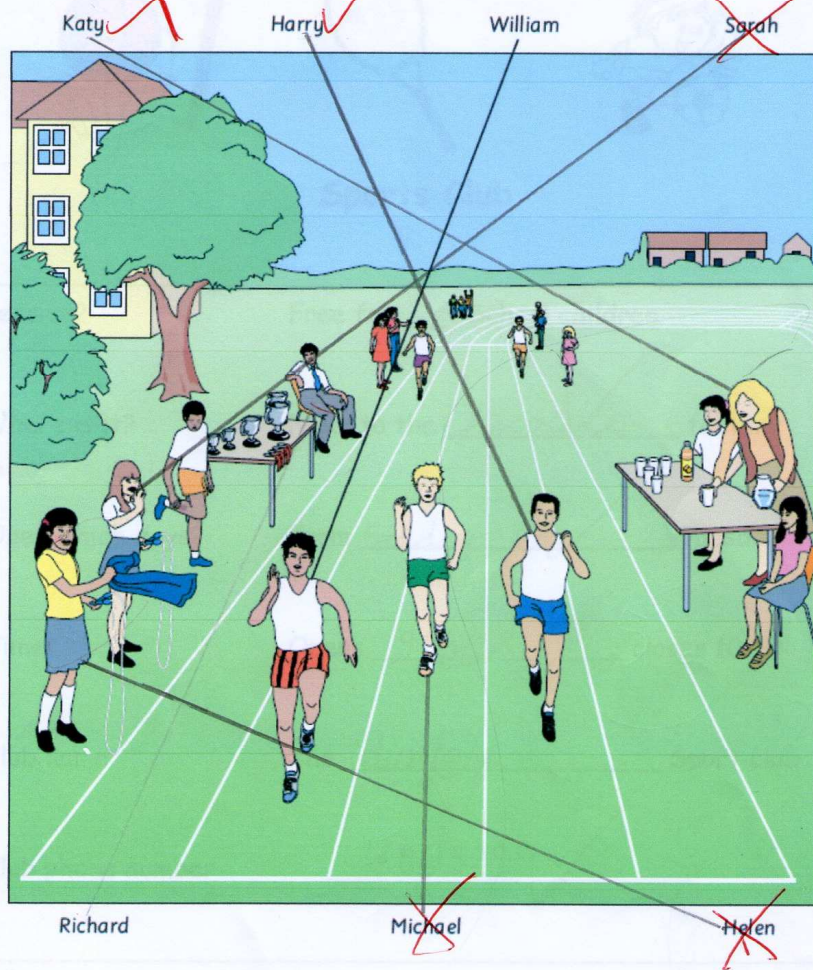
	Mr Salt	<input checked="" type="checkbox"/> C		
			A	B
	Betty	<input checked="" type="checkbox"/> G		
			C	D
	Anna	<input checked="" type="checkbox"/> D		
			E	F
	David	<input checked="" type="checkbox"/> H		
			G	H
	John	<input checked="" type="checkbox"/> B		
	Mrs Salt	<input checked="" type="checkbox"/> F		

Part 1

-5 questions-

Listen and Draw lines. There is one example.

7



Part 2

-5 questions-

Listen and write. There is one example.



Sports Club

Expensive?

Free for School children

1) Where is it?

Next to the Chocolate factory

2) Open which days?

From Friday Tuesday

3) Times

Opens 9:50 closes 10.30

4) Club name

The Hurley Sport club ³

5) Club phone number

480379


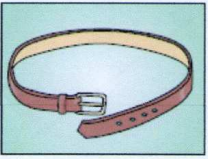



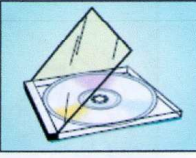


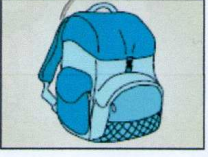


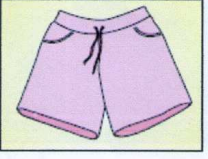
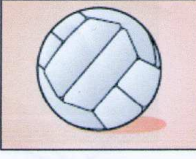
Part 3

-5 questions-

What did each person in Mr. Salt's family choose to buy in the new supermarket?

Listen and write a letter in the box. There is one example.

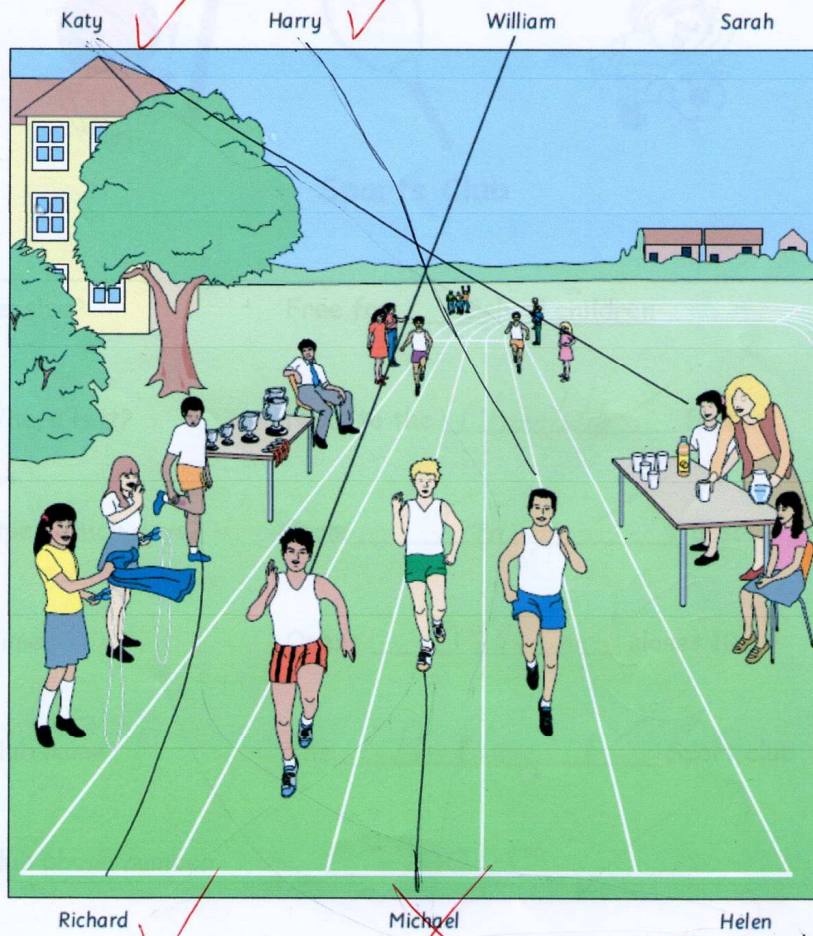
4

	Mr Salt	<input checked="" type="checkbox"/> C		
	Betty	<input checked="" type="checkbox"/> G	A	B
	Anna	<input checked="" type="checkbox"/> D		
	David	<input type="checkbox"/> A	C	D
	John	<input checked="" type="checkbox"/> B		
	Mrs Salt	<input checked="" type="checkbox"/> F	E	F
				
			G	H

Part 1

-5 questions-

Listen and Draw lines. There is one example.



Part 2

-5 questions-

Listen and write. There is one example.



Sports Club







Expensive?	Free for <u>School children</u>
1) Where is it?	Next to the <u>Chocolate</u> factory
2) Open which days?	From <u>Friday</u> Tuesday
3) Times	Opens <u>9:15 am</u> closes 10.30
4) Club name	The <u>Hurley</u> Sport club
5) Club phone number	<u>400319</u>

Part 3

-5 questions-

What did each person in Mr. Salt's family choose to buy in the new supermarket?

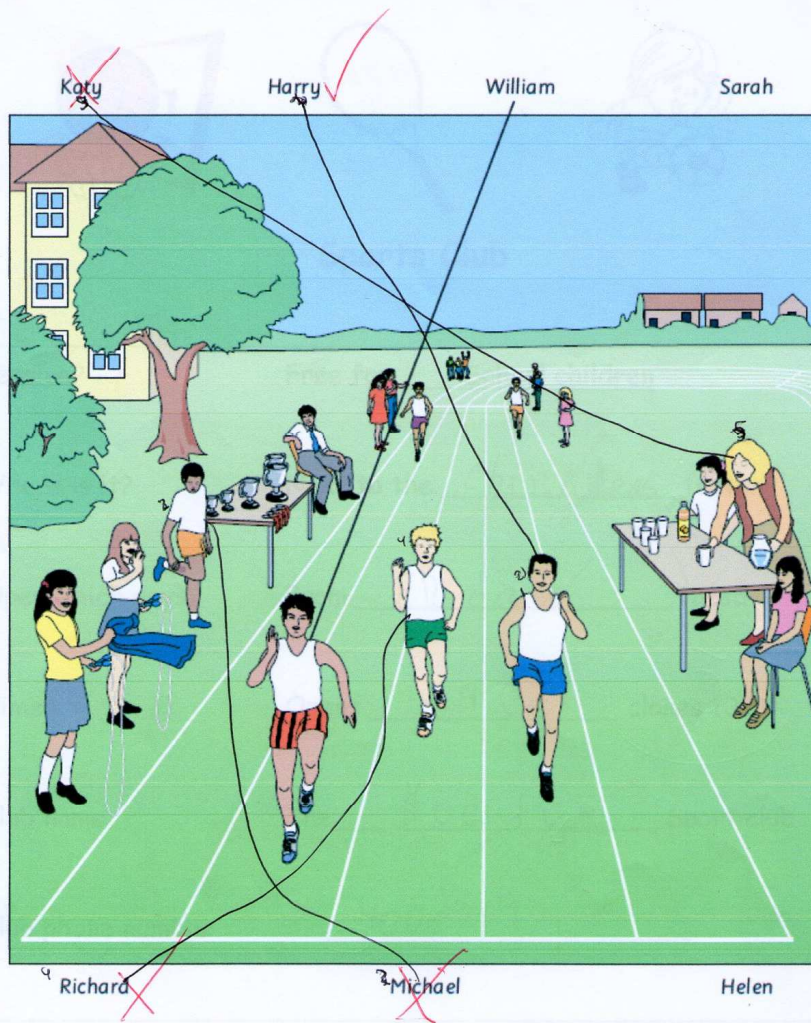
Listen and write a letter in the box. There is one example.

	Mr Salt	<input type="checkbox"/> C	Belt.	Phone.
	Betty	<input checked="" type="checkbox"/> G	A suitcase.	B CD
	Anna	<input checked="" type="checkbox"/> D	C Bag / Bag Duck	D Magazine
	David	<input checked="" type="checkbox"/> H	E shorts.	F volleyball
	John	<input checked="" type="checkbox"/> B	G	H
	Mrs Salt	<input checked="" type="checkbox"/> F		

Part 1

-5 questions-

Listen and Draw lines. There is one example.



Part 2

-5 questions-

Listen and write. There is one example.



Sports Club

Expensive?

Free for School children

1) Where is it?

Next to the Child ~~deas~~ factory

2) Open which days?

From Friday Tuesday

3) Times

Opens 9:30 closes 10.30

4) Club name

The Huerly Sport club

5) Club phone number


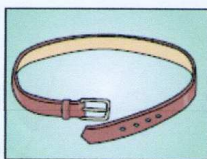



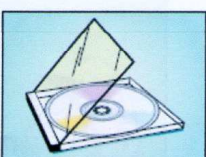

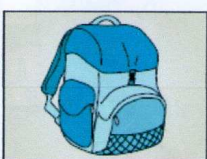


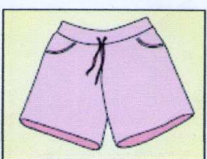
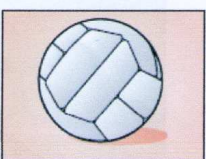


400 319

Part 3

-5 questions-

What did each person in Mr. Salt's family choose to buy in the new supermarket?

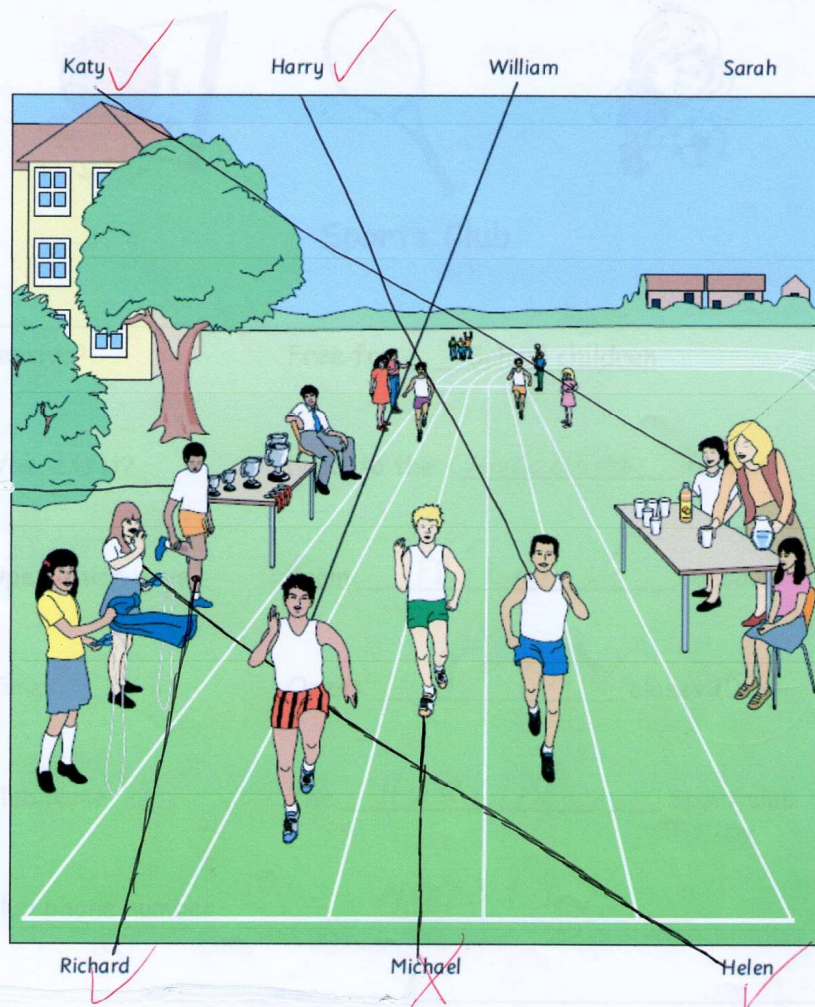
Listen and write a letter in the box. There is one example.

	Mr Salt	<input type="checkbox"/> C		
			A	B
	Betty	<input checked="" type="checkbox"/> A		
			C	D
	Anna	<input checked="" type="checkbox"/> D		
			E	F
	David	<input checked="" type="checkbox"/> F		
			G	H
	John	<input checked="" type="checkbox"/> B		
	Mrs Salt	<input checked="" type="checkbox"/> G		

Part 1

-5 questions-

Listen and Draw lines. There is one example.



Part 2

-5 questions-

Listen and write. There is one example.



Sports Club


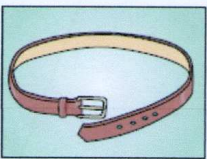



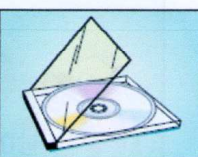

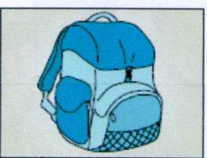


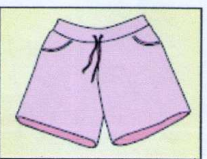
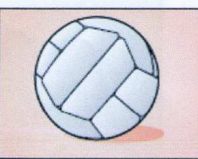


Expensive?	Free for <u>School children</u>
1) Where is it?	Next to the <u>CHOCOLATE</u> factory
2) Open which days?	From <u>FRIDAYS</u> Tuesday
3) Times	Opens <u>9.15</u> closes 10.30
4) Club name	The <u>HORLIX</u> Sport club
5) Club phone number	<u>400319</u>

Part 3

-5 questions-

What did each person in Mr. Salt's family choose to buy in the new supermarket?

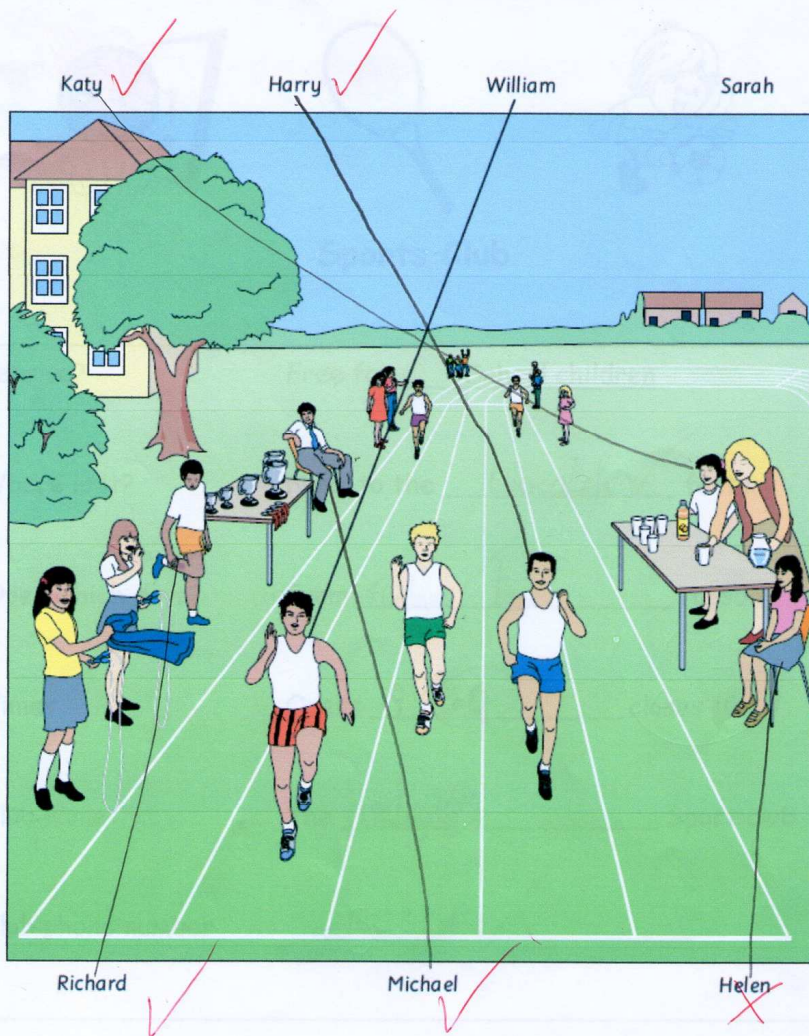
Listen and write a letter in the box. There is one example.

	Mr Salt	<input type="checkbox"/> C		
			A	B
	Betty	<input checked="" type="checkbox"/> E		
			C	D
	Anna	<input checked="" type="checkbox"/> H		
			E	F
	David	<input type="checkbox"/> H		
			G	H
	John	<input checked="" type="checkbox"/> B		
	Mrs Salt	<input checked="" type="checkbox"/> F		

Part 1

-5 questions-

Listen and Draw lines. There is one example.



Part 2

-5 questions-

Listen and write. There is one example.



Sports Club

Expensive?

Free for School children

1) Where is it?

Next to the Chocolate factory

2) Open which days?

From Fridays Tuesday

3) Times

Opens 9:50 closes 10.30

4) Club name

The Hurleys Sport club

5) Club phone number

400319

Part 3

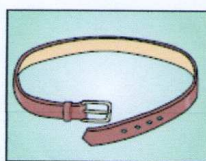
-5 questions-

What did each person in Mr. Salt's family choose to buy in the new supermarket?

Listen and write a letter in the box. There is one example.



Mr Salt



A



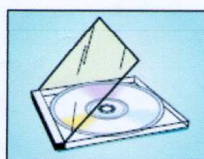
B



Betty ✓



C



D



Anna ✓



David ✓



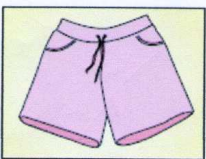
E



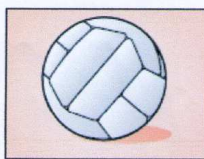
F



John ✓



G



H



Mrs Salt ✓

Appendix 4. Scans of Post-test, Experimental and Control group.

Part 1
-5 questions-
Listen and Draw lines. There is one example.

Richard Katy William Helen

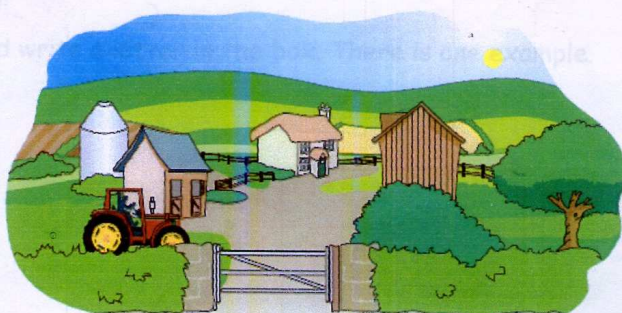
Betty Emma Jim

117

Part 2

-5 questions-

Listen and write. There is one example.



Class visit to sunny farm

Day	<u>MONDAY</u>
1) Farmer's name: <i>Nombre do fazendeiro</i>	Mr. <u>Boyle's</u> ✓
2) Farmer grows: <i>que cultivam</i>	<u>Howen</u> ✓
3) Number of fields: <i>quantidade</i>	<u>35</u> ✓
4) Children will draw: <i>que vão desenhar</i>	<u>insect</u> ✓
5) Class will go to the farm by: <i>com que meio</i>	<u>School Bus</u> ✓

Part 3

-5 questions-

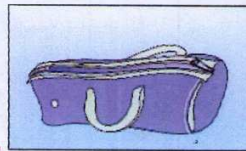
Harry is very good at finding things for other people. Where did he find each thing?

Listen and write a letter in the box. There is one example.

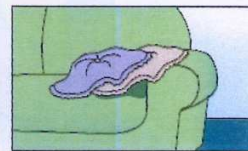


keys

B



A

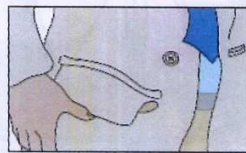


B

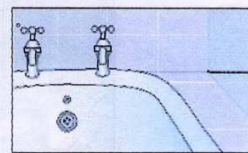


diary

~~A~~



C



D



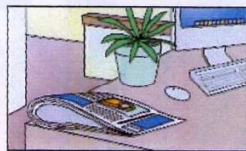
watch

C

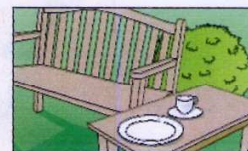


glue

E



E

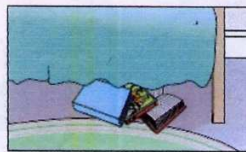


F



ring

H



G



H



phone

~~F~~ #

Part 1

-5 questions-

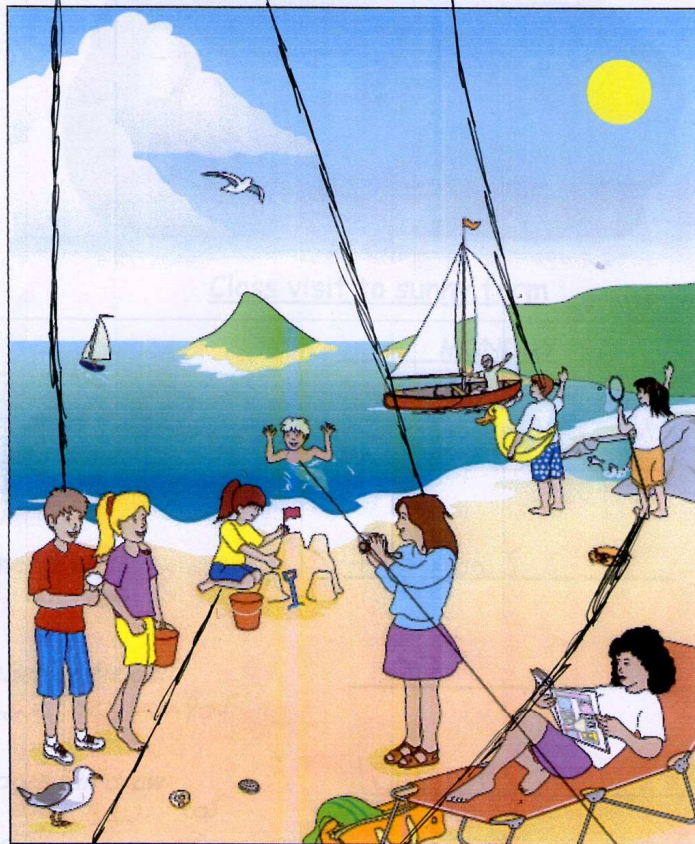
Listen and Draw lines. There is one example.

Richard

Katy

William

Helen



Betty

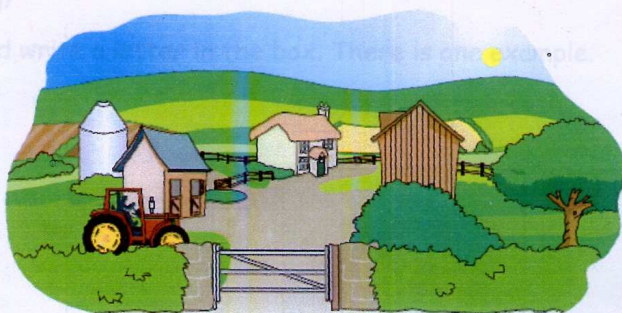
Emma

Jim

Part 2

-5 questions-

Listen and write. There is one example.



Class visit to sunny farm

Day	<u>MONDAY</u>
1) Farmer's name: Nombre del granjero	Mr. <u>Boyles</u> ✓
2) Farmer grows: Que cultiva	<u>flowers</u> ✓
3) Number of fields: Numero de campos	<u>35</u> ✓
4) Children will draw: Que dibujan los niños	<u>INSECTS</u> ✓
5) Class will go to the farm by: en que medio de transporte van	<u>Shed Bus</u> ✓

BO + L - I S

Part 3

-5 questions-

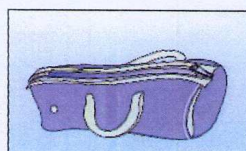
Harry is very good at finding things for other people. Where did he find each thing?

Listen and write a letter in the box. There is one example.

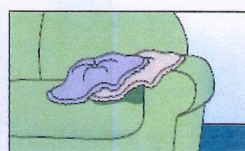


keys

B



A

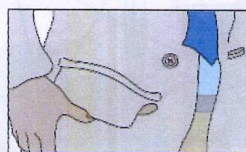


B

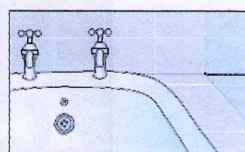


diary

A



C



D



watch

C

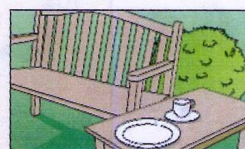


glue

E



E

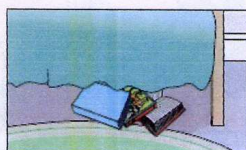


F

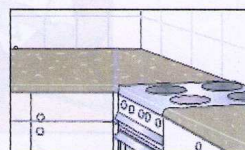


ring

H



G



H



phone

F

Part 1

-5 questions-

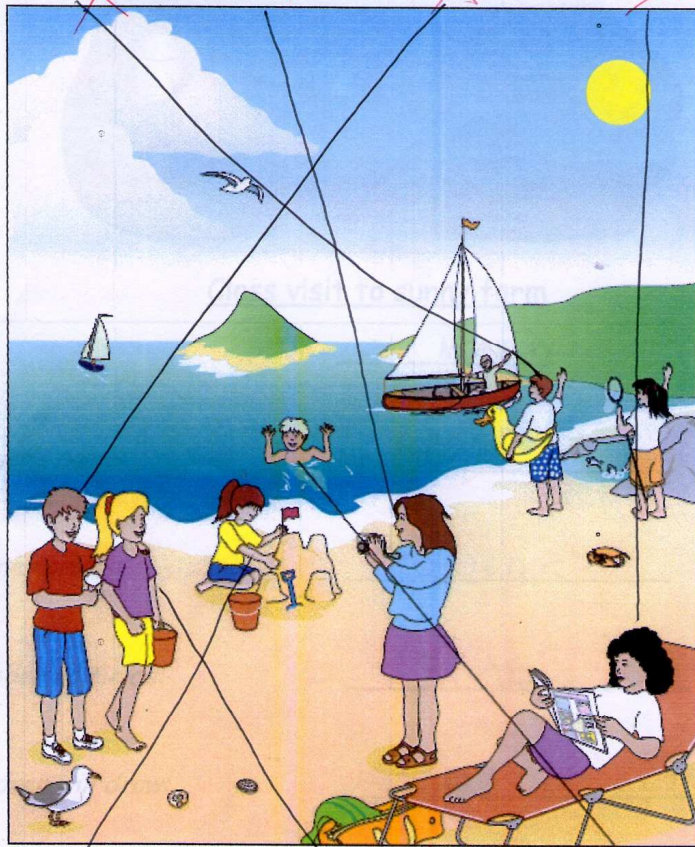
Listen and Draw lines. There is one example.

~~Richard~~

Katy ✓

~~William~~

~~Helen~~



Betty ✓

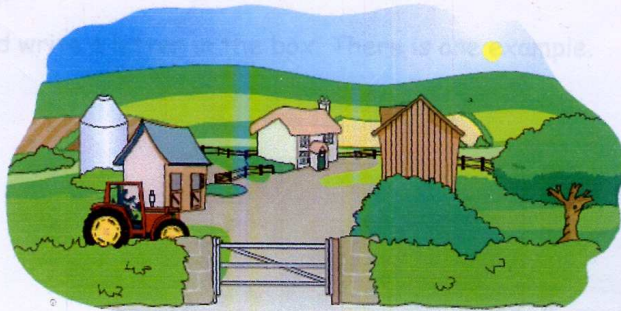
~~Emma~~

Jim

Part 2

-5 questions-

Listen and write. There is one example.



Class visit to sunny farm

Day	<u>MONDAY</u>
1) Farmer's name:	Mr. <u>Bowlis</u>
2) Farmer grows:	<u>flowers</u> ✓
3) Number of fields:	<u>15</u>
4) Children will draw:	insect <u>insect</u>
5) Class will go to the farm by:	<u>SCHOOL BUS</u> ✓

Part 3

-5 questions-

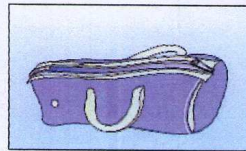
Harry is very good at finding things for other people. Where did he find each thing?

Listen and write a letter in the box. There is one example.

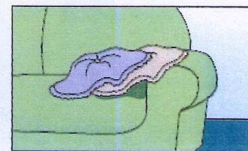


keys

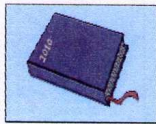
B



A

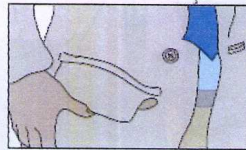


B

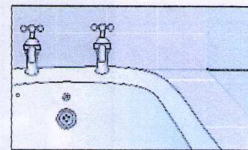


diary

C



C



D

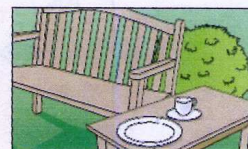


watch

D



E



F



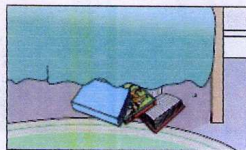
glue

E

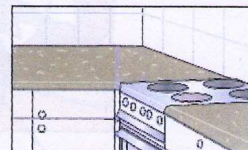


ring

H



G



H



phone

G

Part 1

-5 questions-

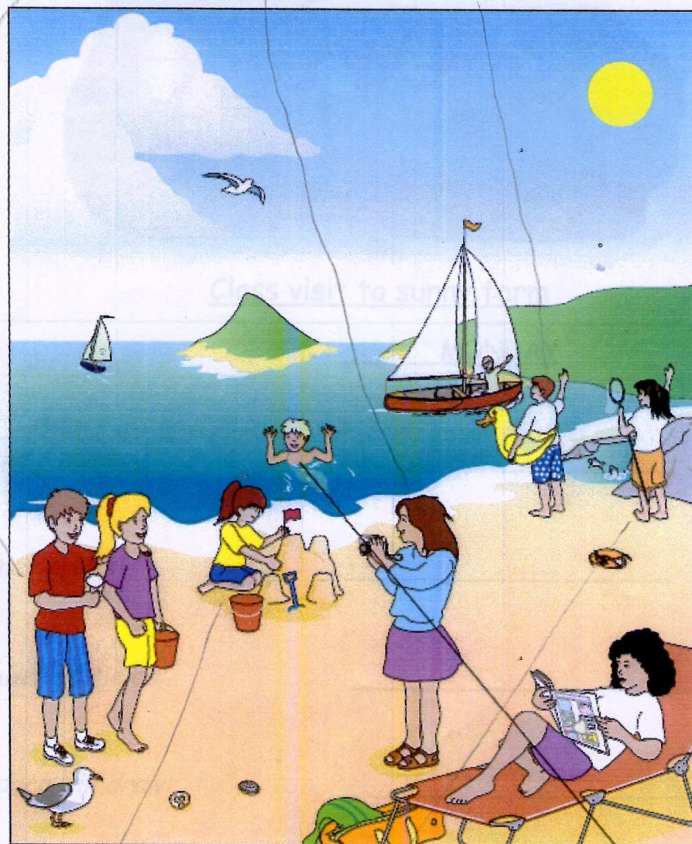
Listen and Draw lines. There is one example.

Richard ✓

Katy ✓

William ✓

Helen



Betty ✓

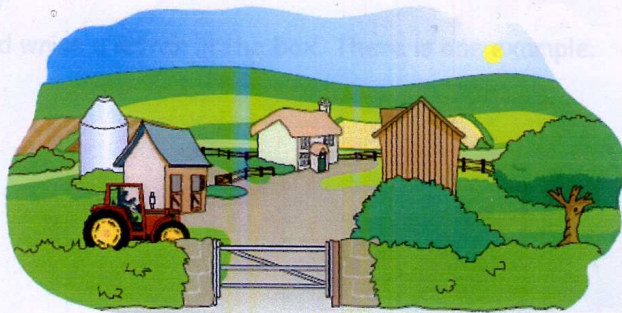
Emma ✓

Jim

Part 2

-5 questions-

Listen and write. There is one example.



Class visit to sunny farm

Day	<u>MONDAY</u>
1) Farmer's name:	<u>Mr. bayles</u> ✓
2) Farmer grows:	<u>Flowers</u> ✓
3) Number of fields:	<u>35</u> ✓
4) Children will draw:	<u>insects</u> ✓
5) Class will go to the farm by:	<u>school bus</u> ✓

Part 3

-5 questions-

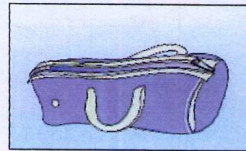
Harry is very good at finding things for other people. Where did he find each thing?

Listen and write a letter in the box. There is one example.

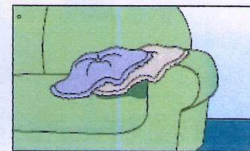


keys

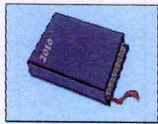
B



A

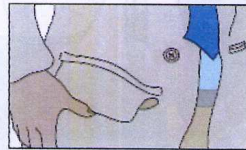


B

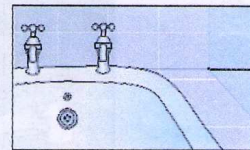


diary

G



C

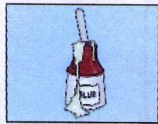


D



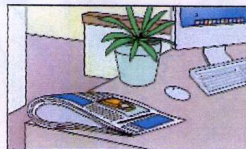
watch

C

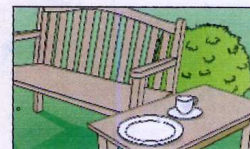


glue

E



E

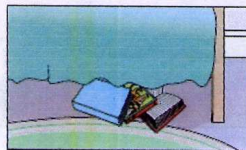


F

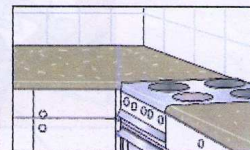


ring

H



G



H



phone

E

Part 1

-5 questions-

Listen and Draw lines. There is one example.

Richard Katy William Helen

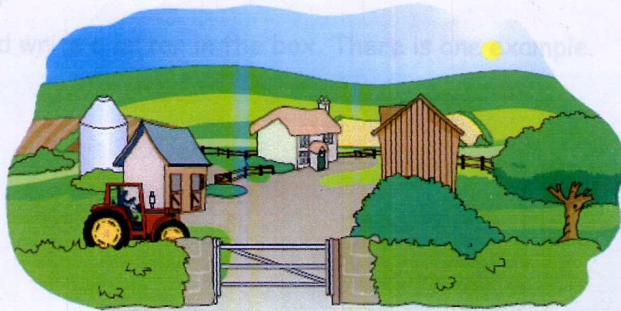
Betty Emma Jim

The illustration shows a beach scene with several people. At the top, four names are listed: Richard, Katy, William, and Helen. At the bottom, three names are listed: Betty, Emma, and Jim. Red checkmarks are placed next to each of these names. Blue lines connect the names to specific people in the illustration: Richard is connected to the boy in the red shirt; Katy is connected to the girl in the purple shirt; William is connected to the woman in the blue shirt; Helen is connected to the woman in the white shirt reading a newspaper; Betty is connected to the girl in the yellow shirt; Emma is connected to the boy swimming in the water; and Jim is connected to the sailboat on the water.

Part 2

-5 questions-

Listen and write. There is one example.



Class visit to sunny farm

Day	<u>MONDAY</u>
1) Farmer's name:	Mr. <u>Bovkis</u>
2) Farmer grows:	<u>flowers</u> ✓
3) Number of fields:	<u>35</u> ✓
4) Children will draw:	<u>invest</u>
5) Class will go to the farm by:	<u>School Bus</u> ✓

Part 3

-5 questions-

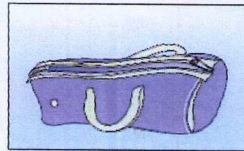
Harry is very good at finding things for other people. Where did he find each thing?

Listen and write a letter in the box. There is one example.

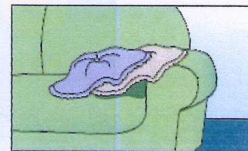


keys

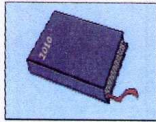
B



A

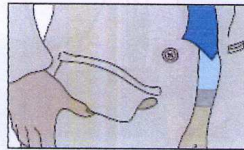


B

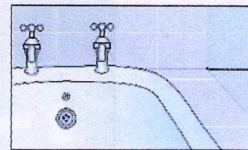


diary

C



C

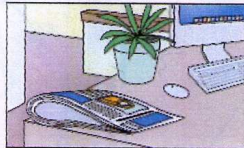


D

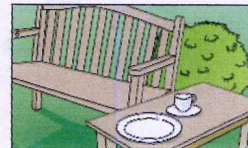


watch

E



E

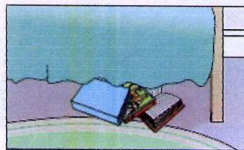


F

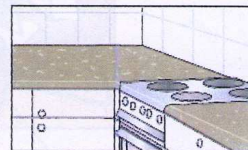


glue

G



G



H



ring

H



phone

A

Part 1

-5 questions-

Listen and Draw lines. There is one example.

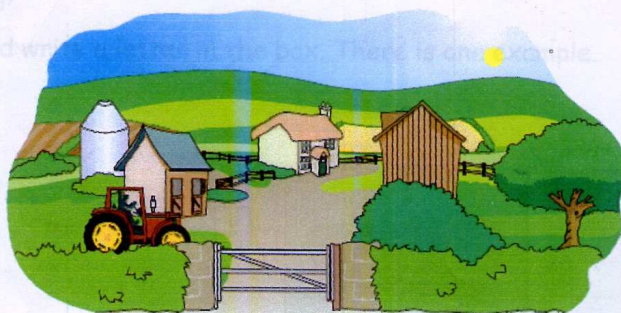
Richard Katy William Helen

Betty Emma Jim

Part 2

-5 questions-

Listen and write. There is one example.



Class visit to sunny farm


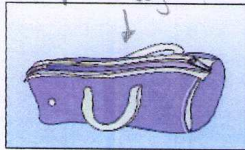
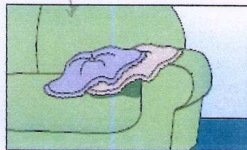

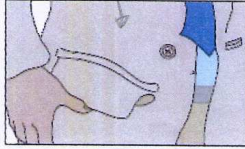
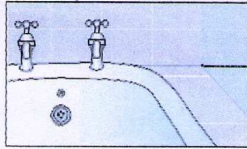

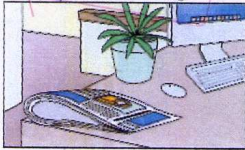
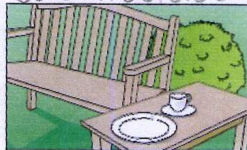

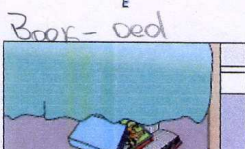



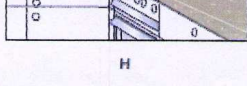

Day	<u>MONDAY</u>
1) Farmer's name:	Mr. <u>Boyles</u> ✓
2) Farmer grows:	<u>Flowers</u> ✓
3) Number of fields: <i>Extoria</i>	<u>35</u> ✓
4) Children will draw:	<u>insects</u> ✓
5) Class will go to the farm by:	<u>schools bus</u> ✓

Part 3

-5 questions-

Harry is very good at finding things for other people. Where did he find each thing?

Listen and write a letter in the box. There is one example.

	keys	<input type="checkbox"/> B		
	diary	<input checked="" type="checkbox"/> A		
	watch	<input checked="" type="checkbox"/> D		
	glue	<input checked="" type="checkbox"/> C		
	ring	<input checked="" type="checkbox"/> H		
	phone	<input checked="" type="checkbox"/> C		