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SEMINARIO DE TITULO

A study of the improvement of verb recognition produced by exposing students to the explicit teaching of verbs in Simple Present and Present Continuous tense in Spanish within English classes in students of tenth grade A and D of Instituto Cumbre de Condores Poniente.

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Abstract

This thesis work was made with the objective of demonstrating that teaching verbs explicitly in L1 (Spanish) is effective and beneficial in teaching a foreign language in Simple Present and Present Continuous tense. This research was carried out in a state school, Instituto Cumbres de Condores Poniente (ICCP) and two classes of the same grade were chosen (10^{th} grade A and D) to apply a Spanish and English Pre-test with the intention to find out about students' previous knowledge related to verbs in both languages, in that way one group was selected to be the experimental group where the intervention classes were carried out. After the four intervention classes in the experimental group, students took a Spanish and English Post-test in order to compare it with the Pre-test and evidence students' improvement in the recognition and identification of verbs. The results showed that the experimental group (10^{th} grade A), learnt how to use verbs in Simple Present and Present Continuous tense in their mother tongue and also in the target language. Students obtained better results in the Post-test than the Pre-test. It is expected that, if students recognize what a verb is in their mother tongue they will be able to recognize what a verb is in the target language and thus knowing how to use it in a grammatical structure mentioned before.

CHAPTER 1

Introduction of the Study

"One language sets you in a corridor for life. Two languages open every door along the way."

Frank Smith (1967, p.1)

This quote reproduces the importance of learning a second language, particularly English in Chile which is a language that is around us every day, such as communication, education and technology. That is the reason why English is considered a useful tool to improve development in the working world and social environment that people are involved in. It is well known that a lot of big companies need employees who have good English level or any other language that can be important for the company, thus they can communicate with foreign companies.

In this year as English teacher trainees, it was possible to observe the real background that students of Instituto Cumbre de Condores Poniente are placed in, and with this the possibility to understand that every educational institution is involved in a particular context, in which the teacher has to adapt his/her methodology and find a way to supply every student's need in order to provide new opportunities to improve their life style.

This particular context was useful in this study since the lack of interest and motivation that students have at the moment of learning any subject seems evident, because they think that it is difficult and it is not useful for their lives, and their social context does not allow them to apply any content taught by teachers, which results meaningless learning. In addition, the challenge that teachers face every day trying to

encourage students to learn a second language, and show them that learning English becomes easier when they manage their own language better (mother tongue) is huge for that reason students are not completely conscious and interested in how useful it is to apply the Spanish as well as English grammatical rules properly.

This research supports that when learners learn a second language, they compare sounds, meanings and expressions in Spanish as well in English unconsciously when they are developing a foreign language by applying the natural strategy which is known as transfer (concept that will be explained in chapter Nº 2).

That is why this research is centered upon how useful and important recognizing and identifying verbs is and how this affects the learning of a foreign language

1.1 Objectives of the Study

1.1.1 General objective

The intention of this study is to find out if there is a positive effect by exposing students to the explicit teaching of verbs in Spanish within English classes in Simple Present and Present Continuous tense, in which verb recognition and identification is the main purpose to facilitate foreign language learning.

1.1.2 Specific objectives

The specific objectives of this study are:

- To collect specific information concerning tenth grade students A and D from ICCP.
- To interpret results obtained in the sample from tenth grade students (A and D) in order to decide which will be the experimental group.

- To explore different factors that affect the recognition of verbs in L1 and the learning of a target language.
- To plan and design lessons which will be suitable for students' interests by using audio visual aids.
- To propose a language teaching methodology from the analysis of results made in this research, in which both subjects (Spanish and English) should work together to provide a better recognition of verbs in both languages.

1.2 Hypothesis and assumptions

The hypothesis states that;

The explicit teaching of verbs in Spanish language within English classes, using verbs in simple sentences in the Simple Present and Present Continuous tense, will enhance the recognition and identification of verbs in both languages.

We recognize three important assumptions;

- The lack of students' interest in learning any subject at school, because they feel that it is not useful for their lives.
- Students do not recognize parts of a sentence in a specific tense neither in Spanish nor in English.
- Students are limited by their own social context to develop a better use of language.

1.3 Research problem

The problem of our study is;

Students of tenth grade of ICCP present difficulties recognizing and identifying verbs in Spanish, because they use a variation of the Spanish language according to the community in which they are inserted, place where they live, thus they own a different vocabulary which is not considered formal for educational institutions. In addition to this, many of the words that they commonly use in their everyday speech do not have an equivalent meaning when they are translated to the target language.

That is to say, learning English as a foreign language is a complicated and meaningless process for these students, due to they are not interested in learning this language, since the school where they attend is not focused on a real development of English skills in students, it is just focused on giving them tools for their future working life that not necessarily include English as a pivotal element.

1.4 Research question

- Do students of ICCP have problems recognizing and identifying verbs in the target language if they do not recognize them in their mother tongue?
- How much will the recognition and identification of verbs by exposing 10^{th} grade A students of ICCP in Spanish within English classes increase?
- Will the inclusion of Spanish language within English classes be beneficial for students of ICCP?
- Is it necessary for students to identify and recognize verbs in their mother tongue for a better learning of a foreign language?
- Will this study be useful for future research?

CHAPTER 2

Theoretical Framework

2.1 Introduction

This chapter is centered upon the concepts, methods and theories considered important and relevant to support this study. It was necessary to include all these elements, in order to find out what type of methodology will be the appropriate one to carry out the intervention procedure.

In this section, the attention is focused on the literature review. Authors such as Richards and Rodgers (2002), Harmer (2007) and Brown (2007), who provided a variety of methods, approaches and theories, were considered in this process. As it was stated before, to support this study, specific literature related to cognitive, methodological and linguistic elements that are important and relevant for the development of this research will be the ground and the most important part of this study.

Authors, who were cited in this research, had created different methods as a response to the weaknesses of the methods already designed.

Nowadays, students demand for different teaching ways to learning a second language, and the teacher is completely responsible for these students' needs according to their socio-cultural context, using their mother tongue to express feelings, emotions, thought and opinions, thus they can communicate these things in the target language.

2.2 Language

Across history, different people have discovered and changed the perspective of how human beings are able to communicate with others and how people express their feelings and thoughts in certain contexts. It was necessary that students had the possibility to use language inserted in different situations and contexts. Nowadays,

society requires people with the capacity to communicate properly, thus this research will provide the tools to students to achieve this.

> Language is the system of human communication which consists of the arrangement of sounds (or their written representation) into larger units, e.g., morphemes, words, sentences, utterances. In common usage it can also refer to non-human system of communication such as the “language” of bees, the “language” of dolphins. (Richards and Rodgers, 2002, p.283)

It is important to make a distinction between language and mother tongue or “L1”, the latter (language) can be defined as “any particular system of human communication, e.g., the French language, the Spanish language, the sign language.” (Richard and Schmidt, 2002, p. 284). The former (mother tongue) is a code that is always changing, due to the possibility and the ability that every community has to create, modify and interpret language according to their own communicative needs.

To achieve this, every language requires an order, sequence and organization to reproduce sentences, words, speeches that every person wants to express in order to be understood. This process is known as grammar.

2.3 Grammar

The main subject to investigate in this study is the concept of grammar.

> Each person has some type of “mental grammar”, a form of internal linguistic knowledge which operates in the production and recognition of appropriately structured expressions aiming to establish a description of the grammar of English as distinct from any other language (Yule 1996, p.87)

This previous concept deals with the nature of language independently of the users.

In Yule's terms, students are able to identify and recognize structures and how to use parts of the sentences (verbs). However, practice is important, but there is lack of it. As a result of this, the intervention classes were focused in providing practice in grammar and how to recognize and identify verbs particularly. Considering all this, grammar includes all those structures and rules that are used every day to communicate within social contexts using informal or formal language.

"Grammar is not seen in a concrete way, but it is represented abstractly in the human mind. Grammar is a set of rules which allows us to put words together in certain order defined by each language culture." (Deuchar and Hoogenraad, 2006, p.3).

An additional point needs to be made about the approach taken by some grammarians in the eighteenth century best known as Prescriptive Grammar.

It is necessary to establish the difference between descriptive and prescriptive grammar because teachers must to be aware how students use grammar for communicative purposes. Otherwise, students have to handle grammar because it will be useful for their future where they have to face a more formal context (working place) and they need to communicate properly.

Specialists in descriptive grammar (also called linguists) study the rules or patterns that underline our use of words, phrases, clauses, and sentences. Prescriptive grammarians (such as most editors and teachers) lay out rules about what they believe to be the "correct" or "incorrect" use of language.

Related to this concept is necessary that students express grammatically correct what they want to say, and to achieve this, they must understand every concept that grammar involves and these concepts are mentioned and developed below.

2.4 Context

It is necessary to state how students use their language in everyday context with their families and friends, language that is well known that in some cases it can be very different and it is well known that students do not use the same words when they talk in a familiar context and the same happens in a friendly context. It is important not to overlook this social aspect, to indicate membership of different social groups or different speech communities[1].

Leech (2006) stated the context of a student is a set of concepts that together provoke varieties on the learning of Spanish and English process. These variations are divided in: users and use of variables. But, for this research just the first variation is considered which is related to the user's characteristics e.g., women-men and Chilean people-Argentinian people. Those variations of users are Region and social group, which are related to different geographic and social stratification, that is to say that students have social varieties as their association with a social group which tend to be permanent for a user, e.g., people who live in the north of Chile speak different from people who live in the south of Chile. The next one is Field of Discourse and this refers to the situation when students switch this variation according to the different situations that they are involved.

[1] "A speech community is a group of people who share a set of norms, rules and expectations regarding the use of language." (Yule, 1996, P. 239)

The last one is Age and Gender and these are related to how male and female use language depending on their age, e.g., girls speak different from boys and they usually speak with other expressions that in their usual context. The students who participated in this intervention (tenth grade students of ICCP) live in the same place that is why they possess the same regional and social variations in general.

This is the reason why they usually speak in a similar way, using the same formal and informal expressions and as a result of this they have a similar pronunciation and they are the same age

2.5 Approach

"An approach describes how language is used and how its constituent parts interlock-it offers a model of language competence" (Harmer, 2007, p.62).

Approach refers to all the theories mentioned about learning a language and the nature of language, the main characteristic of an approach is how the language is taught with all its features which are intertwined in order to provide a better and successful language teaching including linguistic competences.

An approach does not work by itself, it is necessary that the teacher and students execute this through a method for the accomplishment of it.

2.6 Method

Brown (2007) defines method as a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher-students roles and behavior, and secondarily, with such features as linguistic

and subject-matter objectives, sequencing and materials. They are almost thought of as a being broadly applicable to a variety of audiences in a variety of contexts.

The Grammar Translation Method and The Audiolingual Method were chosen to carry out the main purpose which is teaching verbs in Spanish within English classes in order to improve verb recognition and identification, by selecting the main characteristics of these methods, in order to make a mixture and achieve the aim mentioned before.

2.7 Technique

Brown (2007) stated techniques are the realization of specific activities presented by the teacher which students develop in class. Depending on the method and approach chosen by the teacher the technique will be varied, through these techniques the main objective of the class would be achieved.

Technique is also known as classroom management which refers to the wide variety of skills and techniques that teachers use to keep students organized, focused, attentive, on tasks and academically productive during the lesson. When classroom-management strategies are executed effectively, teachers minimize the behavior that blocks learning for both individual students and groups of students, while maximizing the behavior that facilitates or enhances learning. Generally speaking, effective teachers tend to display strong classroom-management skills, while the contrast of the inexperienced or less effective teacher is a disorderly classroom filled with students who are not working or paying attention.

To perform this, is necessary to have different methodologies in which the teacher could include the techniques he/she want to put in practice according to each student.

2.8 Methodology

Richards and Rodgers (2002) stated that the concept of methodology is the study of practices and procedures used in teaching, and the principles and beliefs that underlie them. This means that methodology, implies all the pedagogical practices in general, which includes the preparation of lesson plans, materials and textbooks.

This is what this study proposed, to state a new methodology in the interventions classes which is to teach verbs explicitly in Spanish in Simple Present and Present Continuous tense within English classes.

2.9 Grammar Translation Method (GMT)

“There was little to distinguish Grammar Translation from what had gone on in foreign language classroom for centuries beyond a focus on grammatical rules as the basis for translating from the second to the native language” (Brown, 2007, p.18).

The Grammar Translation Method was originated during the nineteenth century where learners consulted dictionaries because they needed to know the meaning of foreign and unknown words. Considering this, a main goal came up to this method and that is, to learn grammatical rules deductively of the target language with the purpose of translating sentences from the target language to the native language, in order to develop reading and writing skills as the main abilities to be developed through this method.

Prator and Celce-Murcia (1979) in Brown (2007) stated the main characteristics of The Grammar Translation Method are:

- Classes are taught in the mother tongue, with little active use of the target language.
- Much vocabulary is taught in form of lists of isolated words.
- Long, elaborate explanations of the intricacies of grammar are given.
- Grammar provides the rules for putting words together, and instructions often focuses on the form and inflection of words.
- Reading of difficult classical texts is begun early.
- Little attention is paid to the content of texts, which are treated as exercises in grammatical analyses.
- Often the only drills are exercises in translating these connected sentences from the target language to the mother tongue.
- Little or no attention is given to pronunciation.

This is one of the methods chosen to develop the intervention classes in this study, because the objective is to state if there is an improvement of verb identification and recognition by teaching them in Spanish.

It was considered that teaching grammar with this method was not enough to obtain a meaningful learning in students. It was necessary to plan audio-visual activities with the purpose of making them speak and listen in the target language and for this was necessary to include another method to achieve these types of activities.

2.10 The Audiolingual Method (TAM)

> Method as of foreign or second language teaching which emphasizes the teaching of speaking and listening before reading and writing uses dialogues and drills discourages use of the mother tongue in the classroom often make use of contrastive analysis. (Richards and Rodgers , 2002,p. 330)

Furthermore, this method borrows some characteristics of the Direct Method. The Harmer (2007) Audiolingual Method also uses the stimulus-response-reinforcement model, to generate good habits in language learners.

Prator and Celce-Murcia (1979) in Brown (2007) stated the main characteristics of The Audiolingual Method are:

- New material is presented in dialogue form.
- There is dependence on mimicry, memorization of set phrases, and overlearning.
- Structures are sequenced by means of contrastive analysis and taught one at a time.
- Structural patterns are taught using repetitive drills.
- There is little or no grammatical explanation, grammar is taught by inductive analogy rather than by deductive explanation.
- Vocabulary is strictly limited and learned in context.
- There is much use of tapes, languages labs, and visual aids.
- Great importance is attached to pronunciation.
- Very little use of the mother tongue by teachers is permitted.
- Successful response is immediately reinforced.

- There is a great effort to get students to produce error-free utterances.
- There is a tendency to manipulate language and disregard content.

This method is related to audiovisual aids, which have become a powerful tool for teaching any subject nowadays, since students possess different learning styles, such as visual and auditory.

Hence, these methods were chosen to accomplish what is required for this study, and for this reason will be applied during the intervention classes.

2.11 Interlanguage

Another theory important to mention is Interlanguage. Learning L2 is a gradual process from L1 towards L2. At every stage, learners have rules of grammar which are not perfect yet, but they cannot be considered L1 rules either, that is why, this is a very important factor for this research because students of ICCP have a type of “slang”, Richards and Smith (2002) which is known as the casual, very informal speech, using expressive but informal words and expressions (slang words/expressions).

In other words, learners create a structured system of language at any stage in their development referred to as Interlanguage and it can change through the years depending on what stage the learner is at.

That is to say, each system is gradually revised, it evolves, and the rules become more and more complex, this means that the learner travels along the Interlanguage continuum towards L2 (L1 being the starting point of the development). The Interlanguage’s rules are claimed to be shaped by several factors, including: L1 transfer, transfer of training, strategies of L2 learning (e.g., simplification), and strategies of L2

communication and overgeneralization of the target language patterns, the most important factor for this is transfer, which will be described below. (Yule, 1996)

2.12 Transfer

As it was mentioned in the previous idea (Interlanguage), transfer is important because some errors that students make might be due to transfer (also called 'cross linguistic influence'). Transfer refers to sounds, expressions and structures from the L1 when performing in the L2, also, two different types of transfer are relevant: positive and negative transfer. In first place, positive transfer occurs when the relevant unit or structure of both languages is the same, an example of this is the use of cognates and in the second place negative transfer happens when transfers an L1 feature that is really different from the L2 (putting the adjective after the noun) and appears more commonly in the early stages of L2 learning and often decreases as the learner develops familiarity with the L2, and this depends on how much input the learner received.

In addition, second language learners encounter such difficulty using English idioms that they often prefer to avoid them altogether, this difficulty may result from confusing a part of an idiom they have heard but have not yet mastered in English (as in the case of "to go out on a stick instead" of "to go out on a limb").

It may also be the result of transferring part of an idiom in their first language to an English idiom, as in the case of to spread the voice instead of to spread the news (from the Spanish "correr la voz", "to run the voice").

When the first and second languages have equivalent idioms, the use of transfer can result in a correct idiom, such as “to take the bull by the horns” (the Spanish idiom “agarrar al toro por los cuernos” is identical in form and meaning). (Yule, 1996).

Neither of these two concepts (Interlanguage and transfer) would be important without Input. That is why Input hypothesis will be mentioned in the next point.

2.13 Input hypothesis

“Input takes many forms: Teachers provide massive language input, as do audiomaterial in the classroom and the variety of reading texts that students are exposed to.” (Harmer, 2007, p.266)

According to this, input is understood by everything that the teacher can provide students with from extensive texts to listen to podcasts, that is to say, at the moment students are exposed to the target language, they make use of their receptive skills as reading and listening. “All language that is acquired subconsciously through these tasks, is language that can be easily used in spontaneous conversation because it is instantly available when needed.” (Harmer, 2007, p.50)

It is necessary that students are exposed to the L2 as often as possible. Otherwise they will not learn how to use it. However, it is also important that there is a study of language or some opportunity for noticing to help students remember specific language, because comprehensible input is not enough in itself.

2.14 Noticing Hypothesis

It is also important to consider the Noticing Hypothesis in this research, because, being acquainted with this hypothesis will help to develop the lesson plans that will be

carried out. The Noticing Hypothesis proposed by Schmidt (1990) claimed that learners cannot learn the grammatical features of a language unless they notice them. "The noticing hypothesis states that what learners notice in input is what becomes intake for learning" Schmidt (1995, p.20). In other words, all the knowledge that the teacher provides students with through different strategies, should then be internalized by students (Intake), but for this, they must notice and pay attention to the language, thus Noticing Hypothesis requires conscious awareness of grammatical details rather than simply global awareness of input (Truscott, 1998,).

E.g., if students do not notice the grammatical structure of the Present Continuous, they will probably use the language, but only in a wrong way because their grammar is limited and some level of conscious attention to the grammatical form is required; learners must be able to see required changes.

Lightbown and Spada (2006) stated that Noticing alone does not mean that learners automatically acquire a language, because the hypothesis states that noticing is the essential starting point for acquisition.

Noticing is often associated with the influential notion of consciousness raising (Rutherford, 1987) this is why it will be briefly mentioned below.

2.15 Consciousness raising (CR)

"Techniques that encourage learners to pay attention to language form in the belief that an awareness of form will contribute indirectly to language acquisition" Richards and Schmidt (2002, p.109). Techniques include students deduce grammatical rules from examples, compare differences between two or more different ways of saying

something, observe differences between a learner's use of a grammar item and its use by native speakers. A consciousness-raising approach is contrasted with traditional approaches to the teaching of grammar (e.g., drilling, sentence practice, sentence combining), in which the goal is to establish a rule or instill a grammatical pattern directly.

Teachers clearly attempt to combine the teaching of communication with the teaching of structure. Most importantly, structural and communicative approaches have a common predominant goal which is to teach students to communicate. The structural approach calls for the teacher to present students with an explicit description of grammatical structures or rules which are subsequently practiced, first in a mechanical or controlled manner and later in a free communicative way.

Reza (2002) this technique (CR) constitutes an approach to grammar teaching which is compatible with current thinking about how learners acquire L2 grammar.

CR is an intentional effort from the teacher to draw learners' attention to specific grammatical features of a language which worked as a potential facilitator in improving learners' competence. For this, it is needed that one important factor takes place in this process and that factor is Intake, which is going treated next.

2.16 Intake

As it was mention above, when a student receives input and he notices, e.g., a tense structure, there is a process of internalization of the new language, and it is called intake.

“For me, all input is intake if the learner does respond in some way to it” (Hatch, 1983, p.81).”

Yule (1996) Intake is the particular amount of input that a learner successfully processes to build up internal understanding of L2.

In other words, input is a general concept used for all kinds of L2 information presented for a learner, and intake is a certain amount of input that L2 learners retain, store and relate to existing knowledge. To conclude intake is the language that is already internalized.

In consequence, not all input becomes intake, that is to say, of all the information available to the learner, only some remains, because the student does not always notice the new language and therefore, the new language cannot be internalized (taken in) by the student.

2.17 Basic concepts definitions

This section provides concepts that will be helpful to the reader to understand better the development of this study. The concepts included in this research are relevant to understand the process of teaching a foreign language and the factors that are involved in this process.

In order to carry out this study and with this the intervention classes, it is also necessary to learn about morphology and syntax, because both concepts are going to be applied within the lesson plans in order to support this research, also Presentation, Practice and Production planning format is going to be used in the intervention classes because is useful to achieve the aim.

2.17.1 Morphology

“Morphology is the study of forms” (Yule, 1996, p.67)

Morphology is characterized because it forms words through different phenomena such word formation process.

The importance of this concept in this research is because in our intervention students have to recognize and identify morphemes, which are the minimal distinctive unit of grammar and the central concern of morphology, the smallest unit in the composition of words, (Crystal, 2003).

Anderson (1992) stated that probably morphology has a relevant question: how are words composed? The answer for this is that words are made up of sounds and meanings. Both are essential because they constitute an established relationship between them. For students it is important to create a link between the meanings of verbs and sounds that each word produces at the moment of learning. If verbs were taught without any of this two components it would probably be difficult for students to understand it.

2.17.2 Syntax

“Syntax is the structure of phrases and sentences.” Yule, 1996, p.97)

> Syntax is the study of the principles and processes by which sentences are constructed in particular languages. Syntactic investigation of a given language has as its goal the construction of a grammar that can be viewed as a device of some sort for producing the sentences of the language under analysis. (Noam Chomsky 1971, p.11)

Essentially, syntax is the rules by which signs are combined to make statements. If we consider the words of a language to be its signs, then its syntax is the rules which put signs together to make statements, ask questions, and produce other utterances. Sentences have to follow certain structural rules in order to make sense.

Syntax is important to this research, because verbs were not taught isolated, and the recognition of verbs within sentences in both languages (Spanish and English) were promoted by planning activities related to their social context, in order to engage them.

2.17.3 PPP (Presentation, Practice and Production)

Nowadays this procedure has been one of the most commonly employed by schools. “This grew out of structural-situational teaching whose main departure from Audiolingualism was to place the language in clear situational contexts” (Harmer, 2007, p.64)

This means that the language to be taught is contextualized for the teacher by presenting a situation that is familiar to students. Now, it is necessary for this research to define what “PPP” or “Presentation, Practice and Production” really is, and how it works in combination to create effective communicative language learning.

Next to this, the three concepts that are part of “PPP” are going to be explained below to provide more comprehension for the reader: In first place, Presentation is the stage where the teacher introduces the content or language to be taught. An interesting or absorbing activity is led by the teacher with the objective that students feel engaged with the content presented to the class. In second place Practice is the stage where the teacher provides opportunities for students, so they can practice the learnt items in a

controlled way. This is the moment when students have to practice what they have learnt and the teacher checks students' work in order to correct mistakes. Thus, this is the process that facilitates progress from the initial stage (presentation) through to the final one Production which is important because students had to apply the content taught after they have practiced what they have learnt in real-situation activities and is in this final stage to do it. At this stage the class is focused on fluency and students have the opportunity to do less controlled tasks so they can use their own ideas.

The production stage is the culmination of the learning process, where the learner has become a "user" of the language as opposed to a "student" of the language.

The purpose of this procedure is to introduce situations that are going to contextualize the target language to be taught. Students have to use reproduction techniques accurately.

Different topics of students and own experiences are presented in context such as some things of the technological world like social networks they use with the computer or mobile phone, e.g., Facebook, WhatsApp and Twitter, and with all this, grammatical rules and parts of the sentence are presented too.

Considering this, "the Three Ps" procedure gives us a great help to contextualize lessons in order to make students feel into the environment that the teacher has prepared for them. The design of the lesson plan and activities will be chosen according to the type of learner and learning style.

2.17.4 Motivation

Keblawi (2009) it is a powerful belief among some pioneer researchers, that motivation has become crucial in students' learning. However, the concept of` motivation proves complex, since it takes many different disciplines to a reasonable understanding of its different facets. Motivation is a very important feature that it must not be ignore, because it is essential to succeed, as it comes from an internal drive it will depend on the value of the outcome to achieve.

In addition, the environment of the classes should be enjoyable for students and the contents must be according to their interests and also relevant to their age and English level. All these factors should be managed by the teacher and the school should provide teachers and students the best environment for the development of these factors.

2.17.5 Learning styles

It is important to mention learning styles because, as it was mentioned before, lesson plans of the intervention classes were made in order to provide an inclusive, collaborative, motivational and dynamic class.

In Reid's terms (1987), learning styles are defined as individual's preferred way of absorbing, processing and retaining new information. At the moment of planning a lesson, it is advisable to know the learning style that students have and these learning styles are four, which will be mention below:

a) Visual: Are those learners who prefer pictures, diagrams, video, animation, flowcharts, colors, symbols, lecturers' gestures and graphs.

b) Auditory: Are those learners who prefer verbal explanations, tape recordings, stories and jokes.

c) Read/Write: Are learners who list, headings, dictionaries, glossaries, textbooks, and lecture notes.

d) Kinesthetic: Are those learners who learn by real experiences, concrete examples, case studies, field trips, physical, active movement, laboratory experiments.

The acronym for these types of learning is VARK (Visual, Auditory, Read/Write and Kinesthetic)

Fleming (2001) most of the learners make a combination of these learning styles, but just one is the predominant. Learning styles are developed at any age, learners do not need to be at specific age, but it takes time to know what works and what does not. Teachers should not assume that the ways in which learners choose to learn are wrong, even if their choices are different from the pedagogical approach that teachers are applying.

It would seem that the challenge of teachers nowadays is to find helpful approaches that suit learners' needs with a variety of personalities and learning styles.

In this chapter as it was said previously, methodological, cognitive and linguistics elements were necessary to carried out this theoretical framework, by making a review of the literature to find out the appropriate authors related to the specific elements that are focused on to achieve the main objective, which is, that students improve verb recognition and identification in Spanish as well in English.

The methodological framework which is going to be mentioned in the next chapter is the practical realization of the theoretical framework. The next chapter refers to the intervention classes which were developed in order to state whether there is an appropriate methodology to achieve the recognition of verbs in Simple Present and Present Continuous tense.

CHAPTER 3

Methodological Framework

3.1Introduction

This chapter depicts the methodology used during the intervention including the Spanish and English Pre-test which thrown results in order to select the experimental group.

After the selection of the experimental group, methods, approaches and techniques mentioned in the previous chapter such as The Grammar Translation and Audiolingual Method were considered in the lesson plans, in order to choose the most relevant characteristics of them.

In addition, activities in the intervention classes were made individually, in pairs and in groups because it is beneficial for students to work in pairs and in groups by sharing information and helping each other.

The methodology applied in the intervention classes was to teach verbs to students in Spanish within English classes, in order to enhance positive transfer in students learning process, also PPP was the procedure utilized for this, because is focus on teach grammatical structures.

Finally, a Post-test with the same characteristics of the Pre-test was applied in order to compare and analyze those results, in order to know if there was an improvement by teaching verbs in Spanish within English classes.

3.2Setting

3.2.1 Type of study

The research presented is quantitative, semi-experimental and comparative. It is quantitative because specific information was collected through the Spanish and English Pre-test, applied in both groups (A and D) at the ICCP, to compare and contrast both groups' behavior in terms of verb recognition and then this information was tabulated and analyzed scientifically.

It is a semi-experimental research because, there is an exposition, an answer and a hypothesis to contrast, but the control and experimental groups were not chosen randomly because the groups were already formed since the beginning of the school year.

And it is comparative because the research was carried out with two different groups, one experimental group and one control group.

3.2.2 Subjects of the study

The subjects of this study belong to Instituto Cumbre de Condores Poniente, in Renca, Santiago, which was founded in 2010 and integrated technical programs during 2013.

This educational institution is financed by the Chilean State and this institution has the purpose to include students from families of low income, because of this, the school provides free enrollment, breakfast and lunch for those students who need it.

The subjects of the study were two different classes of the same grade, A and D (from now on, called group A and group D respectively).

Although they have the same teacher in charge for the English class they present different English level.

Group A has a total of 43 students, but only 30 students were considered to be part of our sample, which were chosen because they attended to the four classes of the intervention process. The age range of this group is from 15 to 16 years old, it was composed by 14 girls and 16 boys. In addition, these students have studied English for only 2 years in this school, and they live in Renca.

Because of the results of the Pre-test it was decided that this should be the experimental group, including the Pre-test and the Post-test, and the students were selected because they had the commitment to working with us and they were in charge of one of the researchers who exposed students to bilingual classes in English and Spanish, focusing these classes in the explicit teaching of verbs in Simple Present and Present Continuous tense.

Group D has a total of 45 students but only 30 students took the Spanish and English Pre-tests, and the same 30 students were selected to answer the Spanish and English Post-tests and this group did not participate in the intervention classes. In this group the age range is from 15 to 16, and there were 16 girls and 14 boys, also they live in Renca.

The classes in this grade were made by their own teacher with the same method which is focused on learning grammar structures and using the same book created by the teacher. This group studied the same contents as the experimental group (Simple Present and Present Continuous tense).

3.3 Pre-intervention stage (Refer to appendix A, pp.58-61)

In this stage, two Pre-tests in Spanish and English were prepared for both groups A and D, in order to collect information about what verbs they recognized and identified in a sentence, in order to decide which of them would be the experimental group.

The Pre-tests were made in Spanish and English, and had 2 items: The first item of the Spanish Pre-test, students had to identify the underlined words in the sentences, this item which was composed by four questions, with four alternatives, but only one alternative was the correct answer. The second item of the Spanish Pre-test, students had to identify and underline verbs in four different sentences and this was helpful to realize if the participants of this research knew what a verb was.

The items of the English Pre-test are basically the same as the Spanish Pre-test but in English, as it was said before, to make sure that students do not dominate certain grammatical components similar to Spanish language.

After the Spanish and English Pre-test, the group presenting the lower results was group A, so it was decided that this group will be part of the intervention classes, in order to apply the appropriate activities to enhance verb recognition.

3.4 Intervention stage (Refer to appendix B, pp.63-71)

In this stage, the four classes which were carried out in group A will be mentioned in detail.

Intervention class Nº1 (Refer to Appendix B, pp.63-64)

The first class was an introduction to the content presenting the unit “Gadgets and technologies”. At the beginning of this class the teacher showed pictures related to daily

routines (using Simple Present tense) where they had to identify the action (verb) related to the picture. (Refer to Appendix D, p. 78)

After the first activity, the teacher gave an explanation of what a verb in Spanish is and English at the same time, related to the presentation showed before, with the objective of recognize verbs. (Refer to Appendix D, p. 79)

Then, in the practice stage, students read an email in Spanish where they identified verbs and underlined unknown words, in order to apply them in the following activity, where they completed the same email, but this time in English with the missing verbs. (Refer to Appendix D, pp. 80-81)

Finally, in the production stage, students created an email in Spanish using words and verbs from the previous activity and then they translated the same email to English.

Intervention class Nº 2 (Refer to Appendix B, pp. 65-67)

In this class, the teacher made a brief review of the last content, in that way students could recall their previous knowledge in the presentation stage.

In the practice stage, the teacher presented the Simple Present and Present Continuous tense, making a comparison between them (Refer to Appendix D, p.82), focusing on how the verb changes in Spanish and English and then the teacher presented the activity, where students read a text related to technologies in which they identified if verbs were in Present Simple or Present Continuous. (Refer to Appendix D, pp.83-84). After this, as a post reading activity, they completed a dialogue filling the gaps using specific verbs related to the previous activity about technologies and social networks. (Refer to Appendix D, pp.85-86).

Finally, in the production stage, in pairs, students created a new dialogue using the same verbs of the previous activity using Present Simple and Present Continuous tense.

Intervention class Nº3 (Refer to Appendix B, pp.68-69)

In the presentation stage, the teacher asked students to make predictions about what the lesson was going to be like, asked them about w2hat music they listened to. In the practice stage, students listened to two songs, both in Spanish-English and completed the missing verbs in the lyrics of the songs and the teacher played the song at least three times, also they had to identify the tenses taught in the previous class (Simple Present and Present Continuous). (Refer to Appendix D, pp. 87-89)

In the production stage, students created sentences in English using Simple Present and Present Continuous tense, applying new vocabulary and verbs related to the songs and presented the sentences in front of the class.

Intervention class Nº4 (Refer to Appendix B, pp. 70-71)

In the first stage, the teacher showed pictures about some places of Europe with sentences in Simple Present and Present Continuous tense e.g., in picture Nº1 I am walking on London Bridge and students recognized the verbs related to the pictures and taking notes about what the teacher said. (Refer to Appendix D, pp. 90-92)

In the practice stage students recognized the correct tense of the verbs, made a list of them in their notebooks and translated them into Spanish.

In the production stage, students created sentences with the verbs that they listed using Simple Present and Present Continuous tense in Spanish and English.

3.5 Post - intervention stage (Reefer to Appendix C, pp. 73-76)

After the four intervention classes in the experimental group (A), a Spanish and English Post-test with the same questions as the Pre-test was carried out in the experimental group and the control group (D) as well, with the purpose of comparing the results thrown by the Pre-test. The intervention classes were made in group A, but we compared the results from the Post and Pre-test to found out if there was an improvement of verb recognition and if this was beneficial or not, also the results from group D were compared in order to state how much difference could be found in both groups.

These results are going to be useful to analyze and interpret if students improve their recognition of verbs in given tenses.

CHAPTER 4

Data Presentation and Analysis of Results

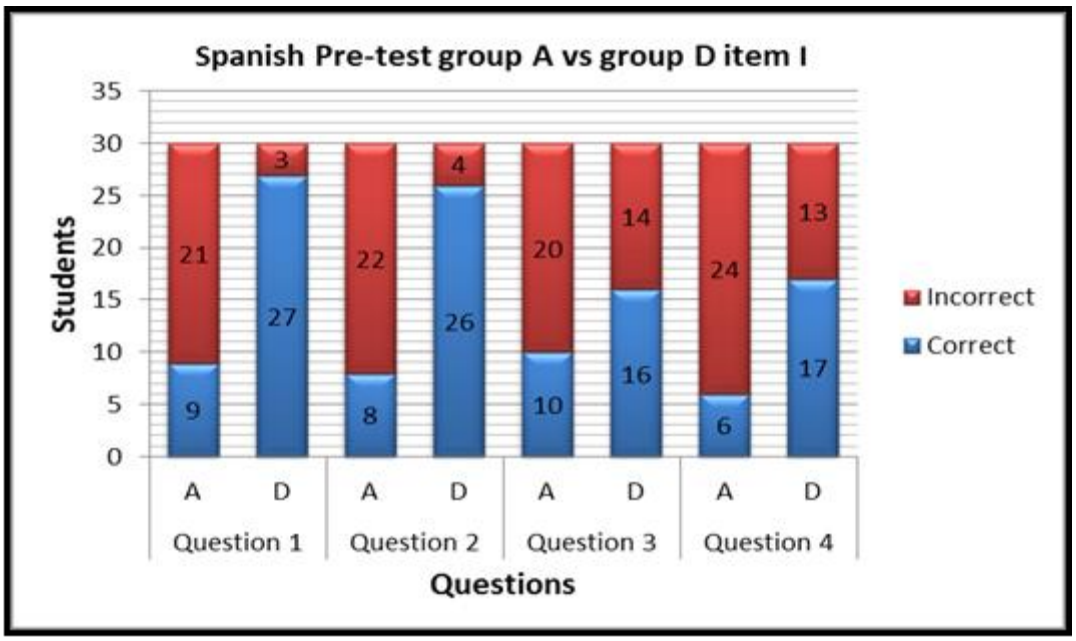
4.1 Introduction

At this part of the research, the results obtained in the Pre-test and Post-test taken by both groups A and D are analyzed and represented by graphs which show the data collected, which compares, analyzes and expresses the results and with this, we attempt to validate or not the hypothesis of this research.

4.2 Data presentation and analysis:

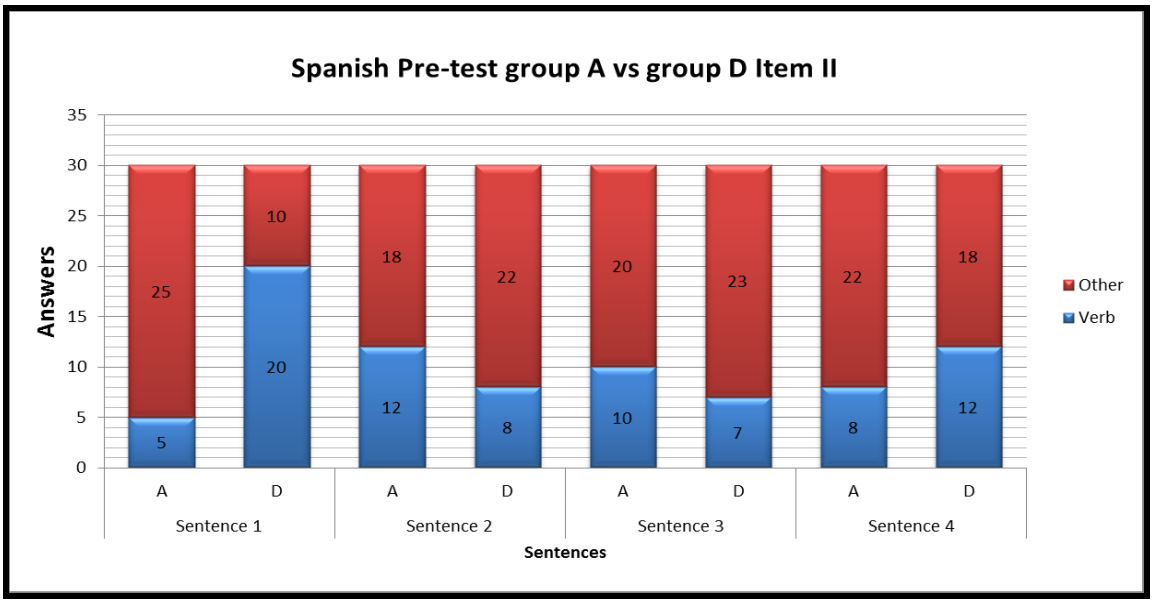
The following graphs are going to show the results obtained in the Spanish and English Pre and Post- tests.

4.2.1 Results and analysis obtained from the Spanish and English Pre-tests in groups A and D.



Graph 1: Spanish Pre- test group A vs group D, Item I

The results represented in graph 1, show a wide difference between group D and A, mainly in questions 1 and 2. But in questions 3 and 4 there is a narrow difference between both groups. This was the first evidence that was collected and was the main factor that determined the decision of chosing the experimental group. As is it showed in this graph, group A presented diffculties recognizing verbs in comparison with group D, from a total of 30 students per group, just 27.5% of students in group A answered item I correctly in comparison with group D where 71.7% of students answered item I correctly, which threw a difference of 44.2% between them.

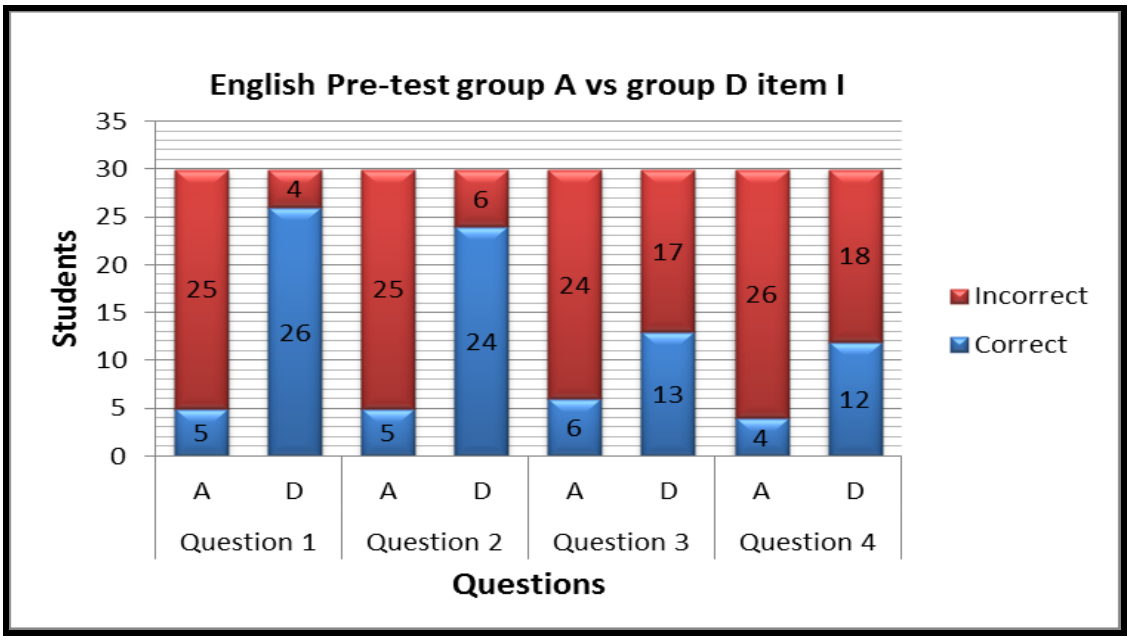


Graph 2: Spanish Pre test group A vs group D, Item II

The results showed in graph 2, represent less difference between group A and D, where group D had better results in sentences 1 and 2 than A. But, in sentences 2 and 3 group A had favorables results over group D.

In item II, which was composed by 4 sentences and students had to recognize verbs in each sentences, group A recognized 29.2% of verbs in comparison to D, where

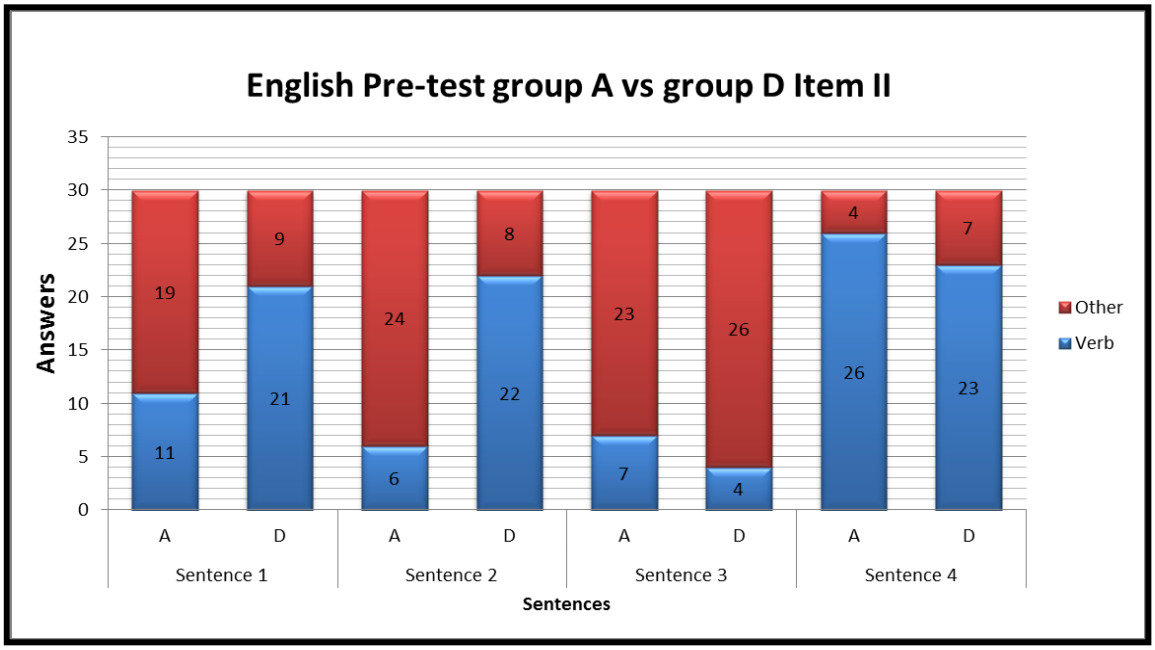
students recognized 30.8% of verbs. Although the difference showed in graph 2 is less (1.6%) between group A and D, yet is evident that A still has difficulty recognizing verbs. Both groups usually tend to confuse verbs with nouns or subjects because they do not know how to differentiate each word morphologicaly. This might be the the result of the lack of practice in the grammatical aspect in Language classes, students just throw their ideas, without even noticing what they are saying.



Graph 3: English Pre-test group A vs group D, Item I

The results represented in graph 3, on the one hand show that in questions 1 and 2, there is wide gap between group A and D, where group D obtained much better results than A. On the other hand, in questions 3 and 4 group A had a narrow difference in comparison with D, even though, in percentages the difference is evident, in this item 16.7% of students answered correctly, meanwhile D had better results, and 62.5% students answered correctly, which threw a difference of 45.8% between them . These low results of group A recognizing verbs in English is a reflection of what happened in

the Spanish Pre-test which confirms the research problem, which stated that sstudents present difficulties recognizing and identifying verbs in Spanish as well as in English.



Graph 4: English Pre-test group A vs group D, Item II

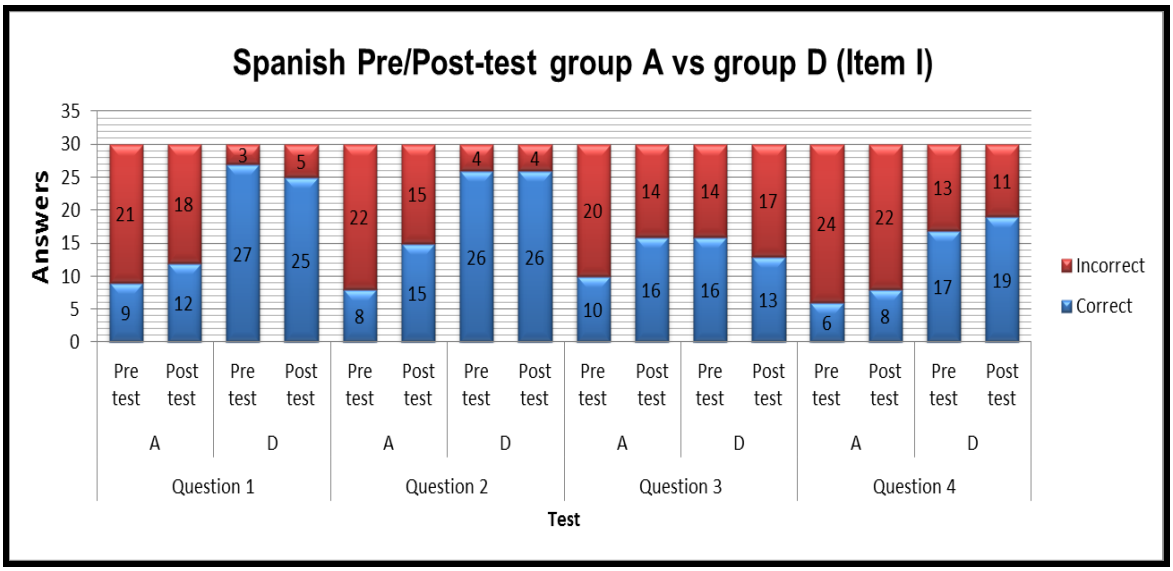
The results represented in graph 4, show an advantage from group D in questions 1 and 2, but this is not represented in questions 3 and 4 in which is evident that there is a sudden change where group A obtained better results than D, but with a minimal difference. In this item, group A recognized a total of 41.7% verbs in the sentences, and D recognized 58.3% of verbs, which reflects 16.6% of difference between them. This sudden rise in percentage of group A, coul be related to the methodology used by their teacher, which is focused on learning grammar structures by memorization and using the same book, which was created by the teacher.

According to the results showed previously in these graphs, it was evident that group A had difficulties recognizing verbs in Spanish as well as in English, that is why, it

was chosen as the experimental group for the intervention classes in order to enhance the recognition of verbs in Spanish and English.

Even thought, in group D as it was said before, Simple Present and Present Continuous will be also taught, but not with a researcher teacher, in that way a Post-test will be applied in order to find out how much improved group A with the interventions classes. (Refer to Appendix)

4.2.2 Results obtained from Spanish and English Pre/Post-test, group A vs group D.



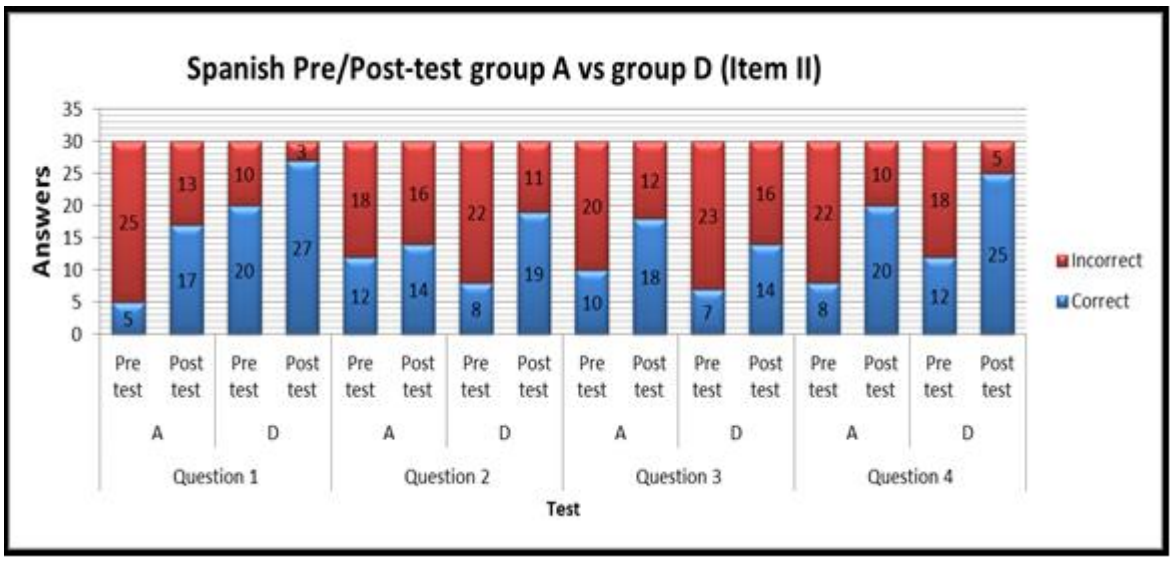
Graph 5: Spanish Pre/Post-test, group A vs group D, Item I

The results represented in this graph show an advantage from group D in questions 1 and 2, but in questions 3 and 4 there is a sudden change where group A obtained similar results with D.

In this item, group A improved their results in 15% from the Spanish Pre-test where 27.5% of students answered correctly and in the Pre-test 42.5% of them had correct

answers. In this graph, the results of group D decreased in 2.5%, which corresponds to 71.7% of students who had correct answers in the Pre-test and and 69.2% of them asnwered correctly in the Post-test.

About group A, there was a difference of 15%, which expressess that students improved verb recognition since the Pre-test was applied, this number is the evidence that the methodology applied by the researcher teacher was beneficial for students.

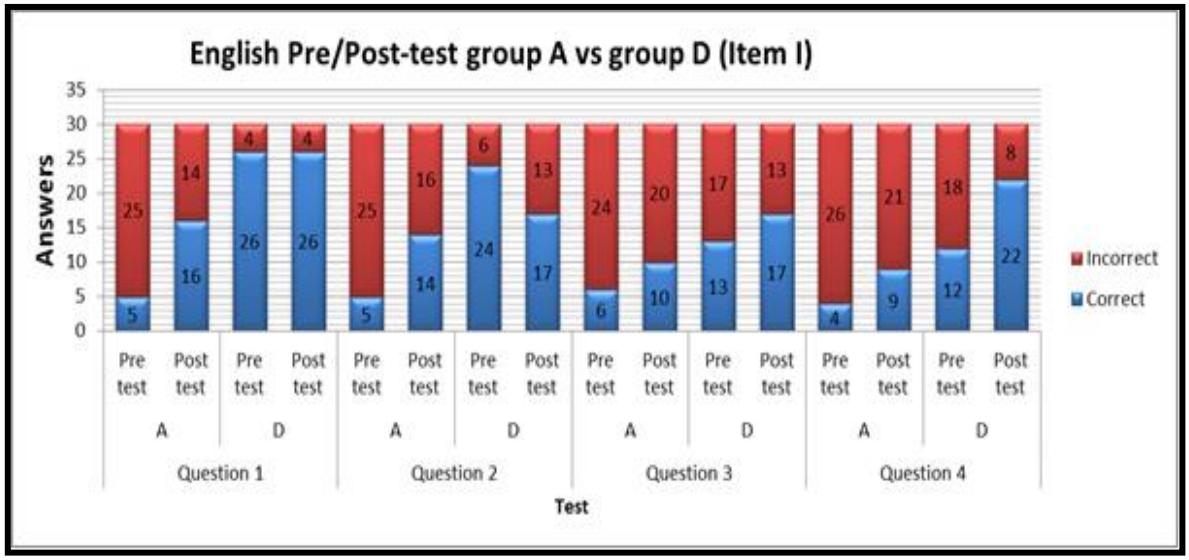


Graph 6: Spanish Pre/Post-test, group A vs group D, Item II

Graph 6 represents the evident increase of group A where they recognized a total of 57.5% verbs in the sentences, causing 28.3% of difference since the Pre-test was applied, while group D also increase their results in 31.6% in item II where 70.8% corresponds to the total of verb recognized.

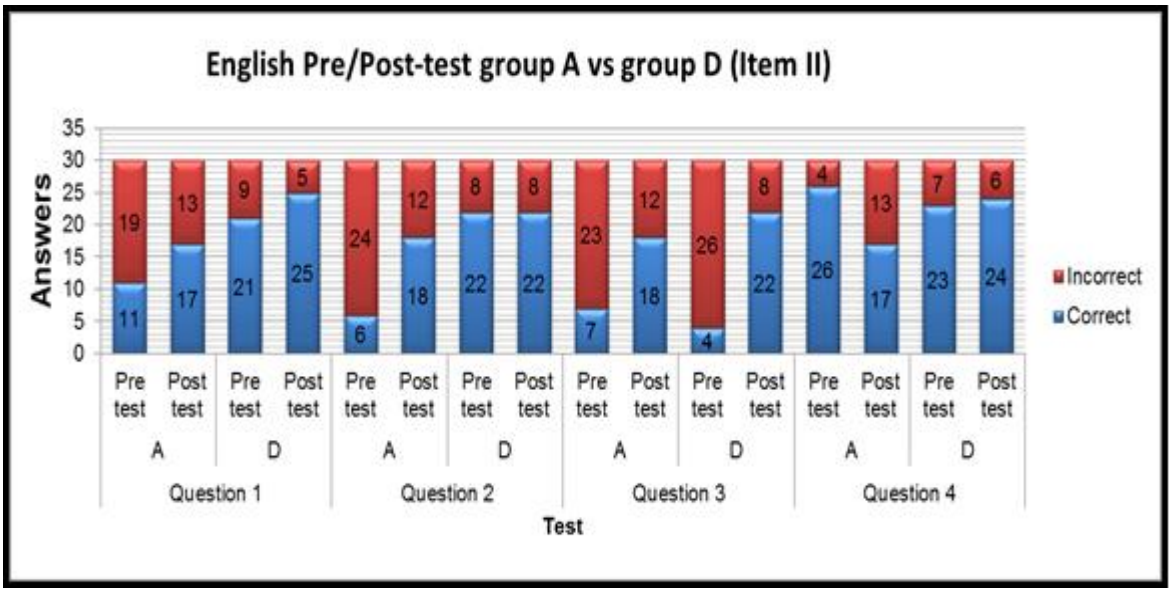
It is considered to state, there was an evident positive effect by exposing students to their mother tongue within English classes, including bilingual activities, translation from the target language to their mother tongue and vice versa, where

The Grammar Translation Method was the pivotal method used during these intervention classes. Although it is true that in item I and II the difference produced in Spanish Pre and Post-tests in group A, is less than 50% still is meaningful for this study where the intervention had 4 days length.



Graph 7: English Pre/Post-test, group A vs group D, Item I

In graph 7 students from group A improve their correct answers in 24.1% where 40.8% is the total of correct answers in the Post-test item I while group D increased their results in 5.8% and this corresponds to a 68.3% of correct answers. This improvement of group A was the result of the proper lesson plan where their interests were considered. They develop their noticing and positive transfer about how to recognize and identify verbs in Spanish, because they realized how to do it through the interventions.



Graph 8: English Pre/Post-test, group A vs group D, Item II

In graph 8 it is evident that students of group A have an improvement of the 16.1% which corresponds to 58.3% of verbs recognized in sentences. Group D had an improvement of 19.2% which corresponds to 77.5% of verbs recognized in sentences.

These results because after the 4 interventions they could identify how to differentiate verbs from nouns and subjects. In the last intervention the teacher put in practice the positive transfer because students have to created sentences in Spanish and English by identifying verbs.

CHAPTER 5

5.1 Conclusions and future studies

The aim of this research was to improve the recognition and identification of verbs in Simple Present and Present Continuous tense. The decision of teaching verbs explicitly in Spanish within English classes appeared when the researchers who participated in this research realized that students do not answer what it was expected in the activities related to if they recognize and identify verbs.

It was necessary to carry out a Spanish and English Pre-test in two groups (A and D) at Instituto Cumbre de Condores Poniente. After analyzing the results obtained from these Pre-tests, the graphs shown in the chapter 4, it was evident that students from group A got worse results than group D, and for this reason it was chosen as the experimental group, where the intervention classes were carried out focusing in the improvement of verb recognition and group D was part of the control group.

This fact confirms the assumptions postulated at the beginning of this study, which is that students do not recognize some part of sentences specifically verbs, and also as the main problem of this research expressed that students have problems identifying and recognizing verbs in Spanish as well as in English.

Thus the intervention were applied in the group A in order to improve the recognition and identification of verbs, and by the end of these intervention classes to achieve a positive effect by teaching them verbs explicitly.

Following the four intervention classes, and the results represented in graphs, there was an evident improvement of verb recognition and identification in the experimental group (A) in Spanish as well in English.

This improvement was possible because of the methodology used including the explicit teaching of verbs in Simple Present and Present Continuous tense in bilingual classes, where activities were based on students' interests with audiovisual aids with the purpose that students felt involved and comfortable with these classes, paying more attention to all the process of learning a new language. Also, they were able to understand and complete the activities in their mother tongue and in English.

Taking this as evidence is appropriate to say that The Grammar Translation Method and The Audiolingual Method were beneficial tools for the teacher to achieve these positive results. As it was said before, just a few characteristics of these two methods were considered to teach verbs explicitly because it was the main purpose, but also to motivate students by using audiovisual aids was useful and favorable.

At the end of this process, it is possible to state that the hypothesis presented at the beginning of this study, which said that the explicit teaching of verbs in Spanish language within English classes, using verbs in simple sentences in the Simple Present and Present Continuous tense will enhance the recognition of verbs in both languages attempts to be valid, because students could identify and recognize verbs in specific tenses and with this they were able to create and practice what they have learnt.

With this study, we could realize that Spanish in English classes is not bad as people think, because in this type of educational institution, it was necessary to do the intervention classes in Spanish and English.

A future study for this research could be the effect produced by English and Spanish teachers working together in complementary activities.

That is to say, both departments planning lessons in order to make students feel more comfortable working and learning with both languages, e.g., students from a tenth grade have to read a book in Spanish, and they have to perform a play in English from a chapter of that book, in order to contribute to the development of a better management of students' mother tongue, and with this a better management of English and develop their skills and competences.

Moreover, in this type of educational institution teachers should considerate both languages at the moment of teaching grammatical rules or explicit grammar because students do not have the enough input outside the classroom. Further, the do not have interaction with the target language that is taught in the classroom, so they do not internalize the new language, that is to say they do not develop intake.

Furthermore, this study treats with only a part of the grammatical structure, so it sets the starting point for future studies where other researchers can use this methodology including other parts of the grammatical structures and developing a new methodology to be applied in a research.

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Appendix A

Spanish and English Pre-Tests

Test Gramatical en español

Nombre:

Curso:

I. Identifique las palabras subrayadas.

1. Mi mamá ayer en la tarde fue al supermercado y se encontró con María.
   a. Conjunción
   b. Adjetivo
   c. Verbo
   d. Sujeto
2. El primo de Juan, que es muy simpático, cantó una hermosa canción.
   a. Adjetivo
   b. Verbo
   c. Artículo
   d. Conjunción
3. Mañana iré a ver al doctor.
   a. Sujeto
   b. Verbo
   c. Sustantivo
   d. Adjetivo

4. María y Juan viajaron a Santiago para ver un nuevo departamento para comprar.

a. Articulo

b. Adjetivo

c. Sustantivo

d. Verbo

II. Destaque los verbos en las siguientes oraciones.

1. Mañana viajaré a Paris por asuntos de trabajo, pero igualmente compraré algunas cosas en la ciudad.
2. Tengo un pequeño gato, mi madre me lo regaló.
3. Bajo mi cama hay un monstruo muy molesto que no quiere salir.
4. Odio que ese gato duerma sobre el sofá.

English Grammatical Test

Name:

Grade:

I. Identify the underline word in the following sentences:

1. She doesn't like swimming
    a. Preposition
    b. Adjective
    c. Verb
    d. Noun
2. The hat is under the chair.
    a. Noun
    b. Verb
    c. Preposition
    d. Adjective

3. If they come here, they always bring a present.
    a. Noun
    b. Article
    c. Verb
    d. Preposition

4. I am a teacher, I like my job.
    a. Preposition
    b. Verb
    c. Adjective
    d. Article

II. Underline the verbs in the following sentences:

1. I have a nice friend in Toronto and he is coming to my birthday.
2. Tomorrow I will travel to Brazil with my sister, she is very funny.
3. My mother lives next to Rosita and she is my friend.
4. JK Rowling wrote Harry Potter's book, but I prefer the movies.

Appendix B

Lesson Plan 1 / 4

Thematic Unit: Gadgets and Technologies in daily activities.

Trainee´s name: Robert Arin, Vanesa Garrido, Mauricio Norambuena, Yasna Osorio, Christopher Rivera, Alejandra Vargas.

Date: October, Wednesday 23rd, 2013. Target grade: 10th grade

<table>
<tr><td colspan="2">Learning Aims: By the end of the lesson students should be able to:
- Identify specific verbs using present simple in daily activities.
- Create an e-mail related to daily activities using new verbs.</td></tr>
<tr><td colspan="2">Learning Outcomes:
- To identify verbs in the text related to daily activities.
- To write an e-mail using new verbs.</td></tr>
<tr><td colspan="2">Key Activities (language skills/aspects):
-Write sentences in simple present.
- Identify verbs in a short text.
- Create an e-mail and apply new structures learnt in class.</td></tr>
<tr><td colspan="2">Learning Assumptions:
Students already know what a personal pronoun is in Spanish.</td></tr>
<tr><td>Anticipated problems
SS may have problems with vocabulary.</td><td>Solutions
T provides clues to SS about vocabulary related to the content.</td></tr>
</table>

Stages	Learning activity-task and specific goal.	Interaction + Procedures	Teaching Material	Time
Presentation	Showing pictures “watch and guess.” To activate SS previous knowledge.	-Interaction T-SS - T Greets SS and makes routines questions (date and weather) and starts the class showing pictures related daily routines (using Simple Present). After this, T presents the new content (verbs). -Activity in pairs- SS Identify the action (verbs) related to the pictures.	Whiteboard Marker Copybook Pictures	15’
Practice	Read activity Read an e-mail in order to identify verbs.	-Interaction T-SS Pre-Reading (Activity in pairs) T Asks for predictions to SS to introduce the next activity and then, gives instructions for the activity. -While-Reading SS Read and e-mail in English identify and underline verbs and unknown words. Post-Reading SS Create an email Complete the same email (translated to Spanish) and using the verbs.	Whiteboard Marker Copybook Handout	60’
Production	Writing activity. In order to check students learning.	-Interaction SS (Activity in pairs)- SS Have to create an e-mail in Spanish using the verbs and words of the previous activity and translate it to English. T Monitors SS’ work. The activity is checked by the whole class.	Whiteboard Marker Copybook Handout	15’

LESSON PLAN 2/4

Thematic Unit: Gadgets and Technologies in daily activities.

Trainee´s name: Robert Arin, Vanesa Garrido, Mauricio Norambuena, Yasna Osorio, Christopher Rivera, Alejandra Vargas.

Date: October, Monday 28th, 2013. Target grade: 10th grade

Learning Aims: By the end of the lesson students should be able to: - Identify verbs in a text about social networks. - Create a dialogue in Spanish using verbs in Simple Present and Present Continuous tense, and translate it to English.
Learning Outcomes: - To identify verbs in the text related to social networks. - To write a dialogue using new verbs and structures.
Key Activities (language skills/aspects): - Make predictions. - Read a short text. - Match verbs in Spanish and English. - Write a dialogue.

Learning Assumptions: - Students already know what a personal pronoun is in Spanish.				
Anticipated problems - SS may have problems with vocabulary. - SS may have problems with structures in English.		Solutions - T provides clues to SS about vocabulary related to the content. - T provides the structure of the content presented again.		
Stages	Learning activity-task and specific goal.	Interaction + Procedures	Teaching Material	Time
Presentation	To recall previous knowledge.	-Interaction T–SS- T Greets SS and makes routines questions (date and weather) and makes a brief review of the last class. SS Answer what the T is asking in Spanish.	Whiteboard Marker Copybook	15’
Practice	Reading activity To identify verb tenses in a text. Fill in the gaps. To apply new content.	-Interaction T-SS- T Presents the new content Spanish and English and makes a comparison between them. Pre-Reading (Activity in pairs) SS Make predictions about the reading activity, what the text will be about. - While-Reading SS Read the text about technologies and identify if verbs are in Simple	Whiteboard Marker Copybook Handout	60’

		Present and Present Continuous tense. - Post-Reading. SS Complete the dialogue filling in the gaps with specific verbs of the previous activity. T Monitors SS' work and the activities are checked by the whole class.		
Production	Writing activity. To check students learning.	Interaction SS (Activity in pairs) SS Created a new dialogue using the same verbs of the previous activity with Simple Present and Present Continuous. This activity will be checked next class.	Whiteboard Marker Copybook	15'

LESSON PLAN 3/4

Thematic Unit: Gadgets and Technologies in daily activities.

Trainee´s name: Robert Arin, Vanesa Garrido, Mauricio Norambuena, Yasna Osorio, Christopher Rivera, Alejandra Vargas.

Date: October, Wednesday 30th, 2013. Target grade: 10th grade

Learning Aims: By the end of the lesson students should be able to: - Distinguish verbs in Simple Present and Present Continuous tense in a song. - Create sentences using verbs from the listening activity.
Learning Outcomes: - To identify verbs in a song. - To practice the grammatical forms of the Simple Present making emphasis on verbs. - To write a short dialogue.
- Key Activities (language skills/aspects): - Listen a song. –Write a dialogue - Match verbs. – Create sentences in English - Fill the gap.
Learning Assumptions: Students already know what a personal pronoun and a verb is in Spanish and English.

Anticipated problems - SS May have problems with the comprehension in the listening activity.		Solutions - The teacher plays the song by parts.		
Stages	Learning activity-task and specific goal.	Interaction + Procedures	Teaching Material	Time
Presentation	Routines questions- To activate SS previous knowledge.	Interaction T – SS T Greets SS and makes routines questions (date and weather) and asks students to make predictions about what the next activity is going to be. (Individual activity)	Whiteboard Marker Copybook Audio	15’
Practice	Listening activity To identify missing words in the lyrics. Fill the gap To complete with missing words.	-Interaction SS-SS- (Activity in pairs) - Pre-Listening T Gives clues about the songs that they are going to listen to. - While-Listening SS Listen to the songs for the first time and the second time recognize the missing words. - Post-Listening SS complete the missing verbs in the lyrics and identify the tenses.	Whiteboard Marker Copybook Handout Audio	60’
Production	Writing activity To apply structure and new vocabulary.	Interaction SS (Activity in groups) SS Create sentences in English using Simple Present and Present Continuous tense with new verbs. T Monitors SS’ work. The activity is checked as a whole class.	Whiteboard Marker Copybook Handout	15’

LESSON PLAN 4/4

Thematic Unit: Gadgets and Technologies in daily activities.

Trainee´s name: Robert Arin, Vanesa Garrido, Mauricio Norambuena, Yasna Osorio, Christopher Rivera, Alejandra Vargas.

Date: November, Monday 4th, 2013. Target grade: 10th grade

Learning Aims: Students will be able to: - Identify verbs in sentences in Simple Present and Present Continuous tense showed in a ppt. -Create sentences using verbs in Simple Present and Present Continuous tense.
Learning Outcomes : - To identify verbs in Simple Present and Present Continuous tense.
Key Activities (language skills/aspects): - Showing pictures. - Written activity.
Learning Assumptions: -Personal pronoun in Spanish and English. -Verbs in Spanish and English. - Simple Present tense.

Anticipated problems SS May have problems identifying parts of a sentence. SS May have problems with new vocabulary.		Solutions T Provides a brief summary of structures and parts os the sentences. T Use Pictionary to help SS with the new vocabulary.		
Stages	Learning activity-task and specific goal.	Interaction + Procedures	Teaching Material	Time
Presentation	Showing pictures "watch and guess". To activate SS' previous knowledge.	Interaction T –SS (Individual activity) T Greets SS and makes routines questions (date and weather) and shows pictures about places located in Europe. SS Observe the pictures and recognize verbs in the sentences.	Whiteboard Marker Copybook Pictures	15'
Practice	Showing pictures. To identify parts of the sentences showed in the pictures.	Interaction T – SS (Activity in groups) SS Recognize the correct tense of the verbs and make a list of them seen in the previous activity translate them into Spanish.	Whiteboard Marker Copybook Handout	60'
Production	Writing activity. To apply new vocabulary and check SS' learning.	Interaction SS (Activity in groups) SS Create sentences in Simple Present and Present Continuous with verbs used in the previous activity. The activity is checked as a whole class.	Whiteboard Marker Copybook	15'

Appendix C

Spanish and English Post-Tests

Test Gramatical en español

Nombre:

Curso:

I. Identifique las palabras subrayadas.

1. Mi mamá ayer en la tarde fue al supermercado y se encontró con María.

    a. Conjunción

    b. Adjetivo

    c. Verbo

    d. Sujeto.

2. El primo de Juan, que es muy simpático, cantó una hermosa canción.

    a. Adjetivo

    b. Verbo

    c. Artículo

    d. Conjunción

3. Mañana iré a ver al doctor.

    a. Sujeto

    b. Verbo

    c. Sustantivo

    d. Adjetivo

4. María y Juan viajaron a Santiago para ver un nuevo departamento para comprar.

    a. Articulo

    b. Adjetivo

    c. Sustantivo

    d. Verbo

II. Destaque los verbos en las siguientes oraciones.

    1. Mañana viajaré a Paris por asuntos de trabajo, pero igualmente compraré algunas cosas en la ciudad.
    2. Tengo un pequeño gato, mi madre me lo regaló.
    3. Bajo mi cama hay un monstruo muy molesto que no quiere salir.
    4. Odio que ese gato duerma sobre el sofá.

English Grammatical Test

Name:

Grade:

I. Identify the underline word in the following sentences:

1. She doesn't like swimming
   a. Preposition
   b. Adjective
   c. Verb
   d. Noun

2. The hat is under the chair.
   a. Noun
   b. Verb
   c. Preposition
   d. Adjective

3. If they come here, they always bring a present.
   a. Noun
   b. Article
   c. Verb
   d. Preposition

4. I am a teacher, I like <u>my</u> job.

   a. Preposition

   b. Verb

   c. Adjective

   d. Article

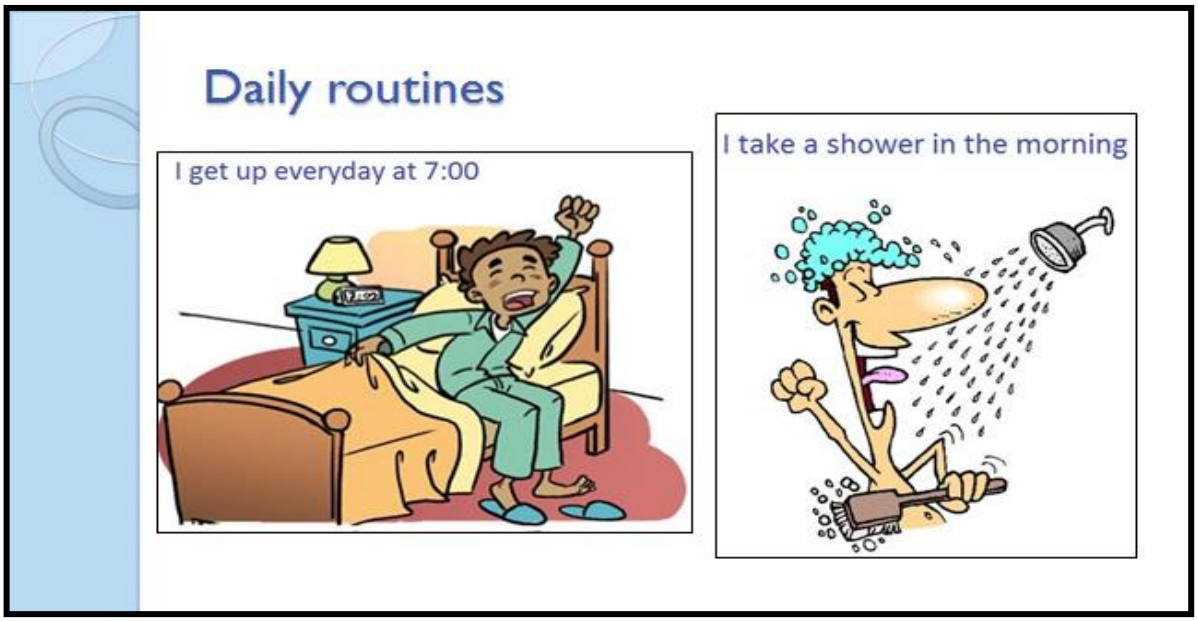
II. Underline the verbs in the following sentences:

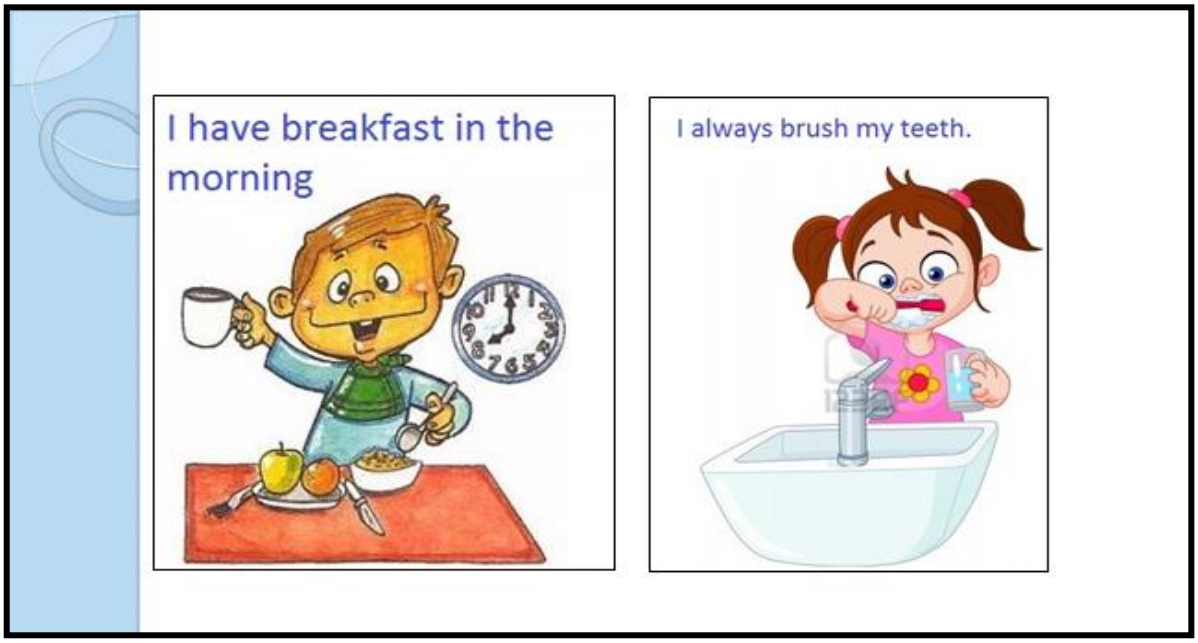
1. I have a nice friend in Toronto, he comes for my birthday.
2. Tomorrow I will travel to Brazil with my sister, she is very funny.
3. My mother lives next to Rosita and she is my friend.
4. JK Rowling wrote Harry Potter's books, but I prefer the movies.

Appendix D

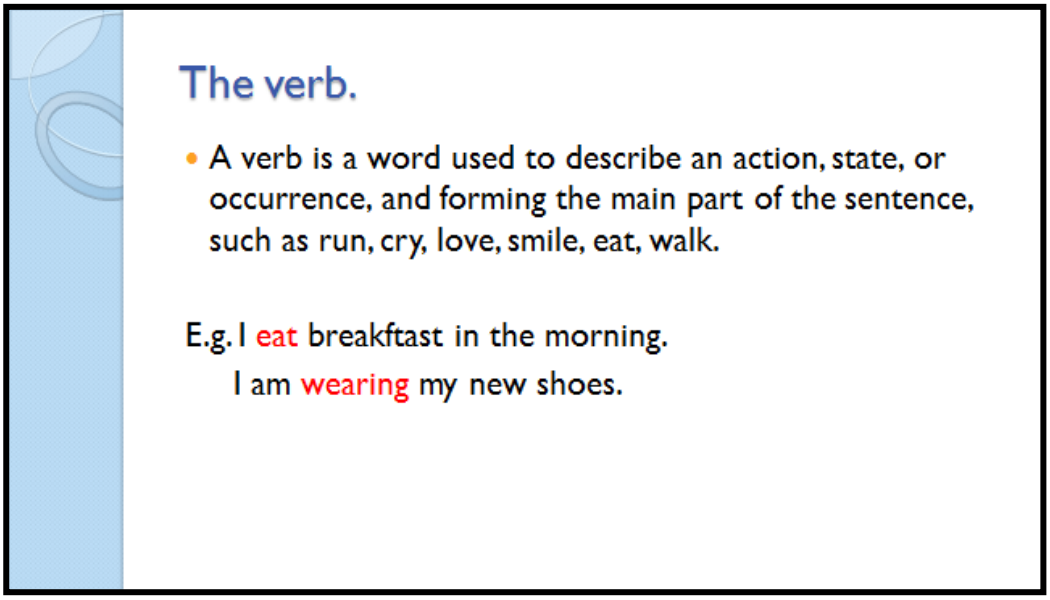
CLASS Nº1

DAILY ROUTINES.





Class nº1
The verb.



class Nº1

Reading activity

Name:
Grade: Date:

Objective: Identify verbs.

I. Listen and read the following e-mail and underline verbs.

Hola Carlitos!

¿Cómo están las cosas por allá? Yo ahora estoy escribiéndote este email, porque tengo un poco de tiempo libre y te extraño. Brasil es genial, cada día conozco más lugares y cosas lindas. Los lunes me despierto a las 7am, luego tomo una ducha, desayuno y me voy a la Universidad. Los martes me levanto más tarde y cerca de mi casa hay un parque, así que a veces voy para allá.

Los miércoles voy a una escuela para realizar mi práctica, allí hay niños de cinco a diez años, son adorables y muy inteligentes, también son juguetones y tiernos. Siempre me saludan y me hace sentir feliz.

Los jueves y viernes, voy a la Universidad también, porque ahora estoy aprendiendo a portugués, porque quiero hablar mejor, pero ahora está lloviendo, así que estoy en la casa.

En la Universidad, mis compañeros son muy amistosos conmigo, siempre me hacen preguntas sobre Chile. ¿Y tú, cómo estás? Cuéntame, cómo va la Universidad, el trabajo, todo. ¡Te extraño! Espero que puedas juntar plata y visitarme pronto!

Un abrazo, Bárbara

II. Complete with verbs in Simple Present or Present Continuous whether is necessary.

Hi, Carlitos!

How is everything going there? Now, I am _____ you this email, because I have some free time and I miss you. Brazil is great, every day I know more places and pretty things. On Mondays I _____ at 7am, and then I _____, have breakfast and I go to the University. On Tuesday I get up later and near my house there is a park, so, sometimes I go there.

On Wednesdays I ____ to a school because of my practice, there are children from five to ten years, they are adorable and very intelligent, they are also playful and nice. They always greet me and that _____ me feel happy.

On Thursday and Friday, I go to the University too, because now I am _____ Portuguese, because I want to speak better, but now it is raining, so I'm at home.

In University, my classmates are very friendly with me, they always make me questions about Chile.

And how are you? Tell me, how is college, work, everything!!

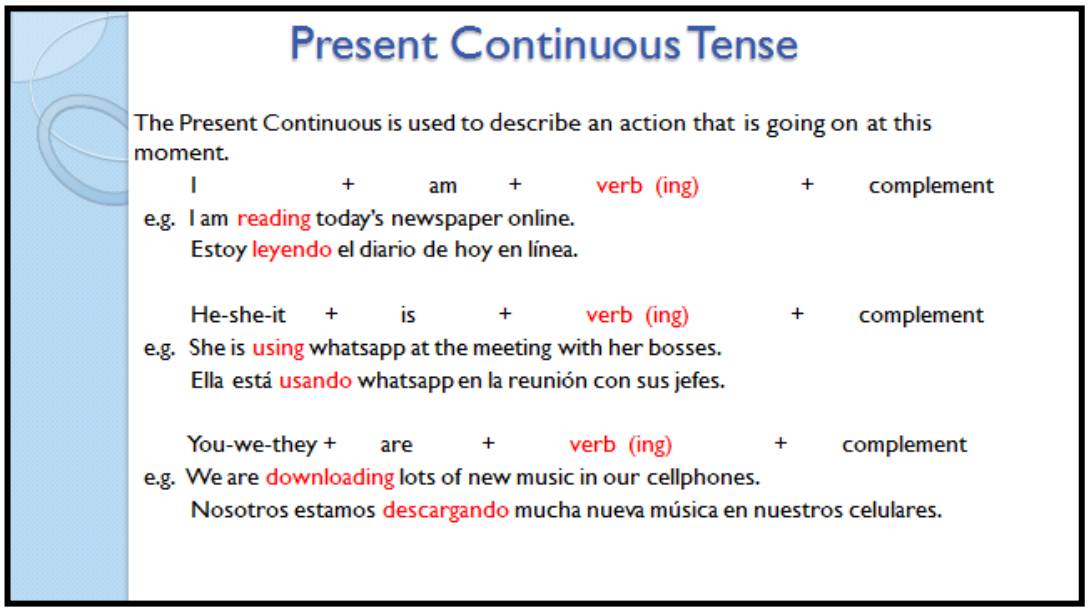
I Miss you! I hope you can save money and visit me soon!

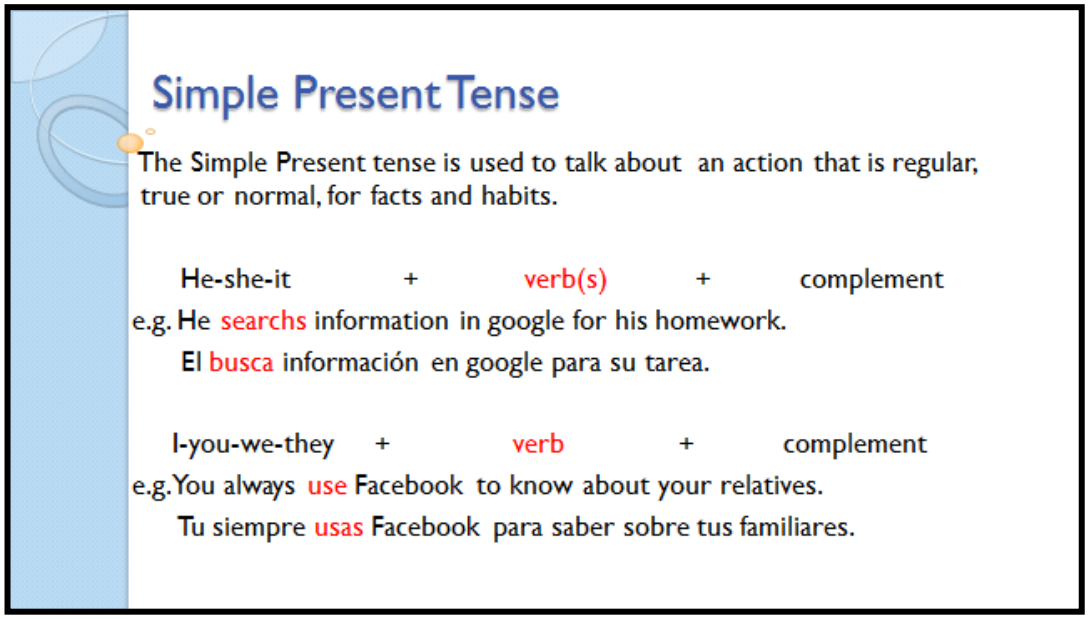
Hugs,

Barbara

Class nº2

Simple Present and `Present Continuous tense





Class Nº2

Name:

Grade: Date:

Objective: To identify verbs and the corresponding tense. (Simple Present or Present Continuous)

I. Read the text and underline verbs that you know

Social networking sites have become exceedingly popular in recent years. This increased popularity and has caused concern among many parents about how these sites are affecting their children. Parents are becoming aware of many disadvantages of social networking sites including their effect on a child's ability to concentrate. Constant online communication affects children, making it difficult for them to communicate and concentrate when are away from the screen. It is, therefore, important for parents to monitor their children's online social interactions and place, a time limit on how long they can spend on the computer.

Notable among the disadvantages of social networking sites is the presence of cyber bullying, so parents should monitor their children's online social interactions to prevent them from becoming victims of cyber bullying. Social networking can affect children negatively if they are inadvertently dragged into some sort of cyber bullying, which may lead to teen suicides.

Social networking affects children to the extent that social networks sometimes encourage interpersonal relations that are unrealistic. A child's online interactions with people who could influence them in a negative manner may expose them to quite serious threats and potential dangers.

Despite their disadvantages, social networking sites have many advantages such as children may make some good friends online, become more aware of current affairs, and get career guidance. A child's online social interactions, if it is properly monitored, can be beneficial to their career and life.

Social networking affects communication among children, which can be both positive and negative. The disadvantages of social networking sites can be offset by having some kind of plan, where parents can supervise their child’s Internet activities. Children should be educated about how online communication affects them and about the negative effects of their online social interactions may have.

Class Nº2

Name:

Grade: Date:

Objective: To identify verbs in Simple Present and Present Continuous in a dialogue about social networking.

I. Read the dialogue and complete with the corresponding verb in imple present or present continuous / Lea el diálogo y complete con el verbo correspondiente en presente simple o presente continuo.

looking for	add	using	seems	prefer
use	is	give	doing	are

Lucas: Hello, how _____ (1) you?

Lorena: I am fine and you?

Lucas: Fine, thank you! What are you _____ (2) in your tablet?

Lorena: I am _____ _____ (3) some information for my homework

Lucas: What page _____ (4) that?

Lorena: Is Bingo, is really good it is just like Google.

Lucas: I did not know it, it _____ (5) good!

Lorena: And do you _____ (6) Twitter?

Lucas: Yes! But I prefer Facebook.

Lorena: Really?? I also _____ (7) Facebook.

Lucas: I am _____ (8) a lot of social networks.

Lorena: Can I _____ (9) you on Whatsapp?

Lucas: Yes, sure! _____(10) me your number.

Lorena: Ok, I will talk to you tomorrow!

Lucas: Ok! See you later! Bye!

Class Nº3

Name:

Grade: Date:

Objective: To identify verbs in simple present tense and present continuous in two anglo songs.

I. Listen to the songs and complete with the suitable verb in Simple Present and Present Continuous tenses. / Escuche la canción y complete con el verbo apropiado en Presente Simple y Presente Continuo.

Song 1

Looking for paradise – Alicia Keys ft Alejandro Sanz

Everybody say oh oh oh oh

_____ in a fast car

Trying to get somewhere

Don´t know where I´m going

But i gotta get there

A veces me siento perdido

Inquieto, solo y confundido

Entonces me ato a las estrellas

Y al mundo entero le doy vueltas

I'm _____ for somebody like you

Sorta like me baby

Yo _____ para alguien como tú

Pon la oreja, nena

Oh oh oh oh

_____ _____ ese momento

La música, que cuando llega

Me llena con su sentimiento

Con sentimiento, vida llena

Walking down the sideway

Looking for innocence

_____ to find my way

Trying to make some sense

Yo canto para alguien como tú

Sólo como tú, baby

I'm singing for somebody like you

What about you

I'm singing for someone

Someone like you

Tú, dime a quién le cantas

'Cause there's something about you there

Speaks to my heart

_____ to my soul

I'__ _____ for someone

Sorta like you

Yo canto para alguien

Someone like you, someone like me

Sólo como tú, oh, my sister

Todo el mundo va buscando ese lugar

Looking for paradise

Oh oh oh oh

A ese corazón herido

I'm singing for someone

I'm singing

Sorta like you

Yo canto para alguien

Someone like you, someone like me

Sólo como tú, oh, my sister

La música le da sentido

Te damos con la voz tus alas

Le damos a tus pies camino

Oh is anybody out there

Feel like i feel

Trying to find a better way

So we can heal

I'__ _____ for somebody like you

Sorta like me baby

Yo canto para alguien como tú

Sólo como tú

What about you?

Yo _____ para ti

I'm singing for someone

Yo canto para alguien

'Cause there's something about you there

Speaks to my heart

Speaks to my soul

Song 2

More than friends – Inna ft Daddy Yankee

Wo-ah tonight, tonight we could be more than friends

Wo-ah tonight, tonight we should be more than friends.

We're in the corner of the crowded room

I _____ you lips, your body, boy, how soon?

And if you like what we doin' why

dont we _____ in for the night.

This might just be the night of you and I,

If there is no distance, no hearts tonight,

And if you like what we doin' why

dont we give in for the night.

Wo-ah tonight, tonight we could be more than friends

Wo-ah tonight, tonight we should be more than friends.

From the first time that I saw the look in your eyes,

I've been thinking about you for all of this time,

Wo-ah tonight, tonight we could be more than friends.

Aint _____ for someone to call my own,

But with you boy we're in danger zone,

And if you _____ what we doin' why dont we

give in for the night.

So here we _____, I just dream of you

And all the thing that I'm about to ___ to you,

And if you like what we doin' why dont we give in for the night.

Wo-ah tonight, tonight we could be more than friends

Wo-ah tonight, tonight we should be more than friends

From the first time that I saw the look in your eyes,

I've been thinking about you for all of this time,

Wo-ah tonight, tonight we could be more than friends.

Wo-ah tonight, tonight we could be more than friends

Wo-ah tonight, tonight we could be more than friends.

Class Nº4

Objective: Look at the picture and identify the verbs / Mire la fotografia e identifique el verbo.

Nieve = Snow

It is snowing in Manchester

Esta lloviendo en Manchester

Londres = London

I call to my friends everyday

Yo llamo a mis amigos todos los dias

Praga = Prague

I am crossing Charles Bridge at Prague

Yo estoy cruzando el puente Carlos en Praga

Barcelona

I walk everyday at the park

Yo camino todos los días en el parque

Inglaterra = England

I am walking on the London Bridge

Yo estoy caminando en el puente de Londres