



UNIVERSIDAD CATÓLICA  
SILVA HENRÍQUEZ

Facultad de Educación

Escuela de Pedagogía en Inglés

SEMINARIO DE TÍTULO

A STUDY ON THE EFFECTS OF DELIBERATELY DEVELOPED VS. READY-  
MADE MATERIAL IN THE LEARNING OF VOCABULARY IN 9<sup>TH</sup> GRADE  
STUDENTS AT COLEGIO TECNICO LAS NIEVES

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Seminar Director: Mireya Aguilera

Authors: Carla Bravo Tapia

Cristell Calderón Herrera

Verónica Díaz Morales

Karla González Ríos

Dyan Martínez Fuentes

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## **Abstract**

The aim of this research was to find out whether the use of classroom material, which has been deliberately developed by the teacher, is more effective for lexical learning purposes in 9<sup>th</sup> grade students at Colegio Técnico Las Nieves than the ready-made material.

The research was carried out in eight sessions where two groups participated. Eight topics were taught with two different types of material; both groups were exposed to non-authentic material. Group one utilized a booklet and the other utilized deliberately developed material in order to demonstrate which of the two materials was more effective to learn vocabulary.

The results showed that both materials benefit equally when learning specific vocabulary. A cause for this could be the intrinsic motivation that dynamically changed during the sessions, and also the external variables that influenced the motivational condition of the learners.

## **Resumen**

El principal objetivo de esta investigación era descubrir si el uso del material utilizado en la sala de clases que ha sido deliberadamente desarrollado por el profesor es más efectivo que el material ya confeccionado para el aprendizaje de vocabulario de estudiantes de primer año de enseñanza media en el Colegio Técnico Las Nieves.

La investigación fue llevada a cabo en ocho sesiones en las que participaron dos grupos. Fueron enseñados ocho tópicos con dos materiales diferentes ambos materiales utilizaron material no autentico. El grupo uno utilizó un compilado de actividades de diferentes libros (booklet) y el otro utilizó el material deliberadamente desarrollado en orden de demostrar cuál de los dos materiales es más efectivo para aprender vocabulario.

Los resultados mostraron que ambos materiales son beneficiosos cuando se aprende vocabulario específico. Una causa para esto pudo ser la motivación intrínseca que dinámicamente cambio durante las sesiones, y también las variables externas que influenciaron la condición motivacional de los estudiantes.

## **CHAPTER I: THE STUDY**

## **1.1 Problem Statement**

Learning a foreign language involves the development of communicative competences that allow expressing and understanding different messages and use them in ordinary situations. Each school is unique and represents different realities; therefore teachers must take students' previous knowledge and their needs into consideration to prepare their lessons in order of designing material more attractive and motivational so it can exist significant knowledge.

During our experience as teacher trainees, we have been able to observe that teachers tend to rely too much on the ready-made material that have been selected for each class; nevertheless, we have noticed that ready-made material usually lack creativity and attractiveness that motivates students to concentrate on classwork. Likewise, we have noticed that students feel somehow more motivated to participate and work in class when they are presented with material that has been deliberately created for the lesson, considering the real needs each particular class may present.

According to that, the researchers wondered why some teachers choose to prepare their lessons based on ready-made material whereas others choose to create their own one. And from this question arises our problem: Is the use of developed material more effective than the use of ready-material for vocabulary learning purposes?

## **1.2 Hypotheses**

### **1.2.1 Working Hypothesis**

The use of deliberately developed material in the classroom makes vocabulary learning more effective than the use of English textbooks/student's book in 9<sup>th</sup> grade students at Colegio Técnico Las Nieves, during the second term of 2015.

### **1.2.2 Null Hypothesis**

The use of deliberately developed material in the classroom does not make vocabulary learning more effective than the use of English textbooks/student's book in 9<sup>th</sup> grade students at Colegio Técnico Las Nieves, during the second term of 2015.

### **1.2.3 Alternative Hypothesis**

The use of deliberately developed material as well as the use of English textbooks /student's books are both beneficial when learning vocabulary in 9<sup>th</sup> grade students at Colegio Técnico Las Nieves, during the second term of 2015.

### **1.3 General Objective**

- To find out whether the use of classroom material, which has been deliberately developed, is more effective for vocabulary learning in 9<sup>th</sup> grade students at Colegio Técnico Las Nieves, compared to the use of ready-made material, in this case, a given textbook.

### **1.4 Specific Objectives**

- To compare the effect of the use of material developed by the teacher versus ready-made material.
- To analyze the advantages and disadvantages of developed material and ready-made material.
- To develop appropriate material of eight topics for vocabulary learning.

## **CHAPTER II: THEORETICAL FRAMEWORK**

## **2.1 Introduction**

In this chapter, the most important concepts and theories will be presented in order to clarify each term to understand the concepts on what this research is focused.

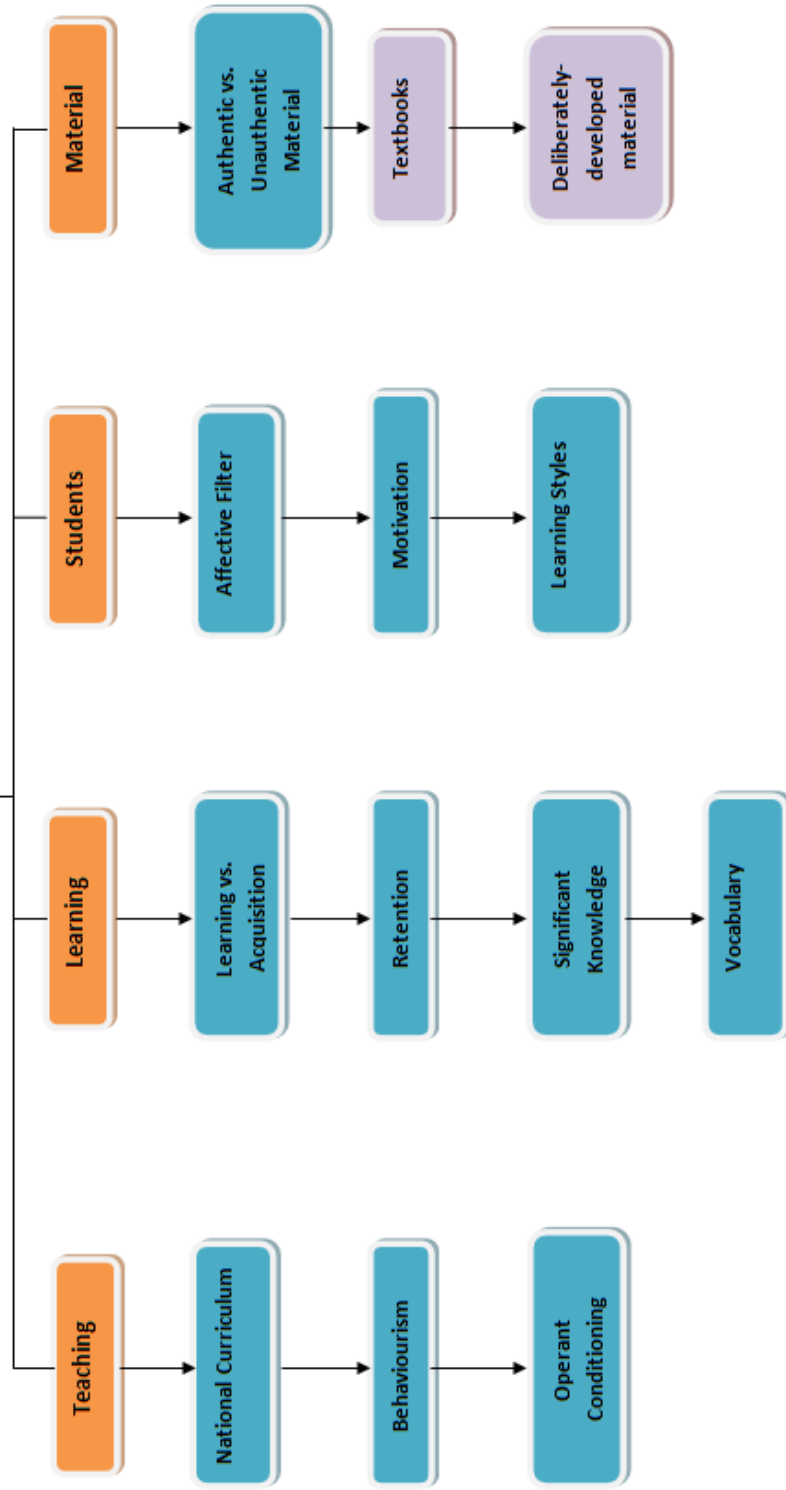
The review of the literature allows the reader to understand the direction and development of the research. To initiate the research, it would be relevant to clarify certain crucial concepts that help to find out the answer to the research question and to solve the problem statement.

The framework of the research will be divided in four main branches and within those terms will be presented the concepts and theories related to the main topics.

In order to understand the best the research, a mind map that includes the concepts, and theories presented in the theoretical framework will be presented.



A study on the effects of the deliberately developed material vs. ready-made material in the learning of vocabulary in 9<sup>th</sup> grade students at Colegio Técnico Las Nieves



## **2.2 Teaching**

In this section of the theoretical framework the national curriculum proposals according to the topics that the researchers chose for the workshop material are explained. It is also relevant to mention the theory of behaviourism and operant conditioning in order to note the importance of conducting the students' behaviour.

### **2.2.1 National Curriculum**

The concept of National curriculum defined by the LOCE by Cristián Cox (2011) in his work "*Curriculum escolar de Chile: génesis, implementación y desarrollo*" corresponds to the annual objectives and contents presented to the educational institutions in sense of its similarity with the standard contents.

The role of the national curriculum is essential because it provides the tools that all teachers of the country need to plan their lessons (Mineduc, 2014). It not only establishes the proper time and contents, it also suggests about the methodologies that a teacher should use. However, time and class behavior in addition to other sources are not often taken into consideration in order to create an appropriate class environment (Mineduc, 2014).

According to "*Programa de estudio de Inglés*" (Mineduc, 2011 p.37, 53, 67 and 81) the topics that should be taught at the end of the 9th grade are:

- *“Important people as: football players, singers, musicians, among others.*
- *Places and attractions for teenagers as: stadiums, concerts, clubs, parks, fairs, universities, and schools.*
- *People’s health as: headache, stomachache, flu and cold.*
- *Sports such as tennis, football and basketball*
- *Food and meals for instance: fruits, salads, desserts, juices, meat, breakfast, lunch and dinner.*
- *How teenagers live in other countries for instance: what they do to have fun, their manners, their schools and their typical foods.*
- *Traditions in other countries, literature and music as folklore holidays, legends, handcraft, among others.”*

### 2.2.2 Behaviourism

During the research, it is inevitable to mention the concept of behavior that leads us to the theory of behaviorism. It is due to the fact that students' behavior is a variable that could be changed by a series of factors such as motivation, the affective filter and also the way material is presented to them.

For this reason, some of the main ideas that surround this concept will be presented.

One important theory related to behaviorism is proposed by John B. Watson which involves all the observable events and how people could repeat an action through a stimuli, a response and a consequence. Watson defines behaviorism on his work "*Behaviorism*" as:

*"The scientific study of human behavior. Its real goal is to provide the basis for prediction and control of human beings: Given the situation, to tell what the human being will do; given the man in action, to be able to say why he is reacting in that way."* (Watson, 1928, p.2)

Following this idea, there are different theories related to the possibility of changing someone's behavior through conducting an action. But closer to the direction of the research is the "The Operant Conditioning", in sense of its relevance with the students' behavior and the way they utilize material.

### 2.2.3 Operant Conditioning

The researchers relate the idea of Operant Conditioning with the situations that occur in the educational environment and what students do during their learning process. This theory is included because the researchers consider students' behavior an important factor when assessing and planning. In this sense, Hergenhahn (1982) on his work "*An introduction of theories of learning*" states:

*"Operant behaviours are those that pretend to be spontaneous, because the person to who is applied the stimulus is not aware of the situation, and according to Skinner "it is not important to know its cause" (Skinner in Hergenhahn, 1982, p.84)*

In this research teachers worked to improve students' English vocabulary level during the intervention, through different stimuli and positive reinforcement in order to achieve a positive response and at the same time to motivate them to reach positive results in terms of learning vocabulary.

The most relevant author that deals with the operant conditioning is Skinner.

Skinner in his investigation "*The behavior of organisms*" focused on the operant conditioning claims that: "*If the occurrence of the operant is followed by presentation of a reinforcing stimulus, the strength is increased*" (Skinner, 1938, p.21) Meaning that the strength of conditioning is usually measured by response rate.

From the establishment of the concepts of reinforcing, stimulus can be stand out in another important work of Skinner (1961) *“The Analysis of Behavior: A Program for Self-Instruction”* where he mentions a set of concepts used when the conditioning is applied, but we mainly focused on those that are usually used by some teachers in their lessons:

*“1. Positive reinforcement – a response that is followed by the presentation of a satisfying stimulus tends to be repeated.*

*2. Negative reinforcement – a response that is followed by the removal of an aversive stimulus tends to be repeated.*

*3. Punishment – a response that is followed by the presentation of an aversive stimulus becomes less frequent.”(Skinner, 1961, p.153)*

We believe that behavior is a factor that has to be noticed by the teacher because it helps us to model students’ behavior for them to perform better during the lessons.

## **2.3 Learning**

In this section of the theoretical framework concepts related to the learning process are going to be mentioned. Among the topics that can be found are learning vs. acquisition, the idea of retention when learning, significant knowledge and vocabulary which is the main focus of this research.

### **2.3.1 Learning vs. Acquisition**

When people talk about a second language, two concepts arise: learning and acquisition. It is important to establish the differences between these two concepts to speak properly when the terms come out during the development of the research. For this, the terms of learning and acquisition will be presented and clarified due to the fact that the research works closer to the term learning instead of acquisition.

Krashen mentions the meaning of these two concepts. He states that *“The result of language acquisition is subconscious. We are generally not consciously aware of the rules of the languages we have acquired.”* (Krashen, 1981, p.10)

It is known by the researchers that when referring to teaching terms, it is more appropriate to say that a person “learns” a language, because the situation is formal, as it occurs in a classroom. Unlike what happens with the term of acquisition, that is

usually referred to the situation where a person lives in an environment where faces a second language daily, for instance when a person lives in another country.

In contrast, he suggests that learning refers to:

*“...conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them.”* (Krashen, 1981, p.10)

Krashen (1985) says that this process involves a monitor, who in this case is the teacher, who can make corrections in order to change the output of the acquired system before the students speak or write. The students are conscious and concerned about correctness and must know the grammatical rules.

In addition to this, Krashen states:

*“Learning a conscious knowledge, serves only as an editor or monitor”* (Krashen, 1985, p.80). Meaning that learning refers more to an editor of the input received, that is in charge of monitoring the information.



### 2.3.2 Retention

The term of retention arises when talking about learning vocabulary. According to this, Walsh and Ungson stated that:

*“Knowledge retention involves capturing knowledge in the organization so that it can be used later”* (Walsh and Ungson, 1991, p.61)

In addition, Sousa, in his work *“How the Brain Learns”* explains that: *“Learning retention depends on the moment that the information is presented. It follows a memory pattern called primacy - recency effect”* (Sousa, 2000, p.92)

This explains that the knowledge that is retained most during learning is what is presented first and then what is presented at the end; while the part with least retention comes after the portion in the middle.

Sousa (2000) explains that this pattern process deals with the ability that the operating memory has. He states that it follows a sequence: The initial information is analyzed, and then the next information exceeds the capacity of the operating memory. Finally, the last piece of information appears when the operational memory is free to process information again.

This concept is connected with the learning process, and is what the researchers just utilized as a tool during the development of the intervention of the research. Because

it is the opposite idea of what the researches have of learning that is related to the idea of a meaningful learning.

### **2.3.3 Significant Knowledge**

In the book *“Educational Psychology: a cognitive view”* David Ausubel states that: *“The human mechanism acquires and stores vast amounts of information in any field of knowledge”*. (Ausubel, 1983, p.305)

When the new information is tied with the existent content the process takes place being the previous knowledge available for acting as a link between both the old and the new information.

According to this, the significant material needs to be presented in a clear way and to be well organized. This means that the ideas must be presented from the most general to more specific, always considering the main ideas of what it is going to be taught.

In addition Gilbert (2002) stated that there are other factors such as predisposition and motivation that have an influence in the learning process of students and in order to generate meaningful learning, the material should be focused on the students.

In the 60s Ausubel (2000) proposed that motivation was a necessary element to get a meaningful learning. He proved that for the existence of learning there must be a subjective disposition in the students.

In fact Ausubel thought (1983) that every student needed a different degree of attention, knowing that every student has a different form to direct their attention (visual and auditory form, interaction with others, etc). That is the reason why the attractiveness of the didactics activities is a strong point to notice in this investigation.

#### **2.3.4 Vocabulary**

Vocabulary is a very common topic when teaching a foreign language, because it composes, in a specific way, language. The thesis group decided to focus the research on this topic. The analysis, performance and development of the research will be based on how students learn the vocabulary shown by the researchers.

In this sense, it is important to know what vocabulary is. Ur (1996) defined Vocabulary, and her idea is:

*“Vocabulary can be defined, roughly, as the words we teach in the foreign language.”* (Ur 1996, p.60)

In contrast, Ur (1996) also mentions the importance of considering vocabulary not just as isolated words.

*“A useful convention is to cover all such cases by talking about vocabulary ‘items’ rather than ‘words’ ”* (Ur 1996, p.60)

So, when teachers decided what topics they were going to work with, it was necessary to establish how the new vocabulary was going to be presented.

Based on the Penny Ur book “*A course in language teaching*” new vocabulary can be presented as follows:

*“Ways of presenting the meaning of new items.*

- *Concise definition (in a dictionary)*
- *Detailed description*
- *Examples (Hyponyms)*
- *Illustration (in pictures or with objects)*
- *Demonstration (with mime, or acting)*
- *Context (in a story or sentences)*
- *Synonyms/antonyms*
- *Associated ideas, collocations” (Ur 1996, p.63)*

But further than making students memorize words, the thesis group is looking for students to learn vocabulary in context.

The contextualization of vocabulary was developed through the material that was utilized on each session of the workshop during the activities. (For Lesson Plans and Material see appendix C and G).

## **2.4 Students**

Students are the subjects who play the most important role on the research, and are the third topic that gather the concepts related to students, between those can be found the theory of affective filter, motivation, and learning styles.

### **2.4.1 Affective Filter**

We believe that when all learners are in the difficult process of learning a second language; have an imperceptible filter inside of them that has the possibility to result in tension, lack of self-confidence and anxiety. We think that this filter is very important when learning another language.

Some students, based on our observations during the sessions of the workshop, have an intuitively low affective filter and are moderately confident about learning a second language, but many other students have experienced nervousness and inability to successfully comprehend or communicate well in another language. They sweat and stammer the language. They cannot control what comes out of their mouth.

In this sense the affective filter, as we could realize, can increase or low proficiency when learning a second language.

Many researchers in the area of educational psychology say that effective factors may be the main cause of the lack of knowing of the student at the moment of being

challenged when learning a second language. These factors according to Scovel (1978) are closely related to the personal motivations and emotional reactions of each learner. (Scovel, 1978, in Finch, 2005) and come from the limbic system that controls behavior, long-term memory and emotion.

Another author, (Finch, 2005, p.3) defined these factors as “*motivation, attitudes to learning, self-esteem, anxiety, linguistic courage and cultural pressures*”. He argued that these 6 variables required “serious attention from educators because “*learners’ attitudes control learning*”.

Based on what Krashen on his book “*Principles and practices in Second Language Acquisition*” states that “...*input is the primary causative variable in second language acquisition, affective variables acting to impede or facilitate the delivery of input to the language acquisition device*” (Krashen S., 1982, p.32) it can be perceived that this author states that input is the main factor when learning a second language and that motivation and the affective filter are the variables that modify the way that input is received by the learners.

These theories help us to understand the problem and whether it is being caused by the students’ weaknesses or if it is the material used in the lessons.

## 2.4.2 Motivation

The researchers consider motivation as an internal process that gives the behavior energy, direction and persistence. This concept is an important factor that takes place during the learning process. Learning a new language takes time and dedication. Once you do, being fluent in a second language offers numerous benefits and opportunities.

In this research, motivation plays an important role for understanding the best ways to teach lexis or vocabulary words, and for realizing why some students take it as a meaningful learning and some others do not.

*“Learners’ motivation varies because of many endogenous (i.e., internal or inner inspiration) and exogenous (i.e., external to human personality) factors, such as socio-cultural backgrounds, professional needs, and language requirements for international education. Endogenous factors bring pleasure to a learner, and exogenous factors relate to the tangible benefits related to an activity”* (Noels, Clement, & Pelletier, 1999, p.23-34).

Because of this research is about material, motivation issues are focused on the attractiveness of it (in sense of material as a motivational source) when teaching on the sessions. Making learning an enjoyable experience is crucial to maintaining learners’ motivation (McDonough, 2007). This strategy should be considered

strongly when making a lesson plan for a period by utilizing a motivation-sensitive teaching method. First of all, audiovisual materials, tasks, and class activities should be related to learners' interests. Second, the teacher should always give students choices in conveying a task, and learners' preferences should get significance. Third, an extracurricular component in the course is a very necessary feature so that elements like music and humor can be incorporated in teaching, consequently, increasing learning opportunities beyond regular lessons (Kumaravadivelu, 2003).

There are some others factors that help in sustaining the motivation as well as appreciating the learner's efforts making learning a good experience. Creating opportunities for autonomous learning, such as projects involving active collaboration among learners is one of the most effective methods for that.

There are a number of motivational strategies depending on the stage of motivation: creating conditions for motivation to happen, generating initial motivation, keeping and protecting motivation and self-evaluation. These stages are related to Dörnyei and Ottó's (1998) process model of L2 motivation which is focused on the ongoing changes of motivation over time and that its dynamicity feature is crucial for the study of how it affects learning. This is proposed in order to explain the process of motivation itself and it describes how initial wishes and desires are first transformed into goals and then into operationalized intentions, and how these intentions are



enacted, leading to the accomplishment of the goal and concluded by the final evaluation of the process.

A study concluded that learners' levels of proficiency may be an important factor which can determine the effectiveness of teaching strategies as a motivator for learners:

*“Whatever the reason is, the results suggest that L2 learners' intensity of motivation changes as they study English and their proficiency level increases.”* The importance of taking changes in motivation into consideration has been strongly advocated by Dörnyei (2000) who stated that *“during the lengthy process of mastering certain subject matters, motivation does not remain constant but is associated with a dynamically changing and evolving mental process, characterized by constant (re) appraisal and balancing of the various internal and external influences that the individual is exposed to”* (Dörnyei, 2000, p.523).

One of the most important aspects of motivational strategies is that not every strategy works in every context and that although some strategies have good results, in some other learners do not. For that reason, teachers have to be aware of that and apply the motivational strategies that are more suitable according to the characteristics of their students.

Motivation is one of the most important individual factors that contributes to the success and proficiency of a foreign language.

### **2.4.3 Learning Styles**

Every human being has different characteristics that make them unique in the world. If we apply this idea to the learning process we will realize that when a student learns, he or she uses different techniques to process and understand a topic.

Oxford (1989) suggests that when talking about ‘learning style’ we are referring to someone’s general approach to learn and it depends on the person’s cognitive, affective and behavioural characteristics.

Another author that points out the term ‘learning style’ is Kolb in Chickering’s work *“The modern American college”* (1981) who claims:

*“As a result of our hereditary equipment, our particular past life experience, and the demands of our present environment, most of us develop learning styles that emphasize some learning abilities over others“*(Kolb in Chickering, Arthur, 1981, p.237)

The use of different learning styles is determined by the unique characteristics of each person, as the authors above mentioned. It influences the teaching-learning process, in this case when learning a second language.

Hence, teachers should be aware of these varieties when teaching English as a foreign language in order to make students improve and to teach them according to the different styles.

The main and most common learning styles known as the VARK model proposed by Flemming (2001) in his work “How do I learn best? A Student’s guide to improved learning: VARK - visual, aural, read/write, kinesthetic” is mentioned as follows:

- *“Visual learners: Preference for use visual resources such as diagrams, pictures, and videos. Like to see people in action.*
- *Auditory Learners: Need to talk about situations and ideas with a range of people; enjoy hearing stories from others.*
- *Reader/Writer: Prolific note-taker; textbooks are important; extensive use of journals to write down the facts and stories.*
- *Kinesthetic learners: Preference for hands on experience within a ‘real’ setting and for global learning.” (Robertson, L., Smellie, T., Wilson, P., & Cox, L., 2011, p.36)*

Teachers can find these types of learners in their classrooms. So, it is important to be aware of the multiple differences that could appear and how that influences during the teaching-learning process.

Although the research is based on VARK model, it is important to mention that another theory exists that classifies learners in eight types of intelligences proposed by Howard Gardner in the 80's.

Within the multiple intelligences proposed by Gardner can be found the following:

*“Dr. Gardner proposes eight different intelligences to account for a broader range of human potential in children and adults. These intelligences are:*

- *“Linguistic intelligence ("word smart")*
- *Logical-mathematical intelligence ("number/reasoning smart")*
- *Spatial intelligence ("picture smart")*
- *Bodily-Kinesthetic intelligence ("body smart")*
- *Musical intelligence ("music smart")*
- *Interpersonal intelligence ("people smart")*
- *Intrapersonal intelligence ("self smart")*
- *Naturalist intelligence ("nature smart")” (Institute4learning.com,(2015).*

Multiple Intelligences by Dr. Thomas Armstrong)

It is significant to remark that for the researchers to know the learning style averages of students was of essential importance because of the commitment of planning for the students and their convenience. In this terms, to research about this topic was

useful for understanding the remarkable role of the material and that it has to follow the students' patterns.

## **2.5 Material**

There are different types of materials but, nowadays, computers and technology are the most important teaching tool. In this sense, Ur mentions:

*“These days learners need to be "computer literate" and since computers use language it would seem logical to take advantage of them form language learning. They enable individual work since learners can progress at their own pace, and many programs include a self- check facility. Also younger and adolescent learners in particular find the computers attractive and motivating.”* (Ur, 1996, p.190)

Another important material are audiovisual aids such as data show projectors; this one allows teachers presenting PPT, to show videos, to do online activities and games. They are more interesting and attention-catching than whiteboards.

But we also have to consider that many schools are still not working with these technological resources in their classrooms, so there are teachers that use alternative materials as Ur exposes:

*“...Posters pictures and games; Materials of this kind are invaluable particularly for younger learners and teacher of children find that they constantly use them. However if you have time this type of material can be largely home-made: glossy magazines in particular are an excellent source of pictures.” (Ur 1996, p.191)*

Finally the main materials that teachers use in their lessons are books because according to Ur:

*“Are easy to use, they are light and they don't need a hardware or electricity to be used. They are still the most convenient and popular method of packaging large texts and a library of them is arguably the best way for learners to acquire a wide experience of foreign language reading.” (Ur 1996, p.191)*

From these types of material, continues the classification between Authentic and unauthentic Material, because the research is focused on the Unauthentic material and according to that on textbooks and deliberately developed material.

### **2.5.1 Authentic Material vs. Unauthentic Material**

Authentic material is mainly referred to the resources that are not prepared neither manipulated for educational purposes, i.e. that are in a sense original in their form and people or teachers in this case do not manipulate the resource to teach.

Rogers in 1988 defined and developed a meaning of authentic material:

*“appropriate and quality in terms of goals, objectives, learner needs and interest and 'natural' in terms of real life and meaningful communication”* (Rogers, 1988,p.467).

Nowadays “Authentic materials” are reading texts that were written by native speakers and published in contexts designed specifically for native-speaker consumption, with no thought given to non-native accessibility. The topics, language, syntax, structure, etc., are all pitched at a target audience of native speakers and offered through media intended primarily for native speakers.’ (Lansford,2014).

Whereas the Non-Authentic material which is anything produced expressly for language learning, while anything uttered for any other purpose is authentic. Thus, *“Texts are said to be authentic if they are genuine instances of language use as opposed to exemplars devised specifically for language teaching purposes”* (Johnson and Johnson 1998, p.24).

These two types of material are mentioned, because the research is based on the use and development of the unauthentic material as they are ‘Textbooks’ and ‘Deliberately developed material’, with the ones we worked with in the workshop.

## 2.5.2 Textbooks

Textbooks are an important factor of this research, because is one of the materials used during the intervention, and also its use makes possible the development of conclusions and to answer the problem statement.

The group chooses to analyze the results of working with these types of material, due to what have observed from the schools where we are working. The thesis group has found the common use of textbooks from teachers to design and prepare their lessons, for different reasons such as the need of put their students at the same level of English, or to make easier their work due to excessive work required in schools.

A critique by Leslie E. Sheldon (1987) to textbooks and the different issues they may have, was *“Basically, as Swales (1980) observes the textbook is a 'problem' evincing a complex of difficulties in its creation, distribution, exploitation and, ultimately, evaluation. Given the fact that textbooks often claim too much for themselves, for example by purporting to be suitable for all students at all levels, the dashing of expectations at the chalk face is inevitable.”* (Swales in Sheldon, Leslie E., 1987, p.1-6)

On the other hand it is the deliberately developed material, which is less used by teachers, but it could motivate and get students' attention during their learning process.



### **2.5.3 Deliberately Developed Material**

*“We prefer the term materials development since it offers a more inclusive definition. It embraces an array of behaviors leading to fostering effective teaching and learning settings. Moreover, it includes the adaptation and/or creation of a learning-teaching exercise, a task, an activity, a lesson, a unit, or a module composed by one or two units. Materials development implies the combination of both reasoning and artistic processes.”* (Nuñez, 2009, p.171-186)

In terms of vocabulary and the design of material for teaching it, students should be taught with it many times and in different contexts that have to be created by teachers.

That is why teachers have to emphasize the selecting of appropriate play materials to develop the bank of vocabulary of students through significant knowledge. *“Play is a great socializing force. ... Cooperation, the ability to get on with others, and the ‘give and take’ which is so necessary to successful life adjustment may be developed through such play materials as housekeeping toys, dishes, balls, blocks, and games of all sorts“* (Kawin, 1934, p.124)

## **CHAPTER III: METHODOLOGICAL FRAMEWORK**

### **3.1 Introduction**

This chapter presents the methodological process that was employed during our research.

The research was implemented with 5 students of each 9th grade class in Colegio Técnico Las Nieves. It was important to know which of the two materials is more effective when learning specific vocabulary to approve or refuse our initial hypothesis.

Prior to the use of deliberately developed material and ready-made material, the research began with the application of a diagnostic test and learning style questionnaire. Then, during the development of the workshop, one of the researchers observed the effect of materials on the learning process of each group. Finally, two final tests were applied, which gave us the results of the research.

Firstly, a diagnostic test, prepared by a researcher of the group and validated by teachers from other schools, was employed. The test was applied to 24 students from the school where the research was developed in order to ascertain the level of English of the students, how many words they knew and which students had the lowest level of English. The students answered 29 questions about vocabulary of eight selected topics. According to the score students obtained, they were divided into the experimental and control group.

Secondly, the research was focused on planning the sessions and on the creation of the deliberately developed material according to the results of learning style questionnaire. Then, during the sessions, the researchers observed the development of the lessons and how students worked with the material.

After the development of the workshop, the final tests were applied to compare the results and conclude which of the materials is more effective when students are learning vocabulary.

Finally, the diagnostic, the observations during the sessions and the results of the final tests allowed us to determine which material is more effective when learning vocabulary of specific topics and if there are other factors involved that influenced the process and the results.

### **3.2 Type of Study**

The type of study of the research corresponds to a descriptive study. As Sampieri (2006) says, in a descriptive study, the information selected, collected and measured helps to clarify a series of questions of the research considering the phenomenon of study and the variables. That is why all the variables collected in this study are described.

The research responds to a qualitative-quantitative investigation because the collection of data of this study contained a numerical and analytical measurement; because the development of the students was observed during the workshop sessions to see their progress, and it was also acquired in specific terms by numerical results to compare the effectiveness of both materials.

And it was based on a quasi- experimental design. Therefore, the principal feature of the quasi-experimental design is that the research cannot do randomization of subjects to experimental and control groups but they could control the dates and material that was used on each session (Gamal, 2010).

Thus, after obtaining the results of the diagnostic test the control and experimental group was established, this transforms the investigation into a quasi-experimental study. The experimental group was exposed to the deliberately developed material whereas the control group was exposed to the ready-made material.

### **3.3 Variables**

In this section, the variables of our research and the importance of each one in this investigation are going to be described.

The variables are:

1. Material
2. Vocabulary

The research was focused on material and how it influenced the results. It is important to indicate that it refers to the booklet and deliberately developed material.

The booklet that was used on the control group was a compilation of different books on an elementary level that included the topics selected by the researchers.

The deliberately developed material was created by the researchers of the group according to the information that was obtained from the diagnostic test and also according to the topics previously selected.

The creation of the material was basically based on games and it helped during the development of the workshop because they encouraged the motivation of students in the activities and the retention of the vocabulary that was taught.

The second variable of the research is vocabulary, which is in a sense the basis when learning a second language. Due to the importance of vocabulary for communication, the researchers chose to work with this subject.

The topics and the vocabulary were selected according to contents about which students display knowledge and were chosen because of its proximity to the students' daily life. The 8 topics selected were the following:

- Classroom
- Places
- People we know
- Family
- Clothes
- Animals
- Healthy Life
- Food

### **3.4 Type of Sample**

During this section the type of sample and the process of the subject selection will be described.

The selection of the subjects corresponds to a non- probabilistic convenience sample because only 25 students of 225, who were in 9<sup>th</sup> grade from a high school in Santiago, were part of the research.

#### **3.4.1 Subjects Selection**

The students who were selected were five learners of each 9<sup>th</sup> grade class ,who had the lowest marks in the English subject ,during the first term of 2015. They were divided into two different groups: The experimental and the control group.

The students of each group were selected from Colegio Técnico Las Nieves located in #02188 Concha y Toro, Puente Alto. This is a subsidized school and it has a total of approximately eight hundred and fifty five students.

The final number of students was of 24 students, because one of the 25 students initially selected did not attend to the diagnostic test and to the workshop.

The experimental group, which worked with the deliberately developed material, was designated to the students with the lowest score on the diagnostic test and it was



composed of 12 students; the control group was designated to the students who had the highest scores on the diagnostic test and was composed of 12 students. This group was called the “control group” because it worked with the ready-made material. The students’ average is 14 years of age.

The number of the pedagogical hours of the English workshop was of two hours per week (Tuesday from 3:30 pm to 5:00 pm). The level of mastery of English as a foreign language can be characterized as pre- elementary. But the implemented level was elementary because it was necessary to improve the students’ level of English on each session.

### **3.5 Stages of the Study**

The study started based on the observations made during the first semester by two of the researchers in the school.

The first stage of the study consisted in the application of an interview directed to the two English teachers of the school to identify the context where the research was placed. It allowed the researches to recognize approximately the level of English of the students, the students’ learning style, and the type of material used during the development of regular lessons.

The second stage after the interview, was to analyze the MINEDUC's schemes of work to select which level of English the researchers employed, then the topics that were part of the research were chosen, and finally with that information the books to make the compilation to the ready-made material were selected.

The third stage was the employment of a diagnostic test. It showed in numerical terms how much students knew about the topics evaluated. Then with the results the researchers established who the students with the lowest and highest scores are in order to divide the group into the controlled and experimental group.

The fourth stage was to implement a learning style questionnaire that can be found online. It permitted the researches realize with which type of students they were going to work.

The fifth stage was planning the lessons for both groups based on Presentation, Practice and Production (PPP) planning, then the creation of the deliberately developed material followed, according to three factors: the students learning style, students' level of English and the topics previously selected. (For lesson plans, see Appendix C)

The sixth stage was to carry out the sessions of the workshop, which involved eight sessions (two per week). Each session included a list of ten words approximately of each topic; and it also included two games played during the warm up and the wrap

up. The sessions took place in parallel, with two researchers per group acting as teachers, and the fifth member was acting as an observer, making notes on how each session developed.

The control and experimental group started and finished their sessions with games of the same type. For this reason the only difference was on the development of the session (presentation, practice and production).

- The Control group worked with a booklet (a compilation of different books that contained activities of the selected topics). During the presentation the students usually had to recognize the list of words of each session shown on the booklet. The practice consisted of the development of activities taught by the teachers; the activities were mainly written and reading activities.

The production consisted of the students' autonomous and group work based on activities that appeared on the booklet (See Appendix F).

- The Experimental group worked with the deliberately developed material (material created by the researcher according to the learning styles of students and the level of English of the group). (See Appendix G).

During the presentation students recognized the vocabulary list of the corresponding session, usually on flashcards, posters and pictures. Then during the practice students worked with the guidance of the two teachers on

the classroom applying the vocabulary taught during the presentation on speaking activities such as labeling objects and saying the word; saying a description including the vocabulary asked; guessing the words individually or in groups; matching on the whiteboard among others.

And the production consisted of the students' autonomous work. Students worked with worksheets created by the researchers, which included matching activities, picture crosswords, drawing and painting, dressing the character and completing a worksheet and labeling the pictures of every session.

The final stage was to apply the final tests. It allowed the researchers to establish students' progress and also to recognize which of the two materials was more effective. The final evaluation was applied in two tests: a written test and listening test in order to assess the visual and auditory skills of students.

### **3.6 Data Collection Instruments**

In this section the instruments that were applied to gather the information in Colegio Técnico Las Nieves will be described.

Before the description of each instrument, it is important to mention that teachers from other schools before its application validated each instrument.

### **3.6.1 Interview**

The interview (See appendix A) was applied to two teachers of the school where the research took place. It had ten questions, divided in 4 topics (Work and experience at the school; Relationship with the students; English level of students and the national curricula; and finally about the material). This interview is an unstructured interview due to the fact that the interviewer conducts the questions based on a script, but the questions are open and have no standardization, as Sampieri (2006) claims in his work "*Metodología de la Investigación*".

The purpose of the interview was to know about the relationship between teachers and students of the school where the research took place, and also to identify which strategies and material these teachers used, in order to clarify how these two important aspects influenced the students' learning process.

### **3.6.2 Diagnostic Test**

The objective of the diagnostic test was to determine how much students knew about the topics previously selected. Also it allowed to establish which students belonged to each group (the control and experimental group).

The diagnostic test (See appendix B) consisted of 29 questions of one point each, distributed into five items, where students had to recognize 45 words. At the

beginning the diagnostic test specified and clarified to the students the fact that they did not get a mark, but a score. The five items consisted of the recognition of vocabulary of the eight topics selected for the research. The vocabulary was mixed and distributed in the five items. The item I, IV and V contained pictures for a visual recognition of the words. The second item consists of the discrimination in five different groups of words and the item III, consisted of relating the word in English with its meaning in Spanish.

### **3.6.3 Learning Styles Questionnaire**

The objective of the application of this questionnaire was to get to know the learning style of each student and according to that create the material for the experimental group. The learning style questionnaire (See appendix B) which consisted of 16 questions about preferences in different situations, it allowed the researchers to classify students on each learning style according to the answers given in the different situations.

### **3.6.4 Observations**

The observations (See appendix D) were made by one of the researchers during the sessions of the workshop following an observation rubric. The objective of observing the sessions was to have a qualitative evidence of students' learning process and how they worked with the material.

The observation rubric (See Appendix D) contained five items that included observations about the classroom environment, the teachers' work, the students' reaction and learning process, about the lesson itself and a last item that included extra opinions about other factors that could have affected the process.

### **3.6.5 Final Tests**

The process was tested in two forms, with one written test and one listening test.

The objective of the application of these tests was to have an evidence of the progress of students in vocabulary learning, and also it allowed the researchers to find out which material was more effective when learning vocabulary.

The application of two tests was due to the fact that during the development of the sessions speaking and writing skills were the focus.

#### **3.6.5.1 Final Written Test**

The final written test (See appendix B) consisted of 49 questions divided into six items about the topics taught during the sessions, with a higher level of difficulty in the questions than the one presented in the diagnostic test, it had a total of 66 words to be recognized. The six items consisted of the recognition and application of the words that were taught during the session of the workshop. The vocabulary was mixed and distributed in the six items.

In the first item students had to write the word requested, according to the pictures shown. The difficulty in this item was that in this evaluation there was not a box with the words to answer as in the diagnostic test.

The second item consisted of the classification of words, where students should recognize the word and the group where each word belongs.

The third item consisted of discrimination. Students identified the group of words and recognized which of the words did not belong to the group. This item had a higher level of difficulty because the groups of words shown corresponded to the same category, for example: park, river, museum, sea. In this case the only word that corresponds to a place that is not an outdoor place is “museum”.

The fourth item contained only one topic from the eight that were taught during the sessions. Students had to apply the vocabulary according to the relation between the characters shown on the picture (family tree). The difficulty of this item was that the words were not given and they had to recognize the relation, and to complete the sentence according to that information. Unlike the diagnostic test where students already met the words given and they only had to recognize the member of the family and not the relationship between them.

On item five the students should relate the English word with its meaning in Spanish.



The last item consists of the recognition of the words on a picture. Students had to color pictures according to the selected words they were told to color.

### **3.6.5.2 Final Listening Test**

The objective of this test was to check if students could recognize the vocabulary that they listened to, in a suitable audio test. The listening test (See Appendix B) consisted of eight items, each one from a different topic taught on the sessions of the workshop.

Students were able to observe pictures of all the words of the eight topics, but they had to recognize and answer according to the words that appeared on the recording with different dialogues.

At the beginning of the test an information box was presented about how students had to answer the test. The test was composed of a total score that included only the words that students had to recognize that are not all the words shown in the test(82 words) , and it had a total score of 50 points.

## **CHAPER IV: DATA ANALYSIS AND RESULTS**

## **4.1 Introduction**

In this chapter, the results of the research will be described in order to explain specifically what was gotten from the different instruments utilized.

The charts described in this chapter reflect the data collected during the workshop made from October to November in Colegio Técnico Las Nieves directed to students between thirteen and fourteen years of age.

According to the information obtained by the instruments utilized, it can be stated that the objectives were completely accomplished.

The data obtained were analyzed in a comparative manner. From a total of 24 students that took the diagnostic test, from those only 9 students constantly assisted to the workshop and that also took the final tests.

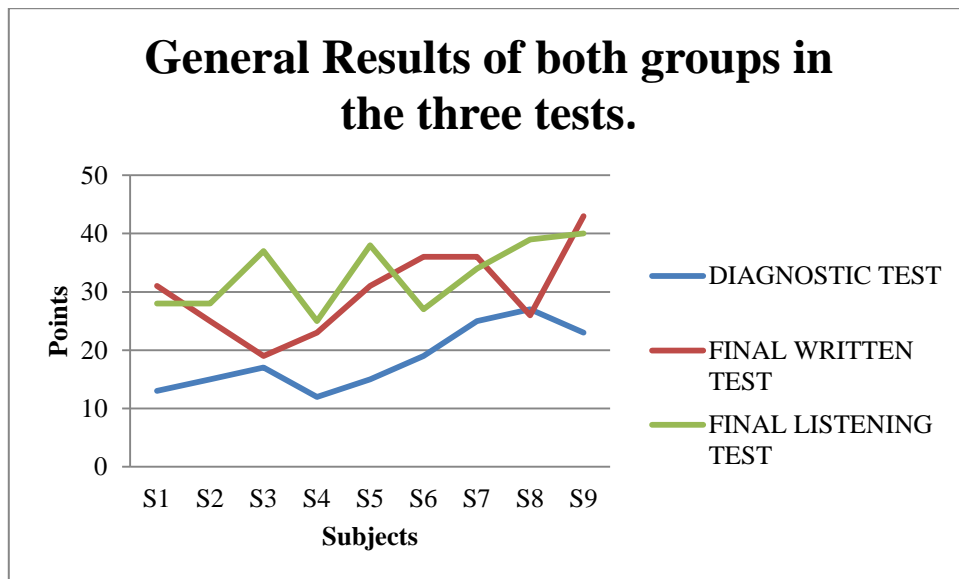
The objective of the above mentioned is to make a reliable comparison on the research in order to accomplish the aim that is to find out which material is more effective.

## 4.2 Analysis of General Results

### Chart 1

The following chart shows the results of the three tests made during the research, where the horizontal axis displays the number of subjects studied, and the vertical axis displays the score of each of the tests. Subjects from 1 to 6 correspond to experimental group, and subjects from 7 to 9 correspond to control group.

**Chart 1: General Results.**



The chart shows an increase comparing the results of both groups between the diagnostic and final tests.

With the results of the three tests considering the nine subjects from the experimental and control group, it can be obtained a mode, median and an average.

In the diagnostic test the mode consisted of 15 points, median was 17 points and finally the average was approximately of 18,4 points.

According the average of the diagnostic test that was 18,4 points, there were five subjects that got a lower score and there were four subjects that got a higher score than the average.

The final written test obtained a mode of 31 and 36, the median was 31 points and the average was 30 points. According to the average there were four subjects that got a lower score and there were five subjects that got a higher score than the average.

In the final listening test the mode consisted of 28 points approximately, median was 34 points and finally the average was approximately 32,8 points.

According the average of the final listening test was 32,8 points, there were four subjects that got a lower score and there were five subjects that got a higher score than the average.

The detail of the results of each test is going to be presented in the Table 1:

**Table 1: General Results**

	<b>SUBJECT</b>	<b>DIAGNOSTIC TEST</b>	<b>FINAL WRITTEN TEST</b>	<b>FINAL LISTENING TEST</b>
<b>GROUP 1</b>	S1	13 (44, 8%)	31 (63, 2%)	28 (56%)
	S2	15 (51, 7%)	25 (51%)	28 (56%)
	S3	17 (58, 6%)	19 (38, 7%)	37 (74%)
	S4	12 (41, 3%)	23 (46, 9%)	25 (50%)
	S5	15 (51, 7%)	31 (63, 2%)	38 (76%)
	S6	19 (65, 5%)	36 (73, 4%)	27 (54%)
<b>GROUP 2</b>	S7	25 (86, 2%)	36 (73, 4%)	34 (68%)
	S8	27 (93, 1%)	26 (53%)	39 (78%)
	S9	23 (79, 3%)	43 (87, 7%)	40 (80%)
	<b>TOTAL</b>	29 Points	49 Points	50 Points

The table shows in detail the score of each student on the three tests: diagnostic, final written test and final listening test and the equivalent in percentage.

It can be observed and highlighted from the table that the following subjects obtained the highest scores in the three tests:

Subject eight obtained 27 points in the Diagnostic Test equivalent to 93, 1% from a total of 29 points.

Subject nine obtained 43 points in the Final Written Test equivalent to 87, 7% from a total of 49 points. Also subject nine obtained 40 points in the Final Listening test from a total of 50 points, equivalent to 80%.

In the following are going to be highlighted the results of four subjects.

It is important to highlight subject number one because of the increasing from the diagnostic test to the final written test of 18, 4%. In the contrast there was a decrease from the final listening test of 7,2%. According to the mentioned it can be observed that the decrease from one final test to the other was due to subject number one was classified as a visual learner by VARK questionnaire applied. (See Appendix E)

It is important to mention that the results obtained by subject three because there was a decrease from the diagnostic to the final written test of 19, 9%. According to the results it can be observed that the decrease was due to subject three was classified by VARK questionnaire as auditory learner.

Furthermore it is important to distinguish subject five because of the gradual increasing from the diagnostic test who obtained 15 points equivalent to 51, 7% to the final listening test (63, 2%) and the final listening test (76%). There was an increasing from the diagnostic to the final written test of 10, 6%. Also there was an increase from the final written test to the final listening test 12, 8%.

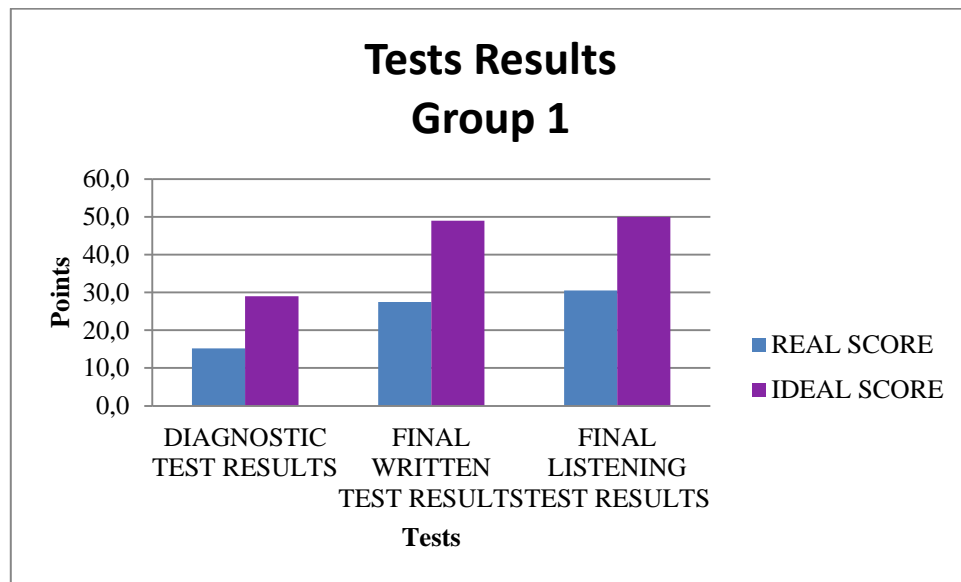
Finally it is important to highlight subject nine from the second group who obtained the highest score in the final written test and in the final listening test in comparison of the rest of the subjects.

It can be observed an increase from the final diagnostic test to the final written test of 8, 4% and a decrease from the final written test to the final listening test of 7, 7%.

According to the results shown in the previous chart, the following ones will explain the comparison between the average of the results of group one and two and the three tests, where the horizontal axis displays the three test studied, and the vertical axis displays the score of each one of the tests.



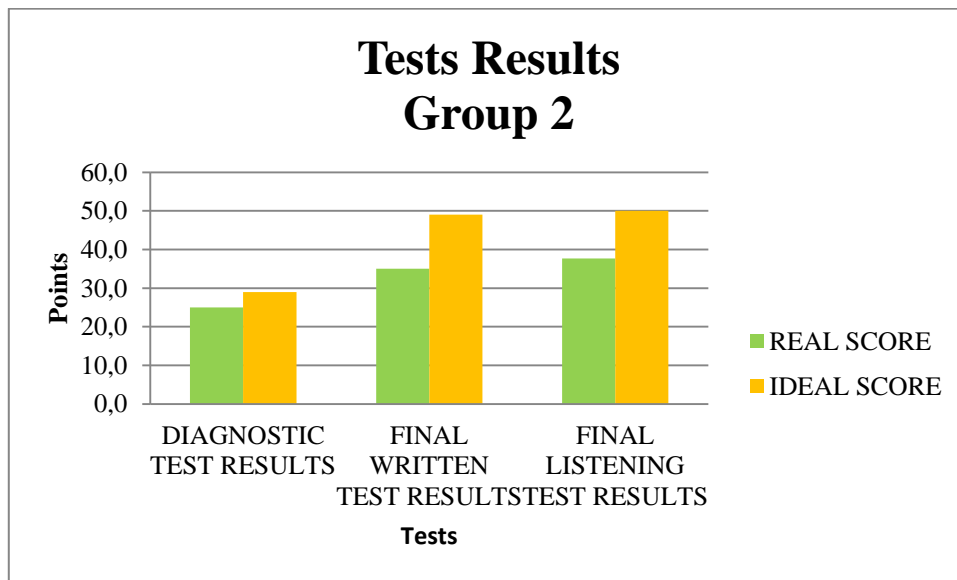
**Chart 2: Tests results ‘Group 1’**



It can be observed an increase from the diagnostic test which had an average of 15, 2 approximately equivalent to 52, 4% and the final written test which had an average of 27,5 equivalent to 56, 1% of 12,3 points equal to 3, 7%.

And an increase between the diagnostic, which had an average of 15,2 equivalent to 52, 4% and the final listening test which had an average of 30,5 equivalent to 61% of 15,3 points equal to 8, 6%.

**Chart 3: Tests results ‘Group 2’**

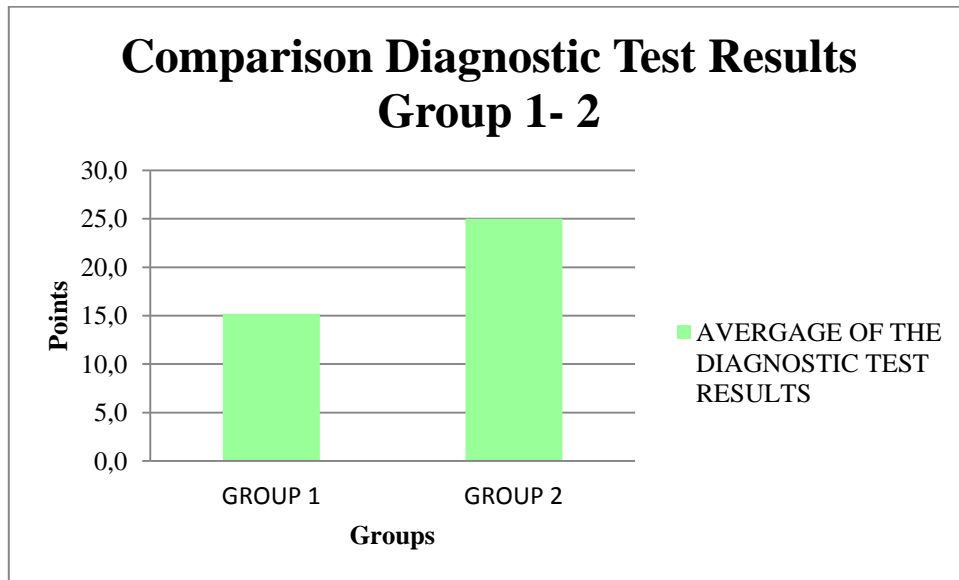


It can be observed an increase between the diagnostic test, which had an average of 25 approximately equivalent to 86, 2%, and the final written test which had an average of 35 equivalents to 79, 4% of 15 points equal to 14, 8%.

And there was an increase between the diagnostic which had an average of 25 equivalent to 86, 2% and the final written test which had an average of 27,7 equivalent to 55, 4% of 2,7 points equal to 30, 8%.

According to the comparative results of the three tests, the results comparing the tests one by one and comparing group one and two, where the horizontal axis displays the groups studied, and the vertical axis displays the score of each of the tests.

**Chart 4: Diagnostic Tests Results ‘Groups 1 and 2’**

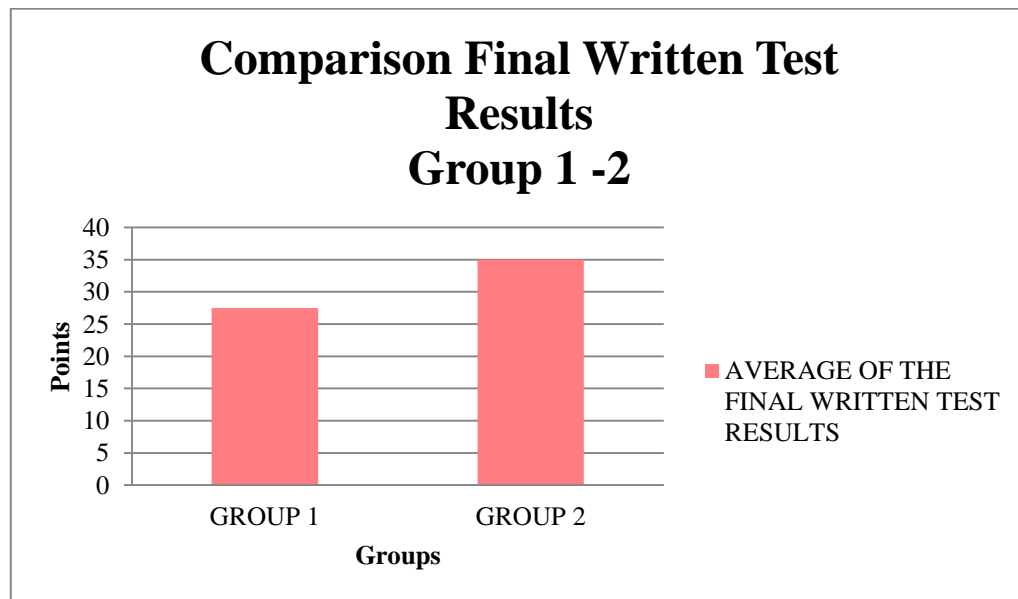


It can be observed that the diagnostic test of group 1 had an average of 15,2 approximately, while the diagnostic test of group 2 had an average of 25 points.

The average of the diagnostic test considering both groups was of 18,4. It is important to highlight that the results from group 1 were lower than the average mentioned. And the average of the diagnostic test results obtained by group number 2 was higher in 6,6 points approximately.

Finally the group 2 obtained an average of 9,8 points more than group 1.

**Chart 5: Final Written Tests Results ‘Groups 1 and 2’**

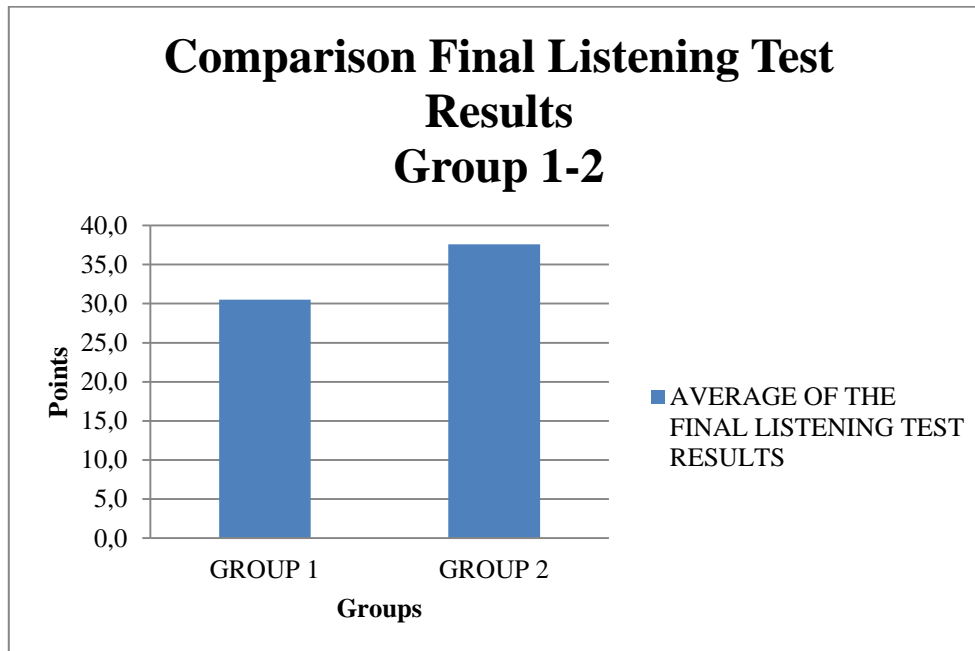


It can be observed that the final written test of group 1 had an average of 27,5 approximately, while in the final written test the group 2 had an average of 35 points.

The average of the final written test considering both groups consisted of 30 points. It is important to highlight that the results from group 1 were lower than the average mentioned. And the average of the final written test results obtained by group number 2 was higher in 5 points approximately.

Finally the group 1 obtained 7,5 points less than group 2.

**Chart 6: Chart 5: Final Written Tests Results ‘Groups 1 and 2’**



It can be observed that the final listening test of group 1 had an average of 30, 5 approximately, while the final listening test of group 2 had an average of 37,6 points.

The average of the final listening test considering both groups was of 32, 8. It is important to highlight that the results from the group 1 where lower than the results of group 2.

The group 1 obtained 2, 8 points more than group 2.

Finally it is important to mention that the average obtained by the 9 subjects was:

Diagnostic test: 18 points equivalent to 63, 4%.

Final written test: 30 points equivalent to 61, 2 %.

Final listening test: 32, 8 points equivalent 65, 6%.

As a conclusion in general terms it can be observed a decrease from the diagnostic test to the final written test but then there was a decrease according the mentioned percentage from the final written test to the final listening test.

### **4.3 Analysis per Subject**

Then it will take place an analysis per subject taking into consideration six subjects from the experimental group and three subjects from the control group and a comparison between the ideal and real vocabulary that should be recognized in each test.

The ideal vocabulary recognition in the following tests is:

- The Diagnostic Test presents an average of 5 or 6 words for the eight corresponding sessions with a total of 45 words.

- In the Final Written Test there were from 8 to 10 words for the eight corresponding sessions with a total of 66 words.
- Finally, in the Final Listening Test the students should have recognized 82 words, which correspond to all the vocabulary seen in the eight sessions.

### **Subject 1**

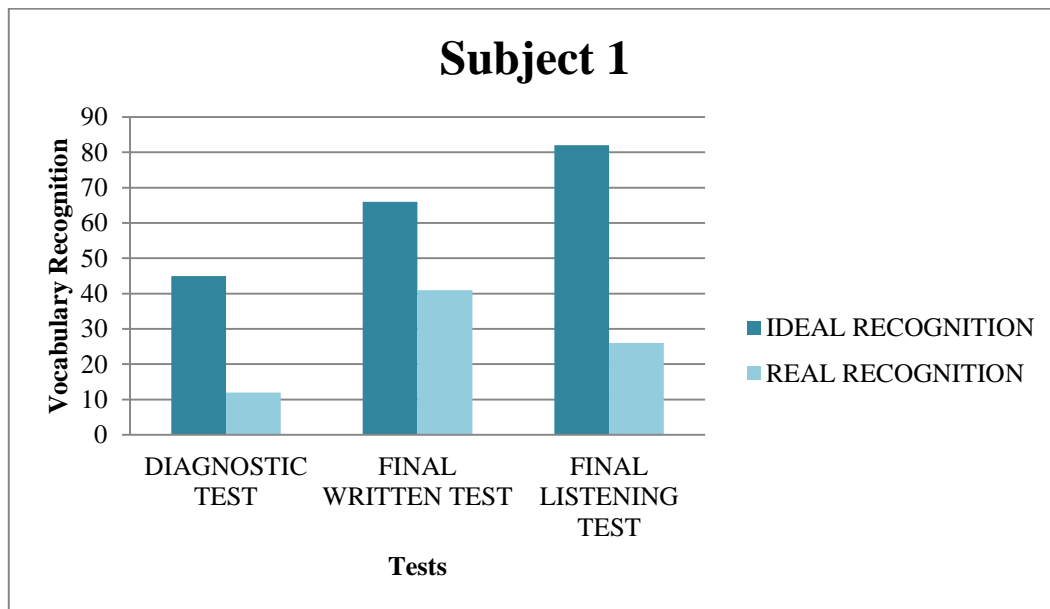
The following table shows the results obtained by subject 1 of the amount of recognized vocabulary on the three tests:

**Table 2: Comparison of the vocabulary recognition in Diagnostic, Final Written and Final Listening Test ‘Subject 1’**

<b>Test</b>	<b>Real recognition</b>	<b>Ideal recognition</b>
Diagnostic	12	45
Final Written	41	66
Final Listening	26	82

The results of Table 2 are going to be plotted and described in the chart 7 below.

**Chart 7: Vocabulary recognition ‘Subject 1’**



According to the results, it can be observed that the subject one was not able to recognize more than a half of the total words in the diagnostic test from the ideal recognition. From a total of 45 words, subject number one recognized 26, 6% of the ideal vocabulary.

In the final written test, subject one was able to recognize 41 words and it can be observed that the difference to reach the ideal vocabulary recognition was 25 words. From a total of 66 words, the subject recognized 62, 1% of the ideal vocabulary.

In the final listening test there was a decrease in quantity of words the subject recognized from the ideal vocabulary recognition that was 82 words and the subject



was able to recognize 26 words. From a total of 82 words, the subject number one recognized 31, 7%.

## **Subject 2**

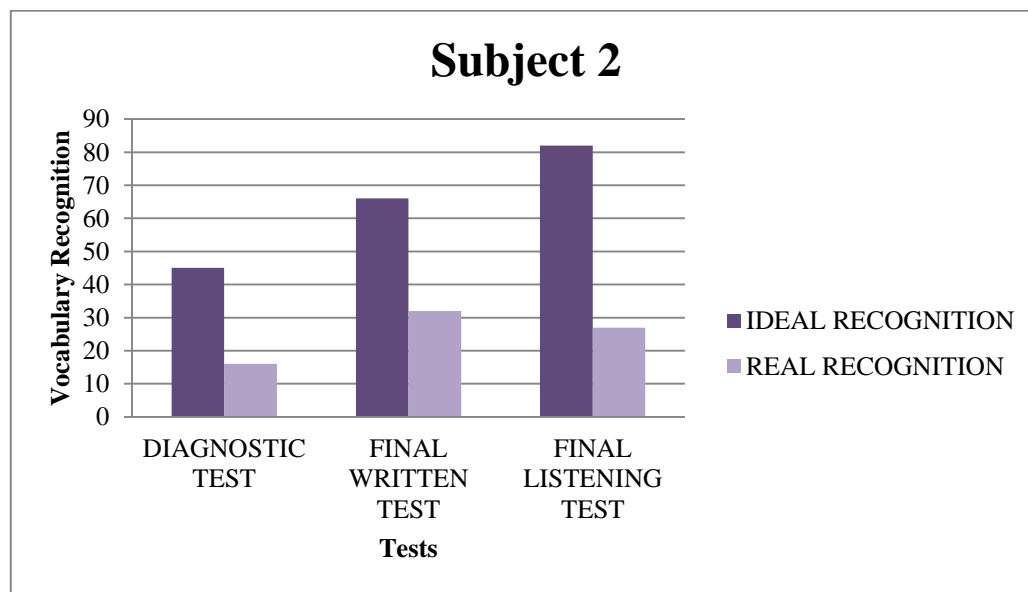
The following table shows the results obtained by subject 2 of the amount of recognized vocabulary on the three tests:

**Table 3: Comparison of the vocabulary recognition in Diagnostic, Final Written and Final Listening Test ‘Subject 2**

<b>Test</b>	<b>Real recognition</b>	<b>Ideal recognition</b>
Diagnostic	16	45
Final Written	32	66
Final Listening	27	82

The results of Table 3 are going to be plotted and described in the chart 8 below.

**Chart 8: Vocabulary recognition ‘Subject 2’**



According to the results, it can be observed that the subject two was not able to recognize more than a half of the total words in the diagnostic test from the ideal recognition. From a total of 45 words, the subject recognized 35,5% of the ideal vocabulary.

In the final written test, subject two was able to recognize almost the half of the total vocabulary, equivalent to 32 words and it can be observed that the difference to reach the ideal recognition of vocabulary was of 34 words. From a total of 66 words, the subject recognized 48,4% of the ideal vocabulary.

In the final listening test there was a decrease in quantity of words the subject recognized from the ideal vocabulary recognition that was 82 words and the subject was able to recognize 27 words. From a total of 82 words, the subject number two recognized 32,9% of the ideal vocabulary.

**Subject 3**

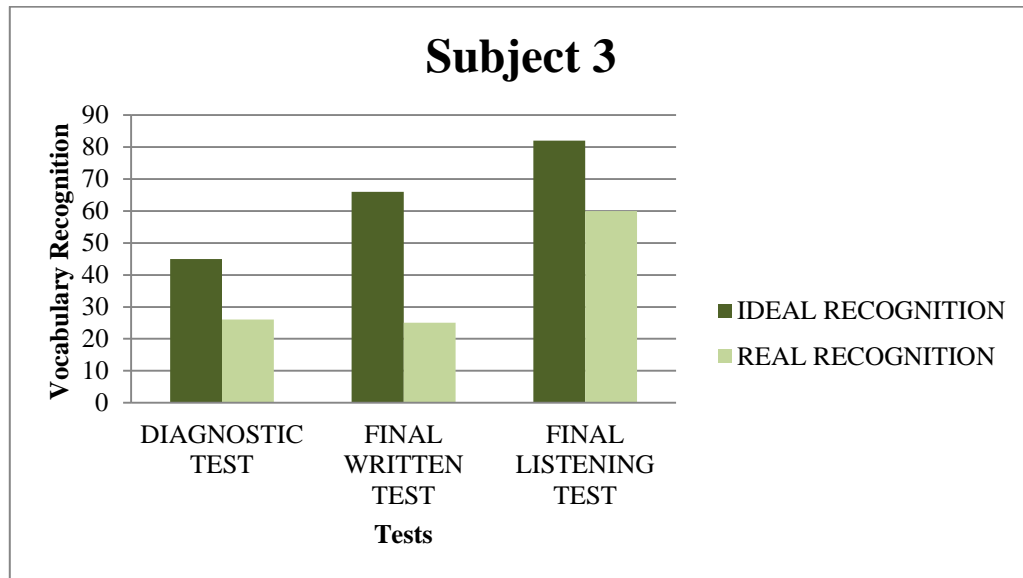
The following table shows the results obtained by subject 3 of the amount of recognized vocabulary on the three tests:

**Table 4: Comparison of the vocabulary recognition in Diagnostic, Final Written and Final Listening Test ‘Subject 3’**

<b>Test</b>	<b>Real recognition</b>	<b>Ideal recognition</b>
Diagnostic	26	45
Final Written	25	66
Final Listening	60	82

The results of Table 4 are going to be plotted and described in the chart 9 below.

**Chart 9: Vocabulary recognition ‘Subject 3’**



The subject three was able to recognize 26 words and was not able to recognize 19 words in the diagnostic test from the ideal recognition. From a total of 45 words, the subject three recognized 57,7% of the ideal vocabulary.

In the final written test, student three was able to recognize 25 words and it can be observed that the difference to reach the ideal recognition of vocabulary was of 41 words. From a total of 66 words, the subject recognized 37, 8% of the ideal vocabulary.

In the final listening test there was an increase in quantity of words the subject recognized from the ideal vocabulary recognition that was 82 words and the subject was able to recognize 60 words. From a total of 82 words, the subject number three recognized 73, 1% of the ideal vocabulary.

**Subject 4**

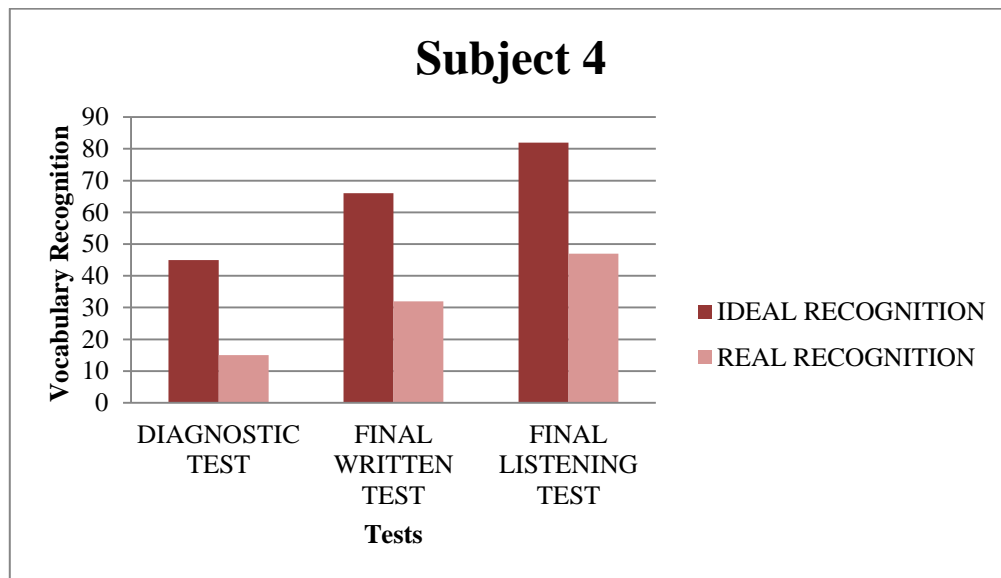
The following table shows the results obtained by subject 4 of the amount of recognized vocabulary on the three tests:

**Table 5: Comparison of the vocabulary recognition in Diagnostic, Final Written and Final Listening Test ‘Subject 4’**

<b>Test</b>	<b>Real recognition</b>	<b>Ideal recognition</b>
Diagnostic	15	45
Final Written	32	66
Final Listening	47	82

The results of Table 5 are going to be plotted and described in the chart 10 below.

**Chart 10: Vocabulary recognition ‘Subject 4’**



According to the results, it can be observed that the subject four was able to recognize 15 words in the diagnostic test from the ideal recognition. From a total of 45 words, the subject three recognized 33,3% of the ideal vocabulary.

In the final written test, subject four was able to recognize almost the half of the total vocabulary, equivalent to 32 words and it can be observed that the difference to reach the ideal recognition of vocabulary was of 34 words. From a total of 66 words, the student recognized 48,4% of the ideal vocabulary.

In the final listening test there was a decrease in quantity of words the subject recognized from the ideal vocabulary recognition that was 82 words, the subject was

able to recognize more than a half of all the vocabulary equivalent to 47 words and was not able to recognize 35 words. From a total of 82 words, the subject number four recognized 57, 3% of the ideal vocabulary.

**Subject 5**

The following table shows the results obtained by subject 5 of the amount of recognized vocabulary on the three tests:

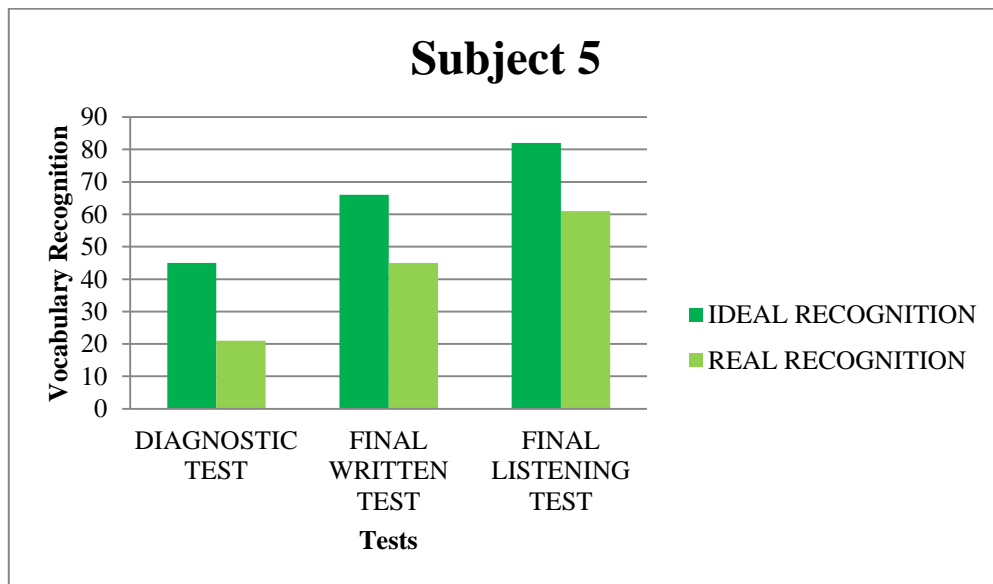
**Table 6: Comparison of the vocabulary recognition in Diagnostic, Final Written and Final Listening Test ‘Subject 5’**

<b>Test</b>	<b>Real recognition</b>	<b>Ideal recognition</b>
Diagnostic	21	45
Final Written	45	66
Final Listening	61	82

The results of Table 6 are going to be plotted and described in the chart 11 below.

|

**Chart 11: Vocabulary recognition ‘Subject 5’**



According to the results, it can be observed that the subject five was able to recognize 21 words in the diagnostic test from the ideal recognition. From a total of 45 words, the subject three recognized 46,6% of the ideal vocabulary.

In the final written test, the subject five was able to recognize more than a half of the total vocabulary, equivalent to 45 words and it can be observed that the difference to reach the ideal recognition of vocabulary was of 21 words. From a total of 66 words, the subject recognized 68,1% of the ideal vocabulary.



In the final listening test there was a decrease in the amount of words the subject recognized from the ideal vocabulary recognition that was 82 words, the subject was able to recognize more than a half of the ideal vocabulary equal to 61 words. From a total of 82 words, the student number five recognized 74, 3% of the ideal vocabulary.

### **Subject 6**

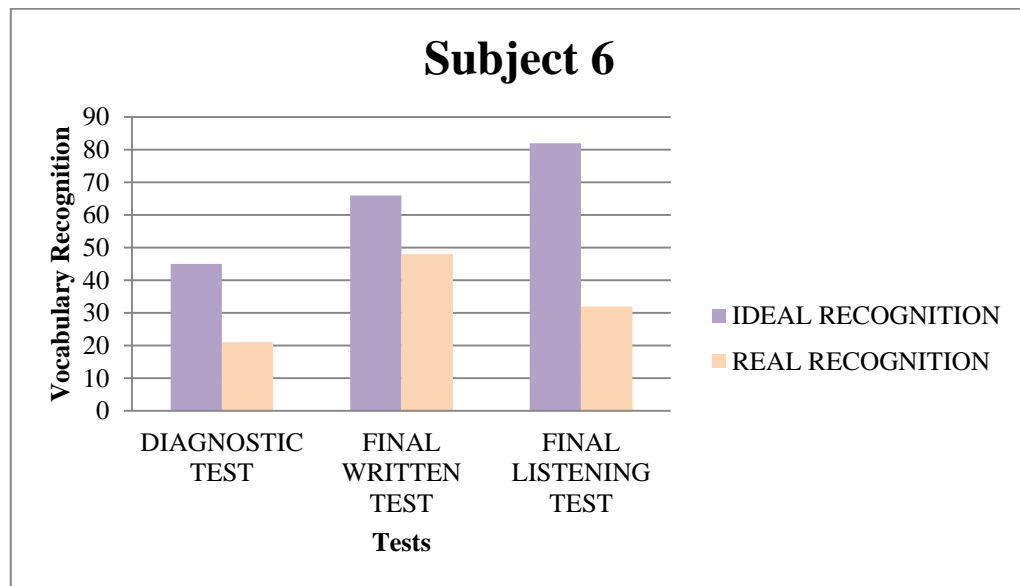
The following table shows the results obtained by subject 6 of the amount of recognized vocabulary on the three tests:

**Table 7: Comparison of the vocabulary recognition in Diagnostic, Final Written and Final Listening Test ‘Subject 6’**

<b>Test</b>	<b>Real recognition</b>	<b>Ideal recognition</b>
Diagnostic	21	45
Final Written	48	66
Final Listening	32	82

The results of Table 7 are going to be plotted and described in the chart 12 below.

**Chart 12: Vocabulary recognition ‘Subject 6’**



According to the results, it can be observed that the subject six was able to recognize 21 words in the diagnostic test from the ideal recognition. From a total of 45 words, the subject number three recognized 46,6% of the ideal vocabulary.

In the final written test, subject number six was able to recognize 48 words, more than the half of the total vocabulary, and it can be observed that the difference to reach the ideal recognition of vocabulary was of 18 words. From a total of 66 words, the subject recognized 72,7% of the ideal vocabulary.

In the final listening test there was a decrease in quantity of words the subject recognized from the ideal vocabulary recognition that was 82 words, the subject was

able to recognize 36 words and was not able to recognize 46 words, less than a half of all the vocabulary. From a total of 82 words, the subject six recognized a 39% of the ideal vocabulary.

### **Subject 7**

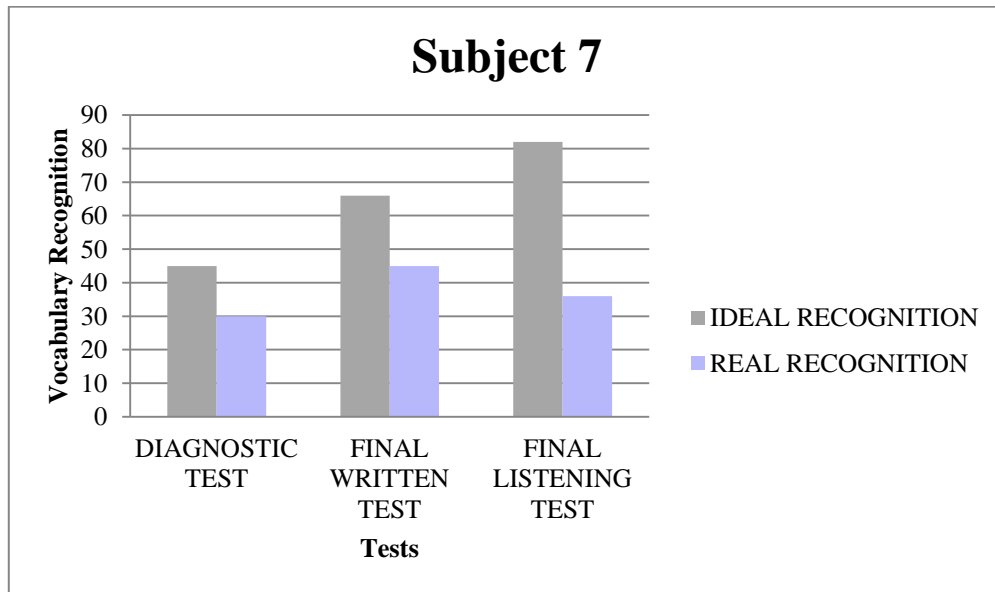
The following table shows the results obtained by subject 7 of the amount of recognized vocabulary on the three tests:

**Table 8: Comparison of the vocabulary recognition in Diagnostic, Final Written and Final Listening Test ‘Subject 7’**

Test	Real recognition	Ideal recognition
Diagnostic	30	45
Final Written	45	66
Final Listening	36	82

The results of Table 8 are going to be plotted and described in the chart 13 below.

**Chart 13: Vocabulary recognition ‘Subject 7’**



According to the results, it can be observed that the subject seven was not able to recognize 15 words in the diagnostic test from the ideal recognition. From a total of 45 words, the subject recognized 66,6% of the ideal vocabulary.

In the final written test, subject seven was able to recognize more than a half of the total vocabulary, equivalent to 45 words and it can be observed that the difference to reach the ideal recognition of vocabulary was of 21 words. From a total of 66 words, the student recognized 68,1% of the ideal vocabulary.

In the final listening test there was a decrease in quantity of words the subject recognized from the ideal vocabulary recognition that was 82 words, the subject was

able to recognize 36 words and was not able to recognize 46 words, more than a half of all the vocabulary. From a total of 82 words, the student number seven recognized 43,9% of the ideal vocabulary.

### **Subject 8**

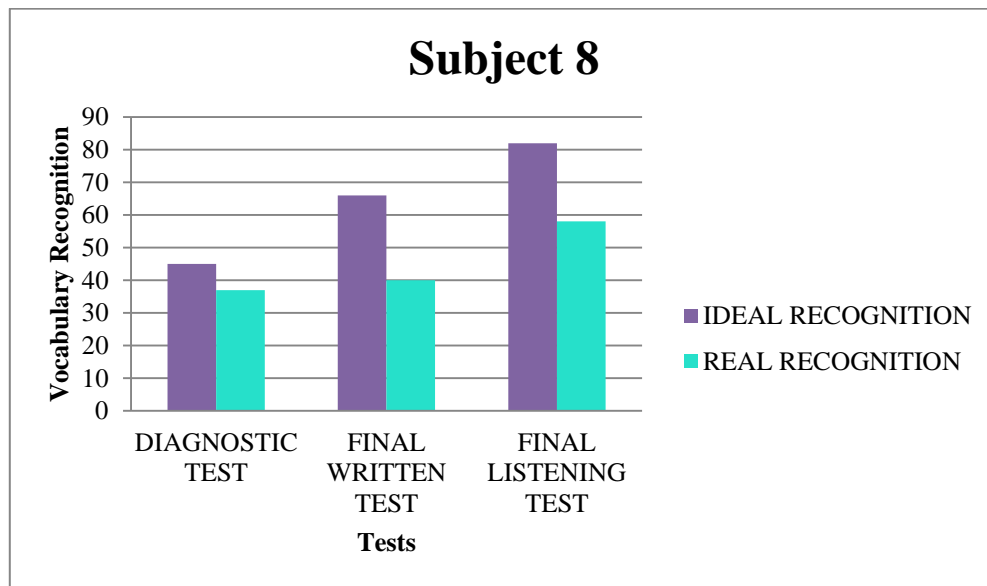
The following table shows the results obtained by subject 8 of the amount of recognized vocabulary on the three tests:

**Table 9: Comparison of the vocabulary recognition in Diagnostic, Final Written and Final Listening Test ‘Subject 8’**

<b>Test</b>	<b>Real recognition</b>	<b>Ideal recognition</b>
Diagnostic	37	45
Final Written	40	66
Final Listening	58	82

The results of Table 9 are going to be plotted and described in the chart 14 below.

**Chart 14: Vocabulary recognition ‘Subject 8’**



According to the results, it can be observed that the subject eight was able to recognize 37 words, it is important to highlight that subject number eight is the one that recognized the highest number of words in the diagnostic test from the ideal recognition. From a total of 45 words, the subject recognized 82,2% of the ideal vocabulary.

In the final written test, subject eight was able to recognize 40 words and it can be observed that the difference to reach the ideal recognition of vocabulary was of 26 words. From a total of 66 words, the student recognized 60,6% of the ideal vocabulary.

In the final listening test there was a decrease in quantity of words the subject recognized from the ideal vocabulary recognition that was 82 words, the subject was able to recognize 58 words and was not able to recognize 24 words remaining. From a total of 82 words, the student number eight recognized 70, 7% of the ideal vocabulary.

### **Subject 9**

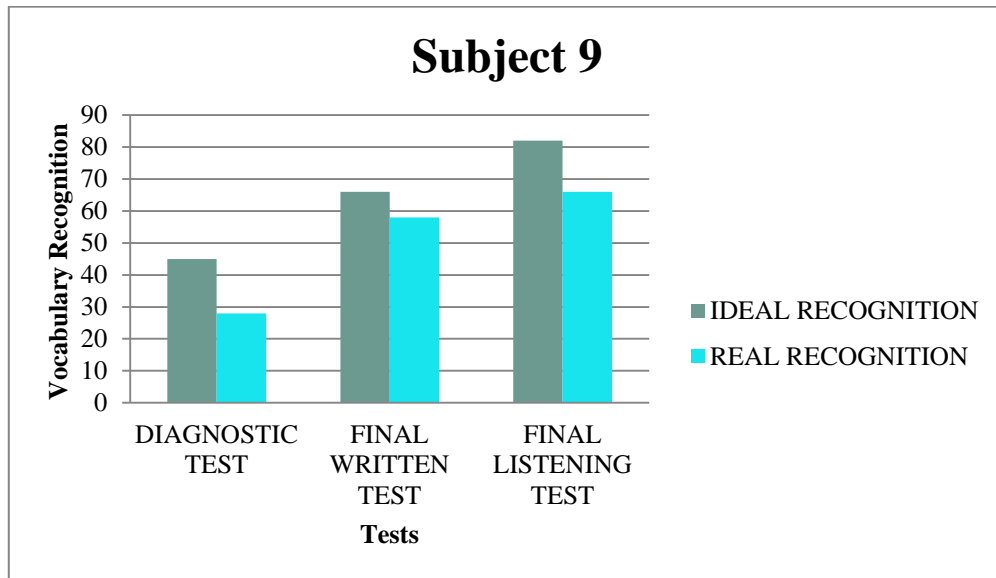
The following table shows the results obtained by subject 9 of the amount of recognized vocabulary on the three tests:

**Table 10: Comparison of the vocabulary recognition in Diagnostic, Final Written and Final Listening Test ‘Subject 9’**

<b>Test</b>	<b>Real recognition</b>	<b>Ideal recognition</b>
Diagnostic	28	45
Final Written	58	66
Final Listening	66	82

The results of Table 10 are going to be plotted and described in the chart 15 below.

**Chart 15: Vocabulary recognition ‘Subject 9’**



According to the results, it can be observed that the subject nine was not able to recognize 15 words in the diagnostic test from the ideal recognition. From a total of 45 words, the subject recognized 62,2% of the ideal vocabulary.

In the final written test, it is important to highlight that subject number nine is the one that recognized the highest number of words, equivalent to 58 words and it can be observed that the difference to reach the ideal recognition of vocabulary was of 8 words. From a total of 66 words, the student recognized 87,8% of the ideal vocabulary.



In the final listening test there was an increase in the amount of words the subject recognized from the ideal vocabulary recognition that was 82 words, the subject was able to recognize 66 words, more than a half of all the vocabulary and was not able to recognize 16 words. From a total of 82 words, the student number nine recognized 80, 4% of the ideal vocabulary.

As a conclusion to the analysis per subject it can be observed that there was an increase from the diagnostic test, where they had to recognize an amount of 45 words to the final written test where they have to recognize 66 words, except for the subject number three that decreased in 2 points from one test to the other.

On the other hand it is important to mention that there was a decrease from the final written test to the final listening test, where they should have recognized 82 words. There is the possibility that the subjects were not able to recognize all the vocabulary to discriminate the words that they listened to, for this reason they could have obtained lower vocabulary recognition.

#### **4.4 Observation Analysis**

The following chart shows the results of the attendance during the research, which starts on September 29th, where in the first 45 minutes the researchers implemented a diagnostic test, which contained the chosen vocabulary for eight sessions. The students answered an online questionnaire named “VARK” which purpose was to classify the students into their corresponding learning style.

The eight sessions took place every Thursday from October 6th to October 27<sup>th</sup>. Each session consisted of 45 minutes and every Thursday contained two sessions from the selected topics.

In chart 16 and 17 the results obtained from the attendance of 14 students considering group 1 and 2 where the horizontal axis displays the number of subjects studied, and the vertical axis displays the number of sessions of the research. Subjects from 1 to 6 correspond to experimental group (Group 1), and subjects from 7 to 9 correspond to control group (Group 2).

**Chart 16: Attendance 'Group 1'**

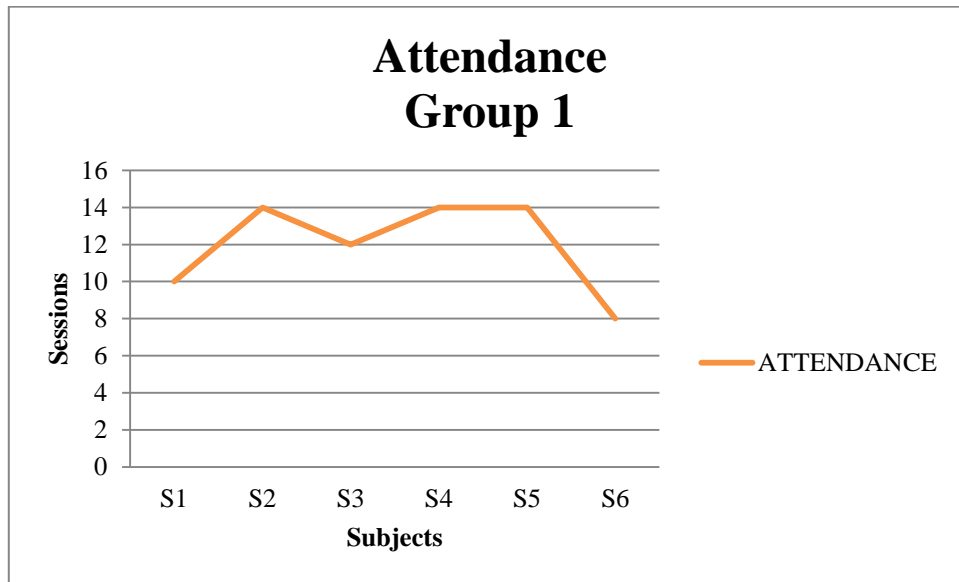


Chart 16 shows the attendance of group 1, which contains subjects from 1 to 6.

It is important to highlight that there were three subjects (S2, S4, S5) who had completed attendance and there was one subject (S3) on the average that corresponds to 12 sessions. And there were two subjects (S1, S6) below the average of sessions.

The average of attendance corresponded 85, 7% approximately.

It is important to consider that the attendance from group 1 was constantly from beginning to end. All the subjects attended to Diagnostic, Final Written, Final Listening Test and “VARK” questionnaire.

**Chart 17: Attendance 'Group 2'**

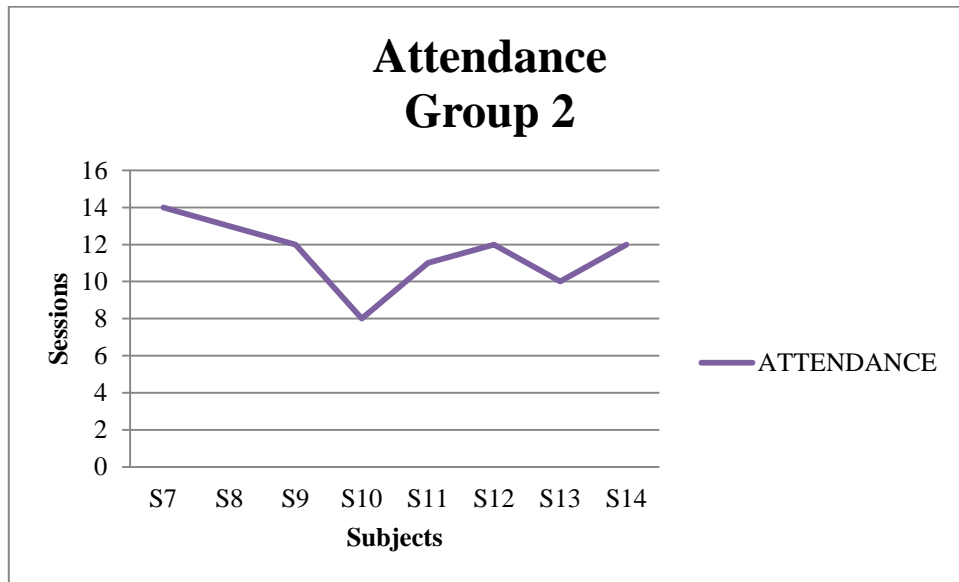


Chart 17 shows the attendance of group 2, which contains subjects from 7 to 14.

The attendance of the students was constant from the Diagnostic Test and “VARK” questionnaire until the Final Written Test but in the Final Listening Test taken on November 10th, five of the subjects (S10, 11, 12, 13, 14) were absent. For this reason the research considered the results of Subjects 7, 8 and 9.

It is important to highlight that there were two subjects (S7) which had completed attendance and there were two subjects (S8, S9) up to the average that corresponds to 11,5 approximately.

The average of attendance corresponded 80,7% approximately.

As a conclusion it is relevant to note that despite the quantity of students that attended group 1, this was lower than group 2. The subjects from group 1 were more constant and consistent during the 14 sessions, they attend to all the Tests and as observations show (See Appendix D) they demonstrated their motivation attending.

Contrastingly group 2 attended constantly, but at the end they were not involved or motivated with the sessions and also they were absent in the Final Listening Test. For this reason, the researchers believe that motivation is an important factor to consider according the attendance of every subject.

To finish is important to mention that according the results shown in the three parts of data analysis.

In the first part “Analysis of general results” it can be observed the alternative hypothesis which says “The use of developed material as well as the use of English textbooks /student’s books are both beneficial when learning vocabulary in 9<sup>th</sup> grade students at Técnico Las Nieves School, during the second term of 2015” because the comparison of the results taking in consideration group one and two and the three tests, showed little differences in scores terms, from 2,8 to 9,8 points.

Then in the second part “Analysis per subject” are shown the quantity of words or vocabulary that each subject should recognize as ideal, which increase in quantity from the diagnostic test to the final listening test.

It can be observed a coherence between the score obtained per subject and the vocabulary recognition in each test.

In the last part it showed the “Observation analysis” which demonstrated that the attendance of both groups was similar, in the contrast it is important to highlight that the attendance of group one was more constant than group 2 which decreased from the diagnostic and the final written test where there were eight subjects until the final listening test where just three students attended. Also it is important to mention that the attendance of each student was similar to the students’ results.

## **CHAPTER V: CONCLUSIONS**

## **5.1 Introduction**

This chapter will be focused on the elaboration of the conclusions based on the confirmation of the objectives and if the hypotheses were reached, secondly all the conclusions that surround the research, and finally the final conclusions and how the research helps to further investigations.

## **5.2 Conclusions**

The most important conclusions cover the objectives and the fact that one type of the materials is more effective than the other.

The focus of the research was to experiment 8 lessons by teaching with two different types of material, one group was presented with deliberately developed material and the other one with ready- made material in two 9th grade groups and at the end of this stage, to apply final tests (one oral and one written). In order to measure which of the two materials turned out to be more effective than the other one in terms of results.

The first objective was to demonstrate whether the use of classroom material, which has been deliberately developed material, is more effective for lexical learning in ninth grade students at Colegio Técnico Las Nieves; compared to the use of ready-made material, in this case, a given textbook. It is important to experiment with the



two different materials to analyze and know how the students utilized the material so it can be discovered whether they can learn with it or not.

Even though the students that took part of the experimental group increased their scores between the tests, the average was too low to state that the deliberately developed material was more effective than the ready-made material.

The other objective was to compare the effect of the use of deliberately developed material by the teacher versus the ready-made material. The comparison between both materials was made through the work in two groups (control and experimental), where one worked with deliberately developed material and the other one with ready-made material. With the results (final tests and observations) could be established the effects of each material on each group when learning vocabulary.

Our third objective was centered upon analyzing the advantages and disadvantages of developed material in contrast to ready-made material. We believe that it is of vital importance to learn about the advantages and disadvantages of each of these options beforehand when you choose the material you are going to work with according to the students' context and characteristics.

The last objective presented was to develop appropriate material of eight topics for vocabulary learning. The material was developed according to the topics taught and

students' characteristics such as the level of English, learning styles and classroom environment.

The results of the research lead us to the alternative hypothesis, which was that "The use of developed material as well as the use of English textbooks /student's books are both beneficial when learning specific vocabulary in ninth grade students at Colegio Técnico Las Nieves, during the second term of 2015". Based on the results analyzed in the chapter IV where it is shown that there was a small difference between the vocabulary learning in the two groups. It cannot be establish that one material is more effective than the other one. So, we conclude that both are beneficial when learning vocabulary.

Considering the results mentioned on the previous chapter where the differences shown between the groups are almost null and that the increase of each group in the score obtained was small, that material did not influence the result. That is the reason why we cannot establish that one material is more beneficial than the other.

Our conclusions go further than the material and based on the observations we can suggest that there are other elements that take part of the learning process and that influenced the performance of the learners.

The relationship between motivation and learning is direct but we also consider that the relationship between motivation and material is important. We think that the

series of elements that take part in the learning process are the intermediate between the teacher and the learners and it cannot be conducted by itself. In this sense, material is the cause why learners motivate themselves and not a final score.

Therefore, we believe that the teacher acts as a bridge between the learners and the material and that is not a factor by itself but a conductor of knowledge and learning.

### **5.3 Final Remarks**

Based on the results of the tests applied before and after the sessions, we concluded that the main factors that influenced the learning process were motivation and the affective filter in sense of the role they play in the learners based on the observations of the students and their behaviors related with the attendance, constancy and participation. These two variables affected the way students performed during the sessions and this caused that the material ended not being a determinant factor when learning vocabulary.

We believe that among the main factors to consider when learning vocabulary are all those that compound the learner. For this research, we highlight motivation that was the most influential factor on the final results.

Therefore, from our research it could be established that the material is an alternative factor that influences the motivation ,which is one of the variables of the affective filter described by Krashen (Krashen, S., 1982, p. 31):

Research over the last decade has confirmed that a variety of affective variables relate to success in second language acquisition (reviewed in Krashen, 1981).

*“(1) Motivation. Performers with high motivation generally do better in second language acquisition (usually, but not always, "integrative").*

*(2) Self-confidence. Performers with self-confidence and a good self-image tend to do better in second language acquisition.*

*(3) Anxiety. Low anxiety appears to be conducive to second language acquisition, whether measured as personal or classroom anxiety.”*

Then, we believe that significant knowledge can be reached if all the factors previously mentioned are considered as the primary aspects during the teaching/learning process.

#### **5.4 Suggestions for further Research**

For the following researches, we suggest to apply material on another suitable school context to prove if it really is a determinant factor, because the context where our research was done was not the optimum for making material the most important aspect.

Although, the results did not allow establishing that one material is more effective than the other, in other conditions the research can be apply teaching another contents.

There were some factors that affected the development of the intervention and the results of the research, which are the limitations of the research. Among the aspects that may have influenced the development of our research there was the schedule of the workshop. The schedule was from 3:30 to 5:00 pm on Tuesdays. Students had to attend the workshop after the regular school classes, and it meant a low attendance. We consider that the attendance was decreasing due to the lack of students' interest or motivation. This was an important factor that must be considered during an intervention. We believe that the students that constantly attended to the workshop mainly did it because its motivation.

Another aspect that we consider that would have made a difference for further research is the number of words that were taught. Teachers taught ten words per session, perhaps there were many words for a lesson of 45 minutes.

And finally it is worth to mention the length of the workshop. We had the opportunity to intervene 8 times for 45 minutes each lesson, but we strongly believe that if we have had the opportunity to intervene for a longer period of time the research would have given more positive results.

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## **APPENDICES**

## **Appendix A: Interviews**



UNIVERSIDAD CATÓLICA  
SILVA HENRÍQUEZ

## **Interview**

- **Introduction**

The objective of this interview is to know about the relationship between teachers and students of the school where the research is being made. Also, to identify which strategies and material these teachers utilize, in order to clarify how these two important aspects influence the learning process.

The information obtained from the interview has an academic purpose. The personal information is confidential and is going to remain anonymous.

### **I. General Information**

- Teacher 1
- Age: 30 years of age
- Years of experience teaching English: 8 years



## **II. Questions**

### **1. About their work and experience at the school**

1.1 For how long have you been teaching in this school?

- I have been teaching here for one year.

1.2 How many classes of ninth grade do you teach? How many students are in each class?

- I teach to 1 group of ninth grade and there are 44 students.

1.3 Which are the aspects do you stand out of this school in academic terms?

- The aspects I stand out of this school in academic terms are the constancy of teachers for students' progress during the learning process.

### **2. Relationship with students**

2.1 What is your opinion about the behavior and the personal characteristics of ninth grade students? What is your perception about the students in the English area?

- I think students of ninth grade are very complicated because they come from different schools, in different situations and with different methodologies and rules when working at the classroom. According to the English area students have a very low level of English, which means the

adaption of the contents; even some students did not have English in their primary level.

2.2 What was the most difficult issue during the development on the first semester?

- The most difficult issue during the first semester was to have students in a wide range of differences, because there were students that knew a lot of English, there were some that knew a little and some students that did not know anything. This means to be constantly leveling the students.

### **3. English level of students and the contents of the national curricula**

3.1 Do you think that the English level of your students is the appropriate?

- Of course not. Students are below the level they should be.

3.2 Which negative aspects do you think have an influence on the level of English of your students?

- I think that one factor that influence is the motivation. Students do not show enthusiasm during the lessons. And also the large number of students per room, which is a factor that implies distraction, disorder and less attention during the development of the lesson.

3.3 Did you have the need to adapt the contents? Why? And which criteria did you use to choose them?

- Yes, because all students are not in the same level. I made the lesson plans for ninth grade and I consider all the characteristics that students of this school have, so I make the lesson plans in a very low level of English. The criteria that I consider when adapt the contents is the plans and programs of the MINEDUC but in its primary level.

#### **4. About the Material.**

4.1 Do you use the book given by MINEDUC? Why?

- I do not use the book given by MINEDUC because the level of the activities is not in the level in which students are.

4.2 What do you think is better for the learning process of students to use a book or to create your own material?

- I think that is better to use a book or use some of the activities from a book. Because it has a structure. But the book should be chosen according to the personal characteristics of students and according to the level of English they have.



UNIVERSIDAD CATÓLICA  
SILVA HENRÍQUEZ

## **Interview**

- **Introduction**

The objective of this interview is to know about the relationship between teachers and students of the school where the research is being made. Also, to identify which strategies and material these teachers utilize, in order to clarify how these two important aspects influence in the learning process.

The information obtained from the interview has an academic purpose. The personal information is confidential and is going to remain anonymous.

### **I. General Information**

- Teacher 2
- Age: 34 years of age
- Years of experience teaching English: 8 year.

## **II. Questions**

### **1. About their work and experience at the school**

1.1 For how long have you been teaching in this school?

- I have been teaching in this school for 9 years.

1.2 How many classes of ninth grade do you teach? How many students are there in each class

- I teach 4 groups of ninth grade and each group has 45 students approximately

1.3 Which are the aspects do you stand out of this school in academic terms?

- I stand out the different activities implemented in the school that means an encouragement on the participation of students.

### **2. Relationship with students**

2.1 What is your opinion about the behavior and the personal characteristics of ninth grade students? What is your perception the students in the English area?

- I think that students of ninth grade are immature because they are not used to follow rules, they are used to yell, they speak a lot during the lessons and they do not do their homework, especially in English, which is a subject where students are not so close to.

All those factors present difficulties during the development of the lesson, because students do not have a positive answer, which means little progress on the subject.

2.2 What was the most difficult issue during the development on the first semester?

- The most difficult issue for me during the first semester was that students had a very negative attitude during the English lessons. For example, if you are with 45 students in a classroom where 30 students do not participate, they talk and disrupt the lesson, and the other 15 students are trying to understand the content that I am trying to explain it is impossible to make all the class understand the contents.

### **3. English level of students and the contents of the national curricula**

3.1 Do you think that the English level of your students is the appropriate?

- The level of English students have in this school is not the appropriate.

3.2 Which negative aspects do you think have influence on the level of English of your students?

- I think that one factor that influence is that students do not cooperate to the development of the lesson, they do not follow the rules; do not show respect between them.

3.3 Did you have the need to adapt the contents? Why? And which criteria did you use to choose them?

- Yes, in some way I did. Because students are not in the level they should be. I follow the lesson plan made by Antonio.

#### **4. About the Material.**

4.1 Do you use the book given by MINEDUC? Why?

- I do not use the book given by MINEDUC because I follow the lesson plan made by Antonio and it does not contemplate the use of the book.

4.2 What do you think is better for the learning process of students to use a book or to create your own material?

- I think that is better to use a book. To choose a book according to the level of English of the students.

## **Appendix B: Tests**





### Diagnostic Test

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Score: \_\_\_\_\_/29 points

#### Instrucciones Generales:

- Lee cuidadosamente toda la prueba antes de responder.
- Dispones de 45 minutos para responder la prueba.
- No está permitido el uso de diccionario.
- Mantén tu celular en silencio.

#### NOTA:

Estimada alumna, la siguiente prueba tiene como finalidad saber cuántas de las palabras que a continuación aparecen conoces. Por este motivo queremos dejar en claro que la prueba no lleva nota solo puntaje. Queremos, de acuerdo a esto, solicitar que **respondas solo aquello que sepas sin ánimos de adivinar**, pues los resultados de esta prueba servirán para ayudarlas en su proceso de aprendizaje durante el taller.

Muchas Gracias, puedes comenzar la prueba.

I. Look at the pictures and write the name for each one. Choose the words from the box below. (\_\_\_\_/ 8 points)



\_\_\_\_\_



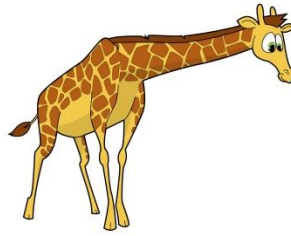
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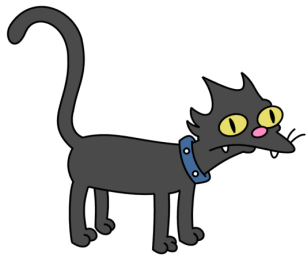
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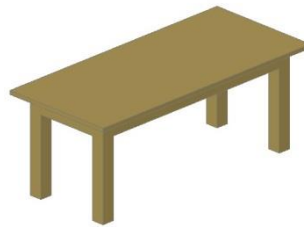
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\_\_\_\_\_



\_\_\_\_\_

giraffe- apple-lettuce- shoes- cat-table -jacket-house

II. Mark with an X the odd word on each group. (\_\_\_\_/ 5 points)

1.

Outgoing- Friendly- Nice- Lazy

2.

Dog-Lion-Elephant-Tiger

3.

Potatoes-Onions-Carrots-Bananas

4.

Jeans-Glasses-Short-Trousers

5.

Park-River-Museum-Sea

III. Write the number on the column B, according to word on column A.(\_\_\_/6 points)

Column A	Column B
1. Chair	_____ Inteligente
2. Desk	_____ Escritorio
3. Dictionary	_____ Tímido (a)
4. Map	_____ Silla
5. Smart	_____ Mapa
6. Shy	_____ Diccionario

IV. Match the action with the picture.(\_\_\_/4 points)



Eat Fried food

Do Exercises

Get Stressed

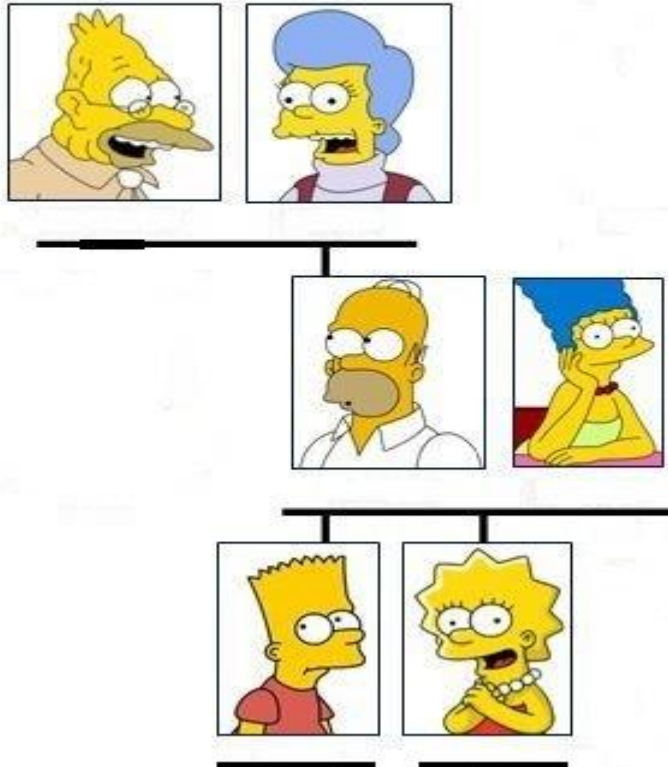
Have a heart attack

Stop smoking

- V. Complete the family members on the Simpsons' family tree. Choose the correct words from the box below. (\_\_\_/6 points)

daughter- mother-grandmother- son-grandfather-father

# THE SIMPSONS



## The VARK Questionnaire for Younger People How Do I Learn Best?

VARK Questionnaire version 7.1

Choose the answer which best explains your preference and click the box next to it. Please click more than one if a single answer does not match your perception. Leave blank any question that does not apply.

**You are going to make something special for your family. You would:**

- Find written instructions to make it.
- Make something I have made before.
- Decide from pictures in magazines.
- Talk it over with my friends.

**You are about to hook up your parent's new computer. You would:**

- Read the instructions that came with it.
- Unpack the box and start putting the pieces together.
- Follow the diagrams that show how it is done.
- Phone, text or email a friend and ask how to do it.

**You have a problem with your knee. Would you prefer that the doctor:**

- Described to you what was wrong.
- Demonstrated what was wrong using a model of a knee.
- Showed you a diagram of what was wrong.
- Gave you an article or brochure that explained knee injuries.

**You are learning to take photos with your new digital camera or mobile phone. You would like to have:**

- A chance to ask questions and talk about the camera's features.**
- Examples of good and poor photos and how to improve them.**
- Diagrams showing the camera and how to use it.**
- Clear written instructions with lists and bullet points.**

**You want to plan a surprise party for a friend. You would:**

- Make lists of what to do and what to buy for the party.**
- Draw a map and make a special design for the invitation.**
- Talk about it on the phone or text others.**
- Invite friends and just let it happen.**

**I like websites that have:**

- Things I can click on and do.**
- Audio channels for music, chat and discussion.**
- Interesting information and articles in print.**
- Interesting design and visual effects.**

**A new movie has arrived in town. What would most influence your decision to go (or not go)?**

- You see a preview of it.**
- You read what others say about it online or in a magazine.**
- Hear friends talking about it.**
- It is similar to others you have liked.**

**You have to present your ideas to your class. You would:**

- Gather examples and stories to make it real and practical.**
- Make diagrams or get graphs to help explain my ideas**
- Write out my speech and learn it by reading it again and again.**
- Write a few key words and say them again and again.**

**A website has a video showing how to make a special graph. There is a person speaking, some lists and words describing what to do and some diagrams. You would learn most from:**

- Listening.**
- Reading the words.**
- Watching the actions.**
- Seeing the diagrams.**

**You want some feedback about an event, competition or test. You would like to have feedback:**

- That used a written description or table of my results.**
- That used examples of what I have done**
- From somebody who discussed it with me.**
- That used graphs showing what I achieved.**

**You have been selected as a tutor or a leader for a holiday program. This is interesting for your friends. You would:**

- Describe the activities I will be doing in the program.**
- Show them the list of activities in the program.**
- Show them the map of where it will be held and diagrams about it.**
- Start practising the activities I will be doing in the program.**

**Do you prefer a teacher who likes to use:**

- Field trips, case studies, videos, labs and hands-on practical sessions.**
- Class discussions, online discussion, online chat and guest speakers.**
- A textbook and plenty of handouts.**
- An overview diagram, charts, labelled diagrams and maps.**



**Remember when you learned how to play a new computer or board game. You learned best by:**

- Watching others do it first.**
- Clues from the diagrams in the instructions.**
- Listening to somebody explaining it and asking questions.**
- Reading the instructions.**

**You need to give directions to go to a house nearby. You would:**

- Walk with them.**
- Write down the directions as a list.**
- Tell them the directions.**
- Draw a map on a piece of paper or get a map online.**

**You are about to buy a new digital camera or mobile phone. Other than price, what would most influence your decision?**

- Trying it.**
- It is the latest design and looks good.**
- The salesperson telling me about it.**
- Reading the details about its features.**

**After reading a play you need to do a project. Would you prefer to:**

- Read a speech from the play?**
- Write about the play?**
- Act out a scene from the play?**
- Draw or sketch something that happened in the play?**



Final Test

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Score: \_\_\_\_/49 points

General Instructions:

- Read the test carefully before answering.
- You have 45 minutes to answer the test
- The use of dictionary is not allowed
- Keep your cellphone in silence

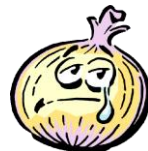
I. Look at the pictures and write the name below for each one. (\_\_\_\_\_/14 points)



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



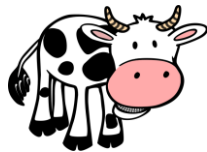
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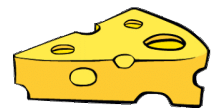
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\_\_\_\_\_



\_\_\_\_\_

II. Read the words in the box. Classify the words on the table according to the group they belong. (\_\_\_\_/16 points)

Adjectives	Places	Food	Animals

fun- bus station-carrot-lion-smart-cow-lettuce-shop -chicken-museum-busy-egg-  
outgoing-sea - giraffe-apple-

III. Mark with an X the odd word on each group. (\_\_\_\_/4 points)

Jeans  
Shorts  
Shoes  
Tights

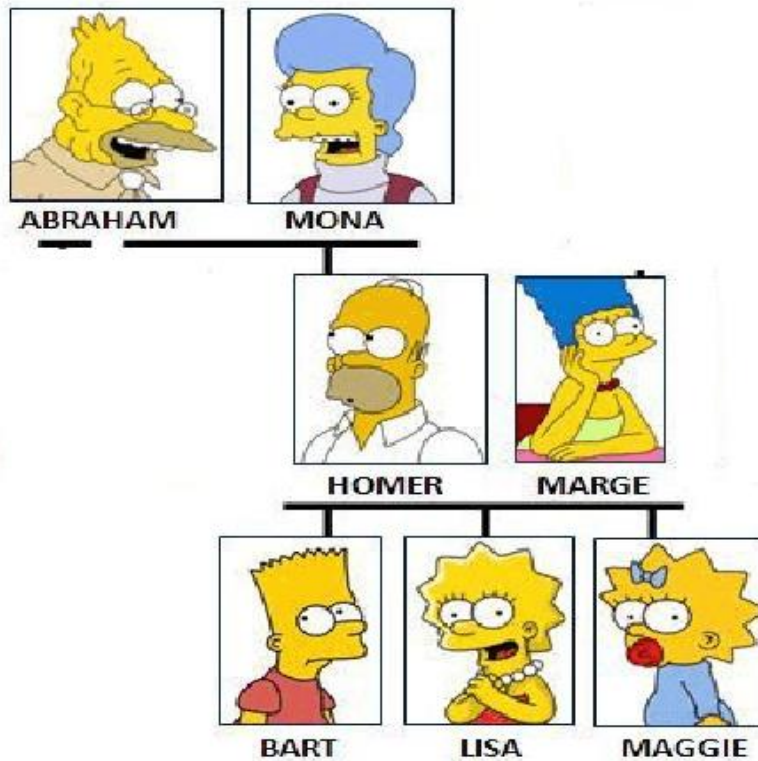
Desk  
Chair  
Table  
Dictionary

Fish  
Tiger  
Lion  
Cat

Get stressed  
Eat fried food  
Drink alcohol  
Do exercises

- IV. Choose the correct alternative to complete the sentence, according to The Simpsons' family tree. ( \_\_\_\_/8 points)

# THE SIMPSONS



1. Bart is the \_\_\_\_\_ of Lisa.
2. Abraham is the \_\_\_\_\_ of Homer.
3. Lisa and Maggie are \_\_\_\_\_.
4. Abraham and Mona are the \_\_\_\_\_ of Bart, Lisa and Maggie
5. The \_\_\_\_\_ of Bart, Lisa and Maggie are Homer and Marge.
6. The \_\_\_\_\_ of Lisa, Maggie and Bart is Marge.
7. Lisa is \_\_\_\_\_ of Homer and Marge.
8. Bart is the \_\_\_\_\_ of Homer and Marge.

V. Write the number on the column B, according to the word on column A. (\_\_\_/10 points)

Column A	Column B
1. Wastebasket	_____ Computer
2. House	_____ Rio
3. Interesting	_____ Plátano
4. Computer	_____ Carne
5. Banana	_____ Casa
6. Stop smoking	_____ Amistoso
7. Meat	_____ Parar de fumar
8. River	_____ Interesante
9. Friendly	_____ Ir al gimnasio
10. Go to the gym	_____ Basurero

VI. Paint the clothes of the boy mentioned on the card. (\_\_\_/5 points)



Paint only the indicated items:

- Jacket
- Trousers
- Hat
- Shoes
- Belt



Final Test (Listening)

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Score: \_\_\_\_\_ / 50 points

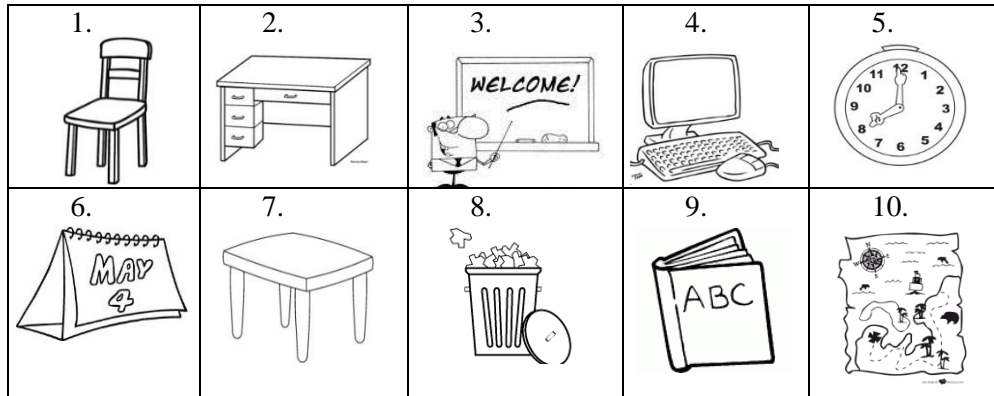
General Instructions:

- Read carefully the test before answer.
- You have 45 minutes to answer the test.
- The use of dictionary is not allowed.
- Keep your cellphone in silence.

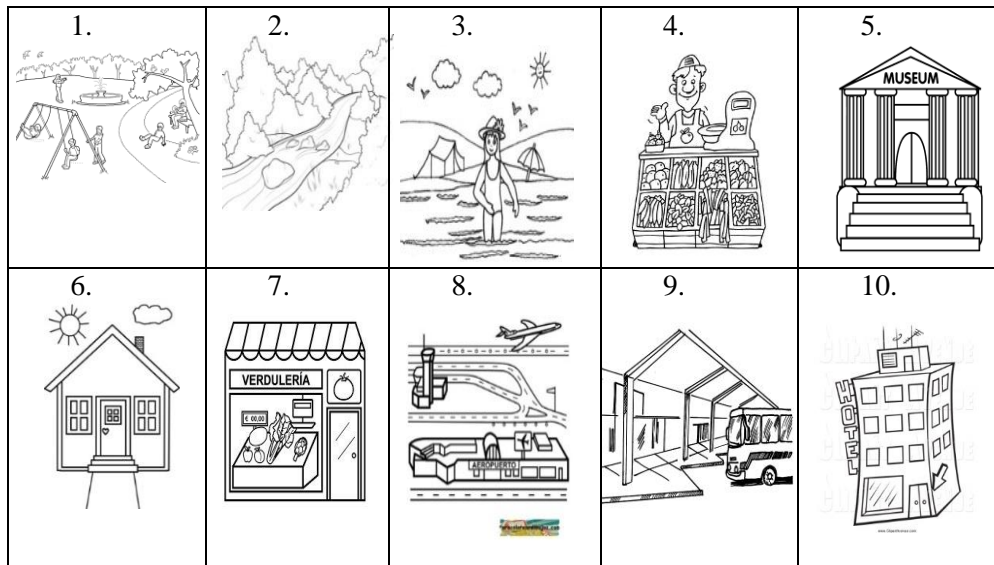
**IMPORTANT**

In this test you will have to answer 8 items, each item have pictures of the **ALL** the words learned during the sessions about the eight topics. Then you will listen to eight dialogues (one for each item). You will have to put a cross **ON** the picture **ONLY** for the words you listen according to each dialogue. The beginning and the end of each dialogue will be indicated.

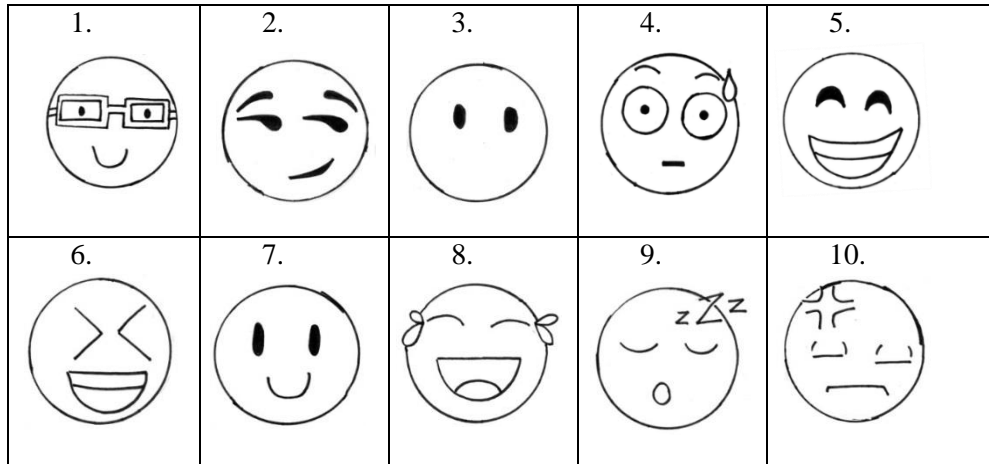
I. **Classroom:** Put a cross (X) on the picture that corresponds to the words you listen in the dialogue. You have to mark only six words from what you hear. (\_\_\_\_\_/ 6 points)



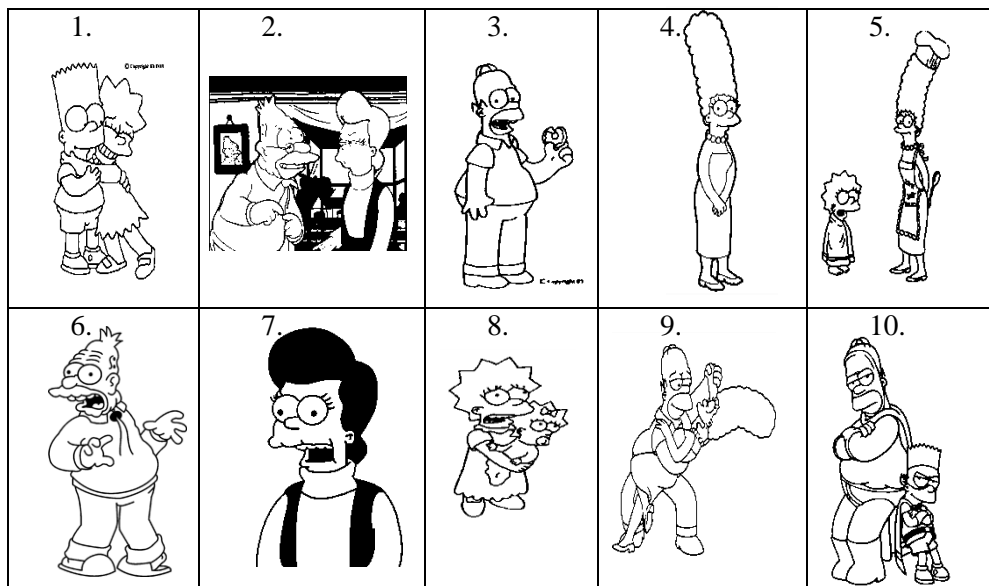
II. **Places:** Put a cross (X) on the picture that corresponds to the words you listen in the dialogue. You have to mark only six words from what you hear. (\_\_\_\_\_/ 6 points)



III. **People we know:** Put a cross (X) on the picture that corresponds to the words you listen in the dialogue. You have to mark only seven words from what you hear. (\_\_\_\_\_/ 7points)

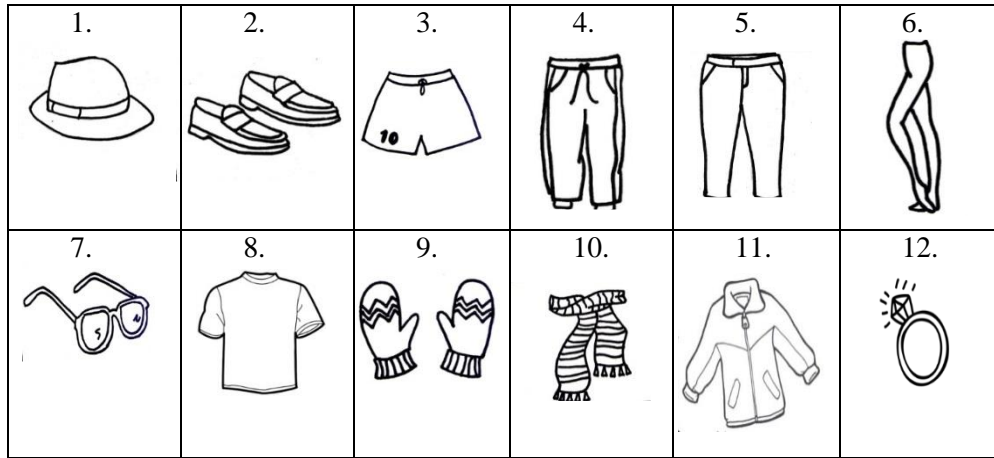


IV. **Family:** Put a cross (X) on the picture that corresponds to the words you listen in the dialogue. You have to mark only seven words from what you hear. (\_\_\_\_/ 7points)

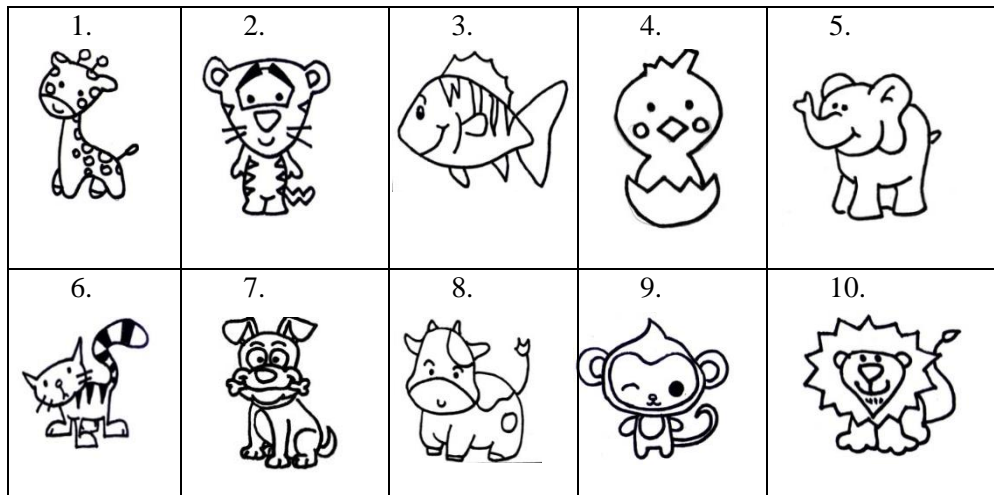




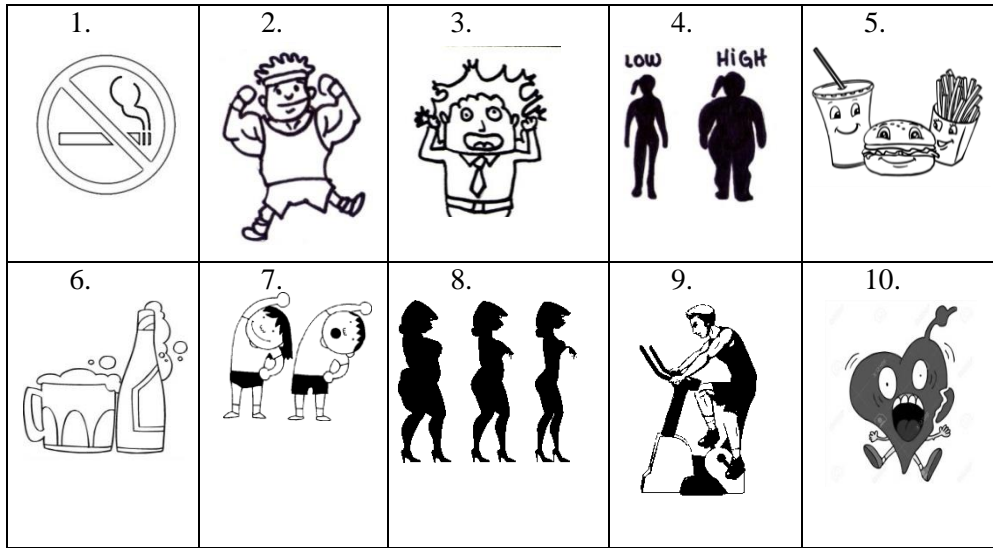
V. **Clothes:** Put a cross (X) on the picture that corresponds to the words you listen in the dialogue. You have to mark only seven words from what you hear. (\_\_\_\_\_/ 7points)



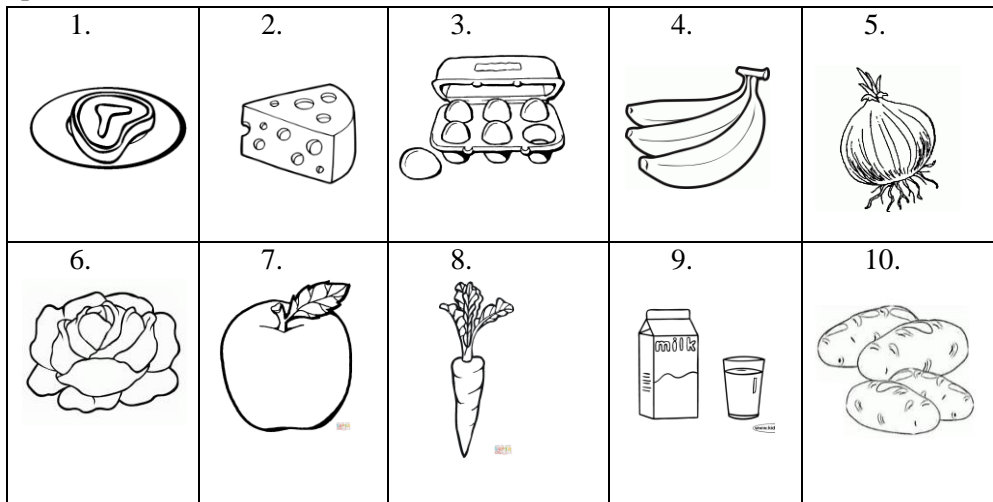
VI. **Animals:** Put a cross (X) on the picture that corresponds to the words you listen in the dialogue. You have to mark only five words from what you hear. (\_\_\_\_\_/ 5 points)



VII. **Healthy life:** Put a cross (X) on the picture that corresponds to the words you listen in the dialogue. You have to mark only six words from what you hear. (\_\_\_\_\_/ 6 points)



VIII. **Food:** Put a cross (X) on the picture that corresponds to the words you listen in the dialogue. You have to mark only six words from what you hear. (\_\_\_\_\_/ 6 points)



## **Appendix C: Lesson Plans**

## EXPERIMENTAL GROUP

### Lesson Plan PPP

<b>Group:</b> 1, Experimental Group	<b>Date:</b> 6th October, 2015	<b>Time:</b> 45 minutes	<b>Sequence:</b> 1/8
<b>PRE SERVICE TEACHER:</b> <ul style="list-style-type: none"> <li>• Verónica Díaz</li> <li>• Karla González</li> </ul>		<b>SCHOOL:</b> Colegio Técnico Las Nieves	
<b>Main Objective:</b> Students will be able to recognize and apply vocabulary related to objects of the classroom.			
<b>Subsidiary aims:</b> Students will be able to apply the vocabulary with visual material			
<b>Contents</b>			
<b>Skills/procedures:</b> <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> </ul>	<b>Lexis:</b> Objects of the classroom (board, calendar, chair, clock, computer, desk, dictionary, map, table, wastebasket)	<b>Function:</b> Recognizing vocabulary of the lesson	
<b>Stages</b>	<b>Interaction</b>		<b>IT- Materials- Timing</b>
Warm-up	<ul style="list-style-type: none"> <li>• Teachers give instructions to students play a game</li> <li>• Students start playing “Last man standing” game</li> <li>• The game begins by throwing the ball at a student. That student will say a word related to the theme and throw the ball to another student. As each person catches the ball, they need to come up with another word that fits the theme. If they repeat a word that has already been said or can’t think of a new one within a few seconds, they are out and must sit on the sidelines.</li> </ul>		<ul style="list-style-type: none"> <li>• 5 min.</li> <li>• A ball.</li> </ul>
Presentation	<ul style="list-style-type: none"> <li>• Teacher points out objects of the classroom (according to the vocabulary of the lesson).</li> <li>• Teacher asks students to guess the word.</li> <li>• Teachers give clues of the words students don’t know to make them guess.</li> </ul>		<ul style="list-style-type: none"> <li>• 10 min.</li> <li>• Whiteboard</li> <li>• Markers.</li> </ul>

Practice	<ul style="list-style-type: none"> <li>• Students label the objects of the classroom with the correct word.</li> </ul>	<ul style="list-style-type: none"> <li>• 5 min.</li> <li>• Labels.</li> </ul>
Production	<ul style="list-style-type: none"> <li>• Students pick three words randomly of the vocabulary</li> <li>• Students make a drawing of the words they picked.</li> <li>• Teachers give students a worksheet. Students complete the worksheet labeling the objects.</li> </ul>	<ul style="list-style-type: none"> <li>• 10 min.</li> <li>• Pencils.</li> <li>• Paper.</li> <li>• Worksheets</li> <li>• .</li> </ul>
Wrap-up	<ul style="list-style-type: none"> <li>• Teachers ask students how many words of the vocabulary they remember.</li> </ul>	<ul style="list-style-type: none"> <li>• 10 min.</li> <li>• Whiteboard</li> <li>• .</li> <li>• Pencils.</li> </ul>

### LESSON PLANNING PPP

<b>Group:</b> 1, Experimental Group	<b>Date:</b> 6th October, 2015	<b>Time:</b> 45 minutes	<b>Sequence:</b> 2/8
<b>PRE SERVICE TEACHER:</b> <ul style="list-style-type: none"> <li>• Verónica Díaz</li> <li>• Karla González</li> </ul>		<b>SCHOOL:</b> Colegio Técnico Las Nieves	
<b>Main Objective:</b> Students will be able to recognize and apply vocabulary related to places in town.			
<b>Subsidiary aims:</b> Students will be able to differentiate when to use “a” or “an”.			
<b>Contents</b>			
Skills/procedures: <ul style="list-style-type: none"> <li>• Speaking</li> </ul>	Lexis: Places in town (airport, bus station, hotel, house, market, museum, park, river, sea, shop).	Function <ul style="list-style-type: none"> <li>• Recognizing vocabulary of the lesson related to the places around town</li> </ul>	
<b>Stages</b>	<b>Interaction</b>	<b>IT- Materials- Timing</b>	
Warm-up	<ul style="list-style-type: none"> <li>• Teachers give instruction of “Simon says” game. Students start to play the game.</li> </ul>	<ul style="list-style-type: none"> <li>• 5 min.</li> </ul>	
Presentation	<ul style="list-style-type: none"> <li>• Teachers show the vocabulary with drawings.</li> </ul>	<ul style="list-style-type: none"> <li>• 10 min.</li> <li>• Drawings.</li> <li>• Data show.</li> <li>• Notebook.</li> </ul>	
Practice	<ul style="list-style-type: none"> <li>• Teachers divide the classroom in ten stations; each station represents a place which has at least two objects.</li> <li>• Students walk around the classroom and station by station discovering how each place represent each station.</li> </ul>	<ul style="list-style-type: none"> <li>• 15 min.</li> <li>• Objects representing the place on the station.</li> </ul>	
Production	<ul style="list-style-type: none"> <li>• Students create (draw and paint) their ideal city including the places of the vocabulary. Then they label the places on their ideal city.</li> <li>• Teachers give students a worksheet with the vocabulary of the lesson.</li> <li>• Students complete the worksheet. They write the place’s name in each picture.</li> </ul>	<ul style="list-style-type: none"> <li>• 10 min.</li> <li>• Paper.</li> <li>• Pencil.</li> <li>• Worksheets.</li> </ul>	
Wrap-up	<ul style="list-style-type: none"> <li>• Teachers give instructions to students play the game “The hang men”</li> </ul>	<ul style="list-style-type: none"> <li>• 5 minutes</li> <li>• Whiteboard</li> </ul>	

### LESSON PLANNING PPP

<b>Group:</b> 1, Experimental Group	<b>Date:</b> 13th October, 2015	<b>Time:</b> 45 minutes	<b>Sequence:</b> 3/8
<b>PRE SERVICE TEACHER:</b> <ul style="list-style-type: none"> <li>• Verónica Díaz</li> <li>• Karla González</li> </ul>		<b>SCHOOL:</b> Colegio Técnico Las Nieves	
<b>Main Objective:</b> Students will be able to recognize and apply vocabulary related to personality to describe people.			
<b>Subsidiary aims:</b> Students will be able to describe people personality.			
<b>Contents</b>			
Skills/procedures: <ul style="list-style-type: none"> <li>• Writing</li> <li>• Listening</li> </ul>	Lexis <ul style="list-style-type: none"> <li>• Adjectives to describe people personality (busy, friendly, fun, interesting, lazy, outgoing, quiet, shy, smart)</li> </ul>	Function <ul style="list-style-type: none"> <li>• Identifying adjectives to describe people personality</li> <li>• Applying the use of adjectives in context.</li> </ul>	
<b>Stages</b>	<b>Interaction</b>	<b>IT- Materials-Timing</b>	
Warm-up	<ul style="list-style-type: none"> <li>• Bingo of classroom and places.</li> <li>• Teachers say the rules and gives instructions for the game.</li> <li>• Students start playing</li> </ul>	<ul style="list-style-type: none"> <li>• 10 min.</li> <li>• Bingo</li> <li>• Small paper balls.</li> </ul>	
Presentation	<ul style="list-style-type: none"> <li>• Teacher writes on the whiteboard the vocabulary of the lesson.</li> <li>• Students repeat the vocabulary at loud.</li> </ul>	<ul style="list-style-type: none"> <li>• 10 min.</li> <li>• Whiteboard</li> <li>• Markers</li> </ul>	
Practice	<ul style="list-style-type: none"> <li>• Teacher shows emoji related to the vocabulary of the lesson and students guess which mood is the closest to its meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• 10 min</li> <li>• Emojis</li> </ul>	
Production	<ul style="list-style-type: none"> <li>• Teachers give students a worksheet with the vocabulary of the lesson.</li> <li>• Students complete the worksheet. They write the mood's name in each picture.</li> </ul>	<ul style="list-style-type: none"> <li>• 10 min.</li> <li>• Worksheets.</li> </ul>	
Wrap-up	<ul style="list-style-type: none"> <li>• Students complete a word search.</li> </ul>	<ul style="list-style-type: none"> <li>• 10 min.</li> <li>• Word search.</li> </ul>	

### LESSON PLANNING PPP

<b>Group:</b> 1, Experimental Group	<b>Date:</b> 13th October, 2015	<b>Time:</b> 45 minutes	<b>Sequence:</b> 4/8
<b>PRE SERVICE TEACHER:</b> <ul style="list-style-type: none"> <li>• Verónica Díaz</li> <li>• Karla González</li> </ul>		<b>SCHOOL:</b> Colegio Técnico Las Nieves	
<b>Main Objective:</b> Students will be able to recognize and apply family members vocabulary.			
<b>Subsidiary aims:</b> Students will be able to identify the relatives on a family group.			
<b>Contents</b>			
Skills/procedures: <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> </ul>	Lexis: Family members (brother, daughter, father, grandfather, grandmother, grandparents, mother, parents, sister, son).	Function: Recognizing family members	
<b>Stages</b>	<b>Interaction</b>		<b>IT- Materials- Timing</b>
Warm-up	<ul style="list-style-type: none"> <li>• Teachers give instructions and explain the game “Charades”.</li> <li>• Teachers write down words on some piece of papers for students to choose. Then teachers divide the class into two teams and each team should have one person to choose a piece of paper and act out the word. The teams must guess the correct word, for each correct word, that team receives a point. The team that hits 5 points first is the winning team.</li> </ul>		<ul style="list-style-type: none"> <li>• 5 minutes</li> <li>• Whiteboard</li> <li>• Markers</li> <li>• Piece of papers.</li> </ul>
Presentation	<ul style="list-style-type: none"> <li>• Teachers show a video about members of the family.</li> <li>• Teachers write the words on the whiteboard and make students guess the words they do not know.</li> </ul>		<ul style="list-style-type: none"> <li>• 10 min.</li> <li>• Video.</li> <li>• Data show.</li> <li>• Whiteboard.</li> <li>• Markers.</li> <li>• Speakers</li> </ul>



Practice	<ul style="list-style-type: none"> <li>• Teachers show flashcards of three famous families with their members to the students.</li> <li>• The students have to re-organize the families as a family tree on the whiteboard and name each one. Example: “Homer is the father”.</li> </ul>	<ul style="list-style-type: none"> <li>• 10 min.</li> <li>• Flashcards.</li> </ul>
Production	<ul style="list-style-type: none"> <li>• Teachers give a worksheet where students label with the family member’s name.</li> </ul>	<ul style="list-style-type: none"> <li>• 10 min.</li> <li>• Worksheet.</li> </ul>
Wrap-up	<ul style="list-style-type: none"> <li>• Teachers ask students how many words from the lesson they remember.</li> </ul>	<ul style="list-style-type: none"> <li>• 5 min.</li> <li>• Flashcards.</li> </ul>

### LESSON PLANNING PPP

<b>Group:</b> 1, Experimental Group		Date: 20th October, 2015	Time: 45 minutes	<b>Sequence:</b> 5/8
<b>PRE SERVICE TEACHER:</b> <ul style="list-style-type: none"> <li>• Verónica Díaz</li> <li>• Karla González</li> </ul>			<b>SCHOOL:</b> Colegio Técnico Las Nieves	
<b>Main Objective:</b> Students will be able to recognize and apply vocabulary related to clothes.				
<b>Subsidiary aims:</b> Students will be able to differentiate plural words and accessories of clothing.				
<b>Contents</b>				
Skills/procedures: <ul style="list-style-type: none"> <li>• Writing</li> <li>• Speaking</li> </ul>		Lexis <ul style="list-style-type: none"> <li>• Clothes and accessories (glasses, gloves, hat, pants, scarf, shoes, shorts, tights, T-shirt, trousers).</li> </ul>		Function <ul style="list-style-type: none"> <li>• Identifying vocabulary related to clothes</li> <li>• Describing outfits.</li> </ul>
<b>Stages</b>	<b>Interaction</b>			<b>IT- Materials-Timing</b>
Warm-up	<ul style="list-style-type: none"> <li>• Teachers explain and give instructions to play the “Memorize” game.</li> <li>• Teachers divide the class in groups, then show flashcards with the vocabulary of the lesson, after that turn the flashcards and students start playing. The group with more pairs wins.</li> </ul>			<ul style="list-style-type: none"> <li>• 10 min.</li> <li>• Memorize flashcards.</li> </ul>
Presentation	<ul style="list-style-type: none"> <li>• Teachers shows the vocabulary of the lesson with a fashion show, where a teacher parades and the other one describes the clothes.</li> </ul>			<ul style="list-style-type: none"> <li>• 10 min.</li> </ul>
Practice	<ul style="list-style-type: none"> <li>• Students describe people’s clothes that appear on magazines.</li> </ul>			<ul style="list-style-type: none"> <li>• 5 min.</li> <li>• Magazines.</li> </ul>
Production	<ul style="list-style-type: none"> <li>• Students take a card and according to the information on the card they have to dress up pictures of people.</li> <li>• Teachers give students a worksheet with the vocabulary of the lesson.</li> </ul>			<ul style="list-style-type: none"> <li>• 10 min.</li> <li>• “Figures” to dress up.</li> <li>• Clothes for the “figures”.</li> <li>• Worksheets.</li> </ul>
Wrap-up	<ul style="list-style-type: none"> <li>• Students describe their “figures” outfit using the vocabulary of the lesson.</li> </ul>			<ul style="list-style-type: none"> <li>• 5 min.</li> <li>• Flashcards.</li> </ul>

### LESSON PLANNING PPP

<b>Group:</b> 1, Experimental Group	<b>Date:</b> 20th October, 2015	<b>Time:</b> 45 minutes	<b>Sequence:</b> 6/8
<b>PRE SERVICE TEACHER:</b> <ul style="list-style-type: none"> <li>• Verónica Díaz</li> <li>• Karla González</li> </ul>		<b>SCHOOL:</b> Colegio Técnico Las Nieves	
<b>Main Objective:</b> Students will be able to recognize and apply vocabulary animals.			
<b>Subsidiary aims:</b> Students will be able to differentiate groups of animals.			
<b>Contents</b>			
Skills/procedures: <ul style="list-style-type: none"> <li>• Writing</li> <li>• Speaking</li> </ul>	Lexis <ul style="list-style-type: none"> <li>• Farm animals (chicken, cow)</li> <li>• Wild/Zoo animals (elephant, giraffe, tiger, lion, monkey)</li> <li>• Pets (cat, dogs, fish)</li> </ul>	Function <ul style="list-style-type: none"> <li>• Recognizing groups of animals</li> </ul>	
<b>Stages</b>	<b>Interaction</b>	<b>IT- Materials-Timing</b>	
Warm-up	<ul style="list-style-type: none"> <li>• Pictionary:</li> <li>• One student has to come in front of the class and draw something in the whiteboard, the rest of the class guess the meaning of the drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• 5 min.</li> <li>• Markers.</li> <li>• Whiteboard.</li> </ul>	
Presentation	<ul style="list-style-type: none"> <li>• Students guess the animal by hearing the sound that identifies them.</li> <li>• Teachers write on the whiteboard the vocabulary of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• 10 min.</li> <li>• Recording.</li> <li>• Speakers.</li> <li>• Markers.</li> <li>• Whiteboard.</li> </ul>	
Practice	<ul style="list-style-type: none"> <li>• Students look on the picture animals</li> <li>• They identify the animal which teachers describe.</li> </ul>	<ul style="list-style-type: none"> <li>• 10 min.</li> <li>• Picture with animals.</li> </ul>	
Production	<ul style="list-style-type: none"> <li>• Students do a picture crossword.</li> <li>• Teachers give students a worksheet with the vocabulary of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• 5 min.</li> <li>• Crosswords.</li> <li>• Worksheets.</li> </ul>	
Wrap-up	<ul style="list-style-type: none"> <li>• Teachers ask students how many animals from the vocabulary they can remember, so they can see how much they have learned during the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• 5 min.</li> </ul>	

### LESSON PLANNING PPP

<b>Group:</b> 1, Experimental Group		<b>Date:</b> 27th October, 2015	<b>Time:</b> 45 minutes	<b>Sequence:</b> 7/8
<b>PRE SERVICE TEACHER:</b> <ul style="list-style-type: none"> <li>• Verónica Díaz</li> <li>• Karla González</li> </ul>			<b>SCHOOL:</b> Colegio Técnico Las Nieves	
<b>Main Objective:</b> Students will be able to recognize and apply vocabulary related to healthy life.				
<b>Subsidiary aims:</b> Students will be able to use recognize healthy and unhealthy actions				
<b>Contents</b>				
Skills/procedures: <ul style="list-style-type: none"> <li>• Speaking</li> </ul>		Lexis: Expressions related to healthy life (Do exercises, Stop smoking, lose weight, get stressed, get fit, go to the gym, have a heart attack, eat fried food, drink alcohol, high/low in fat).		Function <ul style="list-style-type: none"> <li>• Identifying vocabulary related to healthy life</li> </ul>
<b>Stages</b>	<b>Interaction</b>			<b>IT- Materials-Timing</b>
Warm-up	<ul style="list-style-type: none"> <li>• Game: Mimic</li> <li>• The teacher gives a word (related to animals) to students, they mimic the word in front of the class and the classmates guess.</li> </ul>			<ul style="list-style-type: none"> <li>• 5 min.</li> </ul>
Presentation	<ul style="list-style-type: none"> <li>• Teachers show flashcards with healthy and unhealthy actions</li> <li>• Students recognize the vocabulary of the lesson.</li> <li>• Teachers show different pictures with hearts in healthy and unhealthy activities.</li> </ul>			<ul style="list-style-type: none"> <li>• 15 min.</li> <li>• Flashcards.</li> </ul>
Practice	<ul style="list-style-type: none"> <li>• Students classify the hearts in healthy or unhealthy activity.</li> </ul>			<ul style="list-style-type: none"> <li>• 5 min.</li> <li>• Flashcards.</li> </ul>
Production	<ul style="list-style-type: none"> <li>• Teachers give students a worksheet with the vocabulary of the lesson.</li> </ul>			<ul style="list-style-type: none"> <li>• 5 min.</li> <li>• Worksheets.</li> </ul>
Wrap-up	<ul style="list-style-type: none"> <li>• Students play the game “just dance”, and the class talks about the meaning of healthy life.</li> </ul>			<ul style="list-style-type: none"> <li>• 10 min.</li> <li>• Flashcards.</li> </ul>

### LESSON PLANNING PPP

<b>Group:</b> 1, Experimental Group	<b>Date:</b> 27th October, 2015	<b>Time:</b> 45 minutes	<b>Sequence:</b> 8/8
<b>PRE SERVICE TEACHER:</b> <ul style="list-style-type: none"> <li>• Verónica Díaz</li> <li>• Karla González</li> </ul>		<b>SCHOOL:</b> Colegio Técnico Las Nieves	
<b>Main Objective:</b> Students will be able to recognize and apply food vocabulary			
<b>Subsidiary aims:</b> Students will be able classify different kind of food			
<b>Contents</b>			
Skills/procedures: <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> </ul>	Lexis Food (apple, banana, carrot, cheese, egg, meat, milk, lettuce, onion, potato).	Function <ul style="list-style-type: none"> <li>• Recognizing food vocabulary</li> <li>• Speaking about food preferences</li> </ul>	
<b>Stages</b>	<b>Interaction</b>	<b>IT- Materials-Timing</b>	
Warm-up	<ul style="list-style-type: none"> <li>• Game :Tasting the object</li> <li>• A teacher brings food and asks the students to make a circle.</li> <li>• Then one student closes her eyes and tastes the food to guess.</li> <li>• Teachers give clues when it cannot be recognized.</li> </ul>	<ul style="list-style-type: none"> <li>• 5 min.</li> <li>• Food (vocabulary).</li> </ul>	
Presentation	<ul style="list-style-type: none"> <li>• Teachers asks for the name in English of the food that was used on the warm up.</li> </ul>	<ul style="list-style-type: none"> <li>• 10 min.</li> <li>• Labels.</li> <li>• Markers.</li> <li>• Whiteboard.</li> </ul>	
Practice	<ul style="list-style-type: none"> <li>• Students classify the food they like or dislike.</li> </ul>	<ul style="list-style-type: none"> <li>• 5 min.</li> <li>• Markers.</li> <li>• Whiteboard.</li> </ul>	
Production	<ul style="list-style-type: none"> <li>• Teachers give students a worksheet with the vocabulary of the lesson.</li> <li>• Students complete the worksheet labeling the food with its name.</li> </ul>	<ul style="list-style-type: none"> <li>• 10 min.</li> <li>• Worksheet.</li> </ul>	
Wrap-up	<ul style="list-style-type: none"> <li>• Students play “food dominoes”</li> </ul>	<ul style="list-style-type: none"> <li>• 5 min.</li> <li>• Dominoes.</li> </ul>	

## CONTROL GROUP

### LESSON PLANNING PPP

<b>Group:</b> 2, Control Group		<b>Date:</b> 6th October, 2015	<b>Time:</b> 45 minutes	<b>Sequence:</b> 1/8
<b>PRE SERVICE TEACHER:</b> <ul style="list-style-type: none"> <li>• Carla Bravo</li> <li>• Dyan Martínez</li> </ul>			<b>SCHOOL:</b> Colegio Técnico Las Nieves	
<b>Main Objective:</b> Students will be able to recognize and apply vocabulary related to objects of the classroom.				
<b>Subsidiary aims:</b> Students will be able to apply the vocabulary in context.				
<b>Contents</b>				
Skills/procedures: <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> </ul>		Lexis Objects of the classroom (board, calendar, chair, clock computer, desk, dictionary, map, table, wastebasket)	Function <ul style="list-style-type: none"> <li>• Identifying classroom vocabulary</li> </ul>	
<b>Stages</b>	<b>Interaction</b>			<b>IT- Materials-Timing</b>
Warm-up	<ul style="list-style-type: none"> <li>• Teachers give instructions to students play a game</li> <li>• Students start playing “Last man standing” game</li> <li>• The game begins by throwing the ball at a student. That student will say a word related to the theme and throw the ball to another student. As each person catches the ball, they need to come up with another word that fits the theme. If they repeat a word that has already been said or can’t think of a new one within a few seconds, they are out and must sit on the sidelines.</li> </ul>			<ul style="list-style-type: none"> <li>• 5 min.</li> <li>• A ball.</li> </ul>
Presentation	<ul style="list-style-type: none"> <li>• Students listen a recording twice with the list of words that will be use during the lesson. (Activity 1a)</li> <li>• Teachers ask for things that are in the classroom, related to the vocabulary of the lesson.</li> </ul>			<ul style="list-style-type: none"> <li>• 15 min.</li> <li>• Speakers</li> <li>• Booklet</li> <li>• Data show</li> <li>• Markers</li> <li>• Whiteboard</li> </ul>

Practice	<ul style="list-style-type: none"> <li>• Students look around the things that are in the classroom and complete the activity with the vocabulary of the lesson (Activity 1b)</li> </ul>	<ul style="list-style-type: none"> <li>• 10 min</li> <li>• Booklet</li> <li>• Markers</li> </ul>
Production	<ul style="list-style-type: none"> <li>• Students ask to their classmates questions such as “What is on the wall?” ( Activity 1c)</li> </ul>	<ul style="list-style-type: none"> <li>• 5 minutes</li> <li>• Booklet</li> </ul>
Wrap-up	<ul style="list-style-type: none"> <li>• Teachers ask questions about the classroom image shown at the beginning of the lesson.</li> <li>• Students have to use the vocabulary and prepositions to answer the questions.</li> </ul>	<ul style="list-style-type: none"> <li>• 5 minutes</li> </ul>

### LESSON PLANNING PPP

<b>Group:</b> 2, Control Group	<b>Date:</b> 6th October, 2015	<b>Time:</b> 45 minutes	<b>Sequence:</b> 2/8
<b>PRE SERVICE TEACHER:</b> Carla Bravo Dyan Martínez		<b>SCHOOL:</b> Colegio Técnico Las Nieves	
<b>Main Objective:</b> Students will be able to recognize and apply vocabulary related to places in town.			
<b>Subsidiary aims:</b> Students will be able to differentiate when to use “a” or “an”.			
<b>Contents</b>			
Skills/procedures: <ul style="list-style-type: none"> <li>• Writing</li> <li>• Speaking</li> </ul>	Lexis <ul style="list-style-type: none"> <li>• Places in town (airport, bus station, hotel, house, market, museum, park, river, sea, shop).</li> </ul>	Function <ul style="list-style-type: none"> <li>• Recognizing vocabulary of the lesson related to the places around town</li> </ul>	
<b>Stages</b>	<b>Interaction</b>	<b>IT- Materials-Timing</b>	
Warm-up	<ul style="list-style-type: none"> <li>• Teachers give instruction of “Simon says” game</li> <li>• Students start to play the game</li> </ul>	<ul style="list-style-type: none"> <li>• 5 min.</li> </ul>	
Presentation	<ul style="list-style-type: none"> <li>• Students tick the words that they know of the vocabulary on the booklet ( Activity 1)</li> <li>• Teachers explain the words from the vocabulary students do not know.</li> </ul>	<ul style="list-style-type: none"> <li>• 10 min.</li> <li>• Booklet</li> <li>• Data show</li> <li>• Markers</li> <li>• Whiteboard</li> </ul>	
Practice	<ul style="list-style-type: none"> <li>• Students match the words with the pictures on the booklet (Activity V5.1 on page 4)</li> </ul>	<ul style="list-style-type: none"> <li>• 15 min</li> <li>• Booklet</li> <li>• Markers</li> </ul>	
Production	<ul style="list-style-type: none"> <li>• Students fill the gaps with the correct words (Activity V5.3 on page 4).</li> </ul>	<ul style="list-style-type: none"> <li>• 5 min.</li> <li>• Booklet</li> </ul>	
Wrap-up	<ul style="list-style-type: none"> <li>• Teachers ask students how many words they remember.</li> </ul>	<ul style="list-style-type: none"> <li>• 5 minutes</li> </ul>	



### LESSON PLANNING PPP

<b>Group:</b> 2, Control Group	<b>Date:</b> 13th October, 2015	<b>Time:</b> 45 minutes	<b>Sequence:</b> 3/8
<b>PRE SERVICE TEACHER:</b> <ul style="list-style-type: none"> <li>• Carla Bravo</li> <li>• Dyan Martínez</li> </ul>		<b>SCHOOL:</b> Colegio Técnico Las Nieves	
<b>Main Objective:</b> Students will be able to recognize and apply vocabulary related to personality to describe people.			
<b>Subsidiary aims:</b> Students will be able to describe people personality.			
<b>Contents</b>			
Skills/procedures: <ul style="list-style-type: none"> <li>• Writing</li> <li>• Listening</li> </ul>	Lexis <ul style="list-style-type: none"> <li>• Adjectives to describe people personality (busy, friendly, fun, interesting, lazy, outgoing, quiet, shy, smart).</li> </ul>	Function <ul style="list-style-type: none"> <li>• Identifying adjectives to describe people personality</li> </ul>	
<b>Stages</b>	<b>Interaction</b>	<b>IT- Materials-Timing</b>	
Warm-up	<ul style="list-style-type: none"> <li>• Bingo of classroom and places.</li> <li>• Teachers present the rules and instructions of the game, and then students start to play.</li> </ul>	<ul style="list-style-type: none"> <li>• 10 min.</li> <li>• Bingo.</li> <li>• Small paper balls.</li> </ul>	
Presentation	<ul style="list-style-type: none"> <li>• Students listen a recording with the words of the vocabulary of the lesson (Activity 1a)</li> <li>• Students listen a second recording with a conversation with other adjectives in context (Activity 2a )</li> <li>• Students say the teacher which new adjectives they recognize from the second recording</li> </ul>	<ul style="list-style-type: none"> <li>• 10 min.</li> <li>• Booklet.</li> <li>• Data show.</li> <li>• Markers.</li> <li>• Whiteboard.</li> </ul>	
Practice	<ul style="list-style-type: none"> <li>• Students complete the chart describing some people they know. (Activity 1b on page 5)</li> </ul>	<ul style="list-style-type: none"> <li>• 15 min.</li> <li>• Booklet.</li> <li>• Markers.</li> </ul>	
Production	<ul style="list-style-type: none"> <li>• Students complete a dialogue using the vocabulary (adjectives) and verb to be. (Activity 2b)</li> </ul>	<ul style="list-style-type: none"> <li>• 5 minutes</li> <li>• Booklet</li> <li>• Markers</li> </ul>	
Wrap-up	<ul style="list-style-type: none"> <li>• Teachers ask some students to describe the personality of their classmates using the vocabulary of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• 5 min.</li> </ul>	

### LESSON PLANNING PPP

<b>Group:</b> 2, Control Group	<b>Date:</b> 13th October, 2015	<b>Time:</b> 45 minutes	<b>Sequence:</b> 4/8
<b>PRE SERVICE TEACHER:</b> <ul style="list-style-type: none"> <li>• Carla Bravo</li> <li>• Dyan Martínez</li> </ul>		<b>SCHOOL:</b> Colegio Técnico Las Nieves	
<b>Main Objective:</b> Students will be able to recognize and apply family member's vocabulary.			
<b>Subsidiary aims:</b> Students will be able to identify the relatives on a family group.			
<b>Contents</b>			
Skills/procedures: <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> </ul>	Lexis <ul style="list-style-type: none"> <li>• Family members (brother, daughter, father, grandfather, grandmother, grandparents, mother, parents, sister, son).</li> </ul>	Function <ul style="list-style-type: none"> <li>• Recognizing the family members</li> </ul>	
<b>Stages</b>	<b>Interaction</b>	<b>IT- Materials-Timing</b>	
Warm-up	<ul style="list-style-type: none"> <li>• Teachers give instructions and explain the game "Charades".</li> <li>• Teachers write down words on some piece of papers for students to choose. Then teachers divide the class into two teams and each team should have one person to choose a piece of paper and act out the word. The teams must guess the correct word, for each correct word, that team receives a point. The team that hits 5 points first is the winning team.</li> </ul>	<ul style="list-style-type: none"> <li>• 5 min.</li> <li>• Piece of papers.</li> </ul>	
Presentation	<ul style="list-style-type: none"> <li>• Students look a picture of a family tree</li> <li>• Teachers ask students about the family members. Then students label the family tree.</li> </ul>	<ul style="list-style-type: none"> <li>• 15 min.</li> <li>• Booklet.</li> <li>• Data show.</li> <li>• Markers.</li> <li>• Whiteboard.</li> </ul>	
Practice	<ul style="list-style-type: none"> <li>• Students look the family tree on page 8 and with that information complete the sentences of activity 1.1 on page 9.</li> </ul>	<ul style="list-style-type: none"> <li>• 15 min.</li> <li>• Booklet.</li> <li>• Data Show.</li> <li>• Markers.</li> </ul>	

Production	<ul style="list-style-type: none"> <li>• Students complete the sentences about The Sorokins' relatives. (Activity 1.2).</li> </ul>	<ul style="list-style-type: none"> <li>• 5 min.</li> <li>• Booklet.</li> <li>• Data show.</li> <li>• Markers</li> </ul>
Wrap-up	<ul style="list-style-type: none"> <li>• Teachers explain and give instructions to play the "Memorize" game.</li> <li>• Teachers divide the class in two groups , then show flashcards with the vocabulary of the lesson, after that turn the flashcards and students start playing, the group with more pairs wins.</li> </ul>	<ul style="list-style-type: none"> <li>• 5 min.</li> <li>• Flashcards.</li> </ul>

### LESSON PLANNING PPP

<b>Group:</b> 2, Control Group	<b>Date:</b> 20th October, 2015	<b>Time:</b> 45 minutes	<b>Sequence:</b> 5/8
<b>PRE SERVICE TEACHER:</b> <ul style="list-style-type: none"> <li>• Carla Bravo</li> <li>• Dyan Martínez</li> </ul>		<b>SCHOOL:</b> Colegio Técnico Las Nieves	
<b>Main Objective:</b> Students will be able to recognize and apply vocabulary related to clothes.			
<b>Subsidiary aims:</b> Students will be able to differentiate plural words and accessories of clothing.			
<b>Contents</b>			
Skills/procedures: <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking</li> </ul>	Lexis <ul style="list-style-type: none"> <li>• Clothes and accessories (glasses, gloves, hat, pants, scarf, shoes, shorts, tights, T-shirt, trousers).</li> </ul>	Function <ul style="list-style-type: none"> <li>• Identifying vocabulary related to clothes</li> <li>• Describing outfits</li> </ul>	
<b>Stages</b>	<b>Interaction</b>	<b>IT- Materials-Timing</b>	
Warm-up	<ul style="list-style-type: none"> <li>• Teachers explain and give instructions to play the “Memorize” game.</li> <li>• Teachers divide the class in groups, then show flashcards with the vocabulary of the lesson, after that turn the flashcards and students start playing. The group with more pairs wins.</li> </ul>	<ul style="list-style-type: none"> <li>• 5 min.</li> <li>• Memorize.</li> </ul>	
Presentation	<ul style="list-style-type: none"> <li>• Students look pictures of the vocabulary of clothes and recognize the vocabulary.</li> <li>• Teachers makes students guess the unknown words</li> </ul>	<ul style="list-style-type: none"> <li>• 10 min.</li> <li>• Booklet</li> <li>• Data show</li> <li>• Markers</li> <li>• Whiteboard</li> </ul>	
Practice	<ul style="list-style-type: none"> <li>• Students complete sentences with the vocabulary previously showed (Activity 4.1)</li> <li>• Students match the item of clothing with the part of the body (Activity 4.2)</li> </ul>	<ul style="list-style-type: none"> <li>• 15 min</li> <li>• Booklet</li> <li>• Data Show</li> </ul>	
Production	<ul style="list-style-type: none"> <li>• Students label a picture with the vocabulary of the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• 10 minutes</li> <li>• Booklet</li> <li>• Data show</li> </ul>	
Wrap-up	<ul style="list-style-type: none"> <li>• Students describe their teachers outfit using the vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• 5 minutes</li> <li>• Flashcards</li> </ul>	

### LESSON PLANNING PPP

<b>Group:</b> 2, Control Group	<b>Date:</b> 20th October, 2015	<b>Time:</b> 45 minutes	<b>Sequence:</b> 6/8
<b>PRE SERVICE TEACHER:</b> <ul style="list-style-type: none"> <li>• Carla Bravo</li> <li>• Dyan Martínez</li> </ul>		<b>SCHOOL:</b> Colegio Técnico Las Nieves	
<b>Main Objective:</b> Students will be able to recognize and apply vocabulary animals			
<b>Subsidiary aims:</b> Students will be able to differentiate groups of animals			
<b>Contents</b>			
Skills/procedures: <ul style="list-style-type: none"> <li>• Writing</li> <li>• Speaking</li> </ul>	Lexis <ul style="list-style-type: none"> <li>• Farm animals (chicken, cow)</li> <li>• Wild/Zoo animals (elephant, giraffe, lion, monkey, tiger)</li> <li>• Pets (cat, dog, fish)</li> </ul>	Function <ul style="list-style-type: none"> <li>• Recognizing animals</li> </ul>	
<b>Stages</b>	<b>Interaction</b>	<b>IT- Materials-Timing</b>	
Warm-up	<ul style="list-style-type: none"> <li>• Pictionary:</li> <li>• One student has to come in front of the class and draw something in the whiteboard, the rest of the class guess the meaning of the drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• 5 min.</li> </ul>	
Presentation	<ul style="list-style-type: none"> <li>• Students look pictures with different groups of animals, and mark the ones they know.</li> <li>• Teachers makes students guess the meaning of unknown words</li> </ul>	<ul style="list-style-type: none"> <li>• 15 min.</li> <li>• Booklet.</li> <li>• Data show.</li> <li>• Markers.</li> <li>• Whiteboard.</li> </ul>	
Practice	<ul style="list-style-type: none"> <li>• Students complete sentences with the vocabulary of animals (Activity 29.3)</li> </ul>	<ul style="list-style-type: none"> <li>• 10 min.</li> <li>• Booklet.</li> <li>• Data Show.</li> <li>• Markers.</li> </ul>	
Production	<ul style="list-style-type: none"> <li>• Students look the pictures and complete a crossword with the animals (Activity 29.3)</li> </ul>	<ul style="list-style-type: none"> <li>• 5 minutes.</li> <li>• Booklet.</li> <li>• Data show.</li> </ul>	
Wrap-up	<ul style="list-style-type: none"> <li>• Teachers ask students how many animals from the vocabulary they can remember, so they can see how much they learned.</li> </ul>	<ul style="list-style-type: none"> <li>• 5 minutes</li> <li>• Flashcards</li> </ul>	

### LESSON PLANNING PPP

<b>Group:</b> 2, Control Group		<b>Date:</b> 27th October, 2015	<b>Time:</b> 45 minutes	<b>Sequence:</b> 7/8
<b>PRE SERVICE TEACHER:</b> <ul style="list-style-type: none"> <li>• Carla Bravo</li> <li>• Dyan Martínez</li> </ul>			<b>SCHOOL:</b> Colegio Técnico Las Nieves	
<b>Main Objective:</b> Students will be able to recognize and apply vocabulary related to healthy life.				
<b>Subsidiary aims:</b> Students will be able to recognize healthy and unhealthy actions.				
<b>Contents</b>				
<b>Skills/procedures:</b> <ul style="list-style-type: none"> <li>• Writing</li> <li>• Speaking</li> <li>• Reading</li> </ul>		<b>Lexis</b> Expressions related to healthy life (Do exercises, Stop smoking, lose weight, get stressed, get fit, go to the gym, have a heart attack, eat fried food, drink alcohol, high/low in fat)		<b>Function</b> <ul style="list-style-type: none"> <li>• Identifying vocabulary related to healthy life</li> <li>•</li> </ul>
<b>Stages</b>	<b>Interaction</b>			<b>IT- Materials-Timing</b>
Warm-up	<ul style="list-style-type: none"> <li>• Game: Mimic</li> <li>• The teacher gives a word (related to sports) to four students, they mimic the word in front of the class and the classmates guess the meaning of the word.</li> </ul>			<ul style="list-style-type: none"> <li>• 5 min.</li> </ul>
Presentation	<ul style="list-style-type: none"> <li>• Students look the vocabulary on the booklet and tick the phrases they know.</li> <li>• Teachers make students guess the phrases they do not know</li> <li>• Students match the phrases to the picture (activity V10.1 page 14)</li> <li>• Students say which of the phrases they consider healthy and which unhealthy.</li> </ul>			<ul style="list-style-type: none"> <li>• 15 min.</li> <li>• Booklet.</li> <li>• Data show.</li> <li>• Markers.</li> <li>• Whiteboard.</li> </ul>
Practice	<ul style="list-style-type: none"> <li>• Before the reading activity, teachers explain some vocabulary for students could read.</li> <li>• Students read the text “Top tips for a healthy heart” (page 13)</li> <li>• Students underline four good and four bad things for a healthy heart.</li> </ul>			<ul style="list-style-type: none"> <li>• 15 min.</li> <li>• Booklet.</li> <li>• Data show.</li> <li>• Markers.</li> </ul>

Production	<ul style="list-style-type: none"> <li>• Students work in pairs. Students ask their classmate how often they do the things that appear on activity 3a page13</li> </ul>	<ul style="list-style-type: none"> <li>• 5 min.</li> <li>• Booklet.</li> <li>• Data show</li> <li>• Markers</li> </ul>
Wrap-up	<ul style="list-style-type: none"> <li>• Students discuss about what things we have to do for having a healthy life.</li> </ul>	<ul style="list-style-type: none"> <li>• 5 minutes</li> <li>• Flashcards</li> </ul>

## LESSON PLANNING PPP

<b>Group:</b> 2, Control Group	<b>Date:</b> 27th October, 2015	<b>Time:</b> 45 minutes	<b>Sequence:</b> 8/8
<b>PRE SERVICE TEACHER:</b> <ul style="list-style-type: none"> <li>• Carla Bravo</li> <li>• Dyan Martínez</li> </ul>		<b>SCHOOL:</b> Colegio Técnico Las Nieves	
<b>Main Objective:</b> Students will be able to recognize and apply food vocabulary			
<b>Subsidiary aims:</b> Students will be able recognize different kind of food			
<b>Contents</b>			
Skills/procedures: <ul style="list-style-type: none"> <li>• Writing</li> <li>• Speaking</li> <li>• Reading</li> <li>• Listening</li> </ul>	Lexis <ul style="list-style-type: none"> <li>• Food (apple, banana, carrot, cheese, egg, meat, milk, lettuce, onion, potato).</li> </ul>	Function <ul style="list-style-type: none"> <li>• Recognizing food vocabulary</li> <li>• Speaking about food preferences.</li> </ul>	
<b>Stages</b>	<b>Interaction</b>	<b>IT- Materials-Timing</b>	
Warm-up	<ul style="list-style-type: none"> <li>• Game :Feeling the object</li> <li>• The teacher brings fruits and asks the students to make a circle, then students smell and touch the fruit and finally guess the name of the object.</li> </ul>	<ul style="list-style-type: none"> <li>• 5 min.</li> </ul>	
Presentation	<ul style="list-style-type: none"> <li>• Students listen a recording (activity 1a)</li> <li>• Students recognize food vocabulary from the recording.</li> <li>• Teachers explain the unknown words</li> <li>• Students indicate orally which food they like , and which they don't like</li> </ul>	<ul style="list-style-type: none"> <li>• 15 min.</li> <li>• Booklet.</li> <li>• Data show.</li> <li>• Markers.</li> <li>• Whiteboard.</li> </ul>	
Practice	<ul style="list-style-type: none"> <li>• Teachers give instructions for the second activity.</li> <li>• Students listen a second recording, where they have to recognize what food are mentioned (Activity 1a)</li> <li>• Students classify the food mentioned on the recording in plurals and singular. (Activity 1b)</li> </ul>	<ul style="list-style-type: none"> <li>• 15 min.</li> <li>• Booklet.</li> <li>• Data Show.</li> <li>• Markers.</li> </ul>	
Production	<ul style="list-style-type: none"> <li>• Students complete with the food they like and which they don't like(activity 1)</li> </ul>	<ul style="list-style-type: none"> <li>• 5 min.</li> <li>• Booklet.</li> <li>• Data show.</li> </ul>	
Wrap-up	<ul style="list-style-type: none"> <li>• Students play with food dominoes</li> </ul>	<ul style="list-style-type: none"> <li>• 5 min.</li> </ul>	



## **Appendix D: Observation Rubric and Observation Reports**

**Pauta de observación.**

Docentes	
Fecha	
Grupo	
Tópico	
N° de sesión	
N° de alumnas	

**I. Sala**

	SI	NO
1. ¿Se encuentra la sala ordenada?		
2. ¿Está el lugar limpio?		
3. ¿Hay una ventilación óptima?		
4. ¿Es la iluminación apropiada?		
5. ¿Hay algún tipo de distractor?		

Comentarios: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## II. Profesoras

	SI	NO
1. ¿Demuestran conocimiento del tema?		
2. ¿Demuestran interés en la sala de clases?		
3. ¿Prestan atención a las dudas de las estudiantes?		
4. ¿Presentan coordinación al momento de hablar?		
5. ¿Hacen participe a las estudiantes?		

Comentarios: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## III. Estudiantes

	SI	NO
1. ¿Muestran interés en lo que se está enseñando?		
2. ¿Manifiestan dudas?		
3. ¿Participan activamente durante la clase?		
4. ¿Hay respeto hacia las docentes y compañeras?		
5. ¿Ayudan a mantener un ambiente grato y propicio para el aprendizaje?		

Comentarios: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**IV. Sesión (describir)**

1. ¿Hay una presentación del tema?

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2. ¿Se sigue el tópico correspondiente?

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3. ¿Cómo se desarrolla el tópico?

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4. ¿Se trabaja el vocabulario planteado?

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5. ¿Se refuerza el vocabulario?

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6. ¿Con que actividades se evalúa el aprendizaje de las palabras?

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7. ¿Cuál es el cierre?

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- **Observations Report**

**Pauta de observación.**

Docentes	2
Fecha	06 - 10 -2015
Grupo	2
Tópico	Classroom
N° de sesión	1
N° de alumnas	12

**I. Sala**

	SI	NO
1. ¿Se encuentra la sala ordenada?	x	
2. ¿Está el lugar limpio?	x	
3. ¿Hay una ventilación óptima?	x	
4. ¿Es la iluminación apropiada?	x	
5. ¿Hay algún tipo de distractor?		x

Comentarios: El lugar tiene el espacio suficiente para 12 estudiantes, es apropiado y bastante iluminado

## II. Profesoras

	SI	NO
1. ¿Demuestran conocimiento del tema?	x	
2. ¿Demuestran interés en la sala de clases?	x	
3. ¿Prestan atención a las dudas de las estudiantes?	x	
4. ¿Presentan coordinación al momento de hablar?	x	
5. ¿Hacen participe a las estudiantes?	x	

Comentarios: Al ser dos profesoras, las estudiantes pueden aclarar sus dudas con mayor facilidad y eficiencia.

## III. Estudiantes

	SI	NO
1. ¿Muestran interés en lo que se está enseñando?	x	
2. ¿Manifiestan dudas?	x	
3. ¿Participan activamente durante la clase?	x	
4. ¿Hay respeto hacia las docentes y compañeras?	x	
5. ¿Ayudan a mantener un ambiente grato y propicio para el aprendizaje?	x	

Comentarios: Las estudiantes se muestran con disposición para aprender. Expresan estar muy emocionadas por el reforzamiento; es la primera vez que tienen uno.

#### **IV. Sesión (describir)**

1. ¿Hay una presentación del tema?
  - Las profesoras hacen una introducción del tema utilizando recursos de la misma sala de clases.
2. ¿Se sigue el tópico correspondiente?
  - Sí, las profesoras inician la clase luego del “warm up” hablando sobre objetos dentro de una sala de clases, se guían por el texto de estudio entregado el cual contenía actividades relacionadas con las 10 palabras de a unidad.
3. ¿Cómo se desarrolla el tópico?
  - Se inicia la clase con una actividad presentando el vocabulario, luego las profesoras presentan en vocabulario en contexto utilizando el libro entregado y experiencias de las estudiantes, para continuar con algunas actividades relacionadas al tema y vocabulario presentado.
4. ¿Se trabaja el vocabulario planteado?
  - Sí, durante todo el tiempo en la clase.
5. ¿Se refuerza el vocabulario?
  - Sí, mediante actividades durante toda la clase y sobre todo al finalizarla con un reforzamiento de cada una de las palabras del vocabulario.
6. ¿Con qué actividades se evalúa el aprendizaje de las palabras?
  - Con las actividades que contenía el libro.
7. ¿Cuál es el cierre?
  - Esta finaliza cuando las profesoras hacen un pequeño reforzamiento de cada una de las palabras y luego se preguntan cuantas palabras son capaces de recordar lo cual las estudiantes responden



## **V. Observaciones Adicionales:**

The classroom was organized in rows, it was clean, it had enough ventilation and the illumination was appropriate. The teachers showed security and content management was evidenced. They focused their attention to every student and they answered every doubt. The coordination is appropriate when talking. They made students participate during the lesson. The group worked with a booklet.

Students demonstrated attention in class' activities and most of them tried to participate when teachers asked for some answers. The students were a little bit confused with the content because this was the first class of the workshop but they tried to participate by guessing or trying to translate some words.

The class did not end in the time that the teachers expected because students were a little bit talkative but the teachers used this in their favor and encouraged them to talk about classroom vocabulary.

**Pauta de observación.**

Docentes	2
Fecha	06 - 10 – 2015
Grupo	1
Tópico	Places
N° de sesión	2
N° de alumnas	12

**I. Sala**

	SI	NO
1. ¿Se encuentra la sala ordenada?	x	
2. ¿Está el lugar limpio?	x	
3. ¿Hay una ventilación óptima?	x	
4. ¿Es la iluminación apropiada?	x	
5. ¿Hay algún tipo de distractor?	x	

Comentarios: La sala esta ordenada en semi-circulo y el único distractor era conversación entre algunas estudiantes.

## II. Profesoras

	SI	NO
1. ¿Demuestran conocimiento del tema?	x	
2. ¿Demuestran interés en la sala de clases?	x	
3. ¿Prestan atención a las dudas de las estudiantes?	x	
4. ¿Presentan coordinación al momento de hablar?	x	
5. ¿Hacen participe a las estudiantes?	x	

Comentarios: Todo el tiempo las docentes hacen participe a las estudiantes.

## III. Estudiantes

	SI	NO
1. ¿Muestran interés en lo que se está enseñando?	x	
2. ¿Manifiestan dudas?	x	
3. ¿Participan activamente durante la clase?	x	
4. ¿Hay respeto hacia las docentes y compañeras?		x
5. ¿Ayudan a mantener un ambiente grato y propicio para el aprendizaje?		x

Comentarios: Durante la clase hay una estudiante con comportamiento no adecuado para el desarrollo de esta, haciendo constantes interrupciones. A pesar de que las compañeras buscan de cualquier forma prestar atención, se hace casi imposible y se genera una situación tensa.

#### **IV. Sesión (describir)**

1. ¿Hay una presentación del tema?
  - Sí. Las profesoras, luego del warm up, presentan a las estudiantes el vocabulario que se trabajará durante la sesión.
2. ¿Se sigue el tópico correspondiente?
  - Durante la clase se sigue el tópico y su correspondiente vocabulario a través de actividades.
3. ¿Cómo se desarrolla el tópico?
  - Luego de la actividad de inicio, las profesoras presentan el vocabulario apoyadas de imágenes (cada una de un lugar). Después se apoyaron en actividades que ayudaban a reforzar el vocabulario enseñado.
4. ¿Se trabaja el vocabulario planteado?
  - Sí, durante la clase se trabajan y refuerzan las diez palabras del vocabulario correspondiente a “places”.
5. ¿Se refuerza el vocabulario?
  - Se refuerza a través de las actividades que se desarrollan luego de la presentación y con la entrega de una guía con las imágenes del vocabulario de la sesión.
6. ¿Con que actividades se evalúa el aprendizaje de las palabras?
  - Se evalúa con actividades de reconocimiento.
7. ¿Cuál es el cierre?
  - El cierre de la clase consiste en el juego “el ahorcado”, donde las palabras a identificar corresponden al vocabulario de las sesiones uno y dos.

## **V. Observaciones Adicionales:**

The classroom was organized in a semi-circle near the whiteboard, the teachers were in the middle of the semi-circle and at the back of the classroom there were some stands with typical objects and pictures from some places. The group worked with the developed material created by the teachers about places.

The class was a bit noisy, students were very talkative but teachers tried to focus student's attention to the main objective of the class, places. They demonstrated knowledge about the content and about class management. The main distraction was a situation between two girls but teachers were able to go on with the class.

The students participated in all activities the teachers prepared for them and most of them expressed verbally that they were not accustomed to work with concrete material. The teachers tried to use students' experiences in those places to create a comfortable context in the classroom.

### Pauta de observación.

Docentes	2
Fecha	13- 10- 2015
Grupo	2
Tópico	People we know
N° de sesión	3
N° de alumnas	8

#### I. Sala

	SI	NO
1. ¿Se encuentra la sala ordenada?	x	
2. ¿Está el lugar limpio?	x	
3. ¿Hay una ventilación óptima?	x	
4. ¿Es la iluminación apropiada?	x	
5. ¿Hay algún tipo de distractor?	x	

Comentarios: La sala esta ordenada en filas, el lugar es apropiado para el aprendizaje y el único distractor es la conversación de las niñas, aunque es relacionada a las personalidades de ellas se genera distracción.

## II. Profesoras

	SI	NO
1. ¿Demuestran conocimiento del tema?	x	
2. ¿Demuestran interés en la sala de clases?	x	
3. ¿Prestan atención a las dudas de las estudiantes?	x	
4. ¿Presentan coordinación al momento de hablar?	x	
5. ¿Hacen participe a las estudiantes?	x	

Comentarios: Las profesoras se muestran preocupadas por revisar dudas y actividades.

## III. Estudiantes

	SI	NO
1. ¿Muestran interés en lo que se está enseñando?	x	
2. ¿Manifiestan dudas?	x	
3. ¿Participan activamente durante la clase?	x	
4. ¿Hay respeto hacia las docentes y compañeras?	x	
5. ¿Ayudan a mantener un ambiente grato y propicio para el aprendizaje?		x

Comentarios: A pesar del respeto verbal hacia sus compañeras y docentes, la conversación entre ellas es una constante que dificulta el proceso de enseñanza-aprendizaje.

## **VI. Sesión (describir)**

8. ¿Hay una presentación del tema?

Si, las profesoras empiezan la clase con una actividad auditiva siendo la idea principal presentar el contenido de una forma llamativa.

9. ¿Se sigue el tópico correspondiente?

Las profesoras siguen el tema a tratar durante toda la clase mediante distintas actividades.

10. ¿Cómo se desarrolla el tópico?

Se inicia con una actividad auditiva, luego actividades donde se especifica y refuerza más el vocabulario tratado.

11. ¿Se trabaja el vocabulario planteado?

Si durante toda la clase a través de diferentes actividades.

12. ¿Se refuerza el vocabulario?

Si, durante cada actividad.

13. ¿Con que actividades se evalúa el aprendizaje de las palabras?

Con actividades del libro que involucran escritura, lectura y audición.

14. ¿Cuál es el cierre?

Las estudiantes describen las personalidades de sus compañeras. Son capaces de reconocer las personalidades de cada una.



#### **IV. Observaciones Adicionales:**

The classroom was organized in rows, it was clean, there was enough ventilation and the illumination was appropriate. The teachers showed security and that they knew the content. They focused their attention to every student and their doubts; they were coordinate to talk and made the students participate in class. The group worked with the booklet.

The class was a bit noisy but students were talking about their own personalities. Teachers guided the class in order to follow with the content, they asked for some students to read some parts of the text in the booklet.

Students got very excited and noisy when they did the activities prepared to them but they were able to recognize personalities about some people.

At the end of the class the class did not finish on time but the whole content about vocabulary was taught.

**Pauta de observación.**

Docentes	2
Fecha	13 - 10 – 2015
Grupo	1
Tópico	Family
N° de sesión	4
N° de alumnas	7

**I. Sala**

	SI	NO
1. ¿Se encuentra la sala ordenada?	x	
2. ¿Está el lugar limpio?	x	
3. ¿Hay una ventilación óptima?	x	
4. ¿Es la iluminación apropiada?	x	
5. ¿Hay algún tipo de distractor?	x	

Comentarios: La sala está en condiciones apropiadas. Las estudiantes están sentadas en semicírculos.

## II. Profesoras

	SI	NO
1. ¿Demuestran conocimiento del tema?	x	
2. ¿Demuestran interés en la sala de clases?	x	
3. ¿Prestan atención a las dudas de las estudiantes?	x	
4. ¿Presentan coordinación al momento de hablar?	x	
5. ¿Hacen participe a las estudiantes?	x	

Comentarios: Las profesoras se pasean por la sala respondiendo las dudas de las alumnas y las hacen participes en cada actividad.

## III. Estudiantes

	SI	NO
1. ¿Muestran interés en lo que se está enseñando?	x	
2. ¿Manifiestan dudas?	x	
3. ¿Participan activamente durante la clase?	x	
4. ¿Hay respeto hacia las docentes y compañeras?	x	
5. ¿Ayudan a mantener un ambiente grato y propicio para el aprendizaje?	x	

Comentarios: Las alumnas muestran interés por lo que están aprendiendo pero se muestra una baja considerable en la asistencia.

#### **IV. Sesión (describir)**

1. ¿Hay una presentación del tema?
  - Sí, a través de un video se mostraban integrantes de la familia así el contenido quedó más cercano.
2. ¿Se sigue el tópico correspondiente?
  - Sí, durante toda la clase.
3. ¿Cómo se desarrolla el tópico?
  - Mediante diferentes actividades durante toda la clase, las cuales implicaban la aplicación del vocabulario planteado al inicio de la sesión.
4. ¿Se trabaja el vocabulario planteado?
  - Toda la clase se trabaja con las palabras del vocabulario planteado.
5. ¿Se refuerza el vocabulario?
  - Antes, durante y después de cada actividad.
6. ¿Con que actividades se evalúa el aprendizaje de las palabras?
  - Las profesoras le piden a las estudiantes que dibujen a los integrantes de su familia y mencionen el vocabulario que corresponde según la persona. Además se les entrega una guía donde ellas deben escribir la palabra correspondiente a la imagen.
7. ¿Cuál es el cierre?
  - Mediante un conteo de palabras según lo que los estudiantes recuerdan.

## **V. Observaciones Adicionales:**

The classroom was organized in a semi-circle near the whiteboard, the teachers were in the middle of the semi-circle and at the back of the classroom there were the rest of the tables and chairs.

The class was not complete and most of the students said that it was because the others got tired and went home. Students participated in all the activities and teachers tried to use student's experiences to talk about their family members.

Teachers showed a video about family members and introduced the content in order to make it more didactic. Teachers motivate them to talk and memorize some words about the vocabulary.

At the end of the class students were able to recognize family members vocabulary in context because they gave some examples about real life, mixing places where they had been before.

### Pauta de observación.

Docentes	2
Fecha	20- 10 – 2015
Grupo	2
Tópico	Clothes
N° de session	5
N° de alumnas	8

#### I. Sala

	SI	NO
1. ¿Se encuentra la sala ordenada?	x	
2. ¿Está el lugar limpio?	x	
3. ¿Hay una ventilación óptima?	x	
4. ¿Es la iluminación apropiada?	x	
5. ¿Hay algún tipo de distractor?		x

Comentarios: La sala estaba en condiciones apropiadas para el aprendizaje.

## II. Profesoras

	SI	NO
1. ¿Demuestran conocimiento del tema?	x	
2. ¿Demuestran interés en la sala de clases?	x	
3. ¿Prestan atención a las dudas de las estudiantes?	x	
4. ¿Presentan coordinación al momento de hablar?	x	
5. ¿Hacen participe a las estudiantes?	x	

Comentarios: Las profesoras se pasean por la sala para atender las dudas que tenga la estudiante y buscan hacerlas participe.

## III. Estudiantes

	SI	NO
1. ¿Muestran interés en lo que se está enseñando?	x	
2. ¿Manifiestan dudas?	x	
3. ¿Participan activamente durante la clase?	x	
4. ¿Hay respeto hacia las docentes y compañeras?	x	
5. ¿Ayudan a mantener un ambiente grato y propicio para el aprendizaje?	x	

Comentarios: Las alumnas muestran interés por aprender el vocabulario.

#### **IV. Sesión (describir)**

1. ¿Hay una presentación del tema?

Las profesoras presentan el vocabulario mediante el reconocimiento de algunas imágenes de ropa.

2. ¿Se sigue el tópico correspondiente?

El se sigue el tópico correspondiente durante toda la clase.

3. ¿Cómo se desarrolla el tópico?

Mediante distintas actividades de reconocimiento del vocabulario.

4. ¿Se trabaja el vocabulario planteado?

Si, a través de actividades durante toda la clase.

5. ¿Se refuerza el vocabulario?

Si las profesoras refuerzan el vocabulario a tratar durante toda la clase.

6. ¿Con que actividades se evalúa el aprendizaje de las palabras?

Las alumnas realizan actividades del libro de acuerdo al vocabulario planteado.

7. ¿Cuál es el cierre?

Se describe el atuendo que tienen sus profesoras.



## **V. Observaciones Adicionales:**

The classroom was organized in rows, it was clean, there was enough ventilation and the illumination was appropriate. The teachers showed security and that they knew the content. They focused their attention to every student and their doubts. The coordination to talk and made the students participate in the class was the appropriate. The group worked with a booklet.

Teachers made students to play games for creating a comfortable context; students were motivated and excited to play that game. The objective of the activity was accomplished, student were ready to learn.

The students looked at pictures about vocabulary and associated words with pictures. They did some activities in the book and then the teachers checked them one by one.

At the end of the class students were able to recognize the vocabulary that had been taught and talked about their own outfit using the vocabulary that they learnt that day.

### Pauta de observación.

Docentes	2
Fecha	20 - 10 – 2015
Grupo	1
Tópico	Animals
Nº de sesión	6
Nº de alumnas	5

#### I. Sala

	SI	NO
1. ¿Se encuentra la sala ordenada?	x	
2. ¿Está el lugar limpio?	x	
3. ¿Hay una ventilación óptima?	x	
4. ¿Es la iluminación apropiada?	x	
5. ¿Hay algún tipo de distractor?	x	

Comentarios: La sala se encuentra en un buen ambiente para el aprendizaje y el único de distractor fue una imagen que el profesor tenía para trabajar con ellas.

## II. Profesoras

	SI	NO
1. ¿Demuestran conocimiento del tema?	x	
2. ¿Demuestran interés en la sala de clases?	x	
3. ¿Prestan atención a las dudas de las estudiantes?	x	
4. ¿Presentan coordinación al momento de hablar?	x	
5. ¿Hacen participe a las estudiantes?	x	

Comentarios: Las alumnas son partícipes en cada actividad que los profesores plantean.

## III. Estudiantes

	SI	NO
1. ¿Muestran interés en lo que se está enseñando?	x	
2. ¿Manifiestan dudas?	x	
3. ¿Participan activamente durante la clase?	x	
4. ¿Hay respeto hacia las docentes y compañeras?	x	
5. ¿Ayudan a mantener un ambiente grato y propicio para el aprendizaje?	x	

Comentarios: Las estudiantes demuestran una participación activa durante el desarrollo de la sesión.

#### **IV. Sesión (describir)**

1. ¿Hay una presentación del tema?

Sí. La presentación es a través de un audio donde deben reconocer el sonido de algunos de los animales que serán parte del vocabulario.

2. ¿Se sigue el tópico correspondiente?

Durante la sesión se sigue el vocabulario del tópico.

3. ¿Cómo se desarrolla el tópico?

El vocabulario se trabaja con actividades de reconocimiento.

4. ¿Se trabaja el vocabulario planteado?

Sí, se trabaja durante la sesión.

5. ¿Se refuerza el vocabulario?

Sí, se refuerza con la aplicación de este en las actividades.

6. ¿Con que actividades se evalúa el aprendizaje de las palabras?

Con un crucigrama y la entrega de una guía donde las estudiantes deben escribir el correspondiente nombre bajo cada imagen.

7. ¿Cuál es el cierre?

El cierre se realiza con un conteo de palabras que las estudiantes pueden recordar.

## **V. Observaciones Adicionales:**

The classroom was organized in a semi-circle near the whiteboard, the teachers were in the middle of the semi-circle and at the back of the classroom there were the rest of the tables and chairs. The topic of the class was related to animals.

The teachers prepared a didactic material; It was a big picture divided in two, at the top of that picture was a farm with all the animals that were included in the specific vocabulary and the other half it was a picture related to wild animals according to the specific vocabulary.

For that class that poster kept students' attention almost completely but in the other hand, students' were so concentrated in that picture that some of them got lost in the class. However, they were motivated to name the animals that appeared in the poster.

By the end of the class teachers asked students about the vocabulary they had learnt that day and the almost all answers were right.

### Pauta de observación.

Docentes	2
Fecha	27 -10 – 2015
Grupo	2
Tópico	Healthy life
N° de sesión	7
N° de alumnas	7

#### I. Sala

	SI	NO
1. ¿Se encuentra la sala ordenada?	x	
2. ¿Está el lugar limpio?	x	
3. ¿Hay una ventilación óptima?	x	
4. ¿Es la iluminación apropiada?	x	
5. ¿Hay algún tipo de distractor?		x

Comentarios: La sala se encuentra en condiciones apropiadas.

## II. Profesoras

	SI	NO
1. ¿Demuestran conocimiento del tema?	x	
2. ¿Demuestran interés en la sala de clases?	x	
3. ¿Prestan atención a las dudas de las estudiantes?	x	
4. ¿Presentan coordinación al momento de hablar?	x	
5. ¿Hacen participe a las estudiantes?	x	

Comentarios: Las profesoras muestran conocimiento y preocupación por el aprendizaje de las estudiantes.

## III. Estudiantes

	SI	NO
1. ¿Muestran interés en lo que se está enseñando?	x	
2. ¿Manifiestan dudas?	x	
3. ¿Participan activamente durante la clase?	x	
4. ¿Hay respeto hacia las docentes y compañeras?	x	
5. ¿Ayudan a mantener un ambiente grato y propicio para el aprendizaje?	x	

Comentarios: Las alumnas muestran interés por el tópico, expresan sus dudas y participan de las actividades.

#### **IV. Sesión (describir)**

1. ¿Hay una presentación del tema?

La presentación del tema es a través de una lectura.

2. ¿Se sigue el tópico correspondiente?

Se trabaja el tópico durante la sesión.

3. ¿Cómo se desarrolla el tópico?

El tópico se desarrolla y refuerza con actividades del libro.

4. ¿Se trabaja el vocabulario planteado?

El vocabulario es trabajado con lecturas y actividades que dependen de estas.

5. ¿Se refuerza el vocabulario?

Sí.

6. ¿Con que actividades se evalúa el aprendizaje de las palabras?

Con lecturas en las que después se debe trabajar el vocabulario.

7. ¿Cuál es el cierre?

El cierre es una conversación donde las estudiantes comentan las actividades que resultan saludables para ellas.



## **V. Observaciones Adicionales:**

The classroom was organized in rows, it was clean, there was enough ventilation and the illumination was appropriate. The teachers showed security and that they knew the content. They focused their attention to every student and their doubts; they were coordinated to talk and made the students participate in the class. The group worked with a booklet.

At the beginning of the class the teachers tried to get all students attention talking about real life situations related to healthy life. Students did some activities about recognizing some words and pictures and some phrases about this.

Even though the teachers tried to guide students' attention to the content, the students got a little bit confused because there were some similar words that made them doubt.

Then the teachers explained again some vocabulary before a reading activity in order to focus their knowledge about the content. Students did the activity because they understood better the vocabulary; in fact they were able to classify those words into healthy or unhealthy.

### Pauta de observación.

Docentes	2
Fecha	27 -10- 2015
Grupo	1
Tópico	Food
N° de sesión	8
N° de alumnas	5

#### I. Sala

	SI	NO
1. ¿Se encuentra la sala ordenada?	x	
2. ¿Está el lugar limpio?	x	
3. ¿Hay una ventilación óptima?	x	
4. ¿Es la iluminación apropiada?	x	
5. ¿Hay algún tipo de distractor?		x

Comentarios: Las mesas se encuentran en semicírculo y la mesa del profesor está en medio con algunos alimentos.

## II. Profesoras

	SI	NO
1. ¿Demuestran conocimiento del tema?	x	
2. ¿Demuestran interés en la sala de clases?	x	
3. ¿Prestan atención a las dudas de las estudiantes?	x	
4. ¿Presentan coordinación al momento de hablar?	x	
5. ¿Hacen participe a las estudiantes?	x	

Comentarios: Las profesoras demuestran conocimiento del contenido. Respetan los turnos de habla y abarcan todas las dudas que van surgiendo.

## III. Estudiantes

	SI	NO
1. ¿Muestran interés en lo que se está enseñando?	x	
2. ¿Manifiestan dudas?	x	
3. ¿Participan activamente durante la clase?	x	
4. ¿Hay respeto hacia las docentes y compañeras?	x	
5. ¿Ayudan a mantener un ambiente grato y propicio para el aprendizaje?	x	

Comentarios: Las estudiantes se muestran abiertas a participar de la sesión, realizan preguntas y trabajan en las actividades.

#### **IV. Sesión (describir)**

1. ¿Hay una presentación del tema?

La presentación del tema corresponde a un juego de adivinanza, donde ellas deben reconocer qué alimento se les entrega.

2. ¿Se sigue el tópico correspondiente?

Se sigue desde el inicio hasta el final de la sesión.

3. ¿Cómo se desarrolla el tópico?

El tópico es desarrollado a través de actividades que involucran el uso del vocabulario.

4. ¿Se trabaja el vocabulario planteado?

Se trabaja desde el inicio hasta el fin de la sesión.

5. ¿Se refuerza el vocabulario?

Se refuerza con las distintas actividades que se presentan posterior a la presentación inicial de palabras.

6. ¿Con que actividades se evalúa el aprendizaje de las palabras?

Con la entrega de una guía que contiene las imágenes de las palabras entregadas.

7. ¿Cuál es el cierre?

El cierre es un juego de domino que involucra el último vocabulario visto, donde tanto el grupo experimental como control participan.

## **V. Observaciones Adicionales:**

The classroom was organized in a semi-circle near the whiteboard, the teachers were in the middle of the semi-circle and at the back of the classroom there were the rest of the tables and chairs. The topic of the class was related to food.

The teachers played a game where students needed to eat and guess what they were eating and that catch students' attention completely.

At the end of this activity the students did an activity and classify some food in to something they liked or disliked.

Then students created their own meal with some ingredients they would use using the vocabulary that they learnt that day.

At the end of the class both classes got together and played a twister of food.

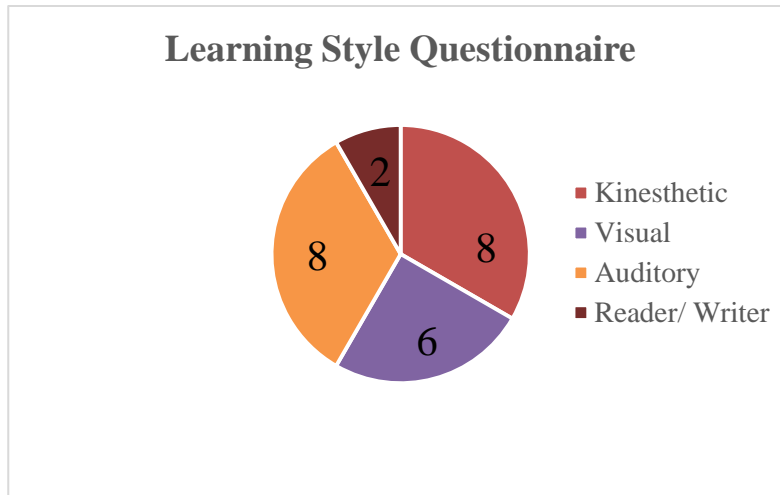
## **Appendix E: Learning Styles Figures**

### Results Learning Style Test.

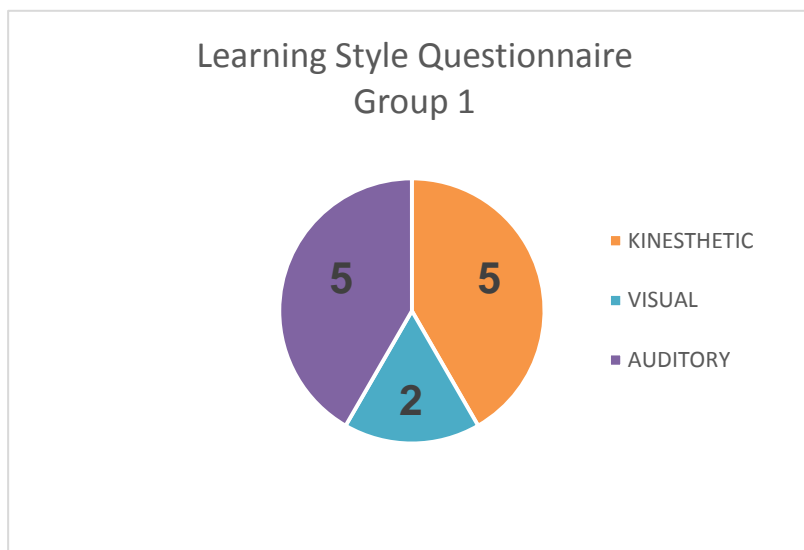
STUDENTS	LEARNING STYLE	SUBJECT SAMPLE
Ss1	KINESTHETIC	
Ss2	VISUAL	
Ss3	VISUAL	SUBJECT 1 (S1)
Ss4	KINESTHETIC	
Ss5	AUDITORY	SUBJECT 2 (S2)
Ss6	AUDITORY	SUBJECT 3 (S3)
Ss7	AUDITORY	SUBJECT 4 (S4)
Ss8	KINESTHETIC	
Ss9	AUDITORY	SUBJECT 5 (S5)
Ss10	KINESTHETIC	SUBJECT 6 (S6)
Ss11	AUDITORY	
Ss12	KINESTHETIC	
Ss13	VISUAL	
Ss14	KINESTHETIC	
Ss15	AUDITORY	
Ss16	READER	
Ss17	KINESTHETIC	
Ss18	VISUAL	
Ss19	VISUAL	SUBJECT 7 (S7)
Ss20	AUDITORY	
Ss21	KINESTHETIC	SUBJECT 8(S8)
Ss22	VISUAL	
Ss23	READER	SUBJECT 9(S9)
Ss24	AUDITORY	

- GENERAL RESULTS

CHART I.

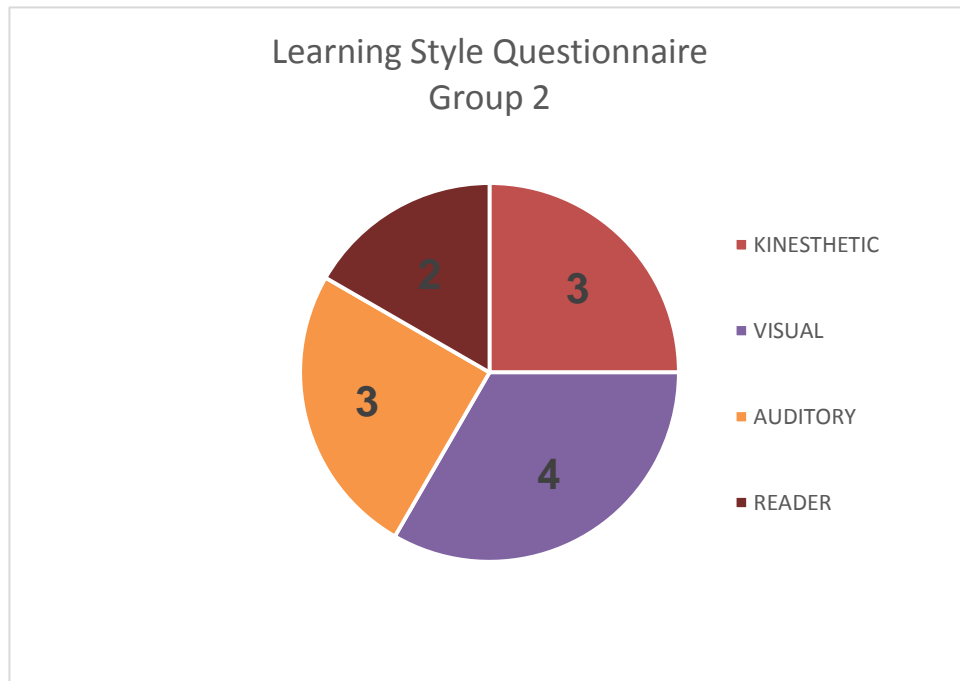


- Results learning style test (Experimental group/ Group 1)  
CHART II





- Results learning style test (Control group/ Group 2)  
CHART III



## **Appendix F: Booklet**

## English Vocabulary Workshop

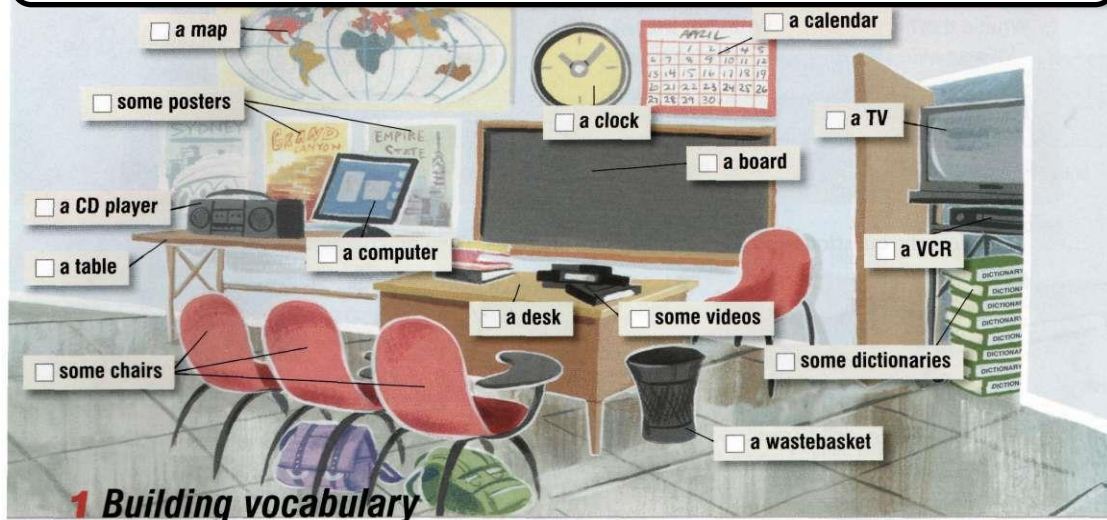
### BOOKLET

*(Compilation from: Face to Face Elementary Students' book, Touchstone 1 students' book, English Vocabulary in Use Elementary)*



Name: \_\_\_\_\_

## Session 1: Classroom



### 1 Building vocabulary

**A** Listen and say the words above. Which things are in your classroom? Check (✓) the boxes. What else is in your classroom?

**Word sort**

**B** Look around your classroom. What things are in these places? Write the words below the pictures.

<p><b>1</b> on the wall</p> <p>a clock</p>	<p><b>2</b> on the floor</p> <p>some bags</p>	<p><b>3</b> under your chair</p>
<p><b>4</b> in the closet</p>	<p><b>5</b> next to the window</p>	<p><b>6</b> in front of the board</p>

**C Pair work** Ask and answer questions about your classroom.

*"What's on the wall?" "A clock, a map, and some posters . . ."*

16

Can you ask four more questions?

- |                                 |  |
|---------------------------------|--|
| 1. Where's the teacher's desk?  | 4. Where are the students' dictionaries? |
| 2. Where's the TV?              | 5. Where's the computer?                 |
| 3. Where's the teacher's chair? | 6. Where are the posters?                |

*"Where's the teacher's desk?" "It's in front of the board."*

## Session 2: Places

### 5A My kind of place

#### QUICK REVIEW ●●●

Work in pairs. Write all the words for food and drink you know. Which pair has the most? Which words are countable/uncountable?

Vocabulary places in a town/the country  
Grammar *there is/there are*  
Help with Listening sentence stress (2)  
Review adjectives

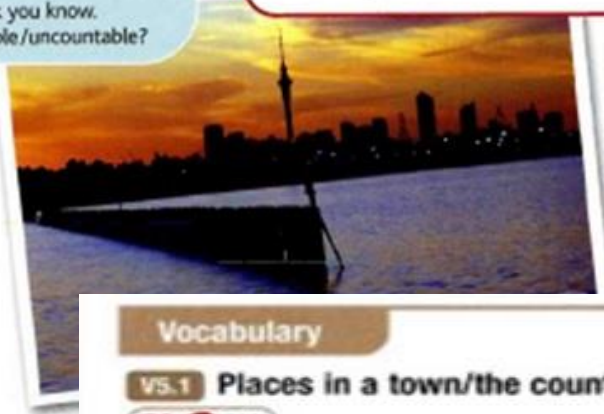
#### Vocabulary Places in a town/the country

1 a) Tick the words you know. Then do the exercise in **VS.1** p131.

a square a park a market  
a bus station a station a lake  
a beach the sea a river a museum  
an airport mountains a road a café  
a bar a shop a flat [US: an apartment]  
a house a hotel a bed and breakfast

b) Which four things from 1a) are important to you where you live and where you go on holiday?

2 Look at the photos. Which is a big city, a small town, a village, do you think? Which things from 1a) can you see in the photos?



#### Vocabulary

#### VS.1 Places in a town/the country

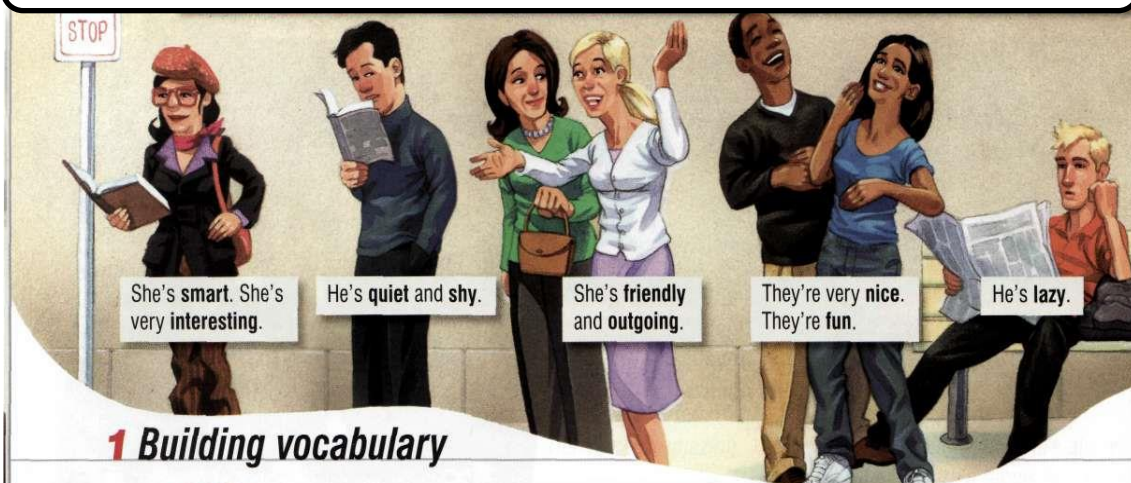
5A p38

Match the words to pictures a)–t).

- 1  a square /skweə/
- 2  a park
- 3  a market
- 4  a bus station /'stetsjən/
- 5  a station
- 6  a lake
- 7  a beach /bi:tʃ/
- 8  the sea /si:/
- 9  a river
- 10  a museum /mju:'ziəm/
- 11  an airport
- 12  mountains /'maʊntɪnz/
- 13  a road /rəʊd/
- 14  a café
- 15  a bar
- 16  a shop
- 17  a flat [US: an apartment]
- 18  a house
- 19  a hotel
- 20  a bed and breakfast

TIP! • a station = a train station.

## Session 3: People we know



### 1 Building vocabulary

**A** Listen and say the sentences. Do you have friends like these? Tell the class.

**Word sort**

**B** How many words can you think of to describe people you know? Complete the chart. Then tell a partner.

my friends	my best friend	my neighbor
very smart		

"My friends are very smart. They're . . ."

### 2 Building language

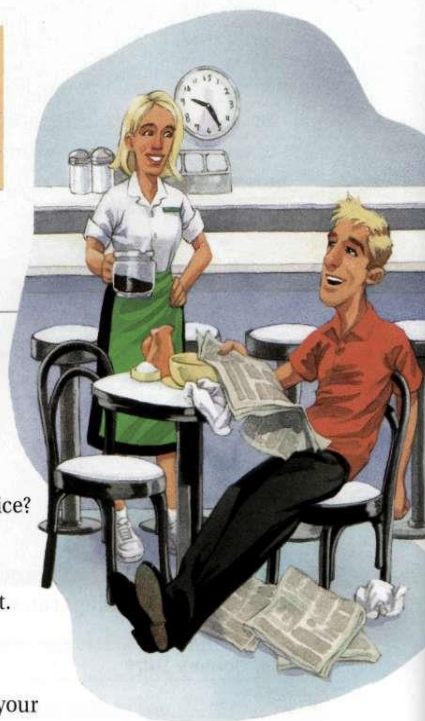
**A** Listen. What is Tim's new boss like? Practice the conversation.

- Dana* So, how's your new job? Are you busy?  
*Tim* Yes. It's hard work, you know. I'm tired.  
*Dana* Really? What are your co-workers like? Are they nice?  
*Tim* Yes, they are. They're really friendly.  
*Dana* Great. And is your boss OK?  
*Tim* She is, yeah. She's nice. Um . . . she's not very strict.  
*Dana* Good, because you're late for work.

**Figure it out**

**B** Can you complete these questions and answers? Use your own ideas. Then compare with a partner.

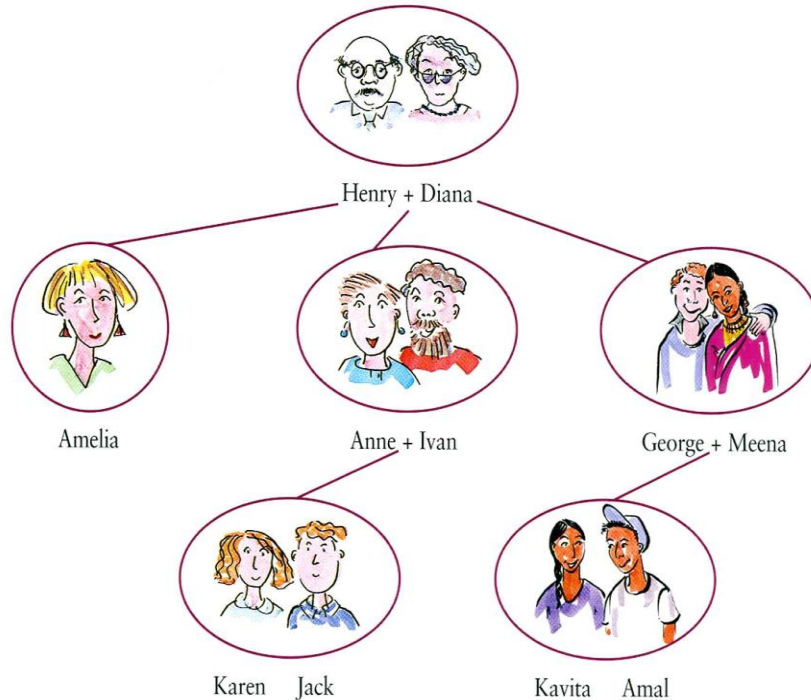
- ① *A* How's your new teacher?    ② *A* What about your classmates?    ③ *A* And what's class like?  
    \_\_\_ she \_\_\_?                                    \_\_\_ they \_\_\_?                                    \_\_\_ it \_\_\_?  
*B* Yes, she \_\_\_\_\_.                                    *B* Yes, they \_\_\_\_\_.                                    *B* No, it's not.



## Session 4: Family

### A Family words

A family tree for some of Anne and Ivan Sorokin's relatives or relations.



#### Ivan and Anne and their children

Ivan is Anne's **husband** and Karen and Jack's **father**.

Anne is Ivan's **wife** and Karen and Jack's **mother**.

Anne and Ivan are Karen and Jack's **parents**.

Karen is Anne and Ivan's **daughter**. Jack is their **son**.

Karen is Jack's **sister**. Jack is Karen's **brother**.

#### Henry and Diana

Henry is Karen and Jack's **grandfather**. Diana is their **grandmother**.

Henry and Diana are Karen and Jack's **grandparents**.

Karen is their **granddaughter**. Jack is their **grandson**.

#### Amelia, George and Meena

George is Karen and Jack's **uncle**.

Amelia and Meena are Karen and Jack's **aunts**.

Karen is Amelia, George and Meena's **niece**. Jack is their **nephew**.

Kavita and Amal are Karen and Jack's **cousins**.

# Exercises

1.1 Look at the family tree on the opposite page. Complete the sentences.

- 1 Kavita is Amal's sister.....
- 2 Amal is Kavita's .....
- 3 Anne is Kavita's .....
- 4 Ivan is Amal's .....
- 5 Diana is Amal's .....
- 6 Henry is Kavita's .....
- 7 Amal is Ivan's .....
- 8 Kavita is Ivan's .....
- 9 Meena is Kavita's .....
- 10 Meena is George's .....
- 11 Karen is Amal's .....

1.2 The Sorokins have some other relatives. Complete the sentences about them.



Sanjay

Alexander and Leila

Meena has a brother, Sanjay. Sanjay is Kavita and Amal's <sup>1</sup> uncle..... and Sanjay's wife is their <sup>2</sup>..... . Sanjay and his wife have one son, Prem. Prem is an <sup>3</sup>..... .

Henry's parents are still alive. Alexander is Henry's <sup>4</sup>..... and his <sup>5</sup>..... . Leila is Henry's <sup>6</sup>..... . Alexander and Leila have three <sup>7</sup>..... – Amelia, Ivan and George. Ivan and George and their <sup>8</sup>..... , Anne and Meena, love their <sup>9</sup>..... and visit them as often as possible.

1.3 Ask a friend these questions. Then write sentences about your friend and their family. For example, *Chen has one brother but no sisters.*

- 1 Have you got any brothers and sisters?
- 2 Have you got any cousins?
- 3 Have you got any nieces or nephews?
- 4 Have you got any grandparents?
- 5 Do you come from a big family?



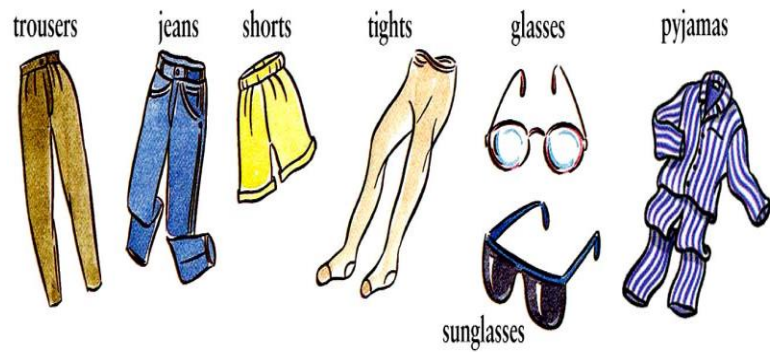
## Session 5: Clothes

### A Clothes



### B Plural words

These words are always plural in English. They need a plural verb.



My suit is new but these trousers are old. Her jeans / shorts / tights are blue.

Note: You say: a pair of trousers / shorts / glasses, etc.

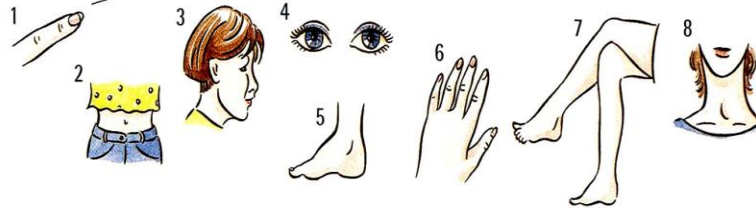
# Exercises

## 4.1 Complete the sentences.

- 1 Joe has a job interview today, so he's wearing a smart suit....., a white sh..... and a t.....
- 2 Julia's not working today, so she's wearing a T-..... and sh.....s.
- 3 Liz is going to play tennis. She's wearing white s.....s and tr.....s.
- 4 Gianni is going to a business meeting. He's .....ing a b..... with his papers and laptop.
- 5 My trousers are too big. I have to wear a b.....
- 6 It's cold today. I'll wear my j....., and I'll take my c..... too.

## 4.2 Match the item of clothing with the part of the body.

scarf belt shoe hat glove glasses tights ring

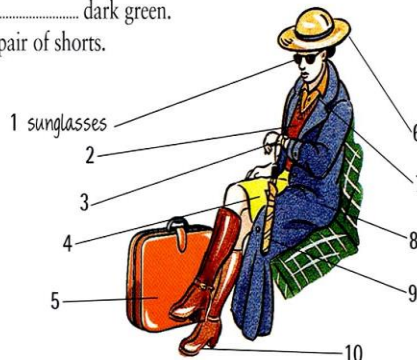


## 4.3 Complete the sentences with one of the verbs in the box and put it in the right form.

be wear carry have

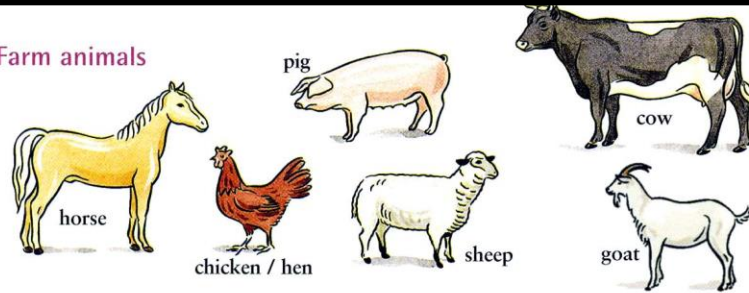
- 1 Nick's jeans *are*..... blue and his T-shirt ..... red.
- 2 Julia ..... jeans and a T-shirt today.
- 3 Meena ..... got a red coat on and she ..... some flowers.
- 4 Sarah's dress ..... old but her shoes ..... new.
- 5 Last year Jim's trousers ..... white. Now they ..... grey.
- 6 ..... this a new pair of jeans?
- 7 My favourite pyjamas ..... dark green.
- 8 Kim ..... a new pair of shorts.

## 4.4 Label the picture.



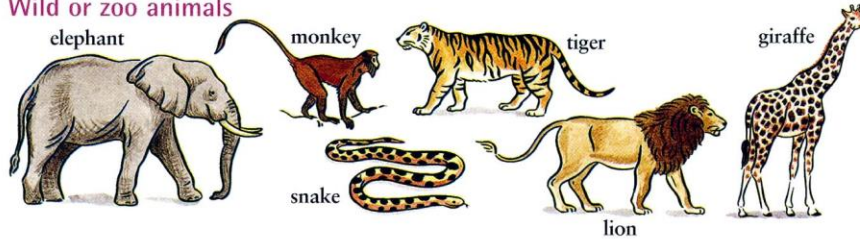
## Session 6: Animals

### A Farm animals



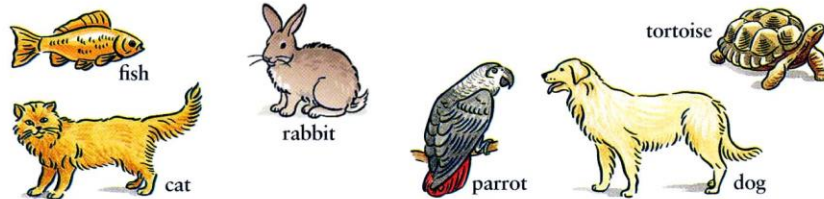
animal	produce	baby
horse	hair, meat	foal
cow	milk, leather, meat (beef)	calf
sheep	wool, meat (lamb)	lamb
pig	meat (pork, bacon, ham)	piglet
chicken / hen	eggs, meat (chicken)	chick
goat	milk, goatskin, meat	kid

### B Wild or zoo animals



### C Pets

These animals are often pets.



A parrot is a bird.

### D Expressions

Take your dog for a walk every day.

You must feed your animals and give them water every day.

Do you have any pets?

# Exercises

## 29.1 Complete these sentences.

- 1 A tortoise..... goes to sleep in winter.
- 2 A ..... has a very long neck.
- 3 ..... and ..... are birds.
- 4 ..... and ..... are large cats.
- 5 You can ride a ..... and an .....
- 6 ..... swim and ..... fly.
- 7 ..... are farm birds.
- 8 ..... are very good at hopping and jumping.
- 9 Don't forget to ..... the cat and to ..... it some water.
- 10 I ..... my dog for a walk every day before school.

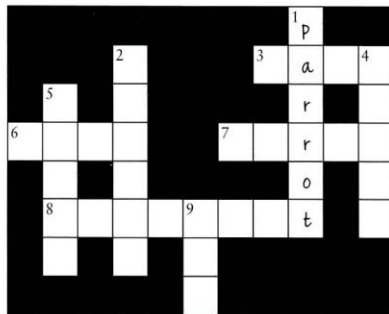
## 29.2 Match the animal with its meat and with its young animal.

<i>animal</i>	<i>meat</i>	<i>young</i>
goat	lamb	calf
sheep	chicken	piglet
cow	pork	lamb
hen	beef	kid
pig	goat	chick

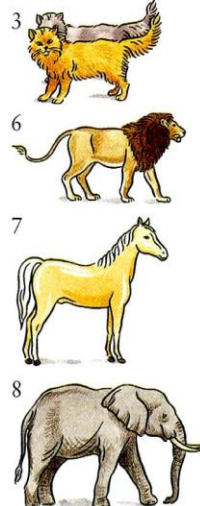
## 29.3 Look at the animals opposite. Find three animals which:

- 1 eat meat. lions,.....
- 2 give us things that we wear. ....
- 3 produce their babies in eggs. ....
- 4 we can eat. ....

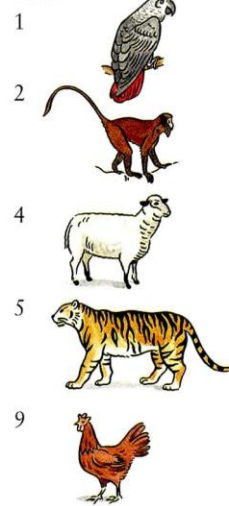
## 29.4 Look at the pictures and complete the crossword.



### Across



### Down



## Session 7: Healthy Life

### 10A A healthy heart

#### QUICK REVIEW ●●●

Work in groups. Tell other students one thing you: always, usually, often, sometimes, don't often, hardly ever, never do at home.

#### Vocabulary Health

- 1 a) Tick the phrases you know. Then do the exercise in Language Summary 10 **V10.1** p142.

do exercise   lose weight   stop smoking  
get stressed   get fit   go to the gym  
have a heart attack   eat fried food  
drink alcohol   high/low in fat

b) Which of these phrases match a healthy or unhealthy lifestyle?

c) Work in groups. Do you think you have a healthy or an unhealthy lifestyle? Why?

#### Reading and Grammar

- 2 a)

Read the article again and find four things that are good for your heart and four that are bad. Does anything in the article surprise you?

- 3 a) Work in pairs. Ask your partner how often he/she does these things.

How often do you eat red meat?

About twice a week.

- 1 eat red meat
- 2 do some exercise
- 3 get very stressed
- 4 go on holiday
- 5 eat fish
- 6 drink more than one glass of alcohol
- 7 have less than six hours' sleep

b) Who has a healthier lifestyle – you or your partner? Why?

Vocabulary health; How often ...? and frequency expressions  
Grammar imperatives; should/shouldn't  
Review Present Simple questions

## TOP TIPS FOR A HEALTHY HEART!

Heart disease kills more people in Britain than any other disease, including cancer. One adult dies every three minutes from heart disease and it's more common in men than women. Age is also important. 80% of people who die of heart attacks are 65 or older. And it's an amazing fact that five times more men die of heart disease in the UK than in Japan. But there are many things you can do to help your heart stay healthy. Here are our top tips for a healthy heart!

- Stop smoking. Everyone knows that cigarettes give you cancer, but they're also very bad for your heart. If you only do one thing to help your heart, do this!
- Do more exercise. Regular exercise (**four times a week** for 30 minutes) is very good for your heart.
- Don't eat a lot of fried food and only eat red meat **once a week**. This type of food is bad for your heart because it's high in fat.
- Eat fish **twice or three times a week**. It's good for your heart because it's low in fat and high in Omega-3 oils.
- Don't eat a lot of salt. We only need about 1g of salt a day — most people eat about 6g!
- Eat more fruit and vegetables (at least five portions a day).
- Lose some weight. Overweight people have more heart attacks!
- Don't drink a lot of alcohol — but a glass of red wine **every day** can be good for your heart.

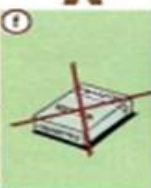
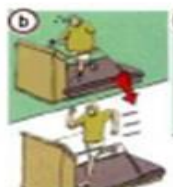
# Language Summary 10

## Vocabulary

V10.1 Health 10A p78

Match the phrases to pictures a)-j).

- 1  do exercise
- 2  lose weight /west/
- 3  stop smoking
- 4  get stressed /strest/
- 5  get fit
- 6  go to the gym
- 7  have a heart attack /a'tæk/
- 8  eat fried food
- 9  drink alcohol
- 10  high/low in fat



## Session 8: Food

**Kayla** Hi, Mom and Dad! I need some help fast! I invited some friends for dinner tonight, and I don't know what to cook.

Andrea's a vegetarian, so she doesn't eat meat, fish, cheese, or eggs. I guess she just eats a lot of fruit and vegetables, and maybe rice.

Colin's on a diet. He can't eat much rice, bread, or pasta. But he eats a lot of meat, cheese, eggs, and vegetables, like carrots and cucumbers.

And James is picky – I mean, he doesn't eat many vegetables. And he's allergic to milk and shellfish. But he likes potatoes. Oh, and bananas. Please call me! Bye.

**1 Getting started**

**A** Listen. Kayla is leaving a phone message for her parents. What is her problem? Which plate of food is right for Andrea? for Colin? for James?


**Figure it out** **B** Find the food words in Kayla's message. Which are singular? Which are plural? Write them in the chart.

Singular		Plural	
meat		eggs	

**About you** **C Pair work** Which of the foods above do you like? Which don't you like? Tell your partner.

"I like meat. How about you?" "Um, I don't eat meat, but I really like fish."

# 1 Building vocabulary

**A**  Listen and say the words. Which foods do you like? Which don't you like? Tell the class.








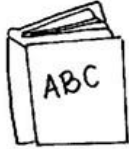


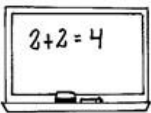



**Appendix G: Deliberately Developed Material**

## Session 1: Classroom

- Worksheet Vocabulary

Session 1: Classroom

- Write the correct word below each picture, according to the vocabulary learned during the lesson








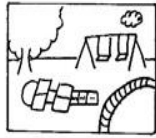


 _____	 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____	 _____

- Label the object.



## Session 2: Places

- Worksheet Vocabulary

Session 2: Places				
 _____	 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____	 _____

- Station corners



### Session 3: People we know

- Warm up: Bingo

# BINGO!

The image shows two hand-drawn bingo cards. Each card has a 5x5 grid. The first card contains the following drawings: a chair, a dictionary with 'ABC' on the cover, a clock, a market stall, a beach scene with a palm tree and sun, another market stall, a calendar for October, a bus stop, a wastebasket, and a museum building. The second card contains: a clock, a market stall, a map, a dictionary with 'ABC' on the cover, a wastebasket, and a museum building.











# BINGO!

DESK	CLOCK	PARK	MARKET
TABLE	MAP	RIVER	HOUSE
WASTEBASKET	CHAIR	SEA	HOTEL
COMPUTER	CALENDAR	BUS STATION	SHOP
BOARD	DICTIONARY	MUSEUM	AIRPORT

- **Worksheet Vocabulary**

**Session 3: People we know**

- Write the correct word below each picture, according to the vocabulary learned during the lesson.

 _____ _____	 _____ _____	 _____ _____	 _____ _____	 _____ _____
 _____ _____	 _____ _____	 _____ _____	 _____ _____	 _____ _____

- **Flashcards**



• Word Puzzle

---

# People we know

Adjectives



Nice

Outgoing

Smart

Friendly

Interesting

Busy

Quiet

Fun

Shy

Lazy

## Session 4: Family

- **Warm up: Guess the character (charades) and classify them.**



- **Worksheet Vocabulary**

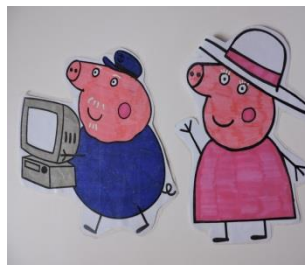
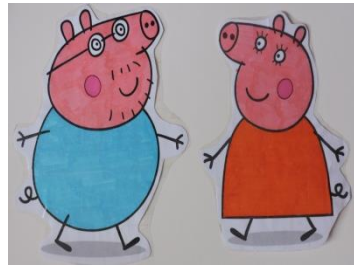
Session 4: Family

• Write the correct word below each picture, according to the vocabulary learned during the lesson.

 _____	 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____	 _____



- **Famous Families**



## Session 5: Clothes

- Warm up: Memorize













- Fashion show from magazine



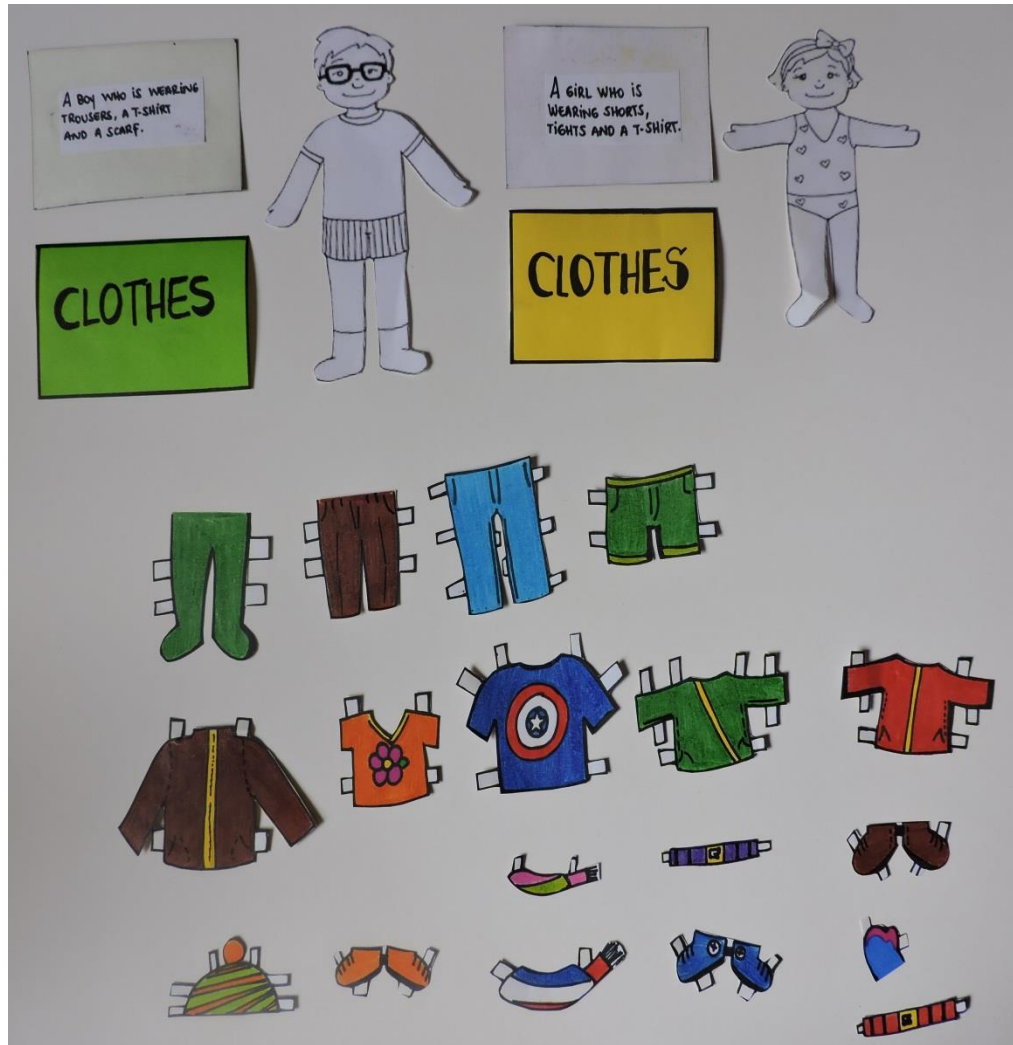
- Vocabulary worksheet

**Session 5: Clothes**

• Write the correct word below each picture, according to the vocabulary learned during the lesson.

 _____	 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____	 _____

- Dress up the character




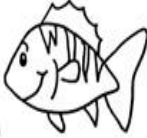








## Session 6: Animals

- Vocabulary worksheet

### Session 6: Animals

- Write the correct word below each picture, according to the vocabulary learned during the lesson.

 _____	 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____	 _____

- Animals' poster



• **Crossword**

I. Complete the crossword with the names of the following animals.

1)



2)



3)



4)



5)



6)



7)



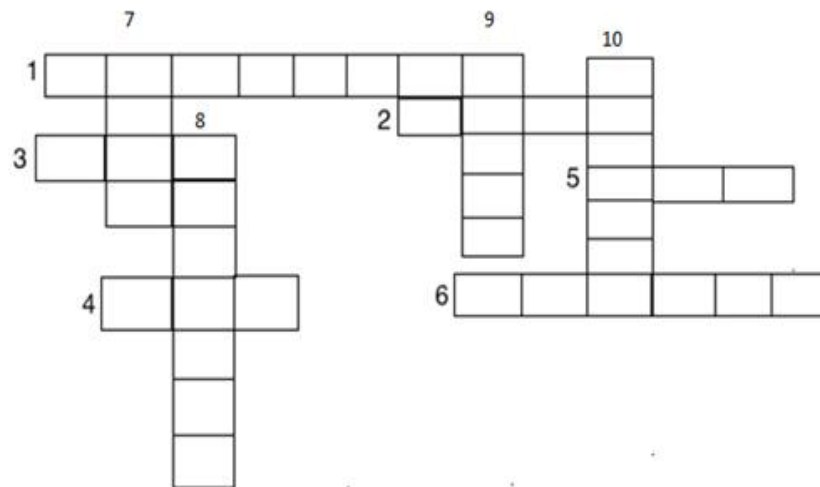
8)



9)



10)



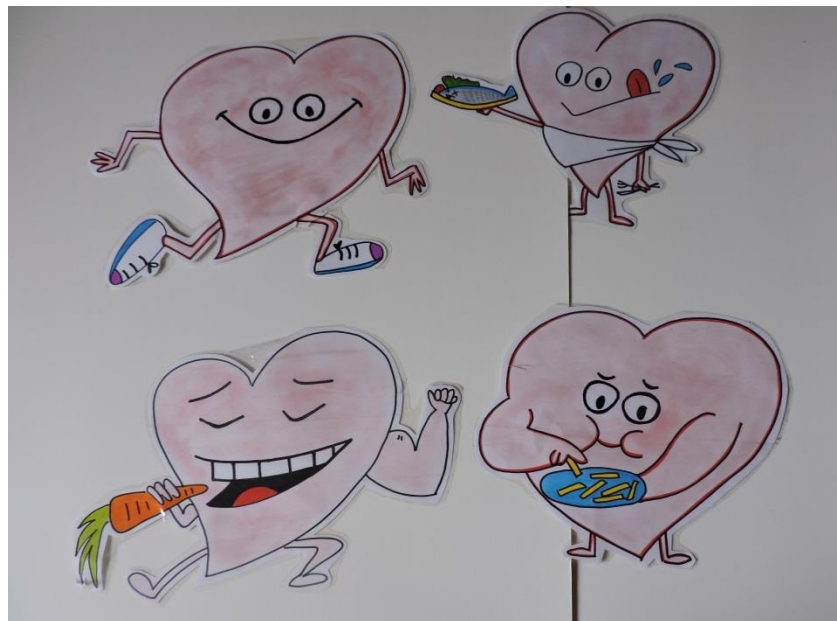
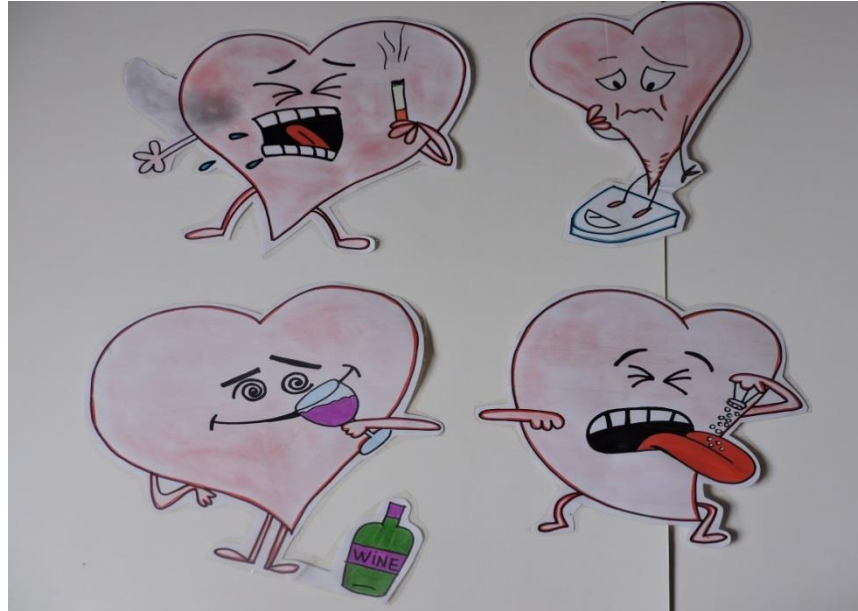
ession 7: Healthy life

- Healthy and unhealthy activities
















- **Hearts: healthy and unhealthy actions**



- **Vocabulary worksheet**

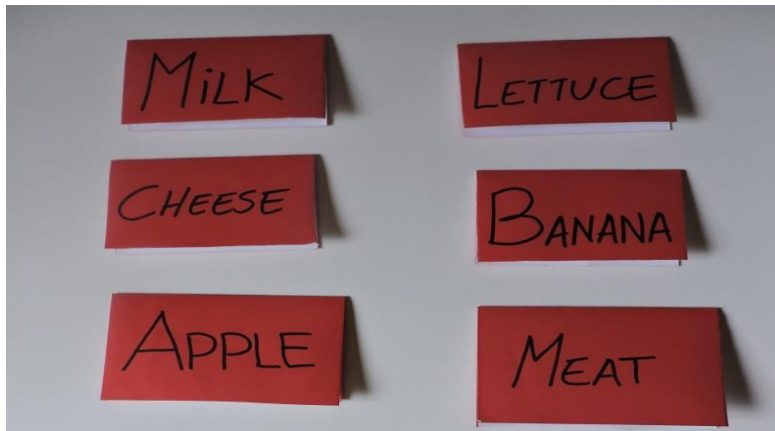
Session 7: Healthy Life

- Write the correct word below each picture, according to the vocabulary learned during the lesson.

 _____	 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>low</p>  </div> <div style="text-align: center;"> <p>high</p>  </div> </div> _____

## Session 8: Food











- Labeling food



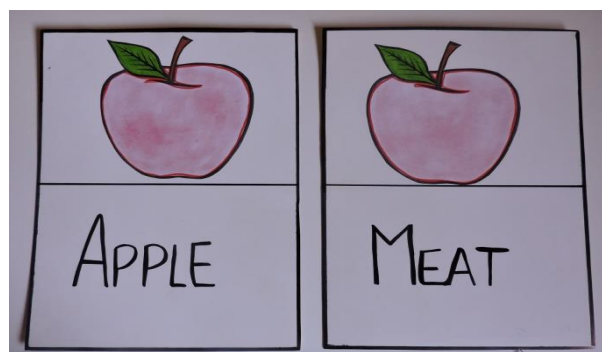
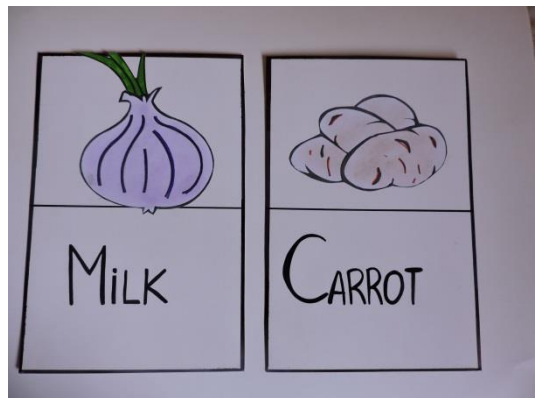
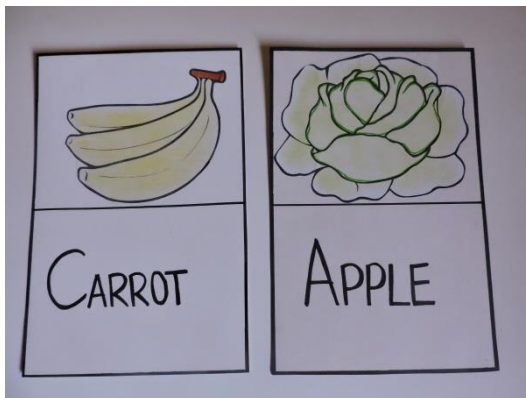
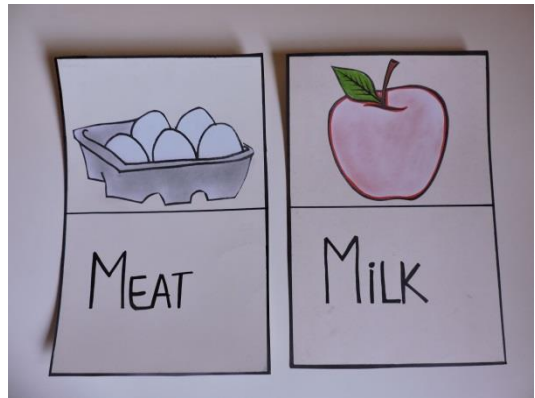
- Vocabulary worksheet

Session 8: Food

• Write the correct word below each picture, according to the vocabulary learned during the lesson.

 _____	 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____	 _____

- **Dominoes**



## **Appendix H: Validation Forms**

- Interview Validation Forms



ESCUELA DE EDUCACIÓN EN  
HUMANIDADES Y CIENCIAS  
Pedagogía en Inglés

**FORMULARIO DE VALIDACIÓN**

Estimado Colega:

Muchas gracias por aceptar esta invitación a validar este instrumento de recolección de datos. Todos sus comentarios serán considerados importantes para mejorar el respaldo del siguiente instrumento.

**REPORTE DE VALIDACIÓN:**

1. Breve resumen de sus impresiones.	Algunas preguntas requieren direccionarse
2. ¿Qué áreas claves para el mejoramiento de la calidad identificas?	Focalizarse en un solo contenido por pregunta y no dos preguntas en una. Siempre individualizar las preguntas.
3. ¿Qué recomendación le darías a los investigadores para mejorar el instrumento?	Siempre preguntar lo que necesitas saber. No realizar preguntas extra, preguntas abiertas (muy pocas) o cerradas (más) No mezclar
4. ¿Algún comentario sobre la efectividad del instrumento que has revisado?	Interesante. De seguro hizo pensar a los profesores.

Nombre del académico:

*L. Maruán Tello*

Firma:

Noviembre del 2015.



ESCUELA DE EDUCACIÓN EN  
HUMANIDADES Y CIENCIAS  
Pedagogía en Inglés

### FORMULARIO DE VALIDACIÓN

Estimado Colega:

Muchas gracias por aceptar esta invitación a validar este instrumento de recolección de datos. Todos sus comentarios serán considerados importantes para mejorar el respaldo del siguiente instrumento.

#### REPORTE DE VALIDACIÓN:

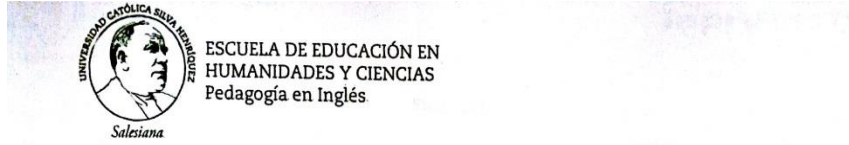
1. Breve resumen de sus impresiones.	Buena división del tópico de los presenters pero estos van redundantes y se notaban muy traducidos al inglés.
2. ¿Qué áreas claves para el mejoramiento de la calidad identificas?	Desarrollar mejor los presenters y no hacer traducción literal al inglés.
3. ¿Qué recomendación le darías a los investigadores para mejorar el instrumento?	ser mas precisos en la formulación de presenters.
4. ¿Algún comentario sobre la efectividad del instrumento que has revisado?	Con los presenters mejor desarrollados se pueden obtener los datos requeridos.

Nombre del académico: Lorena Garrido Lante

Firma: [Firma manuscrita]

Noviembre del 2015.

• **Tests Validation Form**



**FORMULARIO DE VALIDACIÓN**

Estimado Colega:

Muchas gracias por aceptar esta invitación a validar este instrumento de recolección de datos. Todos sus comentarios serán considerados importantes para mejorar el respaldo del siguiente instrumento.

REPORTE DE VALIDACIÓN:

1. Breve resumen de sus impresiones.	Buen documento, bastante lúdico. El apoyo de imágenes se destaca. Ahora bien, es cuestionable la cantidad de horas ocupadas.
2. ¿Qué áreas claves para el mejoramiento de la calidad identificas?	Dominio de vocabulario en inglés y su asociación con el español.
3. ¿Qué recomendación le darías a los investigadores para mejorar el instrumento?	Mejorar la redacción de instrucciones
4. ¿Algún comentario sobre la efectividad del instrumento que has revisado?	Muchas veces los dibujos que están sobre el momento de ser multicopiados son poco notorios, y por ende, son ilegibles por los estudiantes al momento de realizar la prueba.

Nombre del académico: Marcos Barnechea Pardo

Firma: *[Handwritten Signature]*

Noviembre del 2015.





ESCUELA DE EDUCACIÓN EN  
HUMANIDADES Y CIENCIAS  
Pedagogía en Inglés.

### FORMULARIO DE VALIDACIÓN

Estimado Colega:

Muchas gracias por aceptar esta invitación a validar este instrumento de recolección de datos. Todos sus comentarios serán considerados importantes para mejorar el respaldo del siguiente instrumento.

#### REPORTE DE VALIDACIÓN:

1. Breve resumen de sus impresiones.	Buen instrumento acorde al contenido
2. ¿Qué áreas claves para el mejoramiento de la calidad identificas?	Organización
3. ¿Qué recomendación le darías a los investigadores para mejorar el instrumento?	- Una organización de ejercicios más clara y ordenada, enumerada. - Casilla puntaje / nota. - tamaño de letra
4. ¿Algún comentario sobre la efectividad del instrumento que has revisado?	/

Nombre del académico: Jordana González Sánchez  
Firma: [Firma]  
Noviembre del 2015.

• **Observation Rubric Validation Forms**



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Pedagogía en Inglés

**FORMULARIO DE VALIDACIÓN**

Estimado Colega:

Muchas gracias por aceptar esta invitación a validar este instrumento de recolección de datos. Todos sus comentarios serán considerados importantes para mejorar el respaldo del siguiente instrumento.

**REPORTE DE VALIDACIÓN:**

1. Breve resumen de sus impresiones.	Documento bien estructurado además se preocupa de recabar la mayor cantidad de información a través de diferentes impresiones (alumnos - profesores - etc.)
2. ¿Qué áreas claves para el mejoramiento de la calidad identificas?	El documento está bien formulado, no necesita mayores cambios.
3. ¿Qué recomendación le darías a los investigadores para mejorar el instrumento?	Ninguna.
4. ¿Algún comentario sobre la efectividad del instrumento que has revisado?	Para que el documento sirva como herramienta de evaluación / diagnóstico debe traspasar los datos a una grafica que permita la clara observación de la información resaltada de esta manera es más fácil sacar conclusiones que permitan mejorar la labor en el actuar docente / pedagógico.

Nombre del académico: Karla Raipán Ferrada

Firma: [Firma manuscrita]

Noviembre del 2015.

**Appendix I: Workshop Attendance Sheets**

- Attendance per group

Attendance Group 1															
Subjects	Grade	29-09-15		06-10-15		13-10-15		20-10-15		27-10-15		03-11-15		10-11-15	
		Diagnostic Test / VARK										Review/ Final Written Test		Final Listening Test	
Subject 1	1 <sup>o</sup> D	.	.	.	.	x	x	.	.	x	x	.	.	.	.
Subject 2	1 <sup>o</sup> A	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Subject 3	1 <sup>o</sup> C	.	.	.	.	x	x	.	.	.	.	.	.	.	.
Subject 4	1 <sup>o</sup> D	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Subject 5	1 <sup>o</sup> E	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Subject 6	1 <sup>o</sup> C	.	.	x	x	x	x	x	x	.	.	.	.	.	.

Attendance Group 2															
Subjects	Grade	29-09-15		06-10-15		13-10-15		20-10-15		27-10-15		03-11-15		10-11-15	
		Diagnostic Test / VARK										Review/ Final Written Test		Final Listening Test	
Subject 7	1 <sup>o</sup> D	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Subject 8	1 <sup>o</sup> A	.	.	.	.	.	.	.	.	x	.	.	.	.	.
Subject 9	1 <sup>o</sup> D	.	.	.	.	.	.	.	.	x	x	.	.	.	.
Subject 10	1 <sup>o</sup> C	.	.	x	x	x	x	.	.	.	.	.	.	x	x
Subject 11	1 <sup>o</sup> B	.	.	.	.	.	.	.	.	.	x	.	.	x	x
Subject 12	1 <sup>o</sup> B	.	.	.	.	.	.	.	.	.	.	.	.	x	x
Subject 13	1 <sup>o</sup> C	.	.	x	x	.	.	.	.	.	.	.	.	x	x
Subject 14	1 <sup>o</sup> D	.	.	.	.	.	.	.	.	.	.	.	.	x	x

