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Motivation and Participation of 10th graders through the creation of their own material in English lessons at Licarayen School.

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Abstract

The following research focused on participation and motivation of 10th graders students through the creation of their own material in a deprived school located in La Florida district during two months. This action research study is developed according to a quantitative and qualitative approach.

The research carried out is divided in 2 main stages. First stage consisted into detect students' interest and type of learner, then creating lessons with proper material to involve students in participation. Students took a Pre-Test to recognize their previous knowledge and a Pre-survey related to school's aspect and students' interest on L2. Simultaneously, in both stages, it was observed students' motivation, participation and concentration by filling a lesson observation guideline down a Likert scale. Final stage consisted on a Post-test to measure their acquire knowledge of the target unit and a Post-Survey of students' performance.

This research is developed taking into account limited resources that teachers count. Nevertheless, use students' abilities and talents are a good option to supply basic needs and create entertaining lessons. For that reason, it is important to motivate students to participate at English lessons didactically developing their own material and strengths.

To sum up, it was concluded that involving students in the creation of their own materials enhance motivation and participation.

Resumen

El siguiente estudio se enfoca en la participación y motivación de estudiantes de 2° año medio, mediante la creación de su propio material en un colegio de bajos recursos ubicado en la Comuna de La Florida durante un periodo de dos meses. Este estudio es desarrollado acorde a un enfoque cuantitativo y cualitativo.

El estudio llevado a cabo se divide en 2 partes. Primero, consiste en detectar los intereses de los estudiantes y el tipo de aprendiz, para luego crear clases con material adecuado para involucrar a los estudiantes a participar. Se hizo un Pre test para descubrir su conocimiento previo y un Pre-Cuestionario relacionado con aspectos del colegio y de interés sobre el idioma. Simultáneamente, en ambos pasos, se observa la motivación participación y concentración de los estudiantes, llenando una rúbrica de observación con la escala de Likert. El último paso consistió en un Post-Test que mide su conocimiento adquirido durante la Unidad y un Post-Cuestionario del desempeño del estudiante.

Este estudio se desarrolló tomando en cuenta los recursos limitados con lo que cuentan los profesores. Sin embargo, usar las habilidades artísticas de los estudiantes es una buena opción para satisfacer las necesidades básicas y crear clases entretenidas. Por esta razón, es importante motivar a los estudiantes a participar en las clases de inglés didácticamente, desenvolviendo sus fortalezas y desarrollando su propio material.

Para resumir, se concluyó que involucrar a los estudiantes en la creación de sus propios materiales aumenta la motivación y participación.

Introduction

According to the results obtained by the last English SIMCE carried out in 2014, there is a huge gap between scores obtained by private and public schools. Students from public schools achieved lower scores when compared to students from private schools who successfully reached the TOIC certification.

From our view, it is possible to say that, among many other reasons, students' motivation in socially deprived contexts seems to be a crucial element to be taken into account. Students are not commonly exposed to the target language. Their access to English culture is significantly limited, so English is seen as not relevant or significant subject to be studied for their inner world. There is a lack of experience and exposure in the target language. Consequently, students do no pay attention or do not participate in lessons.

According to Krashen (1981), in order to acquire language, learners must be exposed to what he states as comprehensible input, which is a variation of the language just a bit more demanding than the current level of competence (i+1). But what happens when learners do not have a significant opportunity to receive such input? The actual level of competence is near to nothing. Then it would be essential to examine the methods and techniques used by teachers to help them learn.

Although it is not the reality of the majority of schools in Chile, there still exist some in which the implementation of ICTs and other has been scarce. In fact, in a recent report written by Herrera and Salazar (2015), they said that there is a scarcity in the implementation of educational resources. They said that either there are no ICTs available or the teachers are not used to using such devices. Thus, other strategies

need to be used in those contexts in which participation and motivation is low, since there are no ICTs to work with, and as we all know, technologies is a tool that call students' attention the most. Consequently, students need to work with easy access materials hence the lack of resources and their low income context. For this reason, the development of material design using recycled materials benefits every member of the school community.

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To summarize, in Chile students attend schools according to their economic status. Upper class tend to go to private schools whereas low class students tend to go to public schools, this is why we think that something have to be done regardless to the quality of education since some public schools do not have access to proper learning resources.

CHAPTER I: PROBLEM STATEMENT

When technology is not present as a resource in a school and in particular in English lessons, without proper methods turns a very difficult task to teachers when dealing with the teaching-learning process. Expecting students acquire the language in their complex context is complicated. Attitude and behavior influences the environment of the class and consequently students' performance. Nevertheless using human resources, such students' abilities in order to implement didactic lessons may supply school´ resources such as technology and students´ needs.

The following chapter presents 4 items of our research: In first place, justification of study, in which the motive and purpose of the research are stated. Following the feasibility, complexity and delimitations of the investigation that sump up issues of the investigation, context, environment of the school and also positive aspect to take into account in the research. In third place object of the research are situated, general and specific objectives are organized in sequence. Finally in fourth place, it is stablished question research which will be answered at the end of our Investigation.

1.1 Justification

The purpose of the following research is to determine whether the creation of materials involving students increase motivation and participation. As future teachers we think that we need to adapt ourselves to different contexts, so the main reason why we chose this topic was to develop proper materials for underprivileged students and to find useful methods and techniques to create a proper environment to teach in these contexts.

1.2 Feasibility, Complexity and Delimitation

Licarayen School is located in La Florida district and is a free charge school. Facilities have been neglected since 10th graders' classroom has no plug, the door cannot be closed, the colour of the walls is brown (which is an unattractive and makes the room look darker) and you cannot keep the windows open unless a book hold it, also, there are no curtains so the light reflects on the whiteboard.

Furthermore, it seems to be no organization inside the school, the flow of people interrupting during lessons for any reasons is ludicrous, not allowing learners to concentrate in what is going on within the classroom.

On the one hand, there is a clear misunderstanding of the way students in that school should behave inside and outside the classroom. Teachers and other staff members have been unable to cope with learner's negative attitudes toward their role as learners, and also teachers show problems with classroom management. For instance, students do not show any respect for authorities, not even the headmaster of the school, which entered to the classroom once during an intervention and no one seemed to care. No one stood up to greet him, and miss behaviour continued. On the other hand, they do no respect each other, they insult to their classmates, do not let the teacher or classmate talk or just ignore instructions. Students keep on using their mobile phones even though they are told not to do so, they talk during lessons ignoring the teacher and they do not do the activities given by the teacher. Additionally, students must be pushed to work, they do not show intrinsic motivation to do tasks given by teachers. Apparently there is also a sort of unwillingness to face up these problems and tackle them in order to improve the negative effects.

Conversely, one of their best characteristics is that they are very talented. Among the students we could identify students who are very good at drawing, playing the guitar and singing.

To sum up, the development of our intervention was influenced by variables associated with the context of the school, such as, poor administration management, students' attitude, low motivation and behaviour from the students toward lessons.

1.3 Objectives

1.3.1 General Objective: To improve 10th graders' motivation and participation through the creation of their own class materials at English lessons.

1.3.2 Specific Objectives:

i. To design materials to encourage learner's participation.

ii. To implement a cooperative strategy during lessons.

iii. To promote activities related with students interests in order to improve student's participation.

iv. To stablish Classroom Management to enhance the classroom environment.

v. To use recycled resources in the creation of materials along with the participants to enhance motivation.

1.4 Question Research

Research Question: How the process of creation of their own materials improve their motivation, and consequently, their participation in English lessons.

1.5 Hypotheses

i. Motivation and participation of 10th graders in English lessons can be enhanced through the creation of their own material
ii. Motivation and participation of 10th graders in English lessons will not improve through the creation of their own material.
iii. Participation will increase but not motivation.

CHAPTER II: THEORETICAL FRAMEWORK

This chapter is meant to immerse the reader in the theoretical support and key concepts related to this research. In connexion with the focus of research it is important to consider and understand the definition of concepts such as: motivation, classroom management, learners centred approach, cooperative and collaborative learning and material design.

Due to the reality in which the 10th graders students at Licarayen School are immersed, it becomes necessary to device strategies in order to cover the lack of resources. For a successful intervention, many aspects must be taken into account to develop and apply more effective lessons. To think in students' needs and how these can be treated or covered it is crucial to help students to reach curriculum's objectives, and in terms of second language acquisition, to accomplish a language development that allows students to communicate effectively in L2.

In this respect, it is worth mentioning some of the issues of concern for foreign language teachers. Failure or success in acquiring a second language lies in the environment in which this was obtained, so it is urgent to consider the emotional variables associated with the learning process.

According to Krashen (1981), the affective filter is an invisible psychological filter that can either facilitate or hinder language production in a second language.

This theoretical construct in second language acquisition which attempts to explain emotional variables associated with the success or failure in acquiring the L2.

"… Learner's feeling or attitude as an adjustable filter that freely pass, impedes, or block, input necessary for acquisition" (Krashen S, 1981, p. 133).

This important element which can either improve or damage the teacher-student bond is constituted by three kinds of affective or attitudinal variables related to SLA:

1. Motivation
2. Self-confidence
3. Anxiety (Richards & Rodegers, 2001, p. 183)

For this matter, the environment and interaction with peers and also with the teacher must be strategically organized in order to create a safe atmosphere in which learners' affective filters reach an appropriate level for language development.

Since the objective of this research lies on accomplish to enhance students' participation through motivation for the English class making them part of the material creation process, it is important to define the following related concepts:

2.1 Motivation

Motivation is one of the most important affective variables to consider, being central and crucial in SLA. Therefore, it becomes necessary to be aware of what role can motivation have in the learning process.

"Undoubtedly the most frequently used catch-all term for explaining the success or failure of virtually any complex task, motivation is a star player in the cast of characters assigned to second language learning scenarios around the world. Such assumptions are of course not erroneous, for a countless studies and experiments in human learning have shown that motivation is a key to learning in general. In the field of second language acquisition, in particular the subject of motivation has garnered plenty of attention". (Weiner, Deci & Maslow as cited in Brown, 2007, p.168).

Various theories of how motivation affects learning process have been exposed as results of many decades of research. According to the historical schools of thought, three different perspectives have been identified.

In cognitive terms, motivation is driven by basic human needs and individuals´ decisions, but these decisions could be influenced by previous experiences and choices. In this theory, intrinsic motivation is fundamental to achieve any goal.

"Is the kind of motivation that is generated by what happens inside the classroom; this could be the teacher's methods, the activities that students take part in, or their perception of their success or failure" (Harmer J, 2007, p. 20)

Harmer claims that intrinsic motivation is a students' state which is born on the classroom environment. But what does it mean? (Edward L. Deci, 1975, p.23) found a transcendental definition: "Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for

their own sake and not because they lead to an extrinsic reward (…) intrinsically motivated behaviours are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination". However, it is hardly difficult to find this kind of motivation inside the classroom at English lessons, especially in low resources schools.

"Even an apparently high-interest topic like Foreign Travel may not necessarily be relevant to students who have never travelled to another country, and whose circumstances make it unlikely they ever will." (Jones L, 2007, p.13) On the other hand, most of the time we could find students that do their homework waiting for extra points for the next test or a positive comment written by the teacher on the class-book. Therefore, Extrinsic Motivation is what Brown (2007) defines as "the anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback." (p.172)

Behavioural perspective states that many factors are involved on how motivation affects human behaviour, and significantly motivation plays a crucial role on it. Some experiments developed by the authors mentioned before tend to prove that external stimulus have a huge effect on human behaviour. This could be shown with "anticipation of reward" where behaviour depends on winning a prize or avoiding punishment. People who are conditioned by rewards tend to develop a kind of desire to receive positive reinforcement to do any task.

Constructivist perspective mentions how community influences on human behaviour and motivation, not leaving aside individual decisions. This theory states everyone is different and able to decide how to act by themselves, but always with a certain rate of influence by the social context, social status, cultural beliefs and many other factors.

Besides the affective perspective, the physical aspect also needs to be considered and the way in which the teacher deals with the classroom and learners making a determinate use of his personal tools. Jones (2007) confirms this concept when he states “if students are introduced to topics that interest them, they’re more likely to be motivated” (p.13)

2.2 Classroom Management

The teacher plays and important role in the learning process. There are many aspects to consider in terms of classroom management to make the atmosphere of the class as propitious as possible. Serious problems in terms of discipline and general management with students have been observed during the intervention at Licarayen School. For this reason, an important element to consider in order to achieve the objective of this research is the implementation of classroom techniques that are not currently used inside the school, and those are necessary in the process of formation.

Teachers play a fundamental role inside the classroom. “Our physical presence can play a large part in our management of the classroom environment. The way we move and stand and the degree to which we are physically

demonstrative can have a clear effect on the management of the class. Most importantly, the way we are able to respond to what happens in a class, the degree in which we are aware of what is going on, often marks the difference between successful teaching and less satisfactory lessons." (Harmer J, 2007, p.34).

Teachers must handle different kinds of situations, contexts, variables, students, etc., "We are responsible for helping students to work independently, monitoring them while they are working together, and giving them feedback afterward" (Jones L, 2007, p.25). For these reasons, it is necessary to consider and develop some aspects in the classroom management in order to reach more effective lessons.

The perception that students have from us is influenced by:

1. Proximity: Teachers have to contemplate students' characteristics to determine how close to be. "Teachers need to consider how close they should be to the students they are working with. Some students are uncomfortable if their teacher stands or sits close to them. For some, on the other hand, distance is a sign of coldness". (Harmer J, 2007, p.34-35).

2. Appropriacy: Teachers have to consider their approach to their students. "Deciding how close to the students you should be when you work with them is a matter of appropiacy" (…) " It is important to consider what kind of effect such physical behaviour has so that we can behave in a way which is appropriate to the students we are teaching and the relationship we wish to create with them". (Harmer J, 2007, p.35).

3. Movement: Teachers need to move around the classroom in order to have a better management and sight of the class. “Most successful teachers move around the classroom to some extent. That way they can retain their students’ interest (if they are leading a group activity) or work more closely with smaller groups (when they go to help a pair or group)”. (Harmer J, 2007, p.35).

4. Awareness: Teachers should be mindful about everything going on inside the classroom in many aspects, such as pedagogical, emotional and physically, etc. “In order to manage a class successfully, the teacher has to be aware of what students are doing and, where possible, how they are feeling. This means watching and listening just as carefully as teaching.” (…) “Being able to perceive the success or failure of what is taking place in the classroom, and being flexible enough to respond to what is going on”. (Harmer J, 2007, p.35).

Giving the context and behaviour of this specific group, other aspects such as use of the voice, the way the teacher talk with students to give instructions, the use of L1 during lessons, seating arrangement, and also the way in which students can be organized to work, are some of the solutions that are going to be implemented in order to improve students’ attitude and willingness toward English lessons.

2.3 Learner centred approach

In the recent years, the focus of the classroom has changed. Classes are no longer intended to be centred on the teacher, but on learners, students are not passive actors anymore. Learners are full of new ideas which need to be heard in order to build knowledge, and in consequence, to develop critical thinking. Thus, an approach has emerged, learners centred approach can be defined as:

"Student-centered instruction [SCI] is an instructional approach in which students influence the content, activities, materials, and pace of learning. This learning model places the student (learner) in the center of the learning process. The instructor provides students with opportunities to learn independently and from one another and coaches them in the skills they need to do so effectively. The SCI approach includes such techniques as substituting active learning experiences for lectures, assigning open-ended problems and problems requiring critical or creative thinking that cannot be solved by following text examples, involving students in simulations and role plays, and using self-paced and/or cooperative (team-based) learning. Properly implemented SCI can lead to increased motivation to learn, greater retention of knowledge, deeper understanding, and more positive attitudes towards the subject being taught" (Collins & O'Brien as cited in Froyd & Simpson, n.d, p.1).

In this way, by working in groups with people they choose and already know and identify as friends makes the environment friendly and more enjoyable to learn. Moreover, the contents of lessons are easier to understand since students explain and talk with their friends in an informal way, they make difficult concept easier by explaining them with their own words.

Ahmad (2013) states “By definition, learner-centred approach also known as child-centred learning is a learning that mainly majors on the needs of the students other than those of other involved parties such a administrators and teachers in the education system (…) in this approach, the teacher is placed to facilitate the learning, focus on the interests, needs and learning styles of the students”. (Ahmad 2013, p.1-2).

However, it does not mean that teachers do not take part in the process, the role of the teacher is to guide them and to monitor/facilitate students’ learning when it is required or necessary, “In student-centered class, student do not depend on their teacher all the time, waiting for instructions, words of approval, correction, advice, or praise. They do not ignore each other, but look at each other and communicate with each other. They value each other’s contributions; they cooperate, learn from each other, and help each other” (Jones L., 2007, p.2)

In conclusion, teachers and learners are active pieces in the teaching-learning process. They both share the responsibility in lessons, the teacher as a facilitator and the learners as responsible of their own knowledge. Learners need to be committed in order to perform tasks given by teachers. Besides, learners get to learn to cooperate and collaborate in groups.

2.4 Cooperative and collaborative learning

Cooperative, collaborative learning and interaction are three concepts of communication that helps to understand the teaching-learning process in L2, these concepts are commonly mistaken as the same meaning, but they depend on the connotation and application in the classroom.

Cooperative learning is defined as “group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others” (Cooperative Language Learning, n.d, p.1). Johnson and Johnson (as cited in Kato, Bolstad, & Watari, 2015) briefly defined cooperative learning as “The instructional use of small groups so that students work together to maximize their own and each other’s learning” (p.23).

In the same way, a more general definition is provided by Slavin (as cited in Salem, 2014), “Cooperative learning refers to a variety of teaching methods in which students work on small groups to help one other learn academic content. On cooperative classrooms, students are expected to help each other, to discuss and argue with each other, to assess each other’s current knowledge and fill in gaps in each other’s understanding” (p.1).

Whereas, collaborative learning can be seen in Dewey’s theory (as cited in Oxford, 1997), “In Dewey’s view, learners do not learn in isolation; the individual learns by being part of the surrounding community and the world as a whole. Dewey proposed a triangular relationship for the social construction of ideas among the individual, the

community, and the world" (p.447). Here the main goal is not only to work together in order to help each other, but to be part of a community. "Collaborative learning is an acculturative process that helps students become members of the knowledge communities whose common property is different from the common property of knowledge communities they already belong to" (Bruffee as cited in Kelly, 1993, p.94).

Furthermore, Marjan Laal (2012) defines Collaborative learning as "an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product. In the collaborative learning environment, the learners are challenged both socially and emotionally as they listen to different perspectives, and are required to articulate and defend their ideas…In a collaborative learning, learners have the opportunity to converse with peers, present and defend ideas, exchange diverse beliefs, question other conceptual frameworks, and are actively engaged" (p. 491).

For the purpose of our research, a cooperative learning is going to be implemented "Cooperative learning as compared with collaborative learning is considered more structured, more prescriptive to teachers about classroom techniques, more directive to students about how to work together in groups, and more targeted". (Grubber-Miller, 2006, p.83). In other words, the students need to help each other sharing their knowledge in order to create a good environment in which everyone participates by building a new learning.

2.5 Material Design

Even though we are immersed in the technology era, we could still found rural or underprivileged schools where technology has not been implemented yet. Thus, the process of designing material for English lessons is not so far from reality. Moreover, if we consider the establishment vulnerability of Licarayen School and the lack of ICTs, the creation of materials is an essential complement within the learning process.

As teachers, there are many positive reasons to create our own class material:

a) Contextualisation: Only teachers know their students' types of learner, likes, dislikes, needs or interests. Contextualisation plays an important role within the creation of material. "An important advantage of teacher- produced materials is that are aimed for a specific group of learners from a particular educational and cultural context" (Howard & Major, 1995, p.101). Most of the time we find topics where extreme-sports are the main attraction to teach sports vocabulary. However, the reality of deprived schools is totally different. Here students play soccer and basketball. Sky-diving is not an option for them. "For many teachers designing or adapting their own teaching material, enables them to take into account their particular learning environment and to overcome the lack of 'fit' of the coursebook" (Howard & Major, 1995, p.101). Taking into account the low socio-economic environment where the students and their families are immersed it is essential for teachers to consider the "Availability of Resources". "For many schools, teachers produced materials can be the best options in terms of both school and student budget. Designing their own teaching materials can enable

them to make best use of the resources available in their teaching programme." (Howard & Major, 1995, p.102). According to this concept, we found out that the use of recycled materials helps the environment since they are easy to obtain and they have a low cost.

b) As it was mentioned above "if students are introduced to topics that interest them, they're more likely to be motivated" (Jones, 2007, p.13). Bearing in mind "Students' Individual Needs" gives teachers the opportunity of increase young learners' participation "Modern teaching methodology increasingly emphasises the importance of identifying and teaching to the individual needs of learners. English language classrooms are diverse places not only in terms of where they are situated, but also in terms of the individual learners within each context (…) teacher- prepared materials provide the opportunity to select texts and activities at exactly the right level for particular learners, to ensure appropriate challenge and levels of success" (Thomas & Collier as cited in Howard & Major, 2004, p.102).

c) Another benefit in the process of teacher material design is teachers' personal signature or "Personalisation". Block (as cited in Howard & Major, 2004) argues in favour of 'home-made' materials saying that "they add a personal touch to teaching that students appreciate. Tapping into the interests and taking account of the learning styles of students is likely to increase motivation and engagement in learning" (p.102).

d) Timeliness: Current events benefits materials design to contextualize learning. (Block as cited in Howard & Major, 2004, p.102) “Teachers designing their own materials can respond to local and international events with up-to-date, relevant and high interest topics and tasks”.

In view of the above, additional factors must be considered to develop teaching materials:

a) Howard & Major (2004) suggest that a need analysis must be required in order to recognize learner’s necessities. “Any considerations of syllabus or materials design must begin with a needs analysis. This should reveal learning needs with regard to English language skills in listening, speaking, reading, writing, vocabulary knowledge and grammar; as well as individual student’s learning preferences (...) Equally important is knowledge about student’s experiences (life and educational), their first language and levels of literacy in it, their aspirations, their interests and their purposes for learning English”. (p.102)

b) The context and curriculum: (Nunan as cited in Howard & Major, 2004).
claims that whether impose at school or state level, teachers are regulated by a curriculum. In this way the design of materials must be constructed around it, taking into account skills, contents and values to be taught. Because teachers’ responsibility is to ensure that goals and objectives for learners and the programme outlined by the curriculum are achieved, the creation and types of materials to be used must be developed according to the context of learning. (p.103).

c) The resources and facilities: Teachers need to consider the boundaries of resources and facilities in order to design materials “Teachers must be realistic about what they can achieve in terms of material design and production within the limitations of available resources and facilities (…) Access to resources will impact on decisions in material design”. (Howard & Major, 2004, p.103).

d) Personal confidence and competence: The development of materials will dependent on certain skills and knowledge from teachers. They need to be aware of the principles of material design, production and also have certain level of teaching experience and creativity.

e) Copyright compliance: Copyright has restrictions that teachers need to consider when they make use of authentic, published or downloaded materials from the internet, since copyright law has implications when excerpts from published works are used.

f) Time: Block (as cited in Howard & Major, 2004) suggests ways in which teachers can make this aspect more manageable, such as to share materials with colleagues, work in team for the design and production of materials and count with a central storage in which everyone can have access to the available materials. (p.104).

For the design of effective English teaching materials some principles are required:

a) English language teaching materials should be contextualized: To the curriculum they are intended to address. Also, to the experiences, realities and first languages of the learners. Additionally, to topics and themes that provide meaningful, purposeful uses for the target language.

b) Materials should stimulate interaction and be generative in terms of language: In order to accomplish the communicative purpose of SLA the materials used by students need to recreate the same kind of interaction using the target language that they could have in real life situations. For this reason, according to Hall (as cited in Howard & Major, 2004) it is important to consider three conditions to stimulate real communication, to have something to communicate, someone to communicate with and some interest in the outcome of the communication (p.105).

c) English language teaching materials should encourage learners to develop learning skills and strategies: Hall recommends using others abilities in order to overcome the first difficulties when communicating, and preparing students to be autonomous language learners. Howard & Major (2004) claim that “strategies such as rewording and using facial expressions and body language effectively can be fine- tuned with well designing materials”. (p.105).

d) English language teaching materials should allow for a focus on form as well as function: tailored materials enable students to create their own conjectures about the language. Furthermore, Nunan (as cited in Howard & Major, 2004) states that “materials also need to encourage learners to take an analytical approach to the

language in front and around them, and to form and test their own hypothesis about how language works". (p.105).

e) English language teaching materials should offer opportunities for integrated language use: The design of materials should provide the opportunity to develop all linguistics skills. "Materials produced should give learners opportunities to integrate all the language skills in an authentic manner and to become competent at integrating extra-linguistic factors also". (Howard & Major, 2004, p.106).

f) English language teaching materials should be authentic: Students need to be in contact with the world outside the classroom, thus, all the materials have to be original. Howard & Major (2004) guide us indicating that "learners need to hear, see and read the way native speakers communicate with each other naturally". (p.106).

g) English language teaching materials should link to each other to develop a progression of skills, understandings and language items: To start the design of materials, objectives should be clear, thus the progress and the results need to be coherent. "Clearly stated objectives at the outset of the design process will help ensure that the resultant materials have coherence, and that they clearly progress specific learning goals while also giving opportunities for repetition and reinforcement of earlier learning". (Howard & Major, 2004, p.106).

h) English language teaching materials should be attractive: Some criteria to consider in order to create attractive materials are: Physical appearance (impression is important, the length of the text, the type of fonts, and the layout need to be taken into account), user- friendliness (the conditions have to be appropriate to achieve goals, for instance, the space have to be enough to write),

durability (materials need to be strong enough to be used more than once), ability to be reproduced (sometimes to create materials teachers need to consider external factors, for example, the photocopier centre).

i) English language teaching materials should have appropriate instructions: Sometimes materials do not reach goals since the instructions given are not clear.

j) English language teaching materials should be flexible: Teachers and learners have to make decisions during the process of creation of materials, these do not have to be rigid in terms of structure.

CHAPTER III: METHODOLOGICAL FRAMEWORK

In chapter II, essential concepts implemented in the research were reviewed, motivation, learner centred approach and material design are the most important notions to accomplish the objectives.

In order to achieve this, in this chapter the procedures of the design and intervention are presented. Furthermore, the instruments created to gather information are specified, the type of study and fundamental details to understand the subjects are given.

3.1 Type of study

The type of study chosen for the investigation is an action research. The elaboration of the research is according to a quantitative and qualitative approach in which the last one predominates. The type of the investigation is exploratory and descriptive.

An action research was chosen because of problems found in the school, thus, a way to solve it was thought and implemented. On the one hand, a quantitative approach allows to gather information in order to analyse the results to accomplish the objectives. On the other hand, a qualitative approach allows to explain the events that cannot be measured.

This research is exploratory, lot of information is found about participation but not much is found regarding involving students in their creation of materials. Nevertheless, the subjects were never studied in a research before. Additionally, a descriptive approach is used, since the group characteristics were fundamental to conduct the investigation.

3.2 Description of the research

Licarayen School was the place chosen to carry out the interventions, the number of sessions were 9, the first one started on October 21st, the last one was on November 25th. The subjects were 21 students from year 10th.

3.2.1 Design

The procedures of this research started by an observation made in the practicum centre by one of our members. She observed that the students were not motivated, participation was low and there was a lack of adequate infrastructure. Since Licarayen School was the only establishment that allowed us to make a research, we stablished the objectives and hypothesis in order to adequate the investigation to Licarayen School. The sample was chosen because of our schedules, we needed one person to go and record the lessons. The next step was to design a unit a pre-survey, pre-test, a unit planning and instrument to gather information (observation guidelines). The only condition given by the cooperative teacher of Licarayen School was that every single instrument designed for the research had to be checked by him. After the cooperative teacher checked the instruments, we started to implement the intervention every Wednesday and Friday for 90 minutes. At the beginning 6 lessons were planned but some situation delayed the research (SIMCE 10th grade, bank holidays, delays, etc.). The following step was to design the post-survey and post-test. Once the intervention ended, we started to analyse the information so we started to write chapter four.

3.2.2 Interventions

The first intervention was on Friday 21st October, the warm up consists in showing students some devices such as radio, a notebook and a mobile phone. The teacher asks questions to create a brainstorm. In the presentation, the teacher talks about the devices, giving facts about them. Then, in the practice they cut some flashcards, then, they join them. The production consists in giving an example or explaining a phrase of Mass Media picking up a word from a hat. After that, the students discuss the positive and negative aspects of Mass Media. The close up consists in creating a phrase using expressions with a “facebook frame” made of recycled materials.

The second lesson was on Friday 28th of October. The warm up consists in pictures in the board (facebook, whatsapp and twitter),while the teacher asks the positive aspects of them. The presentation consists in asking students how they use those apps in their daily routine. Next, the practice consists in doing a pre-test and pre-survey. After that, the production consists in drawing visual aids about the target language. Finally, the close up consist in creating a sentence with the word they were drawing.

The third lesson was on Wednesday 2nd of November. On warm up students write a note to their parents about another classmate that has Zika virus. After that, on presentation they talk about how to share the news quickly using mass media. The next activity which is production, they create a comic about Zika virus sharing the news to the country. The close up is to read the comic aloud.

The fourth class was on Friday 4th of November. The lesson is the first of two. The first activity on Warm Up, students play Pictionary (men vs women) they draw the word with

target language in order to guess the word. The next stage is to listen to a recording containing audios of movies, reality shows, series, etc., students have to identify the type of mass media marking with an X the corresponding category and then checking it at the whiteboard. The production is to fill a talent show application. There was no time to close up due to interruptions during the class.

The fifth class was on Wednesday 9th of November, the second lesson of two. The talent show is carrying out. First, the students receive five bottle caps each, in order to give to their classmates for their talent. The presentation is the teacher presenting her talent. After that, students show their talents to the class. The next stage consists in underling words of the unit in a dialogue written at the whiteboard. The close up is reading the dialogue all together.

The sixth intervention was on Friday 11th of November, the first lesson of three. The warm up consists in showing three videos a movie, a commercial and an interview. The teacher asks the students to guess words of target language seen in the videos. On Presentation students take part of a movie *Harry Potter and the Chamber of Secrets*, all the materials are given, they read the dialogue shown in the whiteboard and then they act. After that on practice, students get in groups in order to create a dialogue of a mass media that they have to present in front on their classmates (Next class' instructions are written on the whiteboard). There was no time to close up because students delayed writing their dialogues.

The seventh intervention was on Wednesday 16th November, lesson two of three. The teacher gives feedback of the dialogue written last class, group by group, while the rest of the class work on corrections. On production, students create the scenography with

recycled materials for next class. Close up, the teacher reminds students to bring the scenography for next class and to get prepared to present their dialogue.

The eighth intervention was on Friday 18th of November, third lesson of three. On presentation teacher gives ten minutes to students to get ready and to answer questions. Next stage which is practice, the teacher gives instructions and reminds students to behave and to respect their classmates when they are presenting. At production, the teacher says *3, 2, 1, action* and students start to present their dialogue. To close up, the teacher congratulates students for their participation and motivation during the preparation of the dialogue in order to give them positive reinforcement.

The last intervention was on Friday 25th of November. The teacher starts giving feedback and grades of the presentation to each group. After that on practice, instructions of Post-Test are read. To continue with production, students answer the test. There was no time to close up, so teacher says good bye to her students.

Notes: Every Friday students had casual clothes day by paying a fee. So many interruptions occurred during lessons such as collecting the money and students delayed that entered at classes at 09:15. This caused the delay of many lessons and that did not give us the time to do close up in some lessons.

3.3 Proposed action

Our proposed action is to enhance participation with cooperative work and with didactic material made by the students in order to motivate them, to enjoy the English lesson and to develop a positive attitude toward the language. This research will be focused on participation and motivation, where students work most of the activities in group. Furthermore, it is expected that the creation of their own material will motivate them to participate in lessons. On the other hand, cooperative learning will help students to organize time and tasks given by the teacher and will benefit group work learning. With these strategies participation and motivation will increase.

3.4 Sample

The subject is composed by 21 students from Licarayen School (La Florida district). They research started with 26 participants, but 5 students dropped out of school while the intervention was taking place.

3.4.1 Background

Licarayen School was founded on 1979 by Professor Myriam Hidalgo Reyes. It was one of the first schools in the area. At the beginning, the school started with two school days; one in the morning and the other in the afternoon due to the high enrolment demand and with courses from 7th grade to 12th grade. The capacity of students per room were forty five students, despite the high demand the school had academic excellence. With time,

other schools were founded around the area and the high demand started to decrease gradually because of the diversity in the market. Not only enrolment started to decline, also the academic excellence little by little started to disappear.

By 1998 Licarayen founded Licarito, a primary school located one block ahead Licarayen School (two different buildings separated by one street). In the same year, the school started with full school day to both schools according to the law-19.532 promulgated on 1997 down the governmental organization MINEDUC.

The school suffered some internal organizational problems related to administration and in 2012 the establishment bankrupted. However, the school quickly hired another Educational Society to fix the economic problems. But without success, due to the copay, that parents were not obliged to pay, Licarito had to be sold because of the economic instability and on 2015 Licarayen School applied to be a free charge school.

3.4.2 Nowadays

Today Licarayen is a Private free charge High School located in La Florida district with 407 students, one course of 6^{th} graders, four courses of 9^{th} graders, two courses of 10^{th} graders, three courses of 11^{th} graders and two courses of 12^{th} graders and with approximately 71% of priority students. It is also in SEP (Sistema Escolar Preferencial). Despite the establishment is a High School, they have a course of 6^{th} graders students. Their main reason is because the capacity allowed of courses of 6^{th} graders at Licarito was full and they could not keep them. So parents asked Licarayen School the

possibility to admit the 6th grade class in the school. Licarayen had the space, the room and the proper professionals to accept the parents' request.

3.4.3 Subjects

The sample is a 10th grade class composed by twenty one students, thirteen females and eight males. The ages of the class oscillate between fifteen to eighteen years old, six students of fifteen years, eight students of sixteen years, three of seventeen years old, and one student of eighteen years old. The number of students that have failed a course are eight. The grade average is 5.5. The number of years that students have studied in the school is between one to ten years, six students entered this year, eight students last year, two students three years, three students four years and one student ten years. Almost 40% of the class entered this year, which is relevant information to analyse and understand the behaviour of the course and the students' performance. This also has affected the teacher´s work because of the different types of levels that students brought from others schools. To balance the class has been a difficult task.

The 10th graders' room is located in front of the school's gym. It is a spacious room but it does not contain curtains and this affects the visual of the students because of the light coming from the outside reflects on the whiteboard and it is difficult to read what teachers write. Moreover, the room does not contain a plug, thus, to work with a data projector or something with electricity is difficult for teachers. Above all, teachers cannot work with ICTs in lessons, and the school does not have a computer laboratory. Most of

the time the classroom is unclean and walls are full of scrawls written by the own students.

The students sit on three rows. Two rows at the side of the classroom and one in the middle.

3.5 Gantt chart

Month	September	October	November	December
Observation				
Establish objectives and hypothesis				
Choosing the sample				
Design pre-survey, pre-test and unit planning				
The intervention started				
Literature review				
Theoretical framework				
Methodological framework				
Results and analysis				
Introduction				
Conclusion				

CHAPTER IV: ANALYSIS OF THE RESULTS

In the previous chapter the procedures and structure of the research are specified. In this chapter, the results of the instruments are analysed in order to gather data to interpret them and reach conclusions.

On one hand, the results are divided into Pre-survey and Post-survey, Pre-test and Post-test. On the other hand, the instruments are divided into Lesson Observation Guideline, Group Concentration Levels and Participation Checklist.

Finally, the interpretations are divided into quantitative interpretation and qualitative interpretation.

4.1 Survey Analysis

4.1.1 Pre-survey results

The pre-survey was answered by 26 students of Licarayen School. The aim of the survey was to know subjects' opinion about personal features and facilities of their school.

Each graph of the pre-survey analysis indicates five statements: "strongly agree", "agree", "neutral", "disagree" and "strongly disagree" answered by a Likert scale.

The following chart indicates the opinion of the facilities given by the students in question 1 of the pre-survey. “The infrastructure of the classroom facilitates the development of teaching-learning process (noises, temperature, illumination, air circulation, and reflection of the light on the whiteboard).

The chart shows that 35% disagree with the question, 23% is neutral and only the 8% of the sample strongly agree with the statement.

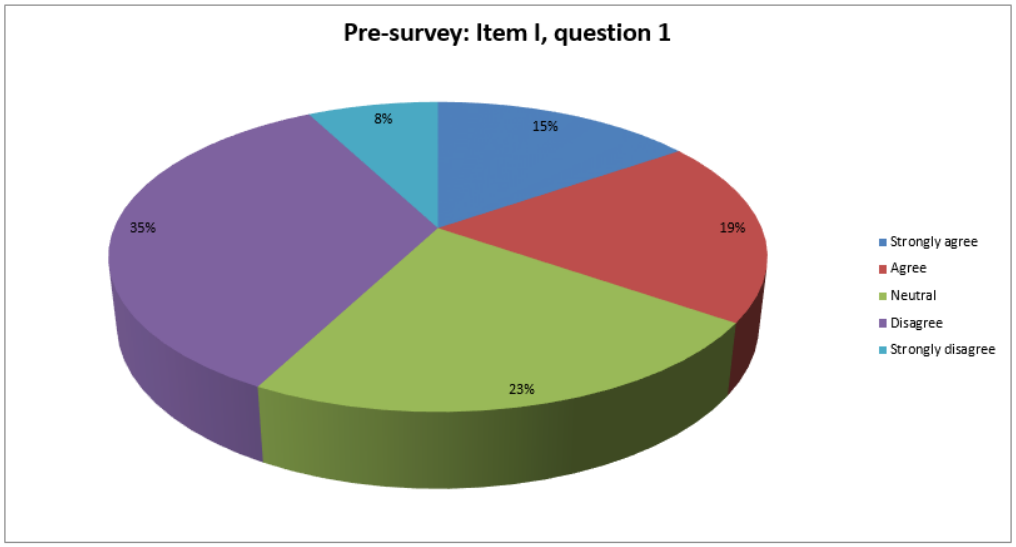

Figure 1. The infrastructure of the classroom facilitates the development of teaching-learning process

As shown in figure 1, the option “disagree” stands out from the others, it can be assumed that the subjects are mindful that the conditions of their classroom environment are not propitious for learning. Therefore, it can be inferred that students’ levels of concentration are influenced by infrastructure and external factors, consequently, their levels of participation are affected by the lack of attention towards the lessons.

The following chart indicates the answers of question number 2 of the pre-survey, which is “all classrooms of the school contain a plug”.

The chart shows 61% of the subjects, which corresponds to 16 subjects strongly disagree with the statement, 31% disagree with the question. However, only one subject strongly agrees with the query.

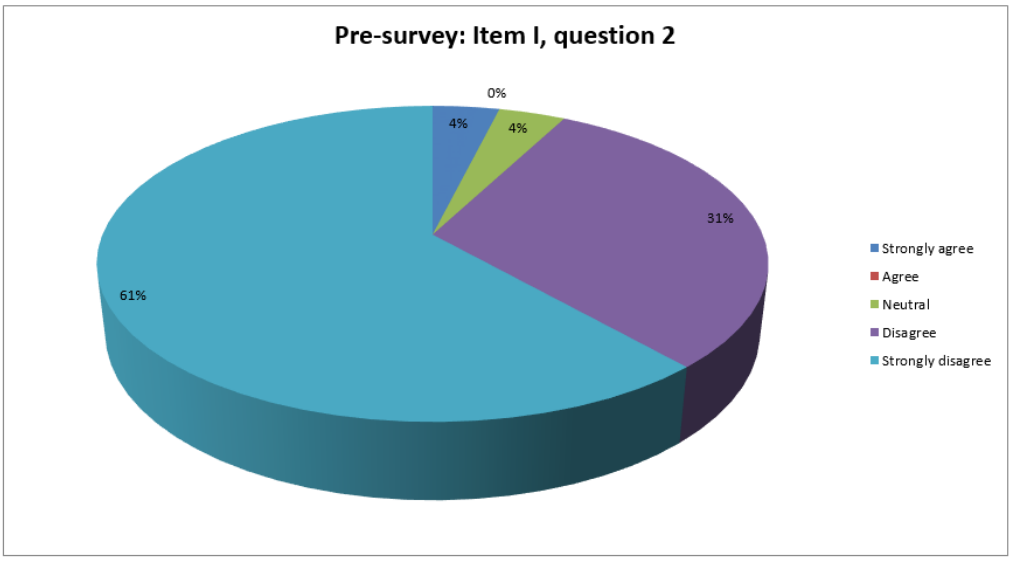

Figure 2. All classrooms of the school contain a plug

According to the results, 24 subjects disagree with the statement. This exposes the lack of resources in terms of infrastructure, which do not make possible the use of ICTs. The implementation of technology might represent an advantage in terms of increasing students’ extrinsic motivation.

In the following graph illustrates whether the school provide data projector for every single teacher in the school, “The school counts with Data Projector for all teachers in the school”.

In this question 10 subjects strongly disagree with the statement, 9 students agree with the question. On the contrary, 1 person agrees and no one strongly agree.

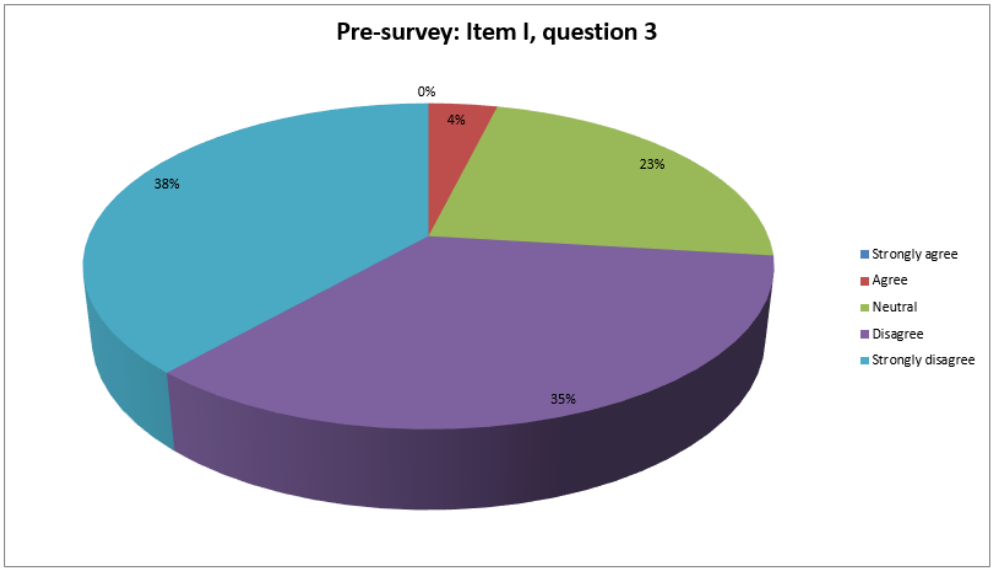

Figure 3. The school counts with Data Projector for all teachers in the school

As illustrated in figure 3, most of the respondents disagree with the statement. We consider that having this type of tool represents an advantage in terms of teaching, because of the attractiveness of this visual stimulus. For this reason, the use of recycled material is apparently a more feasible option since it may best suit the context, especially because of the scarcities of resources in the school.

The succeeding chart evidences the results of question number 4; “the school provide enough textbooks for every student”.

The graph indicates that 46% of the learners agree, 35% strongly agree, whereas, only 2 student disagree.

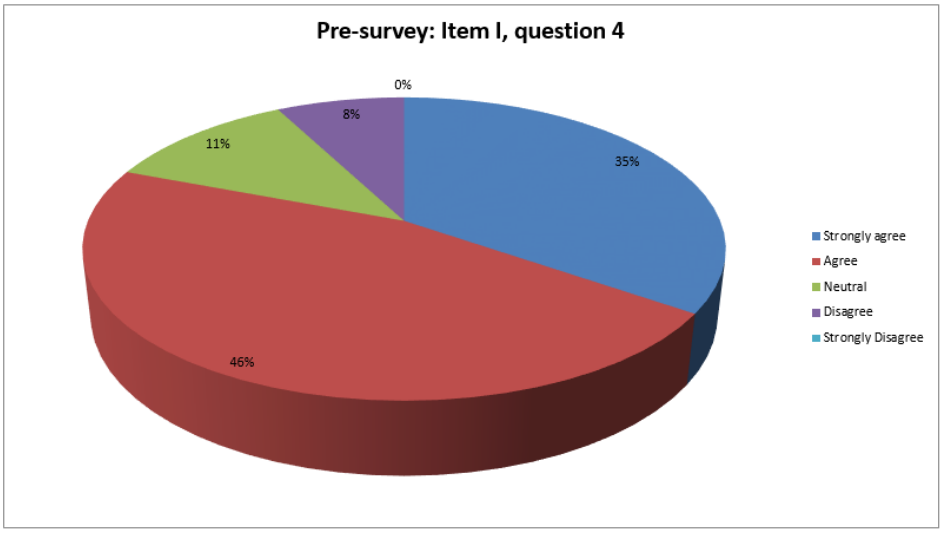

Figure 4. The school provide enough textbooks for every student

Figure 4 shows that most of the subjects agreed with the statement. This is true, due to at the beginning of the school year MINEDUC providing students with textbooks.

The next chart shows question 5 of the pre-survey, school provides dictionaries for every student. The statement says “the school counts with one dictionary per student”. The result obtained was that 12 subjects agree with the statement and 10 subjects strongly agree with the question. Above all, no one disagree or strongly disagree.

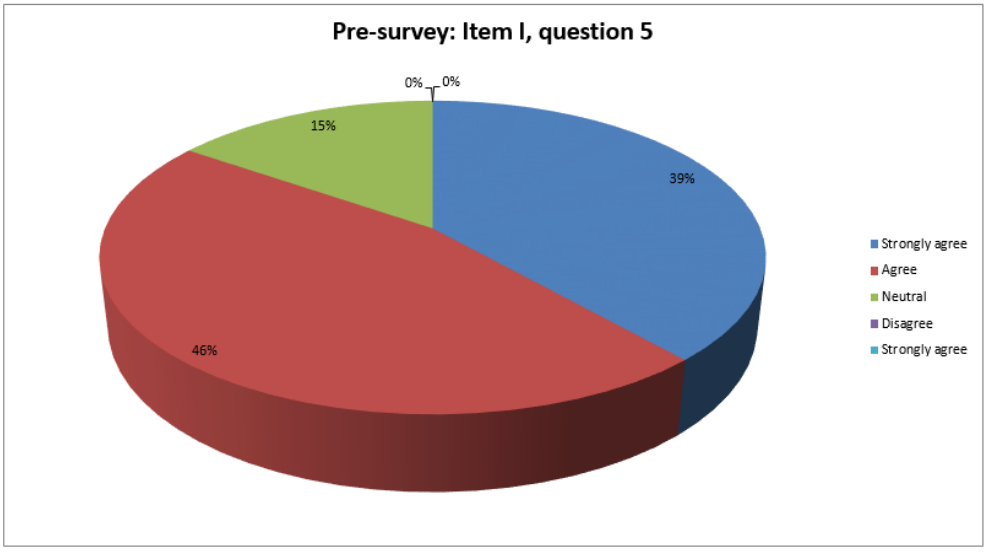

Figure 5. The school counts with one dictionary per student

According to figure 5. most of the students agree with the statement, due to the school having a box containing enough dictionaries to be used by students of a whole class, this could be assumed as an advantage in terms of learning, enabling to enhance their vocabulary and in the same way their autonomy, both variables could represent some positive points in terms of participation.

The following graph reveals the percent of people that think that the library is well equipped. Question 6 says “the school counts with a well-equipped library.

According to the results, 42% of the students agree with the question, 31% agree with the question, 15% strongly agree; however, 12% strongly disagree.

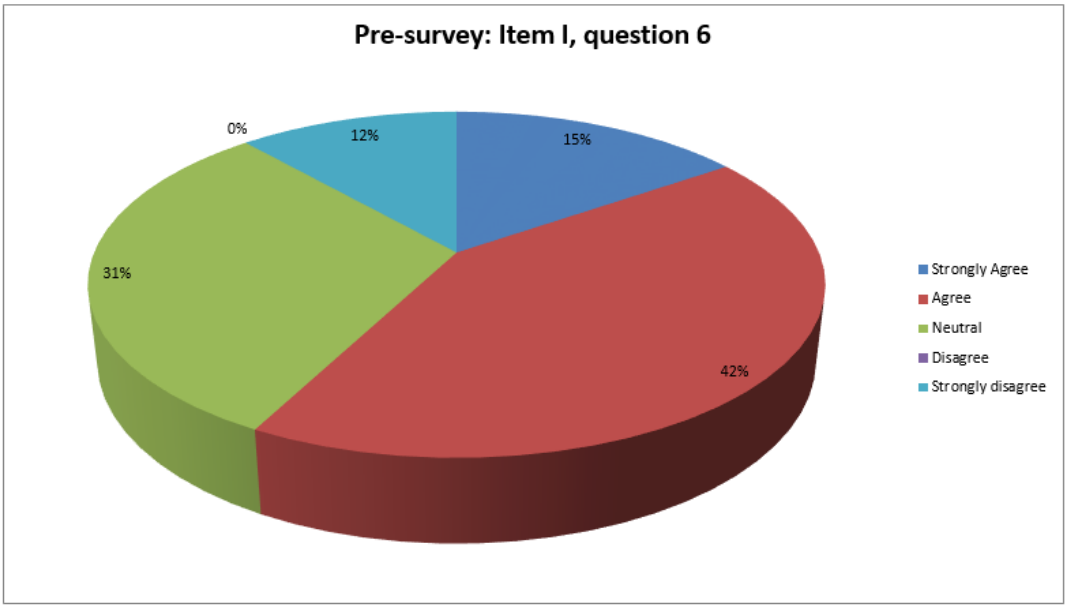

Figure 6. The school counts with a well-equipped library

As observed in Figure 6, 14 students agree with the statement while 8 students have a neutral position. It can be inferred, that the library might be well equipped in terms of textbooks and dictionaries, but there is a scarcity in terms of English books and multidisciplinary books to enhance reading. Therefore, we believed that students are not interested or motivated into reading because of the lack of resources.

The subsequence chart shows the result of the statement “the school provides a computer lab with one computer per person in the class”.

The results of question 7 illustrates that 85% of subjects strongly disagree with the statement. Furthermore, 15% disagree with the question. Notably, no one strongly agree, agree or maintain a neutral position.

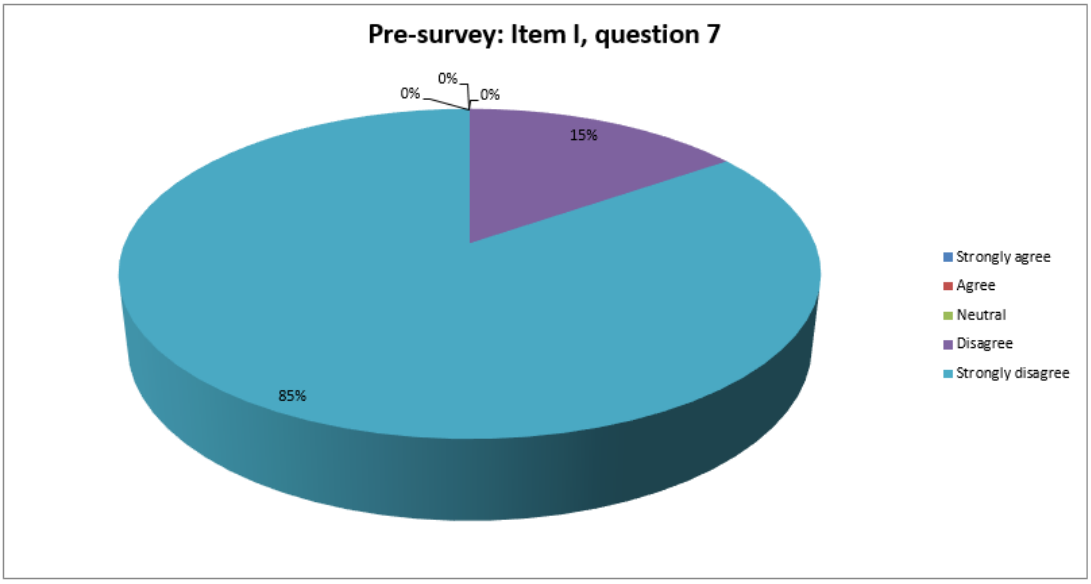

Figure 7. The school provides a computer lab with one computer per person in the class

The previous figure evidences the strong position that students have in front of the lack of resources, with most of the respondents having a negative answer to the statement. Due to the massive negative opinion shared by students, it can be stated that learners are aware of the importance of this useful tool for learning. In this respect, it is possible that as a result of the lack of equipment, the computer lab does not represent an element to increase students’ motivation or participation.

Pre-survey analysis, Item II

The aim of the second item of the survey is related to subjects' personal opinion about English lessons and English as a foreign tongue. The answers of graphs are represented by a Likert scale, the categories are "strongly agree", "agree", "neutral", "disagree" and "strongly disagree".

The first question of the second item consists on the statement "I like the subject".

A significantly 46% of the subjects strongly agree with the question, 27% agree, 23% subjects are neutral and only 4% strongly disagree.

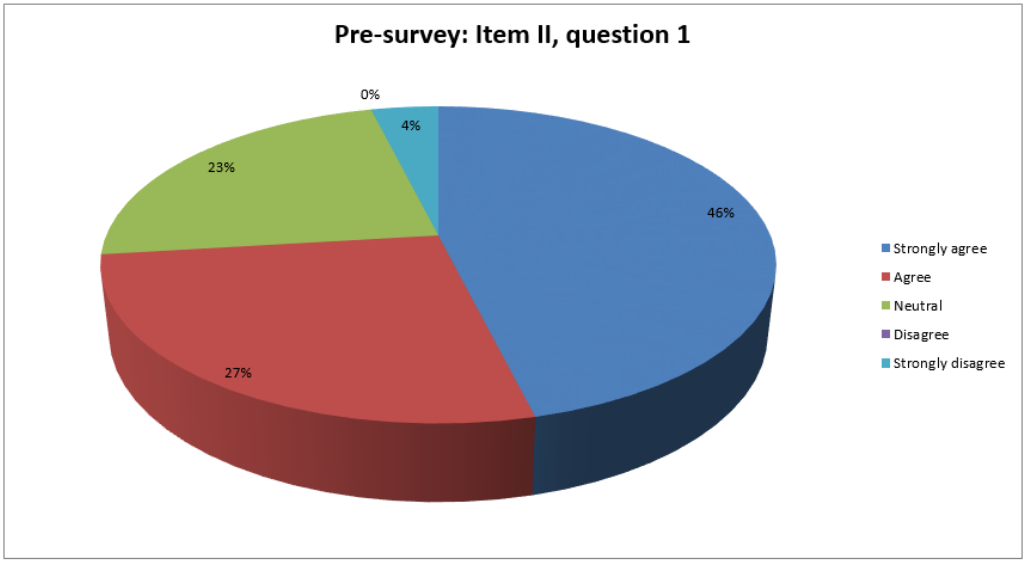

Figure 8. I like the subject

As it can be illustrated in figure 8 most of the respondents agree with the statement. However, it cannot be addressed whether their choice for a positive answer towards the question is due to their interest in the target language or other reasons that may not reflect an expected positive attitude when learning English. According to their answers, it

can be deduced that their preferences towards English lessons could represent an advantage, but unfortunately, this is not reflected in their participation or motivation levels.

The following chart shows whether English is easy to learn. The question states “English is easy to learn”.

The chart shows that 35% answered neutral, 31% agree, 19% disagree, 11% strongly agree and 4% strongly disagree.

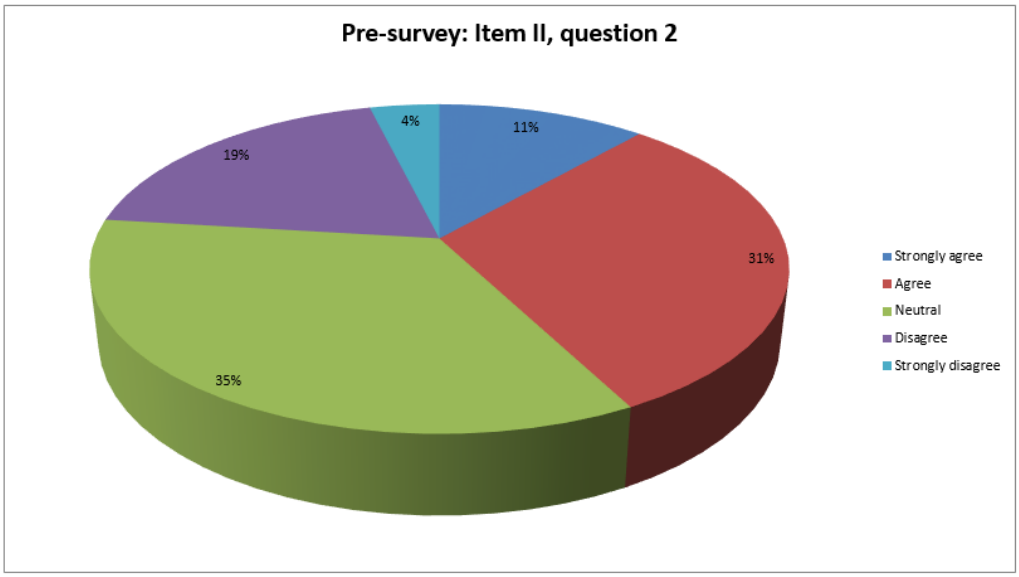

Figure 9. English is easy to learn

According to the results, the respondents have different opinions in terms of the difficulty in English lessons. It can be inferred that the students’ motivation and participation might be influenced by the difficulty that this represent for each student. Although, researchers observed the difficulty of students when practising English.

In the subsequent graph, the statement “I would like to speak fluent English” is discussed.

From the results, 12 people strongly agree with the statement, 8 subjects agree, 2 maintain a neutral position and 4 disagree with the question.

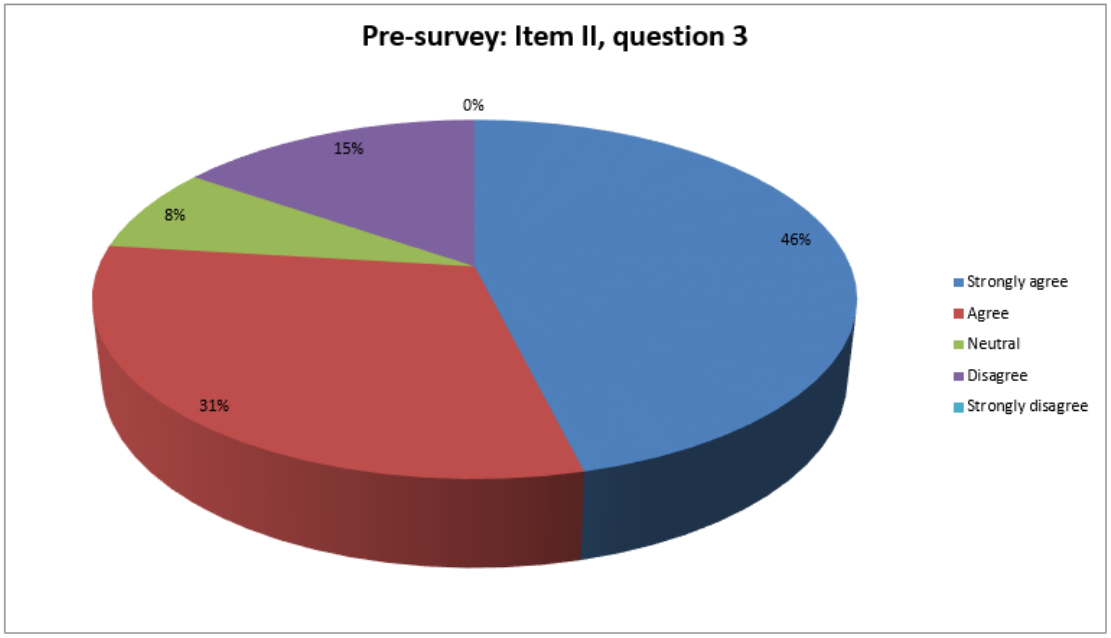

Figure 10. I would like to speak fluent English

As it can be seen in figure 10. A high percentage of the respondents agree with the statement. Even though, their intention to improve exists, this aspect cannot be evidenced in terms of their willingness to participate during lessons.

The succeeding chart shows the contact of the subjects with English. The statement says “I have had contact with English in music, series, movies, videogames, etc”.

The majority marked strongly agree, 7 agree, and 3 subjects answered other options.

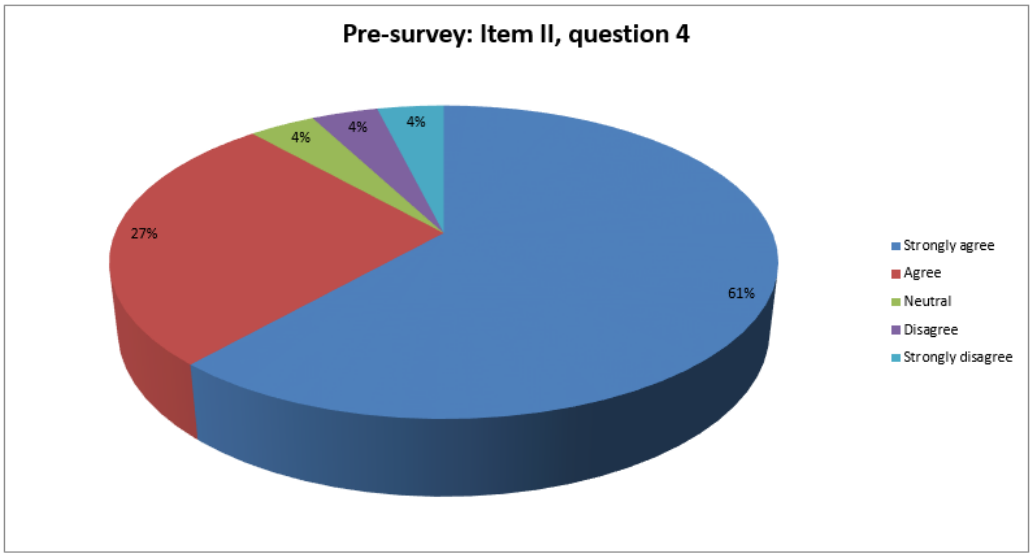

Figure 11. I have had contact with English in music, series, movies, videogames, etc

Figure 11 evidences that most of students have contact with English somehow. Apparently, the subjects have certain type of exposure to the target language, but they do not think it is something crucial in their lives to learn, therefore, the levels in terms of motivation remains low. On the other hand, it can be observed that presenting activities according to students’ preferences and the things they are familiar with, it is beneficial to promote students’ participation.

The next chart shows the results of the query “I have had previous contact with a native speaker”.

According to the results, 35% of students agree with the question, 23% state neutral, 15% marked disagree and strongly disagree and only 12%strongly agree.

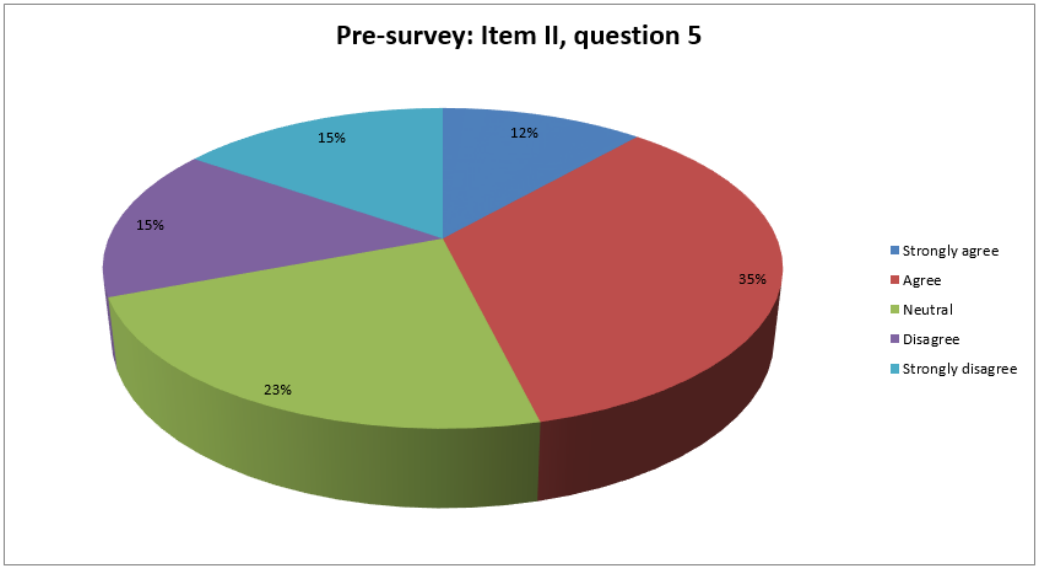

Figure 12. I have had previous contact with a native speaker

As illustrated in figure 12. There is not a marked tendency. 12 subjects agree, while 6 maintain a neutral position and 8 disagree. This evidences that not all the class have had contact with a native speaker. However, the fact that they have had contact with a foreign speaker does not seem to be related with their motivation to learn more or to practice the language. This “interaction” has not been observed in their performance.

The graph indicates the answers for the statement “I know someone who have learned English in order to find a job”.

The results show that 10 subjects agree with the statement, 11subjects strongly agree. Conversely, 4 strongly agree and 1 disagrees with the question.

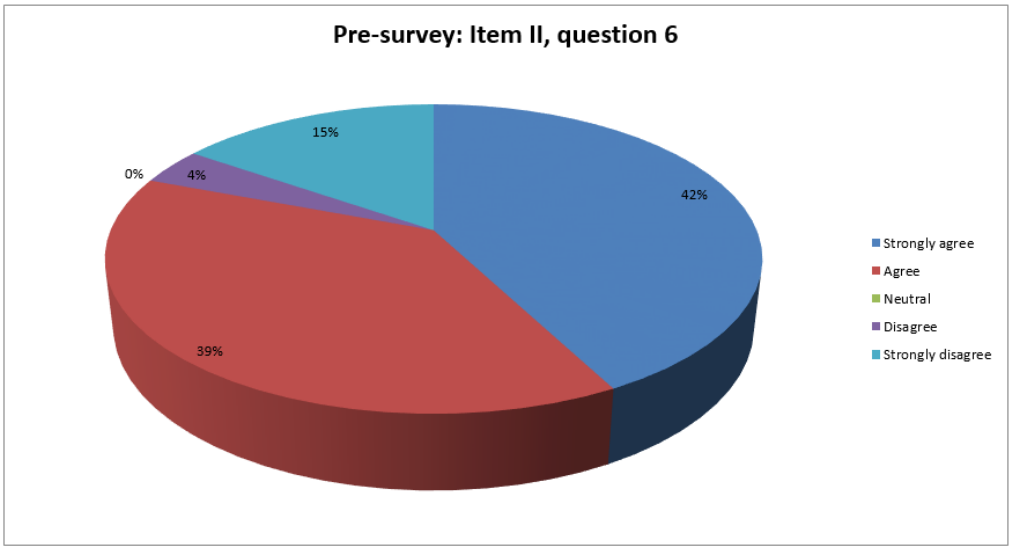

Figure13. I know someone who have learned English in order to find a job

According to figure 13, the option agree stands out from the others. It can be assumed that most of students recognize that English it is a useful tool. However, this is not internalized for their lives. This knowledge could be used to encourage and motivate subjects to improve their command of the English language in order to get a job.

The next chart illustrates whether subjects think is useful or not. The statement says “learning English is useful”.

The graph evidences that 92% of subjects strongly agree with the statement, only 8% agree with it. No one disagrees or strongly disagrees.

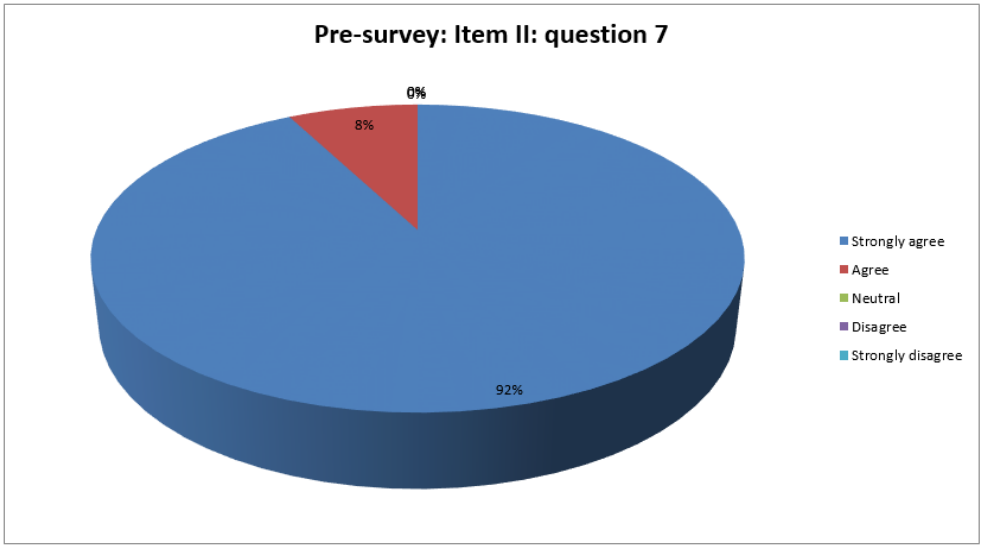

Figure 14. Learning English is useful

As it can be illustrated in figure 14, all respondents agree with the statement. Even knowing their utility students’ motivation it is not evidenced or increased at English lessons. For this reason, it may be possible that the problem lies on the method of teaching or maybe the internal culture of the school. However, through more attractive activities students’ participation can be raised.

4.1.2 Post-survey results

The post-survey was taken by 21 subjects because 5 students stopped assisting to school since they were going to fail the year. The aim of the post-survey is that subjects self-assess the progress of their knowledge during the unit.

In addition, each graph is composed by 5 answers which subjects had to choose according to a Likert scale, “strongly agree”, “agree”, “neutral”, “disagree” and “strongly disagree”.

The following chart indicates the number of students that participated in the flash card activity, the question says “I participated in the flash cards activity”.

The graph indicates that 13 subjects strongly agree with the statement, 4 agree, 2 states neutral and 2 disagree with the statement.

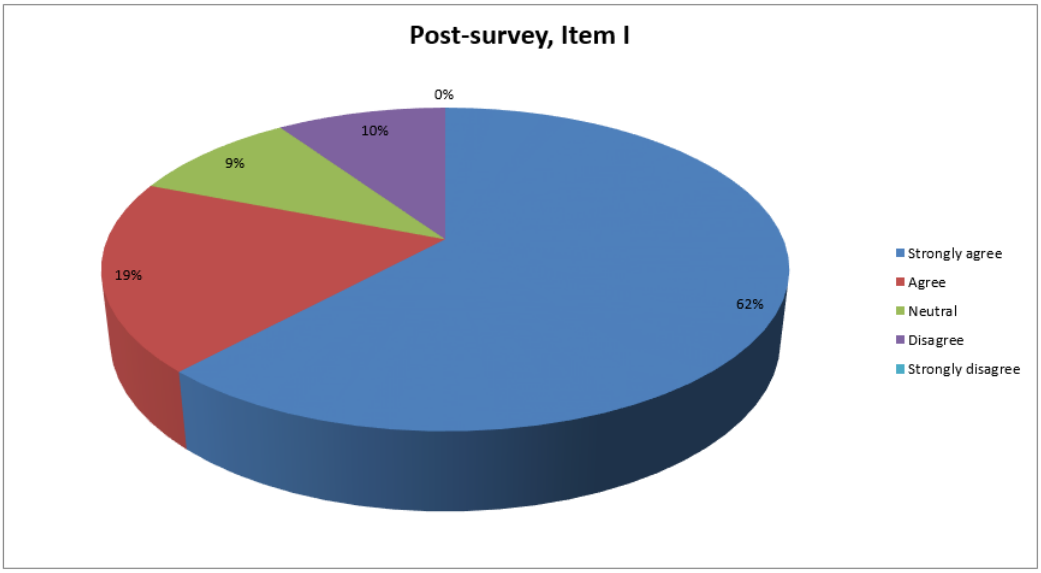

Figure 15. I participated in the flash cards activity

According to the results, most of the subjects indicated that they were part of the flash card activity. This evidences their participation in activities they enjoy, and in the same way increase their motivation towards English class.

The succeeding graph illustrates the people that participated in the activity of drawing a word from the vocabulary. The query states “I draw the visual aids of the words from the unit”.

The chart indicates that 76% strongly agree with the statement, 9% agree and 5% remains neutral, disagrees or strongly disagree.

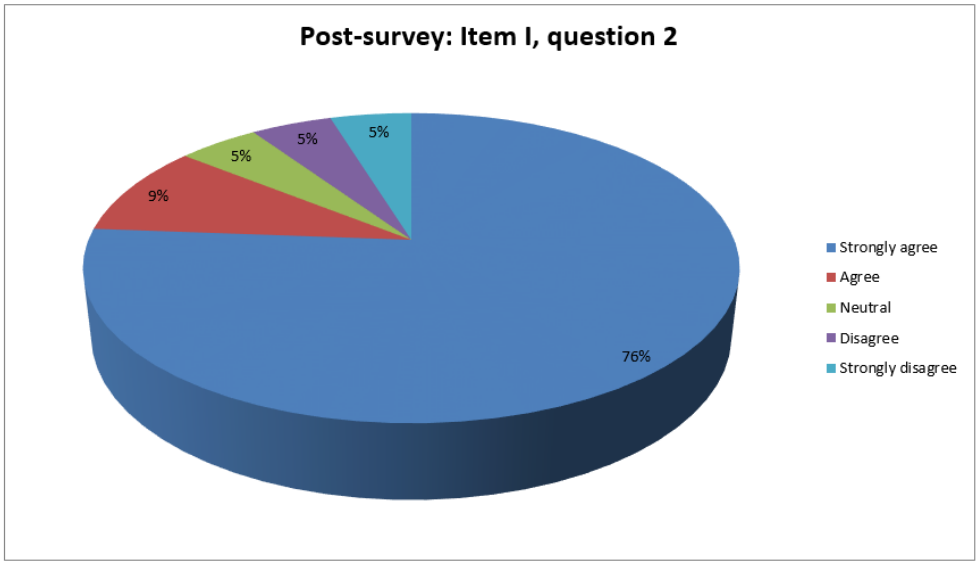

Figure 16. I draw the visual aids of the words from the unit

As it can be seen in figure 16 a high percentage of the subjects claimed that they have been part of the activity. It could be assumed that students feel motivated for activities that include the use of their own talents such as drawing. This factor increase students’ participation as it can be evidenced.

In the subsequent chart the participation of the comics is analysed. The query was “I made the comic”.

According to the results, 10 subjects strongly agree with the question, 2 agree, 4 state a neutral position, 4 disagree and 1 only strongly agree.

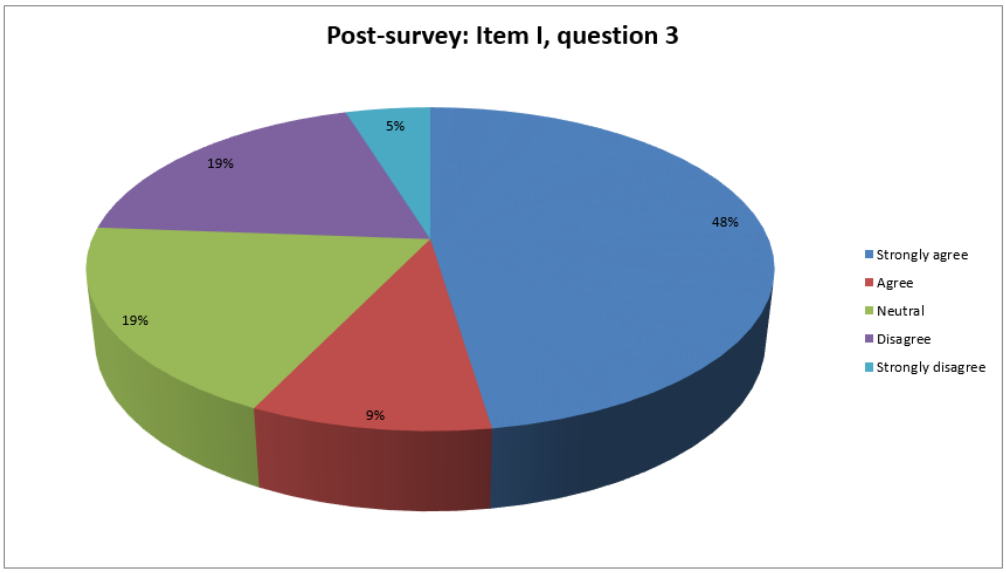

Figure 17. I made the comic

As it can be illustrate in figure 17, not all students participated in the comic creation. We can speculate that the activity was challenging because it included writing and grammar structures, as a result of their lack of writing experience this kind of different task can become a threat for some students. However, subjects that did the comics made a very good job and they felt very proud since they showed their creation to their class.

The next chart shows the results of the question “I participated on the talent show”.

The results shows that 81% of the subjects strongly agree with the statement, 9% maintain a neutral position and 10% strongly agree.

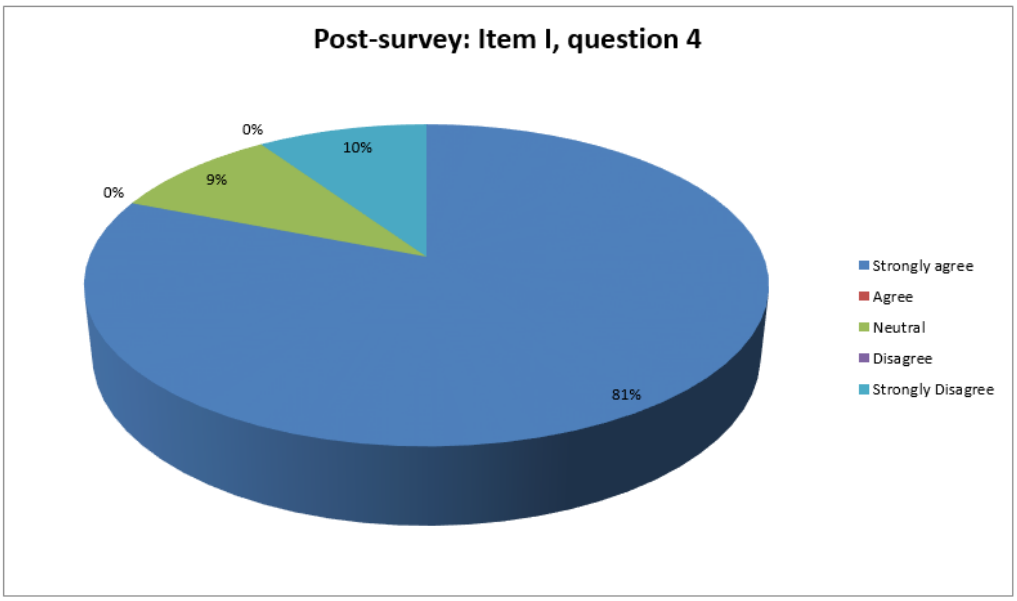

Figure 18. I participated on the talent show

As can be shown in Figure 18, students had high levels of participation in the talent show. This percentage it is related with the motivation from part of students toward an activity that includes the use of their talents.

The succeeding chart illustrates the people that worked on his/her talent to present it to the class. The statement says “I prepared myself to present my talent”.

The chart indicates that 57% of the subjects strongly agree, 29% are neutral, 9% agree and only 5% strongly disagree.

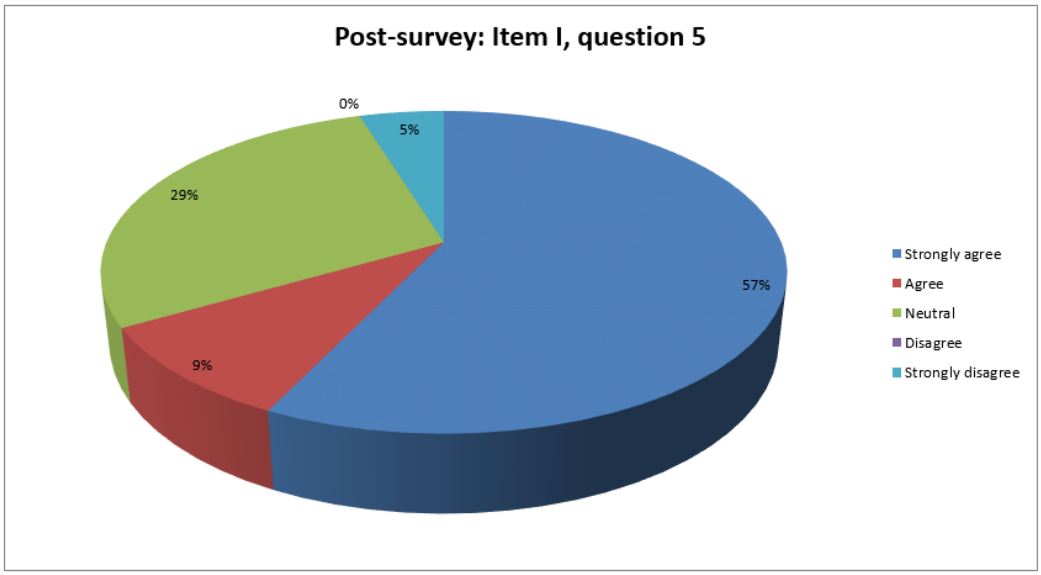

Figure 19. I prepared myself to present my talent

According to figure 19, most of the respondents claimed they had prepared themselves for the presentation, but not all of them did it. Regardless, presentations had a high level of participation. We can deduce that students felt confidence and motivated enough to present in front of their class.

The following chart evidences the people that contributed on the creation of the dialogue. The question states “I participated on the creation of the dialogue”.

From the results 13 subjects strongly agree, 5 agree, and 3 are divided between neutral, disagree and strongly disagree.

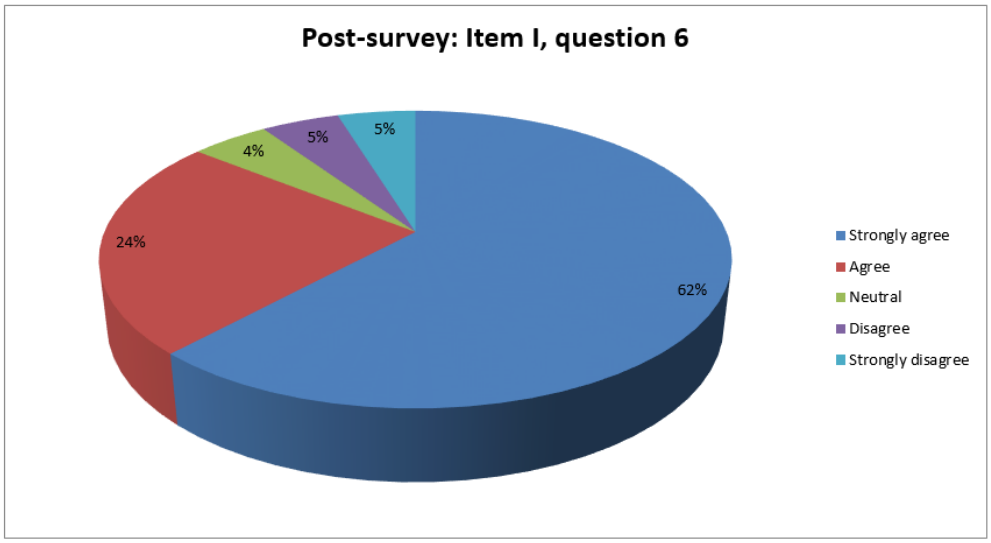

Figure 20. I participated on the creation of the dialogue

The previous figure illustrates an important percentage of students who participated in the dialogue creation. It can be inferred that students' participation was positively influenced by involving them in the process of creation and the result was a motivating activity that increase their levels of participation.

In the subsequent graph the question “I collaborated in the design of materials for the scenography” is illustrated.

Strongly agree was chosen by 11 subjects, neutral by 5 and disagree by 3.

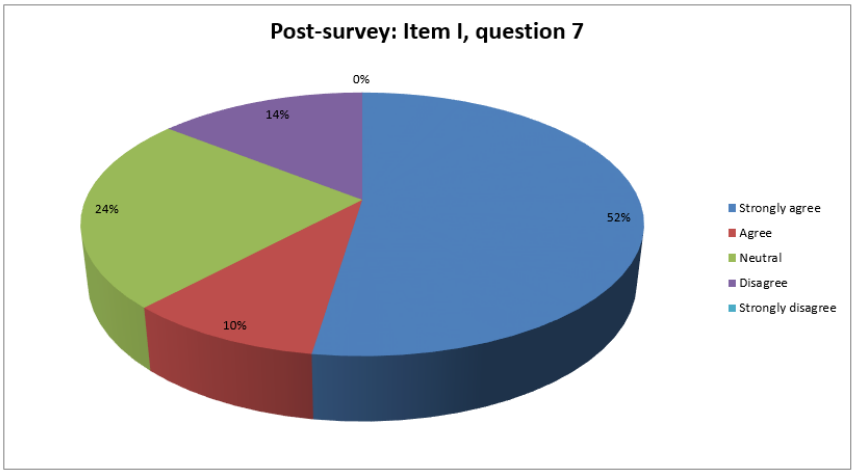

Figure 21. I collaborated in the design of materials for the scenography” is illustrated

According to the results, it can be observed that not all the respondents participated in the design of materials for the scenography. This can be assumed such as lack of motivation toward the activity which involved collecting materials and the design of them according to their presentation. With regard to these outcomes, it is possible to state that the subject of this intervention do not always show sense of accomplishment in terms of collecting materials, this factor could be associated with the lacking participation in this activity.

The next chart illustrates the results of the question number 8; the query is about how hard they worked in the creation of the dialogue. The question says “I worked meaningfully during the whole process edition of the dialogue.”

The results obtained are that 38% of the subjects strongly agree, 24% agree or is neutral, just 9% strongly disagree.

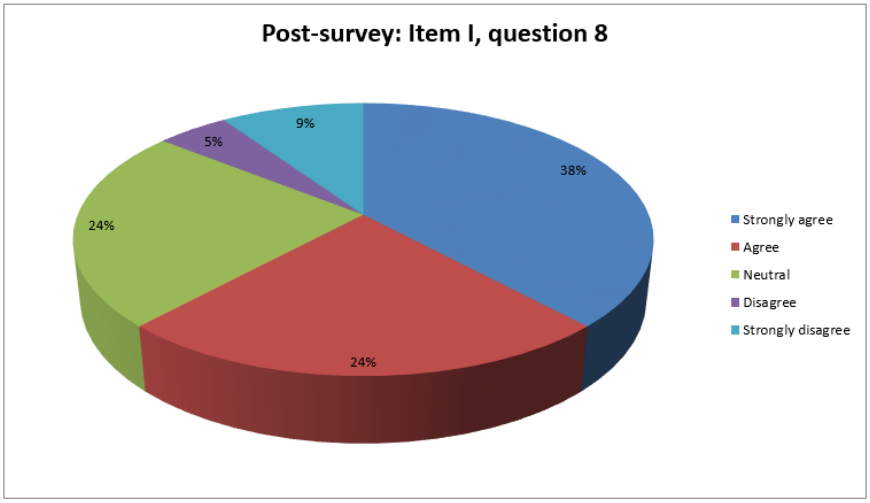

Figure 22. I worked meaningfully during the whole process edition of the dialogue

As it can be seen in figure 22, students are aware of their lack of commitment toward some activities, even though they received as much help as possible from the teacher; their motivation and participation do not reach the expected levels. Consequently, we can deduce that other external factors are needed to create a meaningful change in this specific group. For this matter it is important to develop awareness between learners about their own work. To accomplish to students’ objective self-evaluation of their contribution, a possibility is include in the rubric specific descriptions in order to they get the meaning of “contribution” or “efficient work” in the task.

The following chart shows the results for question 9, the statement says “I prepared to the dialogue practicing and memorizing it”.

The graph indicates that 38% of the subjects strongly agree with the query, 28% agree and 24% is neutral.

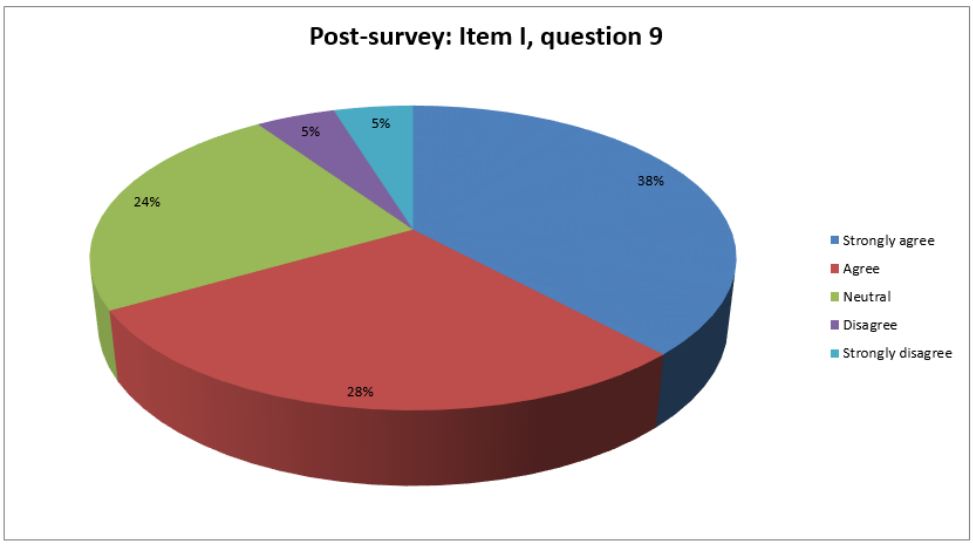

Figure 23. I prepared to the dialogue practicing and memorizing it

As it can be evidenced in figure 23, not all the sample prepared themselves for their presentations. This was shown in the poor level of production during the activity. Whereas students’ participation was significant, it was not their motivation’s levels in order to present a quality work.

The succeeding chart indicates the question number 10, “I practiced my pronunciation”.

The results show that the preference is strongly agree, then agree and only 2 subjects strongly disagree.

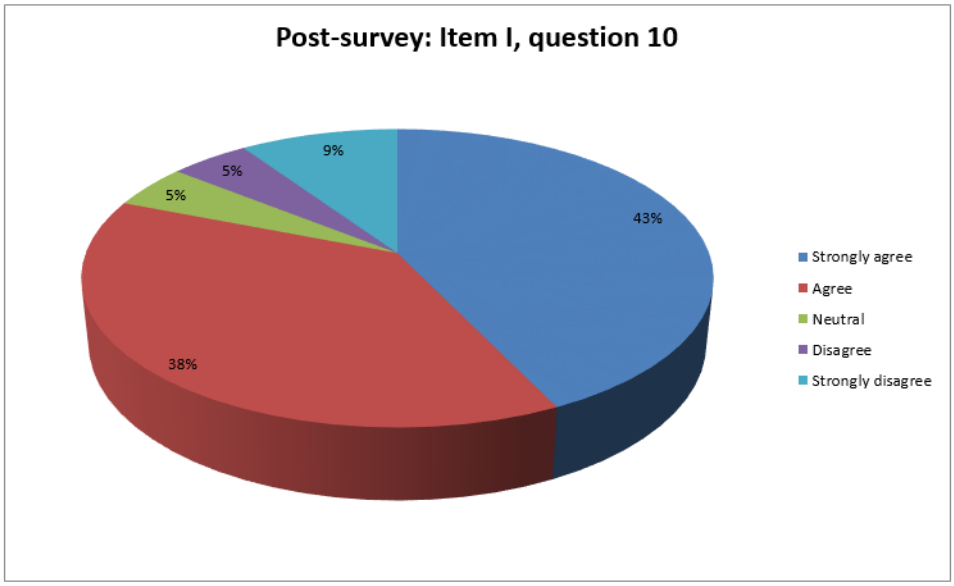

Figure 24. I practiced my pronunciation

Figure 24 reveals that not all the respondents prepared and practice their pronunciation for the oral presentation. As was already mentioned, their sense of accomplishment and motivation levels does not match with students’ participation in this activity. We can deduce that students do not feel comfortable enough with oral production as a result of their low exposure to this sort of tasks.

The chart shows the tendency of students for the question “I learned in this unit”.

The results obtained are 48% strongly agree, 43% agree; whereas no one disagree nor strongly disagree.

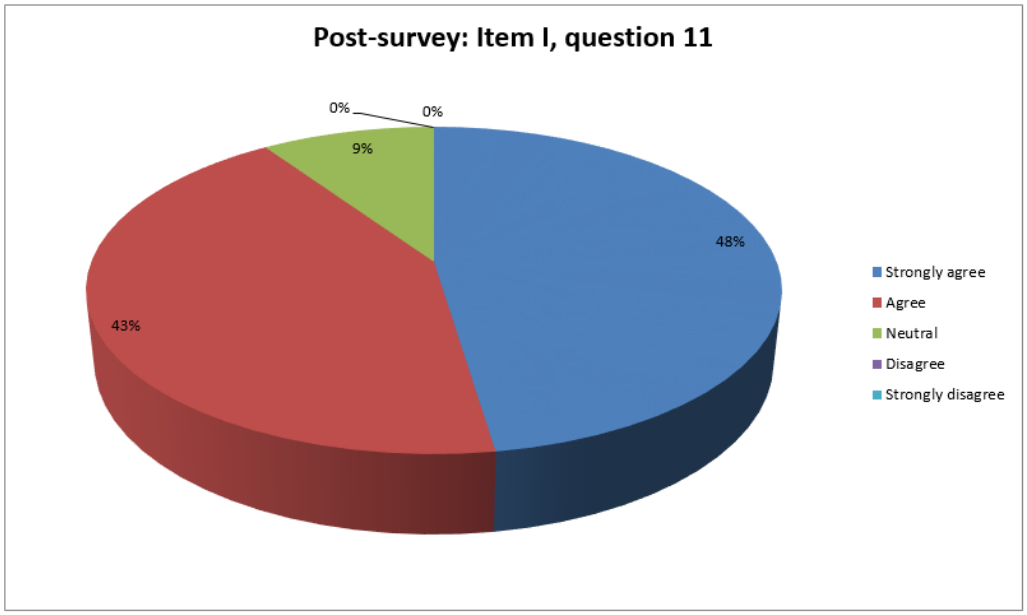

Figure 25. I learned in this unit

As it can be evidenced in figure 25, a high percentage of students felt that they learned during this unit. Their sense of accomplishment can be influenced by the type of activities implemented during the unit that increased students’ participation.

In the subsequent graph the results of the statement “I collected recycled material in order to use them in lessons” is discussed.

The tendency shows that 11 subjects strongly agree with the query, 4 agree or state a neutral position, however, 1 disagrees and 1 strongly disagrees.

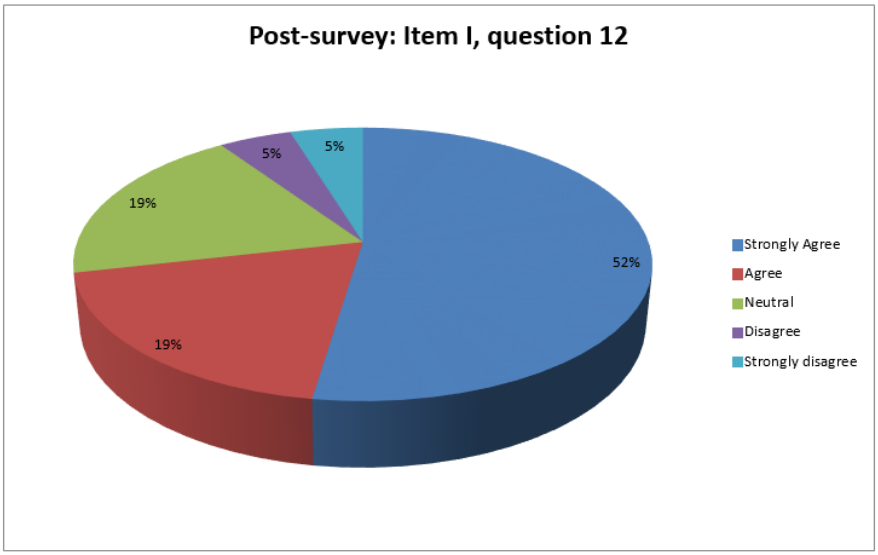

Figure 26. I collected recycled material in order to use them in lessons

According to the results, it can be observed that a considerable number of students fulfil the recycled material collection. Despite recycled materials were easy to get, some of the students did not participate in the collection. This reveals low levels in terms of motivation toward the activity.

The next graph evidences the results of a very important state of the research “I like English Lessons”

The trend is strongly agree with 57% then agree with 33% and neutral with 10%. No one disagrees or strongly disagrees.

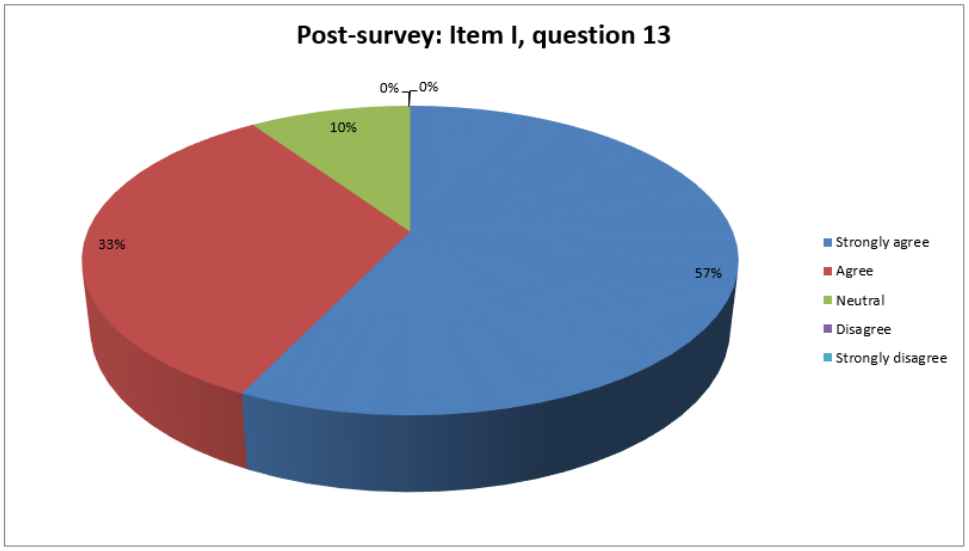

Figure 27. I like English Lessons

As it can be observed in figure 27, a high percentage of the respondents state their liking toward English lessons. According to the results, it can be inferred that students’ motivation is related with their likes, therefore, presenting more attractive activities for them, increase their levels of participation.

The chart of the last question of the item reflects the opinion about the activities carried out during the unit. The statement is “I enjoyed activities done during classes”.

The chart shows that 14 people strongly agree, 5 agree and 2 maintain a neutral position.

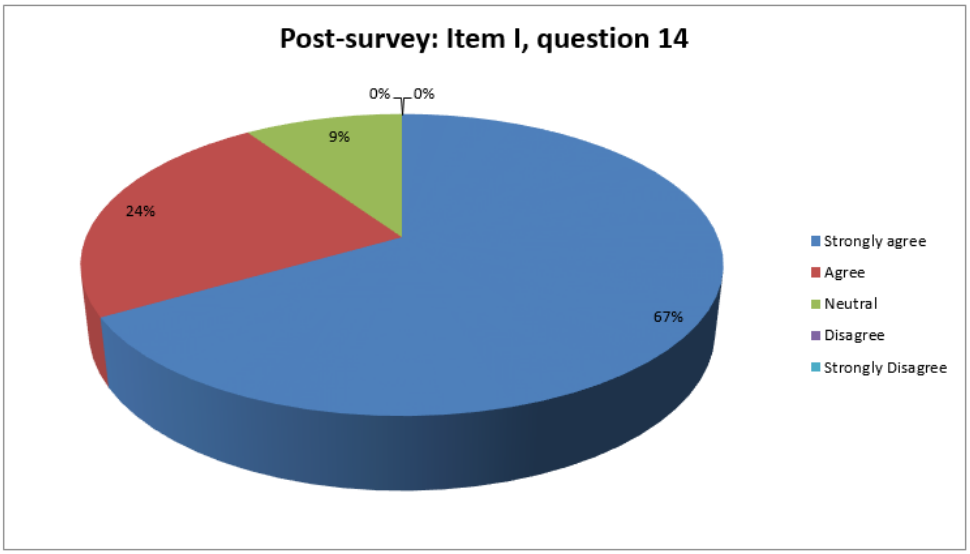

Figure 28. I enjoyed activities done during classes

As it can be seen in figure 28, most of the students claim they have enjoyed the activities done during the intervention. This reveals the fact that promoting activities that include the use of their talents and also linked with their preferences have a positive effect in their levels of participation and their perceptions of English lessons. Nevertheless, all the efforts to develop more attractive activities and the dedication in terms of personalized education offered by the teacher, revels that students’ motivation is related with other unidentified internal and external factors.

Post-survey analysis Item II

The next chart shows the results of the question 1 in item II of the post-survey. “If you could assess your performance during the whole intervention, from 1 to 7. How would you evaluate yourself?”.

The graph consists in two columns, “sample’ choice” and “grades”. According to the results, it can be observed that subjects’ tendency is to evaluate their performance with marks from “5”, then “6” and finally “4”.

Sample’ choice	Grade
0	1
0	2
1	3
3	4
9	5
6	6
2	7
21	Total

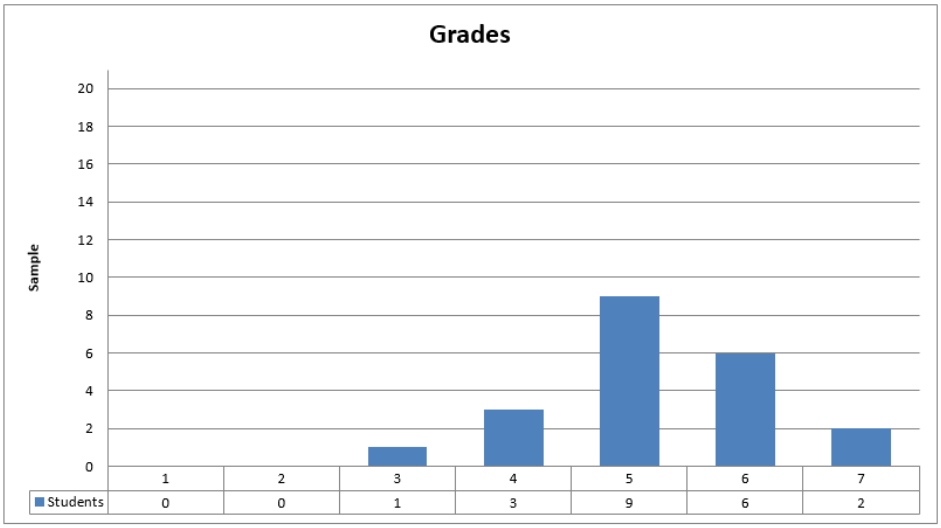

Figure 29. Post-survey - If you could assess your performance

As it can be illustrated in the previous chart, students are mindful about their performance. Only two of them mark themselves with the highest score. These results evidence the lack of sense of accomplishment by some students that did not show big efforts to improve. It could be inferred that students are satisfied with their performance level.

The next chart shows the results of the question 2 in item II of post-survey.“If you could assess your participation during the whole intervention from 1 to 7. How would you evaluate yourself?”.

The graph consists in two columns, “sample’s choice” and “grade”. In relation to the results, students tend to mark their participation with “6”, then“5” and lastly “7”.

Sample’s choice	Grade
0	1
1	2
2	3
2	4
5	5
7	6
4	7
21	Total

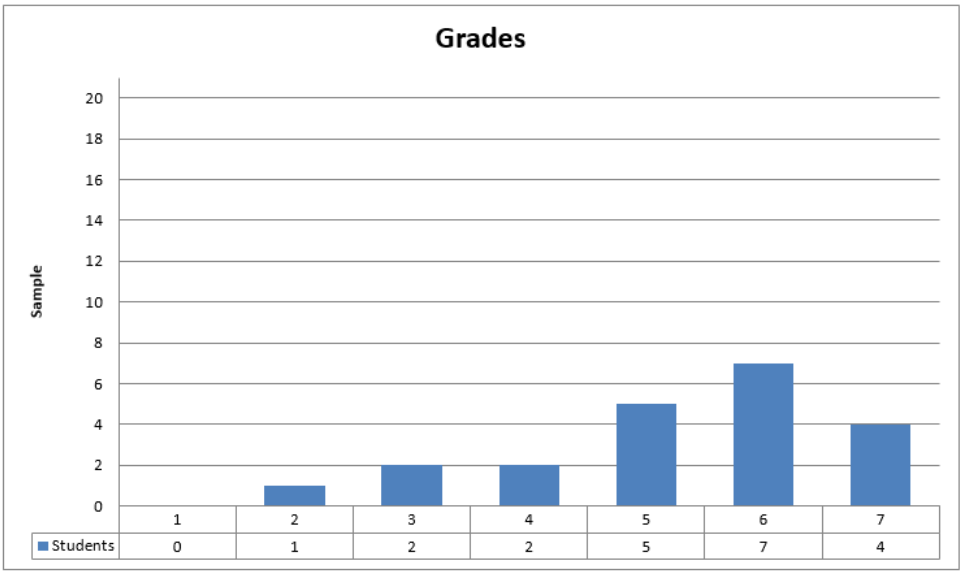

Figure 30. Post-survey - If you could assess your participation

According to the results, it can be observed that students feel satisfied with their participation during the intervention. It can be inferred, that because of the activities implemented result attractive for the students, a high rate of participation was accomplished.

The next chart shows the results oh question 3. “If you could assess your motivation during the whole intervention, from 1 to 7. How would you evaluate yourself?”.

The graph consists in two columns, “sample’s choice” and “grade”. As it can be appreciated, students have a tendency to evaluate their motivation with “5” as a grade then “7” and to end with “6”.

Sample's choice	Grade
1	1
1	2
1	3
3	4
7	5
3	6
5	7
21	Total

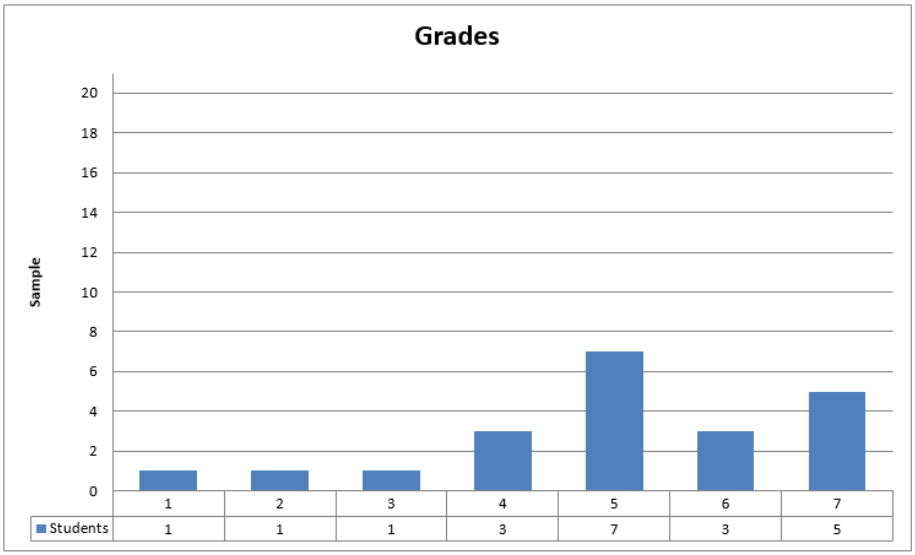

Figure 31. Post–survey - If you could assess your motivation

As it can be observed in the previous chart, students' motivation toward English lessons is divided in different scores. It can be assumed that not all the students felt the same level of motivation from the activities or the subject, but most of them tend to evaluate themselves with good marks. This was evidenced during the whole intervention, in terms of raised participation of the sample this objective was accomplished, but not their motivation, due to other unidentified external and internal factors. Although the tendency is not very marked, it can be proved that more subjects obtained better results in post-

test since no one failed the test. However, more people had the best score in the pre-test.

4.2 Test analysis

4.2.1 Pre-test results

The pre-test was taken by 26 students of year 10th of Licarayen School. However, 5 students dropped out of school during the semester due to they were going to fail the year. Consequently, for the purpose of the research, those 5 students were not counted in the pre-test results.

The following figure illustrates the amount of subjects that passed or failed the pre-test.

The chart consists in two columns, the “passed” column shows the students that approved the test. On the contrary, the second column shows the results of the students that did not do well in the test.

The results indicate that 17 students passed the test and 4 failed it which means the 80% of students passed the test while the 20% failed.

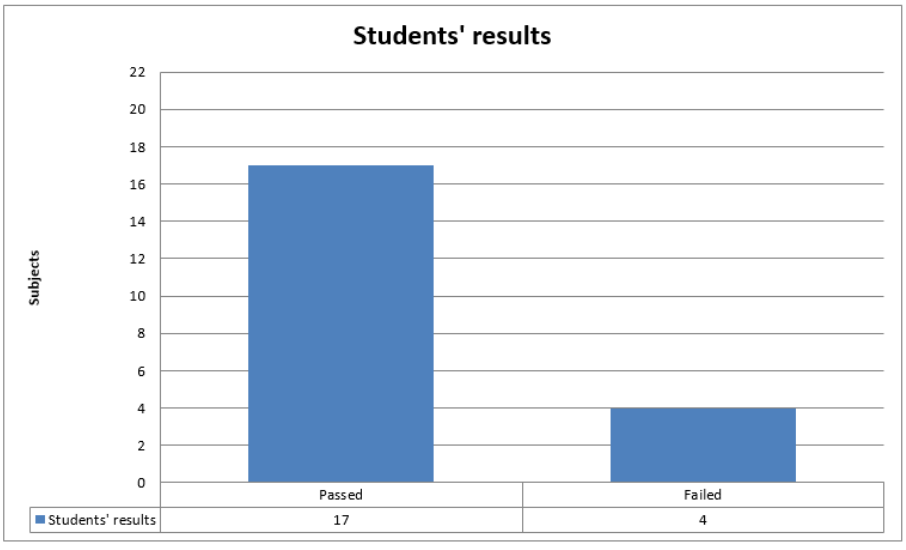

Figure 32. Subjects Who Passed and Failed Pre-test

From the results we can infer that the students had previous knowledge of the unit since they have had previous contact with the language in series, movies, music, etc. Furthermore, most of the vocabulary is related with aspects that motivate them and are close to them.

Pre-test results: Item I

The following chart represents the scores obtained by 21 students in the first item of the pre-test. The graph is divided into two columns “Points” and “Student’s score”. The “Points” column shows the points from 1 to 7 that the students could have obtained. Whereas, “student’s score” shows the score obtained by the students.

The results show that 8 students obtained the maximum score of 7 points, 6 students obtained 5 points. Conversely, the minimum score was 2 points.

Students’ score	Points
0	1
1	2
0	3
3	4
6	5
3	6
8	7
21	total

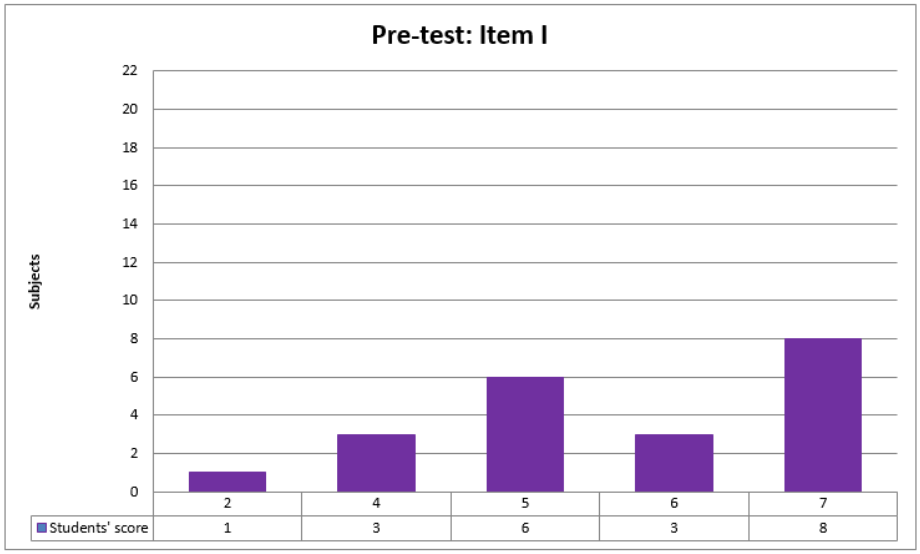

Figure 33. Pre-test – Item I Subjects' Results

It can be assumed that the subjects have previous knowledge. 80.9% obtained 5 points or more, this means they started the unit with a good level of English.

Question 5 states "the Simpsons is a _____ about an American family". 100% of the subjects passed this question.

Considering the results, we can infer that they knew the popular series "The Simpson" since the opening shows the name in English. Moreover, "series" is a cognate, so they could easily know the answer.

The succeeding graph indicates the lowest results of the first item of the pre-test, question 7, the query says "_____ because I bought the ticket to the concert".

The table is separated in 3 columns "question", "correct" and "incorrect".

In question 7, 15 students answered correctly, this represents the 71.42 % of the class. Alternatively, 6 students answered incorrectly, they represent the 28.57% of the class.

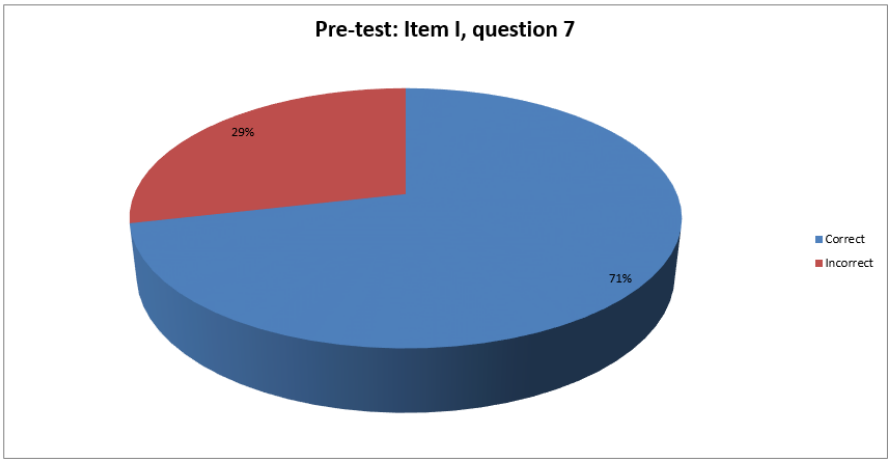

Figure 34. “The query says: ‘_____ because I bought the ticket to the concert”

It can be inferred that a portion of the subject did not what “glad” mean, it can be observed that 7 subjects answered the question wrong. On the other hand. It can be conjectured that they did not understand the context of the query.

4.2.2 Post-test results

The following chart illustrates the results obtained by 21 the subjects in the post-test.

The graph shows two columns, the first one “passed” indicates the number of the students that obtained more than 4,0 in the test, and the second one is “failed”, this evidences the students that obtained less than 4,0.

The results say that 21 students passed and 0 students failed. It means the 100% of students passed.

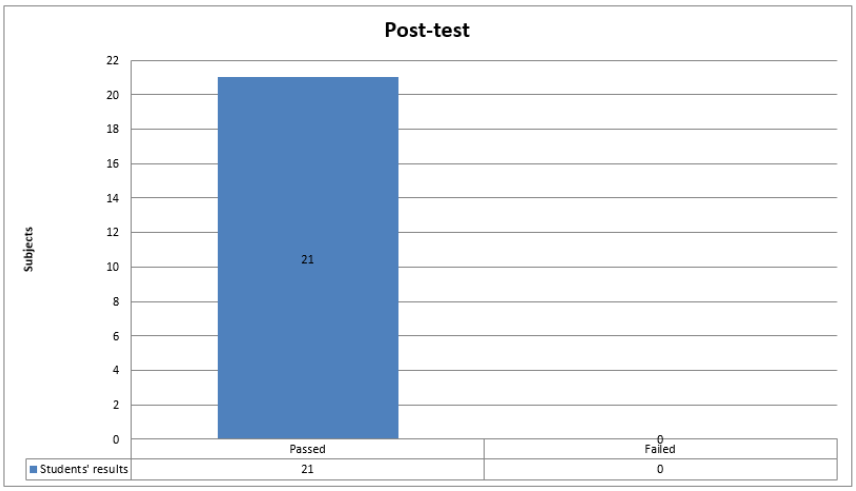

Figure 35. Subjects Who Passed and Failed Post-test

It can be seen that all of the subjects passed the post-test which is a very good result compared with the pre-test.

The following graph illustrates the points achieved by 21 students in the first Item of the post-test.

On the one hand, the “points column” graphics the possible score, on the other hand, the “students’ score” reveals the real scored reached by the subjects.

Only 2 subjects reached the maximum score. Otherwise, 11 subjects reached 5 points in the item.

Students’ score	Points
0	1
0	2
0	3
0	4
13	5
6	6
2	7
21	Total

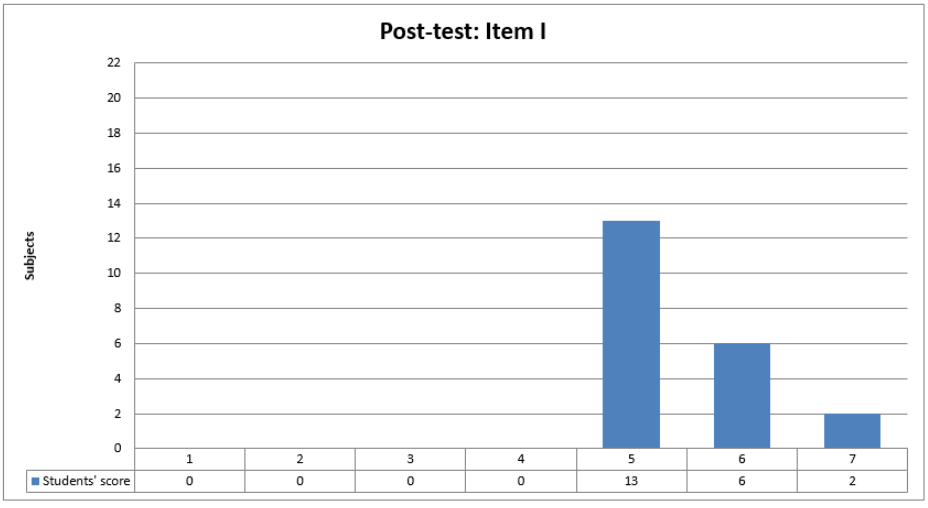

Figure 36. Post-test Item I Scores

Taking into account the results, most of the students had 5 or more points in the item which is a good result since no one obtained less than 3 points, it can be inferred that they students learned from the unit, but there is still aspects to work with.

Specific data analysis: Item I

In data analysis, columns are divided in three “question”, “correct” and “incorrect”.

Questions number 1, 3, 4 and 5 were answered 100% correctly by subjects. It is inferred that subjects acquired the contents. An example of question will be shown:

In question 1 of the item I, which is “Titanic is my favourite_____”. The 100% of the students answered question 1 correctly.

The following chart shows the results of the students in question 7 of the post-test “_____ because I bought the ticket to the concert”.

The 86% of the students answered incorrectly, whereas, the 14% answered correctly.

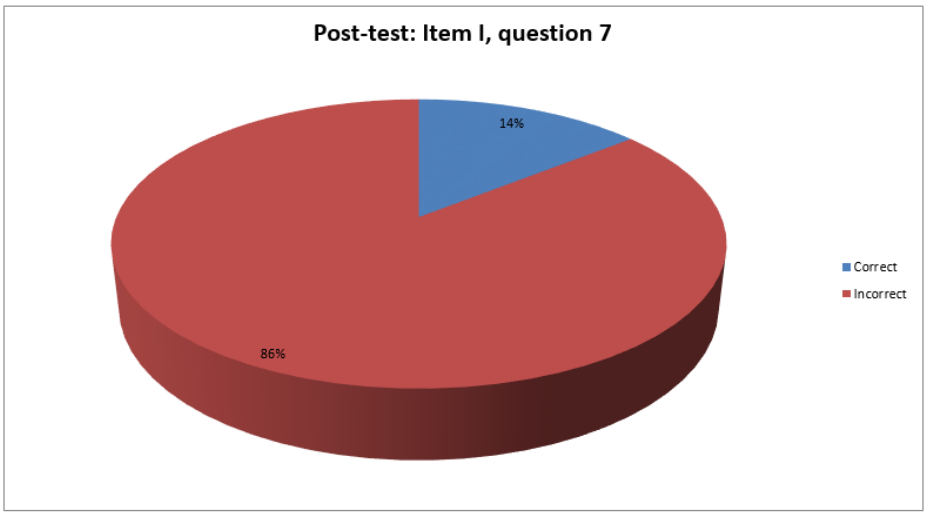

Figure 37. “_____ because I bought the ticket to the concert”

Considering the results, we can infer that the students did not know or remembered the meaning of the phrase “I am so glad”. Furthermore, the question that was failed the most in the pre-test also contained the word “glad”. We speculate that if we change “glad” by “happy” everyone would have had the question correct.

4.2.3 Pre-test vs Post-test

The next graph shows a comparison between the score achieved by the students in the first item of each test. The “points” column illustrate the points of the item, whereas, “students’ score” shows the scored achieved by the students.

Pre-test	
Points	Students’ score
1	0
2	1
3	0
4	3
5	6
6	3
7	8
Total	21

Post-test	
Points	Students’ score
1	0
2	0
3	0
4	0
5	13
6	6
7	2
Total	21

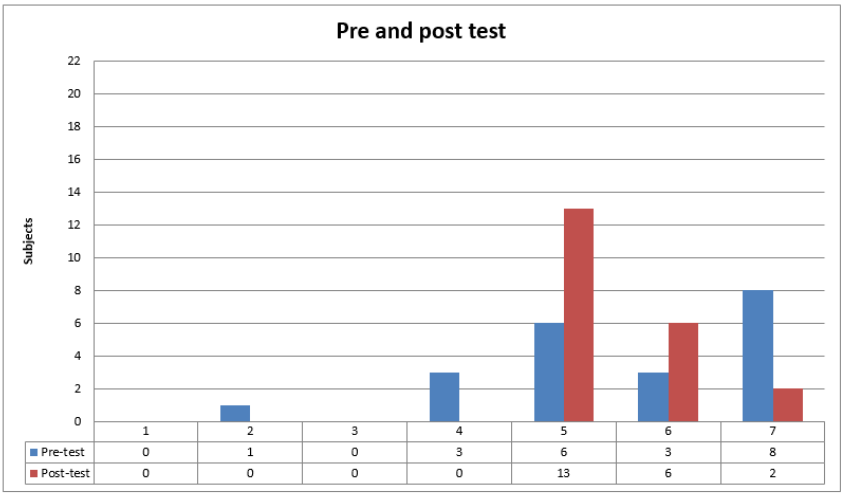

Figure 38. Pre and Post-test Results – Contrast

Although the tendency is not very marked, it can be proved that more subjects obtained better results in the post-test since no one failed the test. However, more people had the best score in the pre-test. Furthermore, it can be assumed that the class balanced during the intervention process.

4.3 Lesson Observation Guideline

The following instrument was completed by the researchers that attended every lesson during the intervention in order to collect research data

The main objective for this guideline is to observe the levels of participation in 10th graders, dentifying factors that affect in a positive or negative way their interest and concentration levels.

Each graph is compound by 5 answers in a Likert scale, these are represented by numbers in the vertical axis “Y”, “strongly agree” (1), “agree” (2), “neutral” (3), “disagree” (4), “strongly disagree” (5). On the other hand, the horizontal axis “X” indicates the number of lessons

Figure 1 shows the results for the statement “is there any school activity that may affect the normal lesson development? (science fair, teacher’s day, school anniversary, soccer match, etc.)” of the first item “classroom climate”.

The graph indicates that the option “strongly disagree” and “agree” have 4 each one, and “strongly agree” counts with 1. According to this, the trend is divided between strongly disagree and agree.

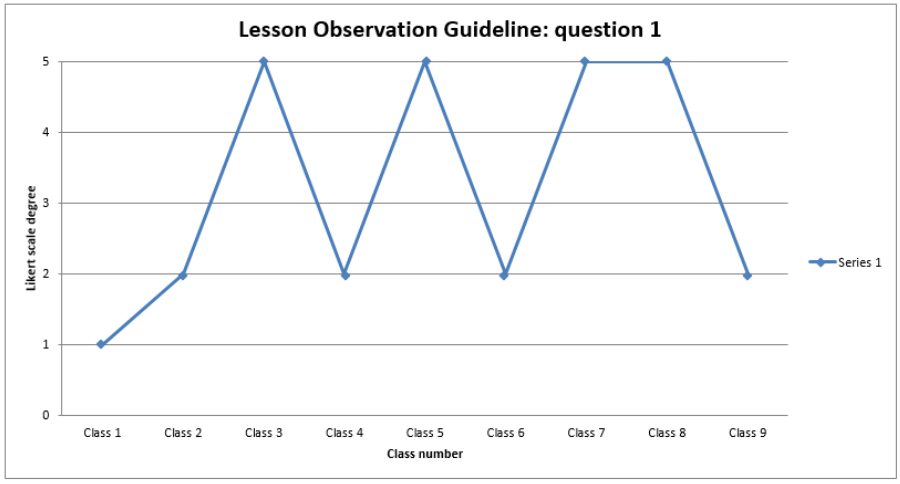

Figure 39. Is there any school activity that may affect the normal lesson development?

According to the results, it can be seen that the normal lesson development was interrupted by school's activities. As it was observed by the researchers, in lesson 1 it can be observed a pronounced option strongly agree due to the cinema day after English lesson, causing anxiety from part of the subject, as a result, only a few students could work normally. The other lessons that present levels of interruptions are related to "jeans days" (school day in which informal dress code is allowed by paying a fee). Overall, these results indicate that the school has serious issues in terms of management. Despite of the effort made by the teacher to provide attractive lessons to enhance students' participation, it is difficult to achieve this goal when authorities of the school do not count with a policy to keep a propitious learning school environment.

The following chart represents some factors that obstruct carrying the intervention out, according to the statement: “are there external factors that interfere with the lesson development? (loud music, schedule, etc)” from the first item “classroom climate”.

Figure 40, shows that the option strongly agree is the tendency.

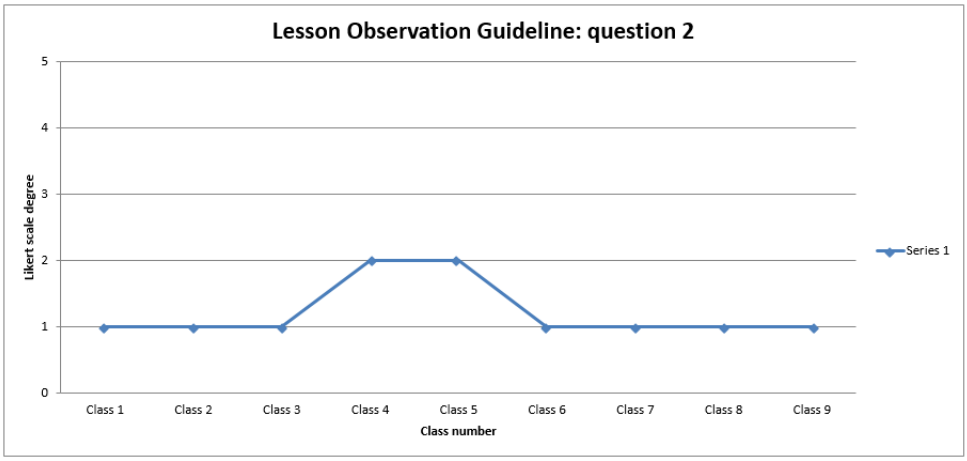

Figure 40. Are there external factors that interfere with the lesson development?

It can be seen from data in Figure 40 that the lesson development was regularly interrupted by external factors. These interruptions were occasioned by students coming late, deputy teacher, students from other classes and even by other teachers and the headmaster. These results suggest that, constant interferences disturbs in an important way the normal progress of a lesson, affecting students’ concentration, as a consequence levels of participation decline.

The next graph presents the results to the following question related to some external factors that may affect the classroom climate, “does the presence of digital devices affect students’ concentration?”

This line graphic shows that the most common answer was “agree”, being chosen in four classes of a spectrum of 9, followed by “strongly Agree” with 3 preferences and finally just on class number four the option “disagree” was chosen.

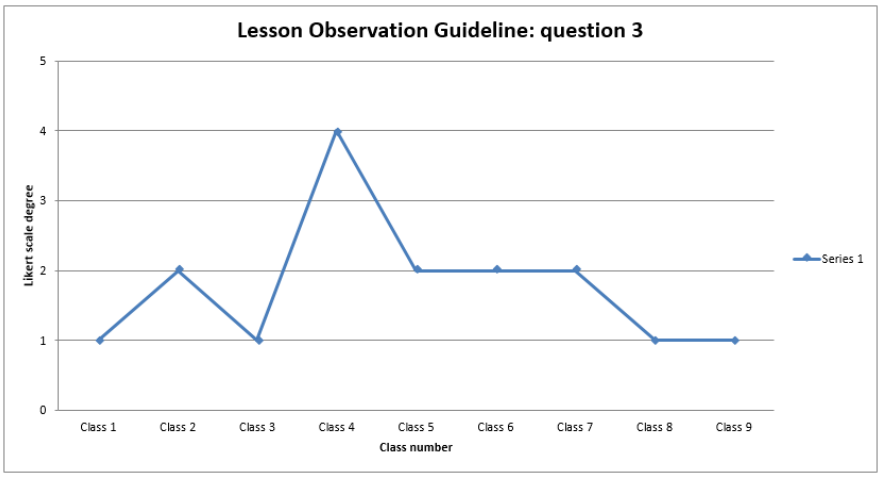

Figure 41. Does the presence of digital devices affect students’ concentration?

From the graph above we can see that, it is a tendency that sample’s concentration was frequently affected by the use of digital devices. According to researchers’ registers, during the whole intervention students made use of their mobile phones at some point of the lessons. Unfortunately, in spite of implementing lessons that involves students and creating activities according to their interests and talents it is not possible to compete with technology. As a result, it is possible to say that students’ motivation and participation toward English lessons were affected by these types of devices.

The present graph focus on the behaviour during the intervention, the question says “does the general student’s attitude interfere with their class-work?” in order to indicate the results of the interrogation.

The next graphic indicates the results for the previous statement; two options stand out from the others, on the first three classes the answer was “strongly agree” and in the following three classes the response was “disagree”. Finally the option “agree” was chosen on classes “7” and “9”

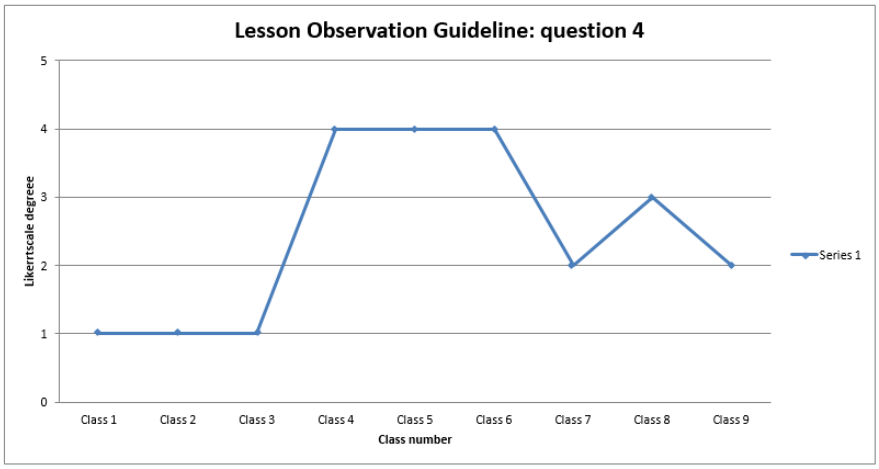

Figure 42. Does the general student’s attitude interfere with their class-work?

Figure 42 provides evidence of the general attitude of the subject during lessons and how this affects their work. Firstly, it is important to stablish that students from 10th grade at Licarayen school do not show any type of self-control, are a very talkative class, and also there are many disruptive students. As a consequence, normal class work was influenced by students’ attitude toward the class. As can be illustrated in the graph

above, the lessons in which students presents low levels of bad behaviour correspond to lessons in which presenting their talents was the aim, during these lessons students' participation and motivation reached high levels. Therefore, it can be stated that students' behaviour is related to the type of activities presented.

On item number 3 the focus was on the relationship between teacher and students and how this can affect participation and motivation of the subjects, the first question is "do the students keep silence while the teacher is presenting?"

From the graph below it can be seen that the tendency for two opposite options is remarkable, being the options "agree" and "disagree" the most common answers with 3 preferences each.

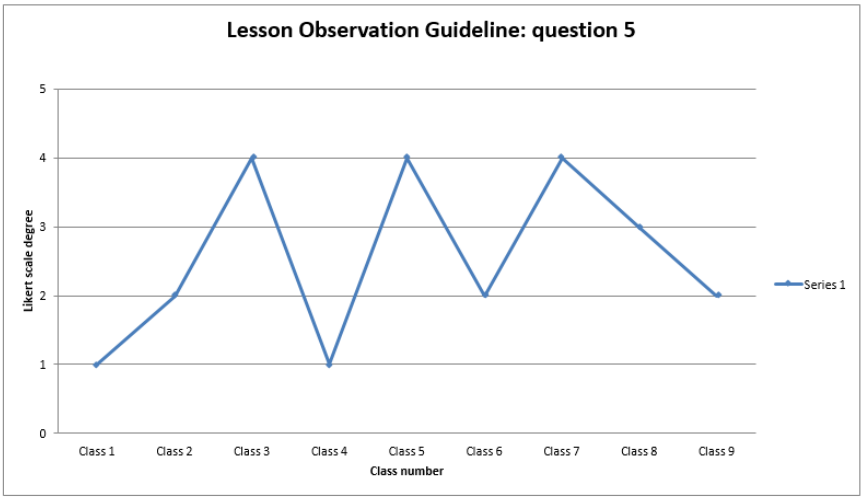

Figure 43. Do the students keep in silence while the teacher is presenting?

Figure 43 presents the results from silence kept by students while the teacher is presenting. According to this, it is possible to determine that the levels of silence and respect toward the teacher were related to the type of activities presenting and also with

the interruptions that affects the normal development of the lessons. It could be observed that misbehaviour was a consequence of: in lesson 3 cinema day took place, in class 5 students presented their talent and in lesson 7 subjects created a scenography for oral presentation. In these situations it is observable that students' behaviour and respect is related to the context in which lessons are immersed. For these reasons, it can be deduced that misbehaviour affects the group class participation.

Following with item 3, the relationship between teacher and students is discussed. The next line graph provides the answers for the question "do the students keep eye contact and listen to the teacher carefully?"

According to the results from this line graph, the option "agree" stands out from the others being chosen five times. However, on lessons 3, 4, 5 and 6 opinions are divided.

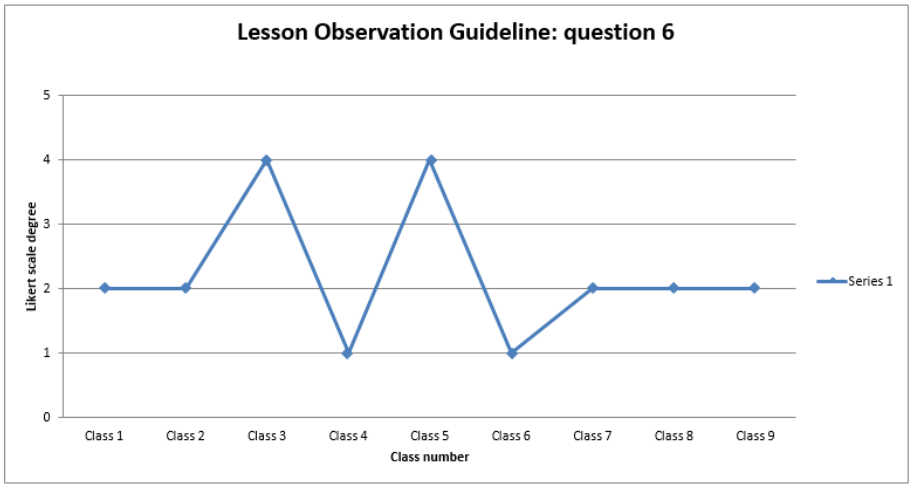

Figure 44. Do the students keep eye contact and listen to the teacher carefully?

The line graph above shows that normally students maintain eye contact and listen to the teacher. Due to the fact that the teacher always tried to maintain students' attention trough attractive activities and developing a close relationship in terms of personalized education with them, it is expected that students show respect and proximity for her. It is possible to state that creating a friendly environment students' motivation and participation toward the class could be a positive influence.

In the present chart the results of the following statement in item II "does the student pay attention during the lesson?"

The results of the following chart express the answer to the question asked, in this case the level of agreement with more answers chosen was "agree" being signalled on four classes. One step down the option "disagree" is located with 3 preferences.

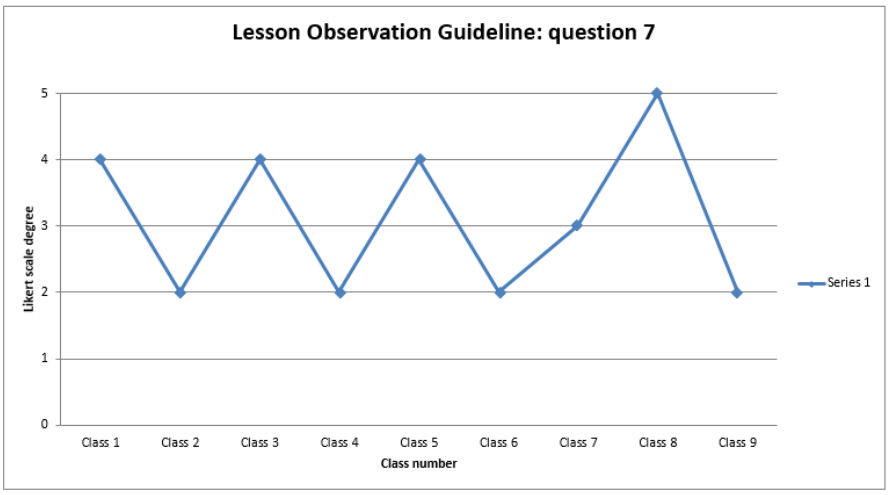

Figure 45. Does the student pay attention during the lesson?

According to figure 45 it can be illustrated that attention during content explanations vary depending on the type of activities presented during lessons and also the number of interruptions. Lessons in which students were part of activities in a more relaxing environment of work, or with many interruptions, interfere with the normal developing of the class. Consequently, affecting negatively their concentration levels, hence the lack of self-control showed by the subject. Therefore, students' attention and participation are hardly related to many external factors, such as interruptions or on the other hand, motivating activities that can draw their attention.

The following graph is related to previous knowledge. It shows the reaction for the query "Do the students ask questions related to the contents?"

From the present graph it can be appreciated that is not notable an inclination for just one option, but 6 classes of a range of 9 tend to leaning on "strongly agree" or "agree", both of them had been selected for 3 different classes.

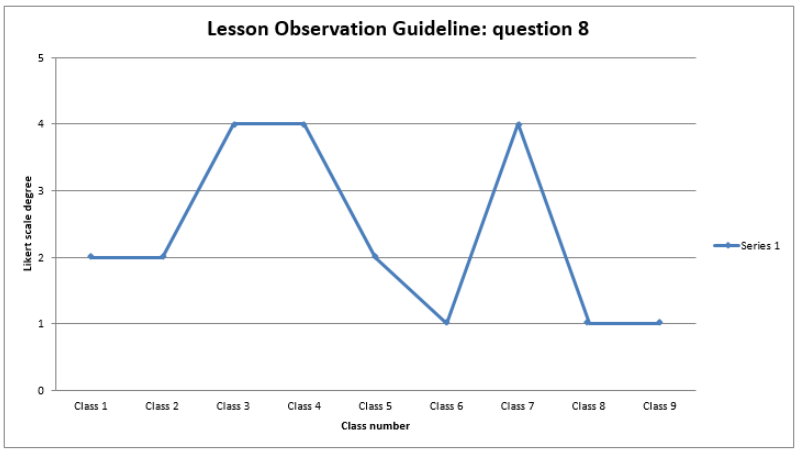

Figure 46. Do the students ask questions related to the contents?

As it can be seen from the chart, about the statement if students ask questions related to the contents, it is possible to state that answers present different variables. As was already mentioned, interruptions play a negative role in terms of concentration and it is observable in the graph such as in lesson 3. On the other hand, lessons in which activities where focus on the development of material design did not present doubts from part of the subject. The rest of lessons show a normal rate of doubts about contents. It can be stated that students show their doubts when an activity or content is not enough clear or attractive. For these reasons is important to enhance their participation to develop these kinds of activities.

The succeeding figure illustrates the statement of item II “does the student take an active part in the activity?”

According to the results of the graph it can be seen a remarkable tendency to two close answer, agree and strongly agree.

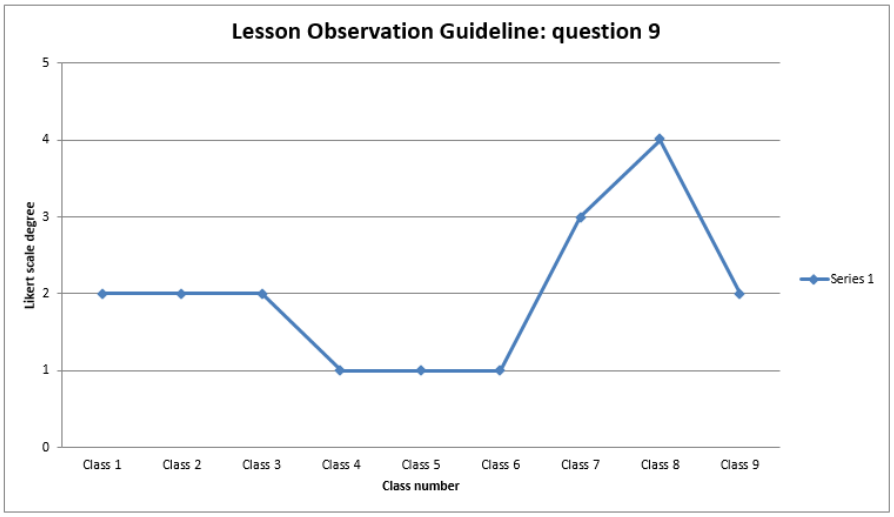

Figure 47. Does the student take an active part in the activity?

As shown in figure 47, most of lessons students took an active part in the activities. Except from number 8 in which the concentration level was a bit low during the oral presentations. But as it can be observed all students were part from the proposed activities. Participation was the most important aspect achieved during the intervention.

The following figure shows the answers of question 10. The statement claims “Do the students do the tasks proposed by the teacher?”

The results from the graphic bellow show two answers as a trend, these are agree and strongly agree.

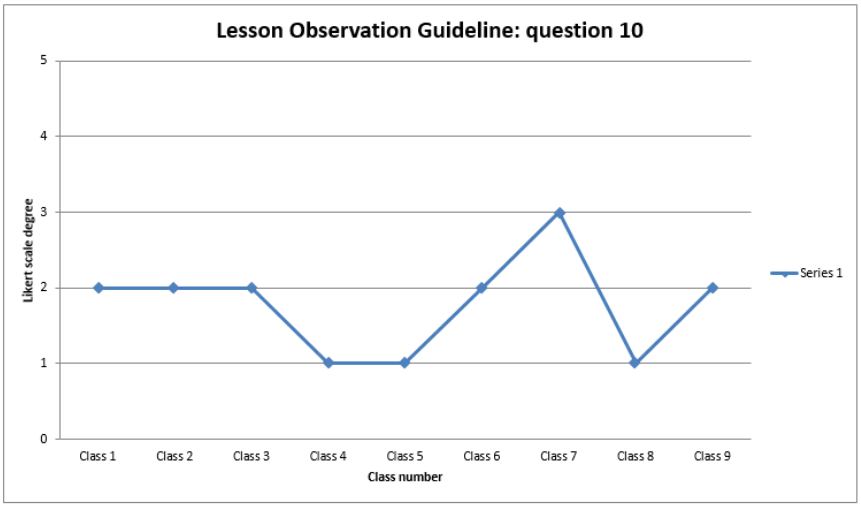

Figure 48. Do the students do the tasks proposed by the teacher?

Figure 48 presents the fact that the majority tasks proposed by the teacher were achieved by students. According to the results, it can be stablished that promoting

attractive activities according to their interest encourage students' abilities, providing positive results in terms of participation and motivation toward English class.

In the subsequent figure the statement "During team work: Do all students participate?" is discussed.

The results of the present analysis shows there is an important inclination to two options which are between agree and strongly agree.

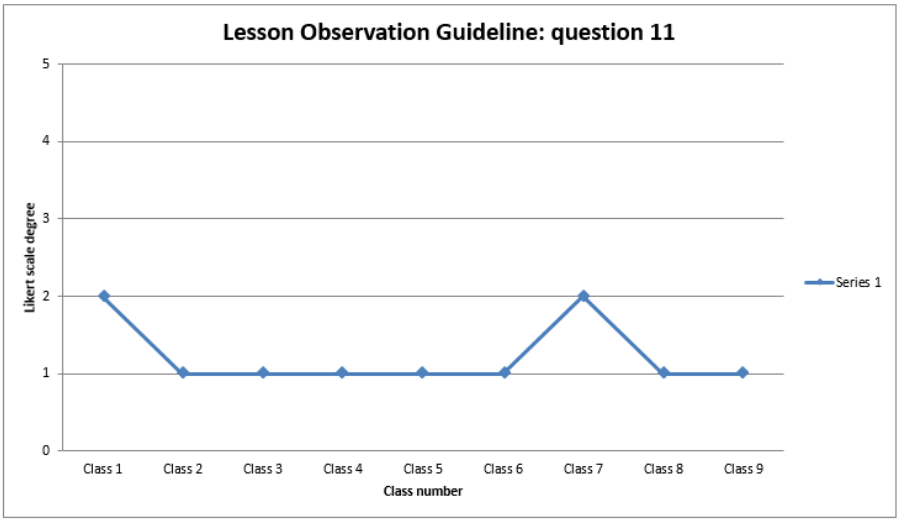

Figure 49. During team work: Do all students participate?

The previous figure evidenced that during the whole intervention students had high levels of participation during team work. The results obtained suggest that cooperative strategies work in this type of students and context reaching expected levels of participation during activities.

The succeeding figure indicates the answers for the statement “Do students help each other?” of item number 4 “classmates relationship”

According to the results from the below graphic it is observable that the trend is a positive result, where the most common choice was “strongly agree” that are seen in the last six classes, while agree was the option taken on the first two classes.

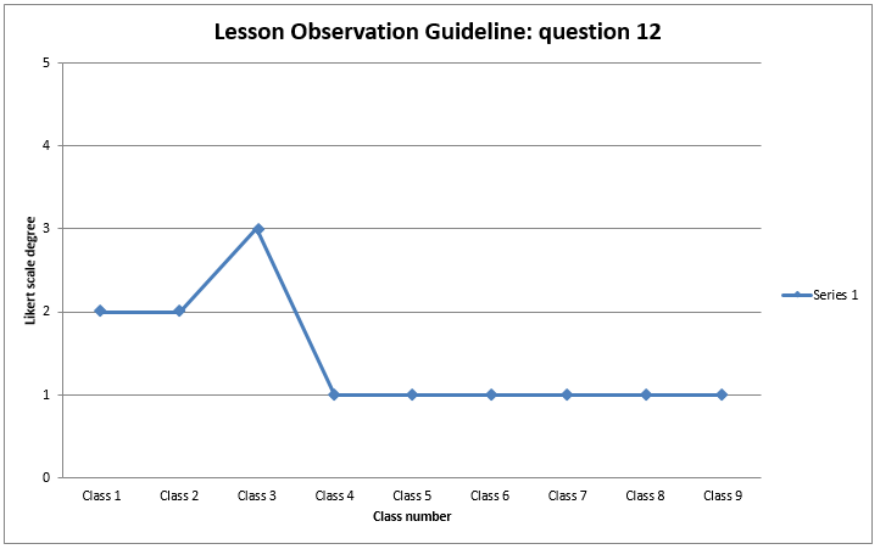

Figure 50. Do students help each other?

It can be seen from the data in figure 50 that, regularly students help each other in order to reach the aim of the activity. The design of material involving students is also an opportunity to develop a more close relationship between them because they have to work in groups.

The next graph illustrates the answers for the question “are the students interested in the English lesson?”

The opinions are divided, however the options that stand out are strongly agree and agree.

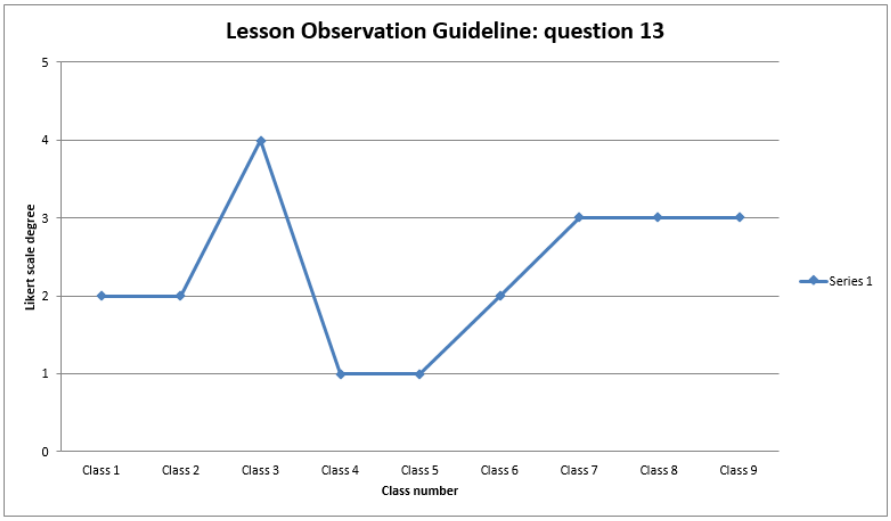

Figure 51. Are the students interested in the English lesson?

From the chart above it is possible to see that students’ interest toward English lessons very depending of external factors such as in case of lesson 3. This is also seen in the level of attraction that the activity generates to them. It is possible to state that the promotion of these kinds of activities bring good results in terms of students’ motivation toward the English class.

The next question shows the results of the last item, “do the students show interest in design their own material for the class?”

According to the results, the trend is “agree” since it was chosen 6 times. While the other opinions were choses 3 times each.

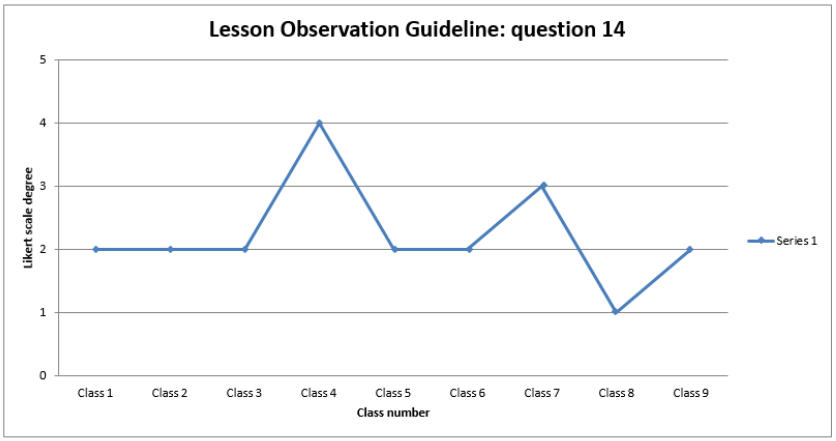

Figure 52. Do the students show interest in design their own material for the class?

Figure 52 provides the results obtained from the statement according to students interest in the design of their own material. According to the results it is possible to say that students are interested in the creation of material for lessons, except for class 4. Involving students in the design of material promotes their participation.

The following figure illustrates the results of the interests shown in every intervention "Do the students show interest in the class topic/task/activity?"

In order to analyse the results one of the answers stands out from the others, being chosen in four different classes. "Neutral" was selected on 4th, 6th, 7th and 8th classes.

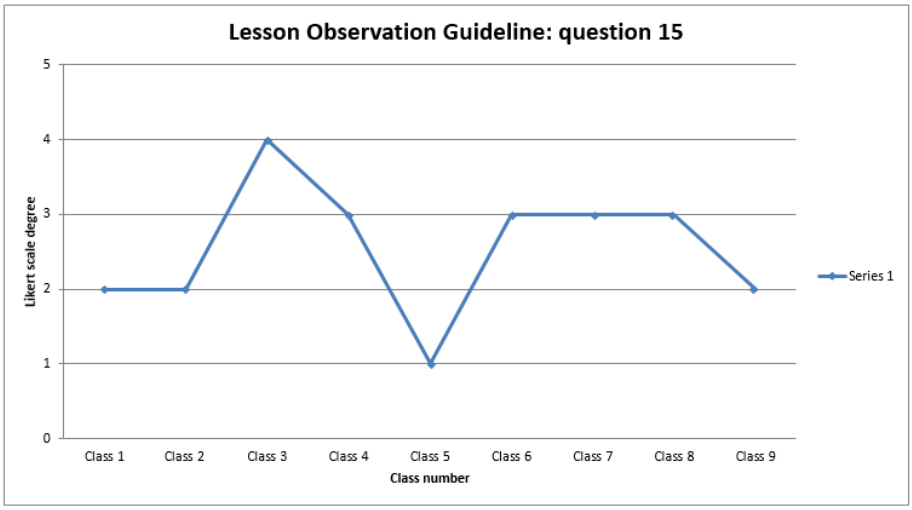

Figure 53. Do the students show interest in the class topic/task/activity?

As it can be observed in figure 53, subjects do not show the same interest for all the presenting tasks. Such as the case of class 3 only a few students bring the materials needed for the comic creation. On the other hand, the rest of lessons students show a positive attitude toward the activities, in some cases, maintaining a neutral position. It can be inferred that the tasks including oral production do not have the same attractiveness because are challenging in terms of exposure.

The succeeding graph evidences the results of the statement “are activities motivating for the students?”

The line graphic below indicates that “agree” is the most common response in terms of agreement, being selected in four classes. “Strongly agree” is the second preference with 3 sessions.

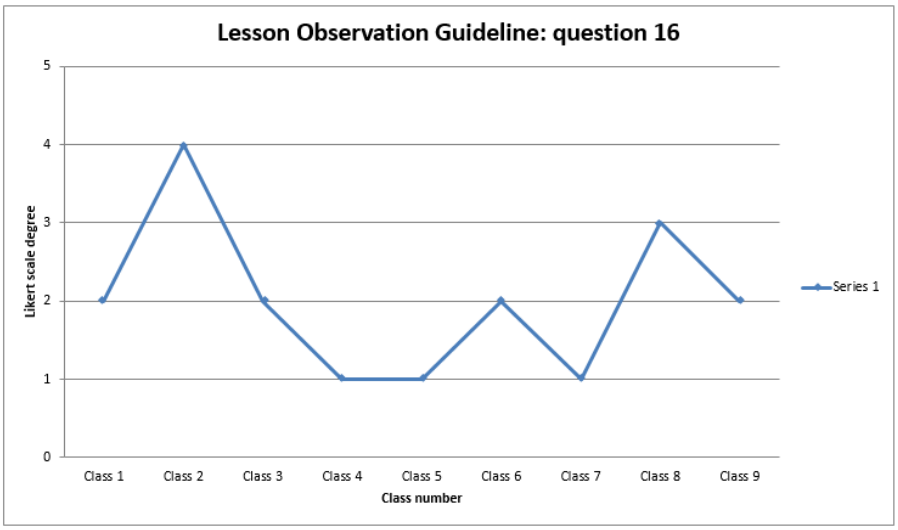

Figure 54. Are activities motivating for the students?

As it is shown in figure 54 students’ motivation toward activities most of the time was high. Except for class n°2 in which a test took place. About class n° 8 students that already had presented the oral presentation did not pay as much attention to their classmates’ presentations. In general terms, motivation towards activities are closely related with the high levels of participation achieved.

The following chart of question “do the students bring the materials?” is illustrated.

A relevant tendency it could be appreciated according to the results, the trend of the graphic is “neutral” with four answers.

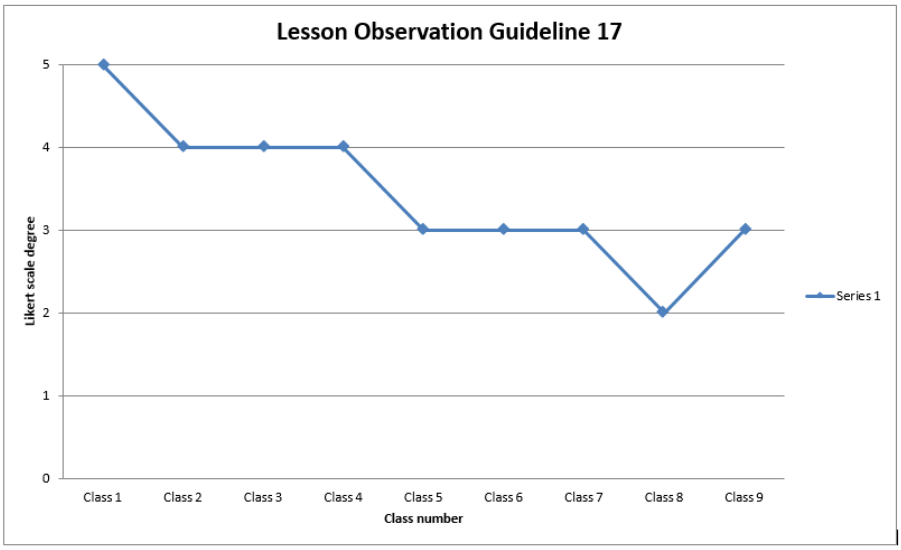

Figure 55. Do the students bring the materials?

The chart above illustrates the lessons in which students bring the materials needed for the activities. Unfortunately, most of the time, the sample were not committed with the requested materials, delaying the calendar of intervention. According to the results, it is possible to establish that the sense of accomplishment from the students was lower than the expected, despite the efforts made by the teacher to encourage them.

4.4 Group concentration Level

The next figure shows the level of concentration subjects in the first intervention carried out on October 21st.

The graph is divided in two axis, time and degree. The “time” axis indicates the time from 0 to 90 min. The “degree” axis illustrates the degree of attention by subjects from 0% to 100%. The highest percentage could be reached by subjects if all of them are paying attention and listening to the teacher.

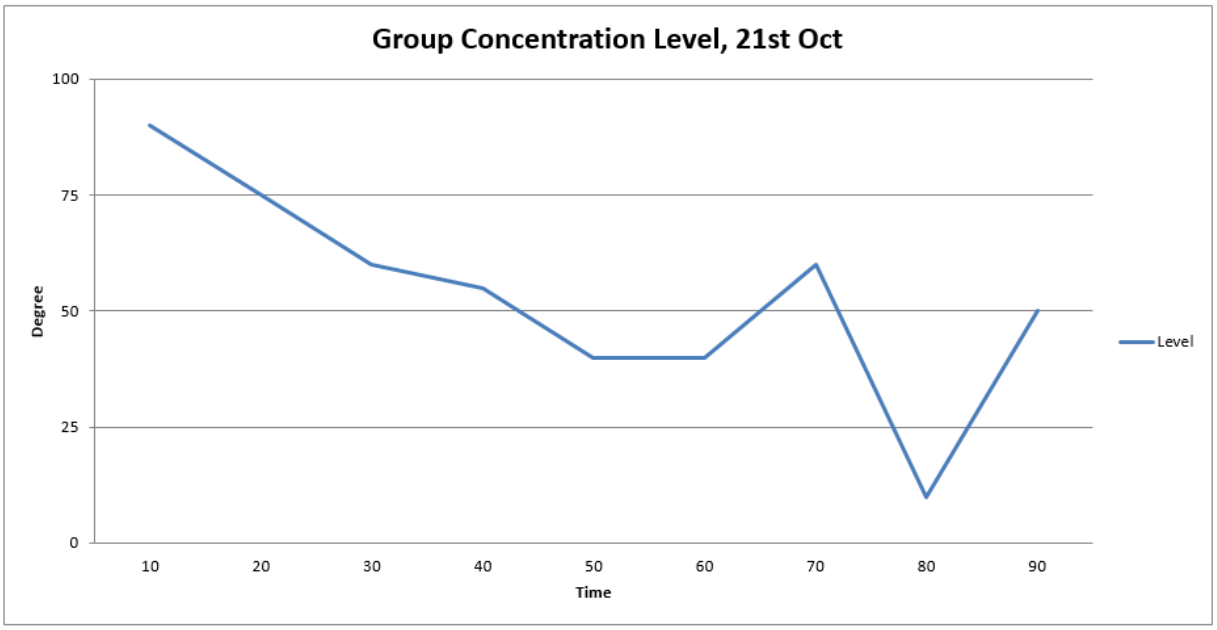

Figure 56. Group Concentration Level - First Intervention

Figure 56 represents the fluctuation of concentration levels of 10th graders within the classroom. This is the first of nine interventions. Every lesson was recorded by one of the researchers.

The class started with 100% of attention from the sample. This percentage was hold by the subjects’ curiosity and expectations. Curiosity kept subjects more quiet than usual, they return to the regular behaviour. As time went by, the researchers was forgotten and

attention level was decreasing until minute 50 were another teacher entered into the room. Another interruption took place in minute 60 that slightly increases the percentage over 50%.

An important decline of concentration was observed in minute 70 where levels reached less than 25%. Subjects were focused on the cinema day at the end of English lesson.

The next figure illustrates the group concentration level of the second intervention carried out on October 28th.

The graph is divided into two segments “time” (from 0 to 90 minutes) and “degree” (from 0% to 100% level of attention).

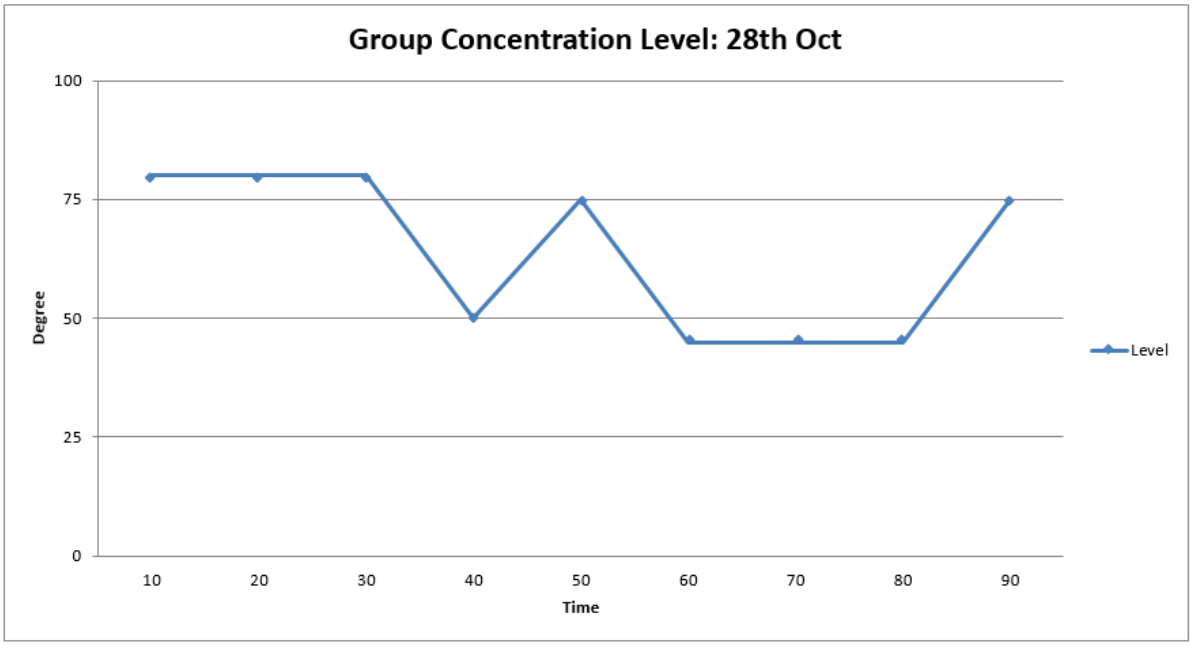

Figure 57. Group Concentration Level – Second Intervention

At the beginning of the lessons levels of subjects’ concentration kept over 75% along 30 minutes. There were no interruptions within this period of time. They worked continuously until minute 30, were levels of noise gradually rose. Indirectly percentage

of attention dropped at 50% in minute 40 due to extra time given in the activity. Subjects started to move around the room and using their digital devices.

Subjects' attention grew until 75% since minute 40 to 50 where new material and instructions were delivered. Subjects started their new task. However, after 10 minutes hubbub raised again producing a new reduction of percentage under 50% of concentration. There were two students late and again the time assigned for the activity was unnecessary wide. They had to make a short survey.

Concentration level maintained 40% approximately as of minute 60. Subjects were supposed to carry extra materials. In spite of subjects did not bring the requested resources, they worked in an alternative task which could not stepped up attentions' levels.

The following figure evidences the group concentration level of the intervention carried out on November 2nd.

The graph is separated in two section, time (minutes) and degree (percent).

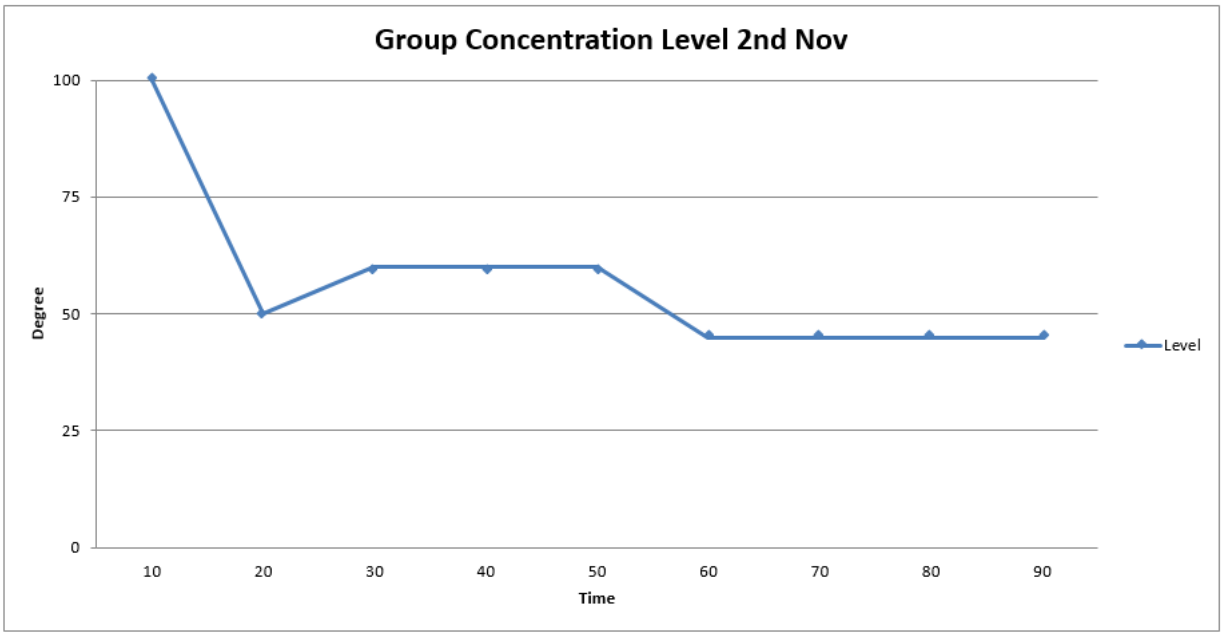

Figure 58. Group Concentration Level – Third Intervention

Figure 58 represents the third intervention which started with a different proposal. Attention reached 100% in minute 10 due to warm up which consisted of news of Zika virus. Consequently, they thought they were supposed to leave school earlier than usual because of Zika virus. This confused some subjects so the attention dropped until minute 20.

At minute 30 subjects realised that the message was just part of the activity and got angry because they could not left the school earlier. This affected concentration levels during the whole class. Even at minute 60 percentages slightly fell at 40% approximately until the end of the class.

In the subsequent figure the level of concentration of the 4th intervention carried out on November 4th is shown.

The graph is divided in two parts. On one hand, “time” indicates the time each 10 minutes. On the other hand, “degree” evidences the percent of attention.

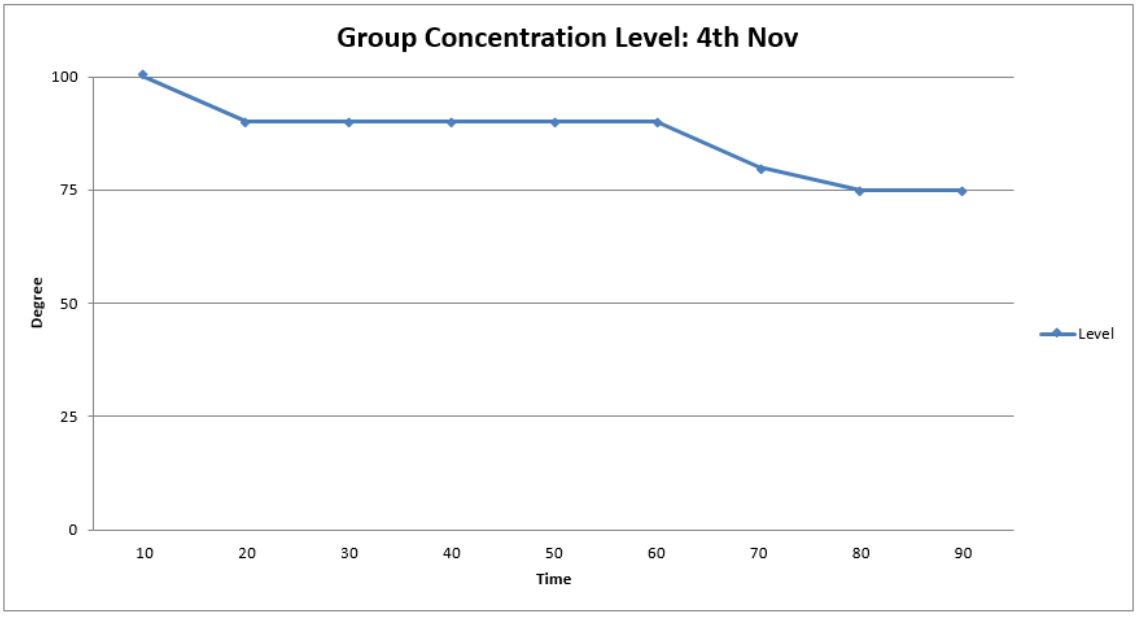

Figure 59. Group Concentration Level – Fourth Intervention

Concentration levels started from the highest percentage. Pictionary was the activity designed to start the class. As a different proposal the teacher reach 100% of attention and participation due to the drawing task. After 10 minutes concentration levels showed a slightly drop which represents the end of the warm up task.

Even though there was a small decrease, percentage remained between 100% and 75%. A listening activity was implemented during all this period of time. This is the reason why the level was maintained along 40 minutes. It is a crucial factor to mention that the sample was composed by only 8 subjects.

A continuous decline is shown in minute 60 produced for an interruption. Noise inside the classroom raised due to 7 talkative subjects arrived late. Instruction for the last activity was given. They had to fill a talent show application. As a consequence, attention levels went down until minute 80 and as a result of the mention before concentration percentage kept during 10 minutes with 75%.

In the subsequent figure, the levels of concentration of the intervention carried out on November 9th are measured.

The chart is composed by two axes: To know the “time” during lessons and “degree” to know the level of concentration during the intervention.

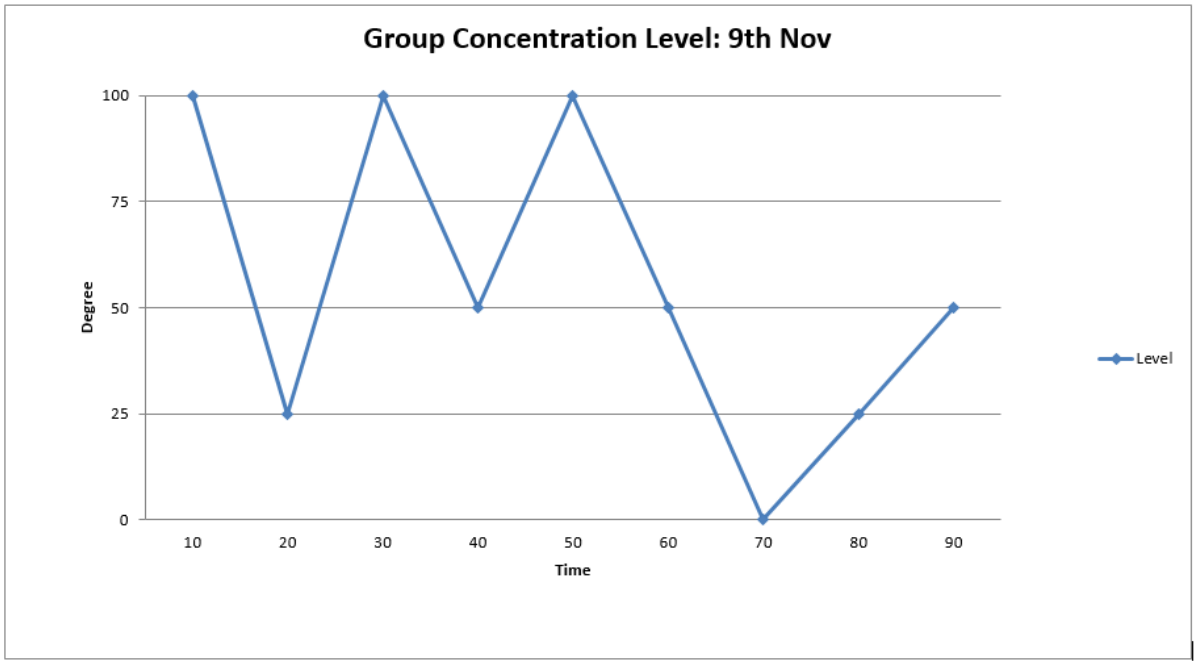

Figure 60.Group Concentration Level – Fifth Intervention

In this lesson the talent show was carried out. The first performance is shown by the teacher, who obtained students’ 100% attention. Students were focused on how the teacher of the classroom was an active part of the subjects’ tasks.

Attention dramatically fell into 25% at the minute 20 because of delay in choosing the next participant.

The second group reached a peak of attention with 100% in minute 30 with a musical performance. A second decline was produced by minute 40, where concentration's levels went until 50% which was produced again for a delay in choosing the third group.

The third rise in the percentages is reached by a dancing performance in the minute 50. However, an important fall was presented in the minute 70 where concentration levels went down until 0% due to fourth group presenting a poem.

The following figure illustrates the attention of the subjects on Nov 11th.

The graph shows two segments. Time indicates the time during lessons each 10 minutes, and degree evidence the degree of concentration from 0% to 100%.

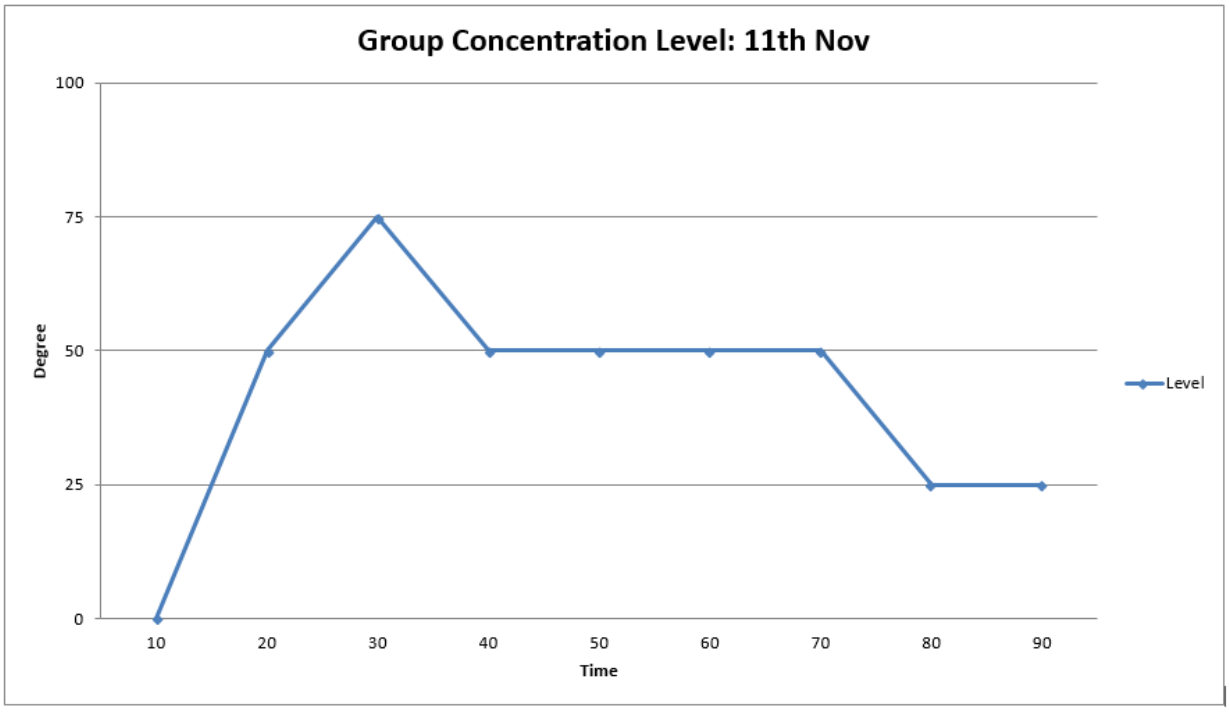

Figure 61.Group Concentration Level – Sixth Intervention

Levels of concentrations started from the lower point because of the difficulties with the data projector (inside the classroom there were not plugs).

Despite the problems related with technology and school's infrastructures, levels of concentration raised over 50%. As for minute 20 a strong rose was produced by a visual activity which consisted on watching some videos related to mass media: sport programme, publicity spots and news. Due to what was mentioned before, levels of concentration increased until 75% by minute 30.

The first decrease was produced because of the command related to the second activity which started with the exemplification of a famous movie to start creating a role play. This task maintained the concentration level in 50% during 30 minutes.

The next figure evidences the group concentration level of the seventh intervention carried out on November 16th.

The graph indicates two sections "time" and "degree".

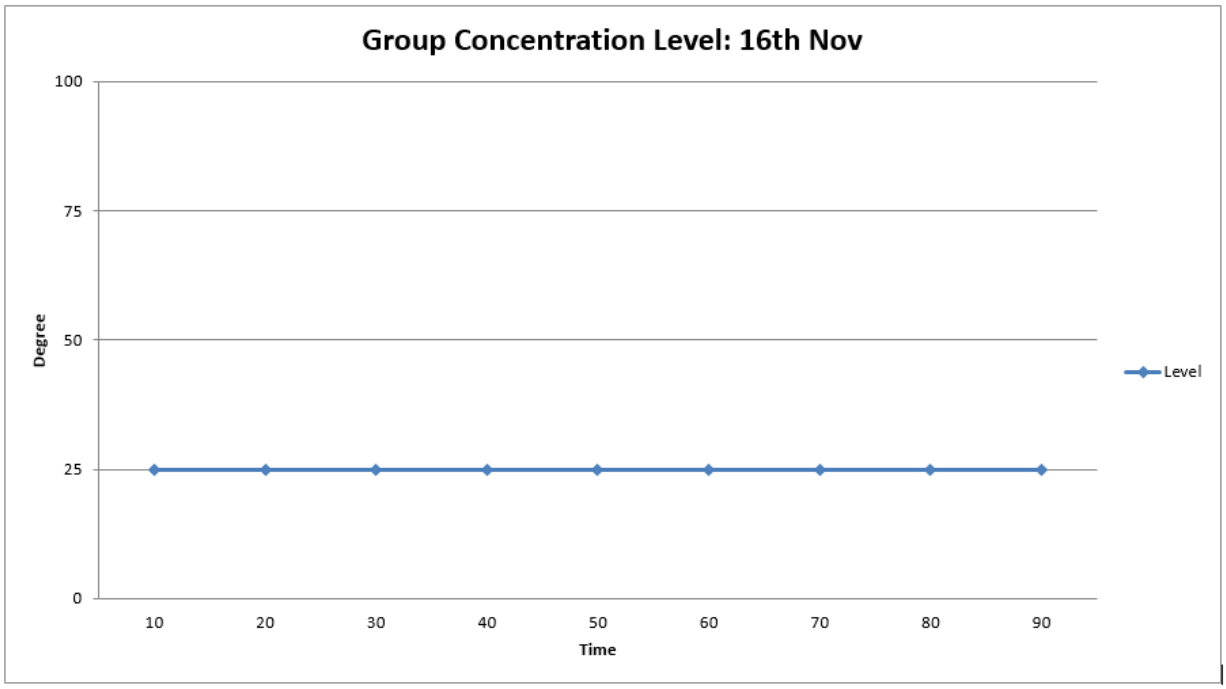

Figure 62. Group Concentration Level –Seventh Intervention

The chart above presented a low level of concentration, only 25%. The reasons were focused on the kind of activities proposed to subjects.

Write, listen and to create a scenography was what the teacher asked for that lesson. The teacher was giving feedback group by group while the rest of the class were supposed to correct their dialogues. However, subjects started to stand up, walk around the classroom and bother their classmates.

Secondly, some materials, resources and tools were required for this lesson and just two students brought the materials. For this reason, only two groups worked in the assigned task and the other part of the class were just talking.

The next figure shows the concentration levels during the lesson 8 of November 18th.

The graph is composed by two axis, “degree” (0% to 100%) and “time” (ever 10 minutes).

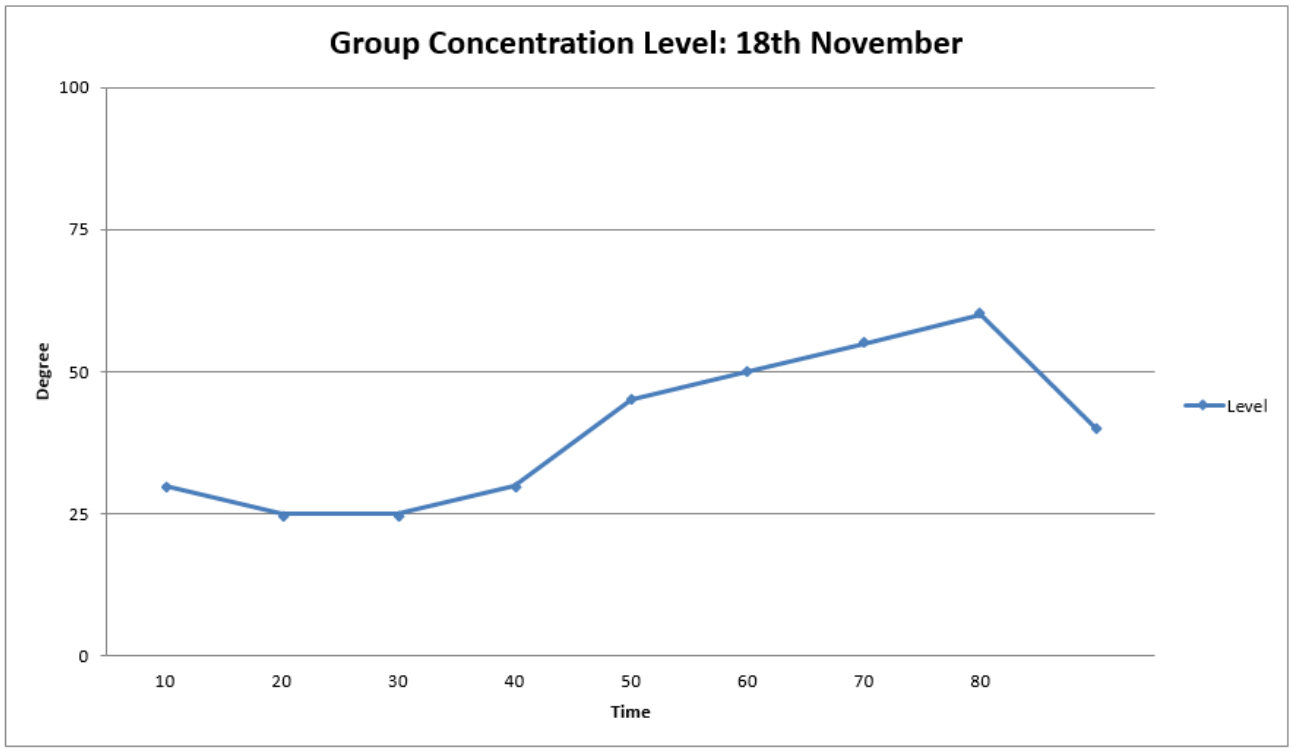

Figure 63. Group Concentration Level – Eighth Intervention

This lesson started later than usual due to an extraordinary teachers meeting. Subjects standing around the desks, groups playing cards, using digital devices and other ones preparing their performance, while the teacher gave feedback of the lasts presentations group by group. Levels of concentration kept in 25% approximately until minute 30. As for this minute the teacher said the last instructions and presentations began. This was the only activity assigned for this lesson.

Percentage improved little by little during the subjects’ presentation reaching a highest score of 65% approximately at the end of the lesson.

The following figure shows the concentration levels during the last lesson carried out on November 25th.

The graph is composed by two axis, “degree” (0% to 100%) and “time” (ever 10 minutes).

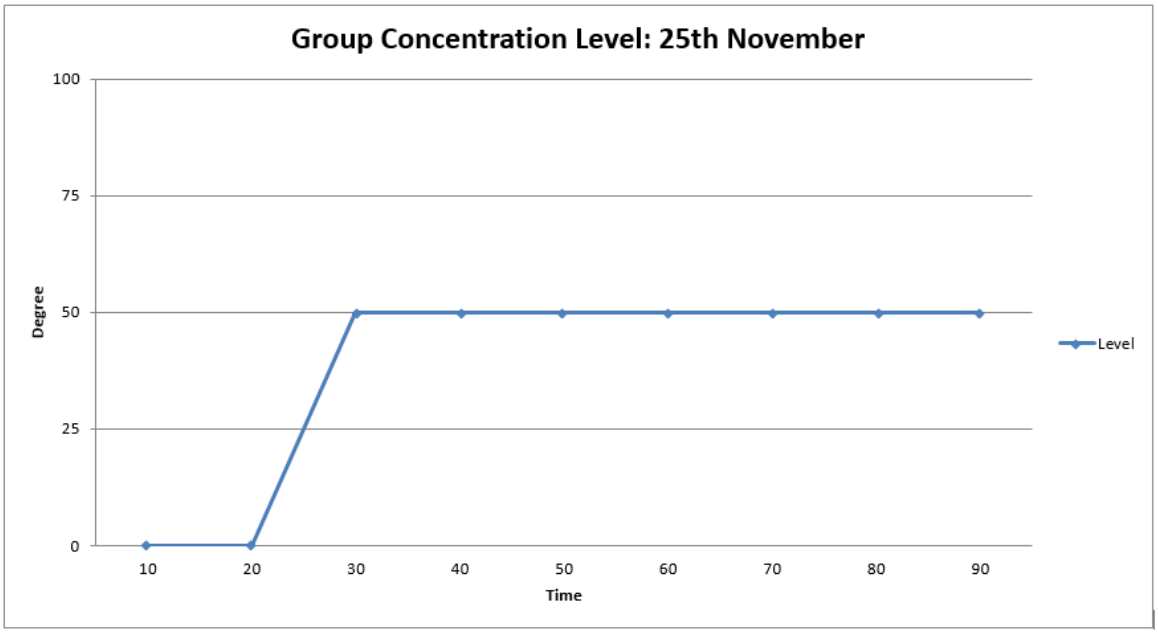

Figure 64. Group Concentration Level – Ninth Intervention

Figure 64 represents the last intervention at Licarayen School. An unexpected problem delayed the beginning of the class. Post-tests should have been printed at 8:30 but they were not. The first 30 minutes of the lesson kept concentration levels at their lowest point. Even this setback, teacher started giving feedback of final presentations group by group. The lesson started at 9:00 o’clock. While instruction and the test had been delivered, percentage of attention was expanding until 50%.

At minute 30 post-test started. Concentration levels kept along the class in 50% until it finished.

4.4.1 Group Concentration Level from intervention 1 to 9

The following figure shows the comparison of levels of concentration from lesson 1 to lesson 9.

The “y” axis shows de level of concentration that goes from 0% to 100%, the “x” axis indicates the time each 10 minutes.

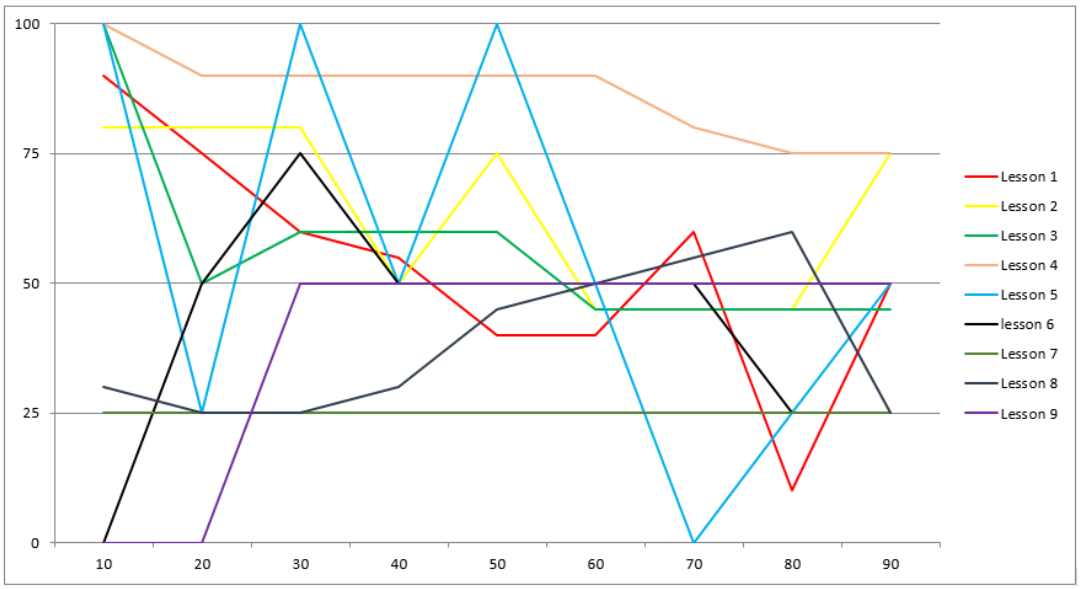

Figure 65. Contrast of the Ninth Interventions

According to the previous graphic which includes the concentration level of all lessons enables to identify the elements that improve or prejudice lessons. In addition, it is possible to infer that along the whole intervention it was not possible to stablish a concentration pattern during the intervention. Different factors such as interruptions, school´s activities or poor management of the tasks’ time obstruct an optimum rhythm along the classes. However, elements such as starting lessons by mixing drawing with vocabulary or showing subjects’ talents are attractive methods to engage subjects’ concentration.

4.4.2 Intervention concentration's average

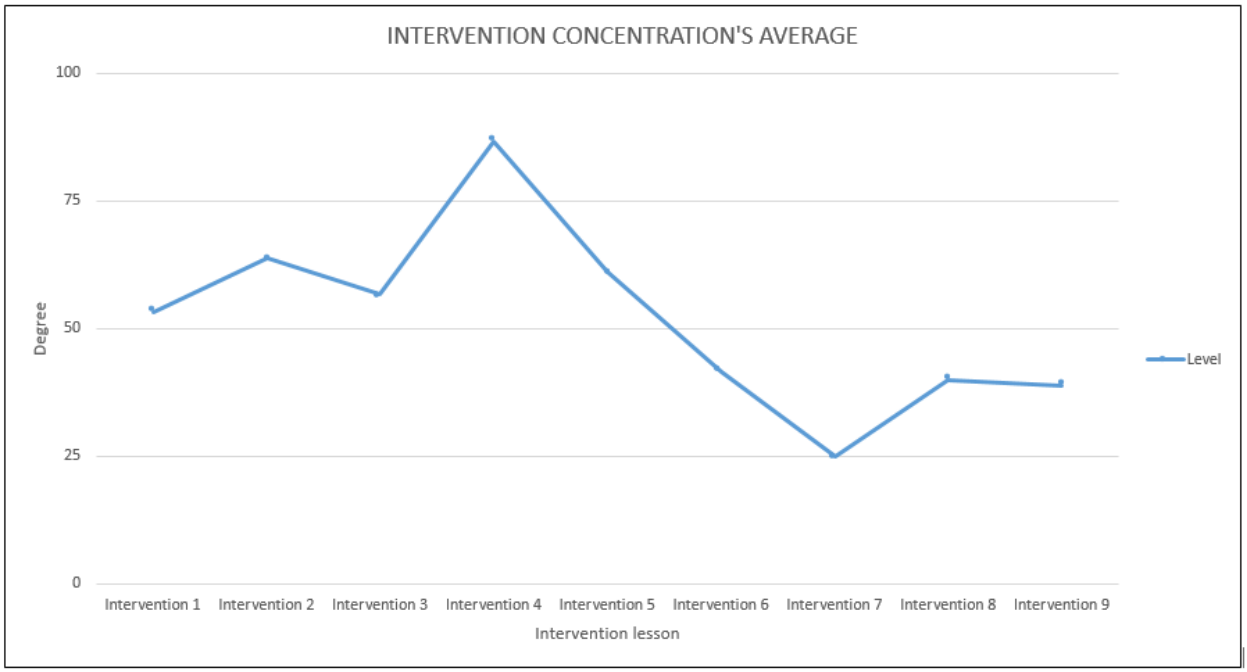

Figure A. Concentration's Average of the Nine Interventions

According to figure A, an average of concentration levels of the sample is shown and implicitly, the main factors that enhance or interfere with the English lessons.

Along the first three interventions, attention levels kept under 75%. Factors such as interruptions or school activities impeded high percentages of concentration. On the other hand, it is possible to observe a sharp rise over lesson 4 where sample's attention reached almost up to 100%. This is the only class which obtain a score over 75%. One of the most important reasons was a reduction on the sample due to a group of 7 students who were absent and, furthermore, more significant tasks that engaged subjects' concentration, and consequently, motivation.

From lesson 5 concentration's level slightly fell along three lessons. Difficulties with time assessment produced non-production times between activities and "little-breaks" to

subjects within the classroom. These little time-spaces between tasks generated noises louder and gave the chance for misbehaviour inside the room. Intervention 7 recorded the lowest attention percentage with 25%. This lesson represented a subjects' default on carrying the requested materials.

4.5 Participation Checklist

The aim of participation checklist is to be able to measure students' individual participation marking with a tick in their respective desk each time a student take part in the lesson.

The students maintain their sit, since the classmates who were going to work with were close.

The next graphic shows the sitting arrangement; there were 15 tables available in total, but 2 tables were not used. The class was divided in 3 columns; the letters indicate the tables that they were using.

Only one subject sits alone in table G, the subject does not participate since he was very shy. However, he worked with the classmates sitting behind.

Most of the subjects prefer to sit next to the wall, only 4 subjects in the middle and the rest close to the door.

Seating Arrangement, year 10th, Licarayen School.

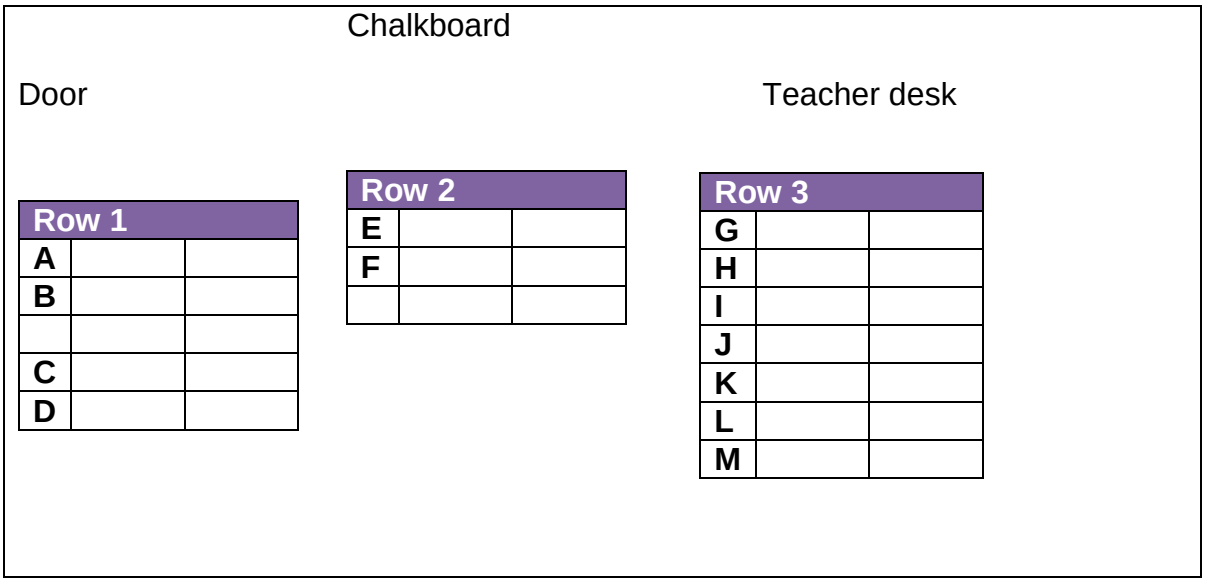

Figure 1. Participation Checklist

The next table shows the participation of the first intervention carried out on October 21st. It can be observed that there is more participation in row 3, then row 1 and row 2 has less participation. Students participated 26 times.

Row 1		
A	1	
B		1
C	1	
D	1	

Row 2		
E	2	
F		

Row 3		
G		
H	5	
I	2	1
J	2	1
K	3	1
L	3	2
M		

Figure 2. Participation Checklist.

From the chart we can assumed that they started to participate more because it was the first lesson they had with a different strategy and they were being recorded.

Furthermore, it can be assumed that row 3 participated the most because there are more subjects in that column.

The following chart indicates the number of participation of the second intervention carried out on October 28th. Row 3 has more participation with 9, then row 1 and row 2 have 7 times participating each. The total of the lesson is 23.

Row 1		
A	1	2
B		
C	1	1
D	2	

Row 2		
E	2	2
F	1	2

Row 3		
G		
H	1	1
I	1	2
J		
K	1	2
L	1	
M		

Figure 3. Participation Checklist.

It can be assumed that subjects participated less since they did the pre-test and pre-survey during the first part of the lesson. Moreover, the second part of the lesson consisted in drawing a word, so subjects only took part in lesson by asking questions related to the activity

The next figure illustrates the participation of the intervention 3 on the 2nd November. The total of participations is 25. Row 3 participated more times than row 1 and row 2.

Row 1		
A	2	
B	2	1
C	1	
D		

Row 2		
E	2	2
F	4	1

Row 3		
G		
H	1	1
I	1	2
J		1
K	2	2
L		
M		

Figure 4. Participation Checklist.

Intervention 3 was a lesson conditioned by the warm up activity. Consequently, most of the questions of subjects were related to it. Afterwards, they draw a comic, so the participation was not high.

In the succeeding figure the participation of the intervention 4 is shown, this was carried out on 4th November. The subjects participated 25 times; row 3 participated 11 times, then row 2 with 8 times and row 1 with 5.

Row 1		
A	1	
B		2
C	2	
D		

Row 2		
E	2	3
F	1	2

Row 3		
G		
H	3	2
I		
J	1	2
K	2	1
L		
M		

Figure 5. Participation Checklist.

Most of the participation happened at the beginning of the lesson because of the warm up activity, and then they asked questions related to the postulation for the talent show. We could observe that participation was high since that day the attendance was 16 students and 8 of them 5 arrived late to the lesson.

In the subsequent table, the participation of the intervention carried out on 9th Nov is shown. The subjects participated 27 times in total, row 3 participated the most, whereas row 1 participated the least

Row 1		
A		
B		
C	2	1
D	1	

Row 2		
E	1	3
F	2	2

Row 3		
G		
H	3	2
I	1	2
J	2	2
K	1	1
L	1	
M		

Figure 6. Participation Checklist.

The talent show lesson had high levels of participation since the students needed to know vocabulary to introduce their talent. However, at the end of the lesson they participated more because of the last activity that consisted in filling a dialogue in the whiteboard.

The next figure shows the results of the participation checklist carried out on 11th November. The subjects participated 27 times, row 3 participated the most.

Row 1		
A	1	1
B		
C	2	3
D		

Row 2		
E	2	1
F	1	2

Row 3		
G		
H	3	2
I	1	1
J	2	3
K		1
L		1
M		

Figure 7. Participation checklist

It can be deduced that the high percentage of participation of the lesson was due to the creation of the dialogue. Students constantly asked questions to the teacher about grammar or vocabulary necessary to write their dialogues.

The succeeding chart evidences the participation of year 10th in the lesson on November 16th. Subjects participated 14 times, the row 3 participated more. The lower participation in this lesson is because the teacher only gave them feedback of the dialogue while they were creating their materials for the scenography.

Row 1		
A		1
B		
C	1	
D		

Row 2		
E	2	
F	1	2

Row 3		
G		
H	1	2
I	2	
J	1	1
K		
L		
M		

Figure 8. Participation Checklist.

It could be observed that the low participation was due to the feedback group by group. Subjects only asked questions related to what they did not understand, pronunciation and vocabulary.

In the subsequent table the participation of the lesson carried out on November 18th is indicated. They participated 28 times and desk F in row 2 was the subject that participated the most.

Row 1		
A	1	1
B		
C	2	3
D		

Row 2		
E	3	1
F	4	1

Row 3		
G		
H		
I	1	2
J	2	2
K		2
L		2
M	1	

Figure 9. Participation Checklist.

It could be observed that subjects participated the most the first part of the lesson when they had to ask the last questions to the teacher. Most of the queries were related to pronunciation words of the dialogue.

In the last lesson (November 25th) the teacher called the groups to her desk, then they did the post-test, there were no participation that day.

4.5.1 Participation Through the intervention

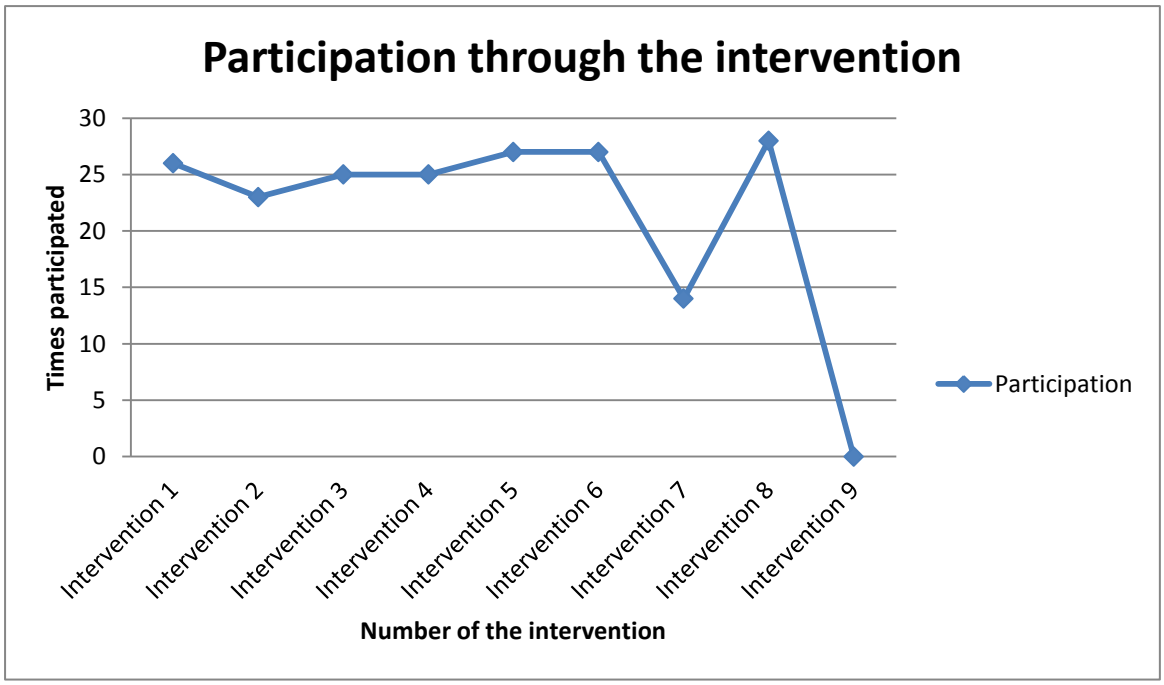

Figure B. Participation Checklist.

In the first intervention the subjects participated 26 times, and then participation decreased to 23.

In the 3rd intervention it raised again to 25. Participation was maintained in the intervention number 4. However, it rose again in intervention 5. It remained until intervention 6.

Participation reached the peak in intervention number 8 but it dropped in intervention 9.

It can be deduced that participation increase little by little during interventions. Although is not a high percentage, it is significant considering that there were only 9 interventions and subjects were not use to work like that.

4.6 Quantitative Interpretation

Summarizing all the information given, measurable data of pre and post-test, concentration and participation's level will be interpreted.

Concentration and participation are similar but there are some subtle details which differ between them.

Concentration varies during the whole intervention depending of many factors such as, type of activity, interruptions and students' behaviour. At the first intervention subjects' concentration maintain higher levels due to the topic and strategy introduced were new and attractive for them. It can be seen that concentration percentage started to decline because of the interruptions. Nevertheless, most of the time, the range was 50%. Subsequently, 50% of concentration was according with levels of participation in which the number of students' participation was 25, that, dramatically increase when the subject worked in the creation of their own material. Collaborative work played a fundamental role in terms of participation. Students tend to help each other in order to accomplish the task.

Lessons in which the aim was the design of materials by working in groups reached the higher levels of participation. As it was observed during lesson 3, 4 and 5, thus, influencing positively their motivation to do the task. However, as concentration was closely related with participation, interruptions were the main element to decline these factors, producing distraction and consequently low participation hinder the teacher´s task to recover students´ attention.

To sum up, a correlation between concentration and participation been the previous factors exposed their overarching elements.

The following interpretation corresponds to pre and post test results.

The average of the pre- test results obtained by the class corresponds to 5,6. Conversely, the average for the post-tests results corresponds to 5,5. Although is true that the subjects scored best in the pre-test, there were subjects who failed the evaluation, achieving scores below 60%. On the other hand, in the results obtained in the post-test none of the subjects failed the test, reaching scores over 70%. We believe that these findings are related, in the case of pre-test students are already familiarized with mass media vocabulary because of the American culture in which we are immersed. On the contrary, students' results of post-test are related to the balance made by the teacher toward 10th graders. The personalized education, the work made group by group and the activities related with their talents and interests developed a higher motivation and willingness to participate and learn from the students, in consequence, no one failed the post-test.

4.7 Qualitative Interpretations

4.7.1 Motivation

After nine interventions we were able to realised that there was a changed in terms of motivation.

Activities were created according to students´ interests and abilities. For instance, their talents were taken into account to motivate them to participate and to make them realise that their talents were valued in order to create a friendly environment that enables meaningful learning.

Actions to generate intrinsic motivations were:

-Using their own abilities (talents) in activities

-Positive reinforcement

-To encourage students to include their interests in activities.

On the other hand, extrinsic motivation was also present in interventions. Teacher's proximity was a positive factor that influenced the student's attitude toward the subject.

Actions to generate extrinsic motivations were:

- Didactic methodology (games, role play, talent show).
- Giving sweets to students who participated.
- Rewards in talent show.
- Bottle caps used as coins in talent show, students collected bottle cups in a hat from classmates that liked their talents.

4.7.2 Classroom management

During the intervention some strategies related to classroom management were used by the teacher. Thus, it was a difficult context to work with, unexpected situations were handled inside the class since the subjects were unpredictable. Nevertheless, proximity was a method to approach to students to get to know them and their interests. This was also determined by students' personality, and teacher aproppiacy about how close to get to them.

Additionally, the seating arrangement was thought depending on their affinity, students needed to work with the classmates they wanted to work with. Therefore, the teacher moved around the class controlling groups and working as a facilitator, this enabled the teacher to be aware of everything that was happening during lessons. Moreover, it helped the teacher to measure students' process while they were working

4.7.3 Learner centred approach

To enhance critical thinking, learner centred approach strategy was part of interventions. Most of activities implemented were thought according to this approach. The teacher was always acting as a facilitator promoting their active participation while they were building their materials.

4.7.4 Cooperative and collaborative learning

Lesson plan was formulated to enhance cooperative learning; all activities of interventions were in groups. It was observed that students helped each other contributing by maximizing their own and each other's learning. Furthermore, it was

evidenced that motivation and participation increased due to these strategies implemented.

4.7.5 Material Design

Due to the lack of resources, building their own class material enabled the teacher to enhance motivation and participation. The teacher contextualized students' interest and abilities in order to build their own tailored material adequate to their context and available resources. Moreover, recycled material was chosen as the reachable material to the deprived students' context. Nevertheless, it was not seen as a factor that promoted participation.

Mass media is a useful tool that connects students with nowadays events. Materials design have to be manageable according to current events and interesting for students in order to promote them to participate in activities. Activities were produced thinking about the events that were going on during interventions, for example, Facebook framework, Zika virus, movies, series and even reality shows. Students' reactions toward these activities were positive and catch their attention immediately.

The teacher competence is essential to create materials for students. Creativity was a positive factor for the design of materials. However, the lack of experience (by the teacher and researchers) in the creation of material was evidenced in students´ reception. Subjects' reaction toward the activities with recycled material was not expected. Furthermore, some material could have been better if both parts have had more experience.

Finally, all the material designed were tried to be attractive and friendly for students. Layouts of the instruments were cleared and visually pleasant.

4.7.6 Pre-survey and Post-survey

The first item of the pre-survey provides information about the facilities of the school. The results showed that most of the students realised that the lack of resources of the establishment that affects directly in the teaching-learning process. It is observed that school counts with basic needs; however, these are not enough in number and quality to complement the learning process of students.

The second item of the pre-survey deals with opinions of students about English. It was observed that in general terms, they like English and they have had contact with the target language. Moreover, they consider English as a useful tool. Nevertheless, their answers do not represent their attitude toward the subject.

The item I of the post-survey illustrates participation during the unit. Most of students indicated that they had a positive participation somehow; in every activity more of the half of the class stated that they did participate. However, their answers are not coherent with their performance. For instance, question 3 states “I made the comic”, 2 students delivered the task on time and 6 students delivered it after the lesson, but 12 subjects indicated had delivered it. It can be assumed that they were not honest answering the survey.

The item II evidenced their self-evaluation in three categories: performance, participation and motivation. The trend of grades indicated was 5.2. Nevertheless, most of the

activities related to the creation of materials failed because students were not committed with taking the corresponding material to the lesson.

4.7.7 Lesson observation guideline.

It is evident that concentration during lessons was affected by external factors such as interruptions, other teachers entering to the class, students' delays, casual clothes day (people collecting the fee), students paying attention to their mobile phones and etcetera. These factors affected their concentration during all lessons. The neglecting administration of the establishment did not act against the problem knowing that these factors rebound on students' learning process.

Although a positive teacher-students relation was seen during the interventions, students talked and did not make visual contact with the teacher. It can be assumed that they are a talkative group. Nevertheless, there are many different types of learners inside the class, the fact that they were not looking at the teacher directly did not mean they were not listening.

Conversely, it could be observed that participation increased during interventions. Despite the results, it was evidenced a changed in terms of participation, motivation and performance. Students that had a low participation started to take part on lessons and be an active contribution doing activities. Finally, there were limitations such as low level of English that frustrated them to accomplish the tasks. However, motivation increased meaningfully when activities were interesting for them.

Chapter VI: CONCLUSIONS

During the intervention process, we evidenced many changes regarding to motivation and participation. Other features that influenced the results were seen, these were taking into account in order to have a general view and comprehension of the context in which the subjects were involved.

In particular, facilities played a negative aspect in the research hence the lack of resources that were essential to catch students' attention easily. It has been proved that ICTs are a good strategy to enhance participation. Not having the necessary infrastructure to propitiate the teaching-learning process caused demotivation to learn the language.

Another feature to consider is the context that the subjects were involved inside and outside the class. Most of them did not have the necessary input to learn the target language. For this reason we could deduce that English is seen as a non-significant subject to study and also irrelevant for their lives.

Furthermore, we could established that to know subjects' characteristics such as age, interests, abilities and type of learner are the most important factors to adequate and adapt the lesson plan in order create a proper environment where students can unwind in the community. Consequently, the teacher can act as facilitator that increases motivation and participation.

Regarding to our General Objective "to improve 10^{th} graders' motivation and participation through the creation of their own class materials in English lessons" was accomplished, motivation and participation improved through the creation of their own

material. The instruments that measured participation and motivation were a pre-survey, post-survey, pre-test, post-test, lesson observation guideline and participation checklist.

According to Specific Objectives, “to design materials encouraged learners participation” was achieved, this was measured by the researchers’ observation and lesson observation guideline. Furthermore, to promote activities related with students’ interests in order to improve students’ participation was reached, this was observed in lesson plan, lesson observation guideline, participation checklist and group concentration level.

Another specific objective was “to use recycled resources in the creation of materials along with participants to enhance motivation”, we can reach the conclusion that it was not achieved since not everyone went to school with the necessary supply to build their own material; this was measured by lesson observation guideline.

It was proved that the hypothesis was achieved, “motivation and participation of 10^{th} graders in English lesson enhance through the creation of the own material”, this was observed by the researchers, lesson observation guideline, participation checklist and group concentration level.

In conclusion, we agree that school needs to provide basic facilities such as plugs, curtains, proper classrooms, computer labs and a complementary library. Moreover, technology resources are a good method to catch students’ attention, the materials need to be accordant with the digital era in which students are involved. Students demotivate when school does not provide these facilities because the main interests for students are related to technology.

Nevertheless, if the school does not count with the facilities mentioned before, other methodologies can be implemented. For instance, the creation of materials that we proved was a positive factor that enhances motivation and participation catching students' attention.

To sum up, teachers need to search for other options when the resources are limited. Firstly, knowing their students' characteristics involving all the factors that can facilitate the teaching learning process in order to adapt the lesson planning to transform English in a useful and meaningful tool for their lives.

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ore+targeted&source=bl&ots=CsRavyvFpe&sig=beTaxK8m1j6cbJYyY-2h3efJPJU&hl=es-419&sa=X&redir_esc=y#v=onepage&q&f=false

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APPENDIX

Appendix I LESSON PLANNING ESA-PPP (2015)

Friday 21st of October

Main Objective: Students will be able to recognize Mass Media Vocabulary and expressions of acknowledgment, surprise and interest.			
Subsidiary aims:			
Key Activities: Recognition of Mass Media Vocabulary			
Contents:			
Skills/procedures: speaking	Lexis Speaking, news, sport, politics, communicate, message, text, laptop, radio, cell phone, technology.	Grammar Present Simple	Function Talking about Mass Media in our life
Assumptions: The positive use of Mass Media			

Stages	Interaction	Materials-Timing	Evaluation
Engage/ Warm-up	Teacher will show 3 devices, a radio, a notebook and a cell phone. She will ask why is the use of those devices in order to create a brainstorming She will ask students what they think we are going to talk.	5 minutes10 minutes	
Study / Presentation	The teacher will name the real use of those devices at the beginning of its creation. Giving year of creation and authors.	10 minutes	
Practice	-The Teacher will distribute a hand out with the Unit Vocabulary -The teacher will read the whole hand out and students will repeat word by word. -In groups, students will cut some flash cards containing a word and an image. They will join the image with the corresponding word of Mass Media.	25 minutes Unit vocabulary	
Activate/ Production	a) Students will pick up a paper from a hat that contains a word from mass media, they will have to give an example or define the word. b) Students will get in groups will write and discuss positive aspect of mass media and will share it with the group.	45 minutes notebooks dictionaries pencils	
Close up/ Wrap-up	**Facebook Frame** Students will go to the front of the class, will pick up the facebook frame and will create a sentence to a class mate as if they were writing on the classmate wall on facebook.	10 minutes Facebook framework	Student's grammar and student´s pronunciation

Friday 28th of October

Main Objective: Students will be able to create and design their own material to improve vocabulary related to the Unit			
Subsidiary aims:			
Key Activities: Creation of Visual Aids of Mass Media Unit			
Contents:			
Skills/procedures:	Lexis Facebook, whatsapp, twitter, message, daily life	Grammar Present simple Positive sentences	Function To use Visual Aids as a strategy to learn faster Mass Media Unit.
Assumptions:			

Stages	Interaction	Materials-Timing	Evaluation
Engage/ Warm-up	The teacher will paste at the board 3 images of mass media (facebook, whatsapp and twitter) in order to ask them the positive things that help us in our life.	5 minutes markers	Students vocabulary
Study / Presentation	The teacher will ask a random students how the use those 3 words in their life.	10 minutes	Check pronunciation
Practice	-Students will do a Pre-Test of Mass Media in order to evaluate their previous knowledge. The answer of the test will be checked orally all together. -Students will do a Questionnaire related to the aspects of the school that influence in its learning	35 minutes Dictionaries Pens Pre-test Questionnaire	Student's previous knowledge
Activate/ Production	Students will create their own material of a word from the Unit in order to paste it in the English Wall that will work as visual aids. The teacher will ask the classmate to guess the image. If they do is because the image is correct for the class if is to difficult to guess the students will have to draw another image.	25 minutes Sheets pens	Show the image to the class in order to see if is correct to the English wall.
Close up/ Wrap-up	The teacher will ask the students to create a sentence with the words at the wall and translate it	5 minutes	Check students grammar and pronunciation

Wednesday 2d of November

Main Objective: Students will be able to create a comic of zica illness spreading the news with a mass media			
Subsidiary aims:			
Key Activities: spread to the country a communication of zica illnes			
Contents:			
Skills/procedures: Listening and writing	Lexis Take a picture, message, upload to facebook, whatsapp, youtube, twitter, instagram, comic, news.	Grammar Question form. Are you?, would you?, do I?.	Function How news (like zica) can spread faster with the help of a Mass Media.
Assumptions: the help of Mass Media current days			
Stages	Interaction	Materials-Timing	Evaluation
Engage/ Warm-up	Students will write a communication. The communication is about a student from 2°A that has Zica illness and the classmate could get infect so they have to go early.	5 minutes notebooks	
Study / Presentation	The teacher will ask students how they can spread that news to the country quickly in order to create a brainstorming.	10 minutes markers	Student's participation and student´s pronunciation
Practice	There is no practice		
Activate/ Production	Create a comic spreading the news from zica case found in the course.	60 minutes Dictionaries	Supervising grammar and vocabulary
Close up/ Wrap-up	Pick up some students to read loud their comic, in front of the class.	10 minutes	

Friday 4th of November

Main Objective: Students will be able to describe its talent			
Subsidiary aims:			
Key Activities: Describing a talent			
Contents:			
Skills/procedures: Listening	Lexis Movie, reality show, serie, sport programme, commercial. Date, address, family constituents, district, talent, sex.	Grammar Present Simple	Function Describe a positive skill of their life also mention their personal information.

Assumptions:			
Stages	Interaction	Materials-Timing	Evaluation
Engage/ Warm-up	**Pictionary men v/s women:** The teacher will give 5 minutes to have a look to the Unit Vocabulary. -One students will pick up a paper from a box containing a mass media word, he/she will have to draw it into the board without telling their classmate. Number and words are forbidden. -The other students will have to guess the mass media word in English The winner team will get a reward.	Marks A box Papers with mass media unit 15 minutes (5 minutes of reading)	Monitoring time and students no to cheating
Study / Presentation	**Listen to an Audio** -Students will listen to an audio containing introductions such as movies, soap opera, reality shows, serie etc. (There will be eight categories) -The teacher will draw a square containing the categories in orter the students write it on their notebooks. -They will have to mark with an X the category they hear. They will listen to it 2 times. -After that, students will go to the front to mark the alternatives in the board -they will listen to the audio 2 times.	35 minutes A radio A cell phone	Pick students to check the answer on the board and correct them all together.
Activate/ Production	**Talent Show Postulation** The teacher will deliver a hand out with some questions related to a postulation to a Talent Show. -Teacher will read the instructions and questions laud. -Students will fill the hand out and will return to the teacher. Next class students will have to present its talent.	35 minutes	Asking group by group if they understood the instructions. Answering doubts about vocabulary.
Close up/ Wrap-up		5 minutes	

Wednesday 9th of November

Main Objective: Students will be able to present its talent show to an audience			
Subsidiary aims:			
Key Activities: Present the personal information and a talent.			
Contents:			
Skills/procedures: Speaking	Lexis My name is… I am _____ year old. My talent is… Introduce myself	Grammar Present simple	Function Describe a talent or skill in front of an audience saying personal information.
Assumptions:			

Stages	Interaction	Materials-Timing	Evaluation
Engage/ Warm-up	Students will receive 5 bottle caps. The instructions are: -After the presentation of the talent, the students will collect the bottle cups in a black hat. - The audience will give as many as bottle cup they want, to the talent they loved the most. -The students with more bottle cups will receive a reward.	5 minutes Bottle cups A hat	Check if students understood the instructions Check if students brought the material
Study / Presentation	The teacher will be the first into present her talent to the audience. "*The spider and the wheel with just one hand"*	5 minutes	
Practice	Students will present their talent	35 minutes	
Activate/ Production	The teacher will write a short dialogue in the whiteboard. –Students will write it on their notebooks -Students will go to the front of the board to underline words from the unit	30 minutes	Check if students recognize the vocabulary
Close up/ Wrap-up	Read the dialogue all together	5 minutes	Student´s pronunciation

Friday 11th of November

Main Objective: Students will be able to create a dialogue of a Mass Media using the corresponding vocabulary			
Subsidiary aims:			
Key Activities: listening and writing			
Contents:			
Skills/procedures: Writing	Lexis News, Movie, Commercial, interview.	Grammar Present simple	Function To create a dialogue conversation of a Mass Media using words related to the Unit.

Assumptions: The use of a conversation related to a Mass Media			
Stages	Interaction	Materials-Timing	Evaluation
Engage/ Warm-up	The teacher will show in the whiteboard a show video of an Interview in a Sport Programme (Cristiano Ronaldo), a Commercial (Cerveza escudo) and a Newscast as examples to the dialogue.	5 minutes Data show Markers	If they get some words from the unit. If they understood the videos
Study / Presentation	The teacher will ask the students to guess a sentence of a Movie *" wind wardio leviousa"* **Rol play** -The teacher will ask some student to be a character of the movie such as Ron, Hermione, Professor Flitch and Draco. -The teacher will deliver a feather to each one in order to play the scene of the movie -The dialogue will be shown in the whiteboard and students will have to read it. -The teacher will read it once in order to practice pronunciation and the corresponding order.	10 minutes Data show feathers	Students pronunciation
Practice	Teacher will ask to get in groups from 2 to 5. The Instruction will be written in the whiteboard and a square with some words inside to be use in the dialogue will be written too.	5 minutes	Teacher will help students with some ideas about some programme or interview.
Activate/ Production	Students will decide what type of programme they are going to play. Students will write the dialogue with 4 expressions (of greeting), 4 line each students and 4 word from the vocabulary list.	65 minutes	The teacher will supervise group by group their dialogue and will help with vocabulary
Close up/ Wrap-up	The teacher will give the last chance to send the dialogue to her mail to deliver the feedback to the proper time.	5 minutes	

Wednesday 16th of November

Main Objective: Students will be able to create a scenography with recycled material			
Subsidiary aims:			
Key Activities: Material design.			
Contents:			
Skills/procedures: Writing.	Lexis Cut, paste, draw, scissors, eraser, and stick.	Grammar The organization of Questions. Present simple	Function The developing of skill related the creation of imaginative scenography using recycled material.
Assumptions: The use of recycled material			

Stages	Interaction	Materials-Timing	Evaluation
Engage/ Warm-up	Teacher greets.	5 minutes	
Study / Presentation	Teacher will give feedback and corrections from the dialogue group by group. Students will work in groups in the last corrections of the dialogue. At the same time the teacher will deliver 3 rubrics group by group in order to tell the students how they are going to be evaluated	20 minutes (4 minutes by group)	Feedback
Practice	There is no practice.		
Activate/ Production	Students will work in the creation of the scenography with recycled material.	60 minutes	The teacher supervises group by group if they are working.
Close up/ Wrap-up	The teacher will remember students to bring the scenography and to memorize the dialogue.	5 minutes	Check if understood the instructions

Friday 18th of November

Main Objective: Students will be able to present their dialogue in front of an audience.			
Subsidiary aims:			
Key Activities: Presentation of the creation of a dialogue using word from the Unit.			
Contents:			
Skills/procedures: Speaking	Lexis According to their dialogues 4 expressions 4 word from mass media unit	Grammar Present simple	Function Presenting a dialogue of a mass media created for themselves with entertaining ideas. Students will also listen to the dialogue and will deduce what they have said.
Assumptions: the use of recycled materials into a presentation and its corresponding dialogue.			

Stages	Interaction	Materials-Timing	Evaluation
Engage/ Warm-up	There is no warm up. The teacher greets	5 minutes	
Study / Presentation	Teacher will give 10 minutes to: a) Answering doubts about pronunciation b) Answering doubts about the dialogue c) Change their clothe d) Fix their scenography	10 minutes	Answering doubts
Practice	There is no practice. Before to start, students will have to present by a random number in the list. The teacher will remember the students to behave, to be in silence and to respect their classmate.	5 minutes	
Activate/ Production	The teacher will ask the group if they are ready, if they are, the teacher will count "3, 2, 1, action" Students presentation 6 groups	70 minutes Students' scenography.	The teacher will fill the rubric She also will supervise if the audience is behaving.
Close up/ Wrap-up	The teacher will congratulate the students for their participation and behave	5 minutes	

Friday 25th of November.

Main Objective: Students will be able to demonstrate their acquired knowledge during the unit.			
Subsidiary aims:			
Key Activities: Post-test of “Mass Media Unit”			
Contents: Mass media and expressions.			
Skills/procedures: Listening and writing	Lexis In the test: Movie, soap opera, sport programme, mass media, thank you very much, I am glad.	Grammar Present simple	Function
Assumptions: The use of Mass Media in our life.			
Stages	Interaction	Materials-Timing	Evaluation
Engage/ Warm-up	There is no warm up Teacher greets	0 minutes	
Study / Presentation	Call to the teachers´desk group by group to give the corresponding feedback from last class presentation and their mark. 6 groups.	15 minutes.	Check if they reflect of their development.
Practice	There is no practice.		
Activate/ Production	Students will answer a post-test from the Unit	35 minutes	
Close up/ Wrap-up	The teacher says goodbye to the students because is the last class she stays at the school	5 minutes	

Appendix II

Pre-Test

Name:_____ Level:_____

- ❖ Objective: To be able to recognize previous knowledge
- ❖ Instructions: Read the instruction and answer according your previous knowledge

I. Select the CORRECT alternative. (14 points)

1. Matrix is my favourite_____.

a) Series b) Movie c) Soap opera

2. Fatmagul is a _____ recorded in Turkey.

a) Soap opera b) Radio programme c) Movie

3. The _____ said that is going to rain tomorrow.

a) Sitcom b) Broadcast c) Weather forecast

4. “Volverías con tu ex” is a _____.

a) Reality show b) Soap opera c) Weather forecast

5. The Simpsons is a _____ about an American family.

a) Movie b) Series c) Sport programme

6. _____for the birthday present.

a) Thank you so much b) Don’t mention it c)It is interesting

7. _____ because I bought the ticket to the concert.

a) It is interesting b) I am so glad c) What a surprise!

Appendix III

Post-Test

Name:_____ Level:_____

- Objective: To be able to recognize what you have learnt during the unit.
- Instructions: Read the instruction and answer according your what you have learnt during the unit.

I. Select the CORRECT alternative. (14 points)

1. Titanic is my favourite_____.

a) Series b) Movie c) Soap opera

2. Sres. Papis is a Chilean _____.

a) Soap opera b) Radio programme c) Movie

3. CDF is a channel about _____.

a) Sport programme b) Broadcast c) Weather forecast

4. “Mundos Opuestos” is a _____.

a) Reality show b) Soap opera c) Weather forecast

5. Hanna Montana is a _____ about a girl that became famous.

a) Movie b) Series c) Sport programme

6. _____ for invited me to have dinner today.

a) Thank you so much b) Don’t mention it c)It is interesting

7. _____ because Chile won the match.

a) It is interesting b) I am so glad c) What a surprise!

Appendix IV

Pre-Survey

Name: Date:

We want to know your opinion about personal aspects and the facilities of you school, we think that these influences in the learning process. In order to achieve this, select with an “x” the option you think it is correct. Select only one option in each row.

Age	Year in the same school:	Gender	M		F

Strongly agree Agree Neutral Disagree Strongly disagree

Item I: My opinion about the school.

Criteria	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. The infrastructure of the classroom facilitates the development of teaching-learning process (noises, temperature, illumination, air circulation, and reflection of the light on the whiteboard)					
2. All classrooms of the school contain a plug.					
3. The school counts with Data Projector for all the teachers in the school					
4. The school provide enough textbooks for every student.					
5. The School counts with one dictionary per student.					
6. The school counts with a well-equipped library.					
7. The school provides a computer lab with one computer per person in the class.					

Item II: My opinion about English.

Criteria	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. I like the subject					
2. English is easy to learn					
3. I would like to speak fluent English					
4. I have had contact with English in music, series, movies, videogames, etc.					
5. I have had previous contact with a native speaker.					
6. I know someone who have learned English in order to find a job					
7. Learning English is useful.					

Appendix V

Post-survey

Name:

Objective: To be able to assess the development of you knowledge during the unit.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

Item I: Think on your participation during the unit and answer the questions by writing an X in the option you think it is correct.

Criteria	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. I participated in the flash cards activity					
2. I draw the visual aids of the words from the unit					
3. I made the comic					
4.I participated on the talent show					
5. I prepared myself to present my talent					
6.I participated on the creation of the dialogue					
7. I collaborated in the design of materials for the scenography					
8. I worked meaningfully during the whole process of edition of the dialogue.					

9. I prepared myself to present the dialogue by practicing and memorizing it.					
10. I practiced my pronunciation					
11. I learned from this unit					
12. I collected recycled material in order to use them in lessons.					
13. I liked English Lessons					
14. I enjoyed activities done during classes.					

Item II: Read the questions and answer circling the question you think is correct.

A) If you could assess your performance during the whole intervention, from 1 to 7. How would you grade yourself?

1 / 2 / 3 / 4 / 5 / 6 / 7

B) If you could assess your participation during the whole intervention, from 1 to 7. How would you grade yourself?

1 / 2 / 3 / 4 / 5 / 6 / 7

C) If you could assess your motivation during the whole intervention, from 1 to 7. How would you grade yourself?

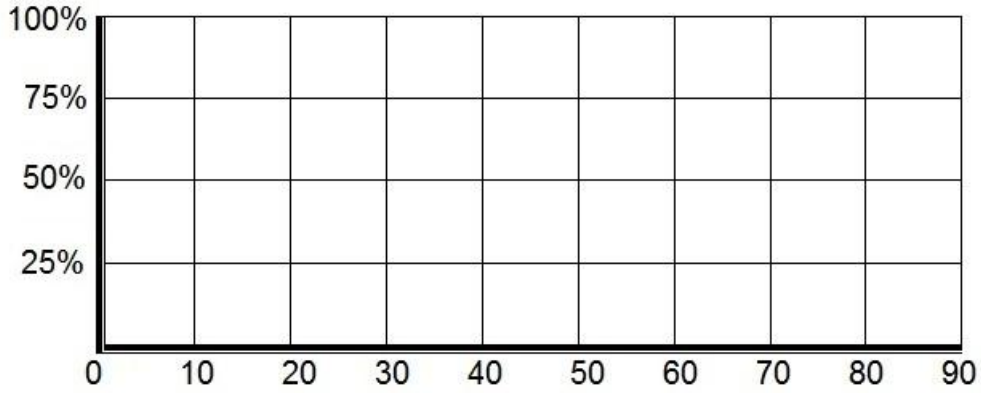
1 / 2 / 3 / 4 / 5 / 6 / 7

Leave a comment if you want to.

Appendix VI

Group Concentration Levels during English lessons

Through this chart observers will be able to analyse the degrees of concentration reached by the students every 10 minutes for 90 minutes.



Appendix VII

Lesson Observation Guideline

Date:
Observer:

1. Guideline to assess participation of 10th grader students during English lessons.

General Aspects:

The main objective for this guideline is to observe the levels of participation in 10th graders. Identifying factors that affect in a positive or negative way their interest and concentration levels. Pre-service teachers are going to be the observers within the 10th grade classroom at Licarayen School during 9 lessons (two lessons per week – 90 minutes each lesson –one month)

Implementation*:* It will be applied according to the following guide:

Classroom climate	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. Is there any school activity that may affect the normal lesson development? (science fair, teacher's day, school anniversary, soccer match, etc)					
2. Are there external factors that interfere with the lesson development? (loud music, schedule, etc) **specify**					
3. Does the presence of digital devices affect students' concentration?					
4. Does the general student's attitude interfere with their class-work?					

Teacher-student relationship	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5. Do the students keep in silence while the teacher is presenting?					
6. Do the students keep eye contact and listen carefully to the teacher?					

Related to participation	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
7. Does the student pay attention during the lesson (contents explanation)?					
8. Do the students ask questions related to the contents?					
9. Does the student take an active part in the activity?					
10. Do the students do the tasks proposed by the teacher?					
11. During team work: Do all students participate?					
12. Do students help each other?					

Motivation	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
13. Are the students interested in the English lesson?					
14. Do the students show interest in design their own material for the class?					
15. Do the students show interest in the class topic/task/activity?					
16. Are the activities motivating for the students?					
17. Do the students bring the materials?					

Appendix VIII

Students' Participation checklist

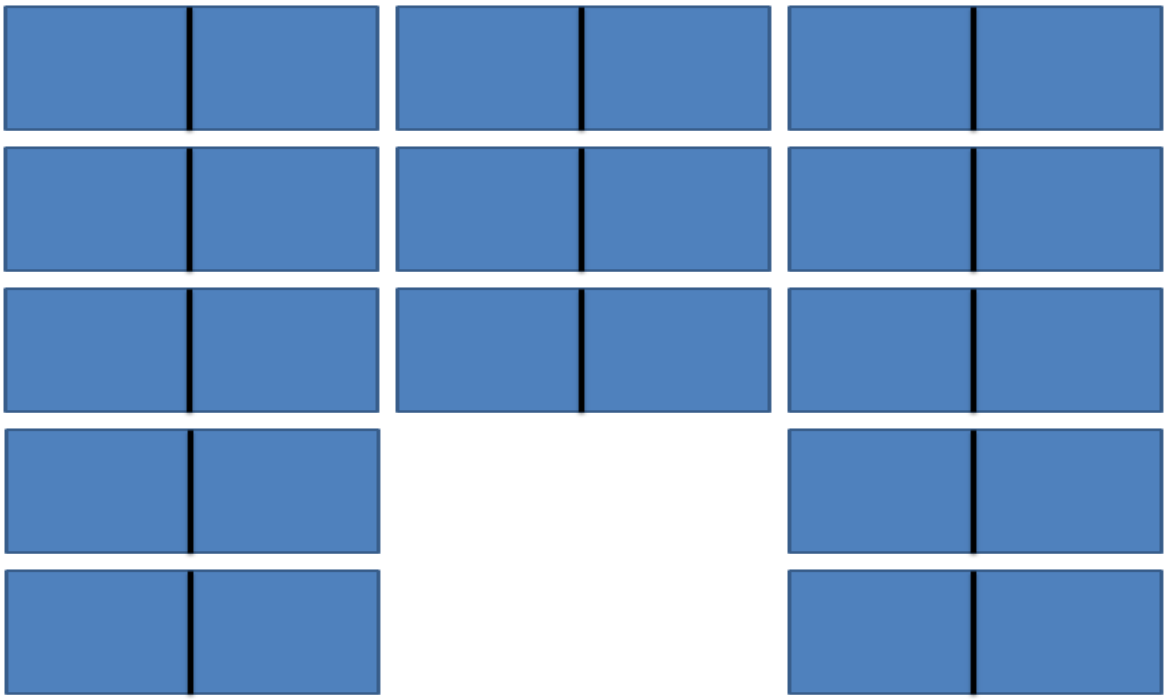
Through the following diagram observers will be able to check students individual participation marking with a tick in their respective desk each time a student take part in the lesson (ask a question or give information) .

Number of the class:

Date:

Chalkboard

Teacher desk



UNIVERSIDAD CATÓLICA
SILVA HENRÍQUEZ
Salesiana

Señor Juan Quiroga Candia

17 de Octubre de 2016

Junto con saludar nos dirigimos a usted con la finalidad de solicitar su consentimiento para recaudar información dentro de aula mediante cuestionarios, observaciones y registros video gráficos al 2do medio A por parte de las profesoras en formación Yael Alejandra Letelier Arroyo, RUT 19.005.549-3, Cristina Belén Medel Gaete, RUT 19.223.425-5 y Amalia Rosa Parra Parra, RUT 18.330.580-7. El principal objetivo es la puesta en marcha de nuestro proyecto de investigación el cual consiste en la integración de los estudiantes en el proceso de creación de su propio material didáctico en base de materiales reciclables y/o reutilizables con el fin de fomentar una propuesta diferente ante la necesidad de aumentar la participación de los alumnos en clases, específicamente en el aprendizaje del idioma extranjero inglés.

El presente estudio es estrictamente confidencial y no compromete la integridad de estudiantes, profesores y/o terceros ya que en primer lugar los datos recaudados serán analizados y codificados para ser utilizados con fines netamente académicos y en segundo lugar se especifica que la participación (de ser requerida) es absolutamente anónima.

Juan Quiroga Candia
Director Colegio Licarayén

Juan Lecaros
Director de Seminario de Grado

UNIVERSIDAD CATÓLICA SILVA HENRÍQUEZ
ESCUELA DE EDUCACION EN INGLÉS

Marlene Gutiérrez V.

Santiago, 25 de noviembre de 2016

Señor (a) Mireya Aguilera

Es grato dirigirme a Usted para manifestarle mi saludo cordial. Dada su experiencia profesional y méritos académicos y personales, le solicito su inapreciable colaboración como experto para la validación de contenido de los ítems que conforman los instrumentos (anexos), que serán aplicados a una muestra seleccionada que tiene como finalidad recoger información directa para la investigación titulada: **"Motivation and Participation of 10th graders through the creation of their own material in English lessons at Licarayen School"** para obtener el grado académico Licenciado en Educación.

Para efectuar la validación del instrumento, Usted deberá leer cuidadosamente cada enunciado y sus correspondientes alternativas de respuesta, en donde se pueden seleccionar una, varias o ninguna alternativa de acuerdo al criterio personal y profesional que corresponda al instrumento.

Se le agradece cualquier sugerencia relativa a la redacción, el contenido, la pertinencia y congruencia u otro aspecto que considere relevante para mejorar el mismo.

Muy atentamente, Amalia Parra, Amanda Arancibia, Cristina Medel y Yael Letelier

Email: proyectotesis17@gmail.com

JUICIO DE EXPERTO SOBRE LA ENCUESTA QUE SERÁ APLICADA A LOS ELEMENTOS DE LA MUESTRA

INSTRUCCIONES:

Coloque en cada casilla un aspa correspondiente al aspecto cualitativo de cada ítem y alternativa de respuesta, según los criterios que a continuación se detallan.

Las categorías a evaluar son: Redacción, contenido, congruencia y pertinencia con los indicadores, dimensiones y variables de estudio. En la casilla de observaciones puede sugerir el cambio o mejora de cada pregunta.

PREGUNTAS	Claridad en la redacción		Coherencia interna		Inducción a la respuesta (Sesgo)		Lenguaje adecuado con el nivel del informante		Mide lo que pretende					OBSERVACIONES (Por favor, indique si debe eliminarse o modificarse algún ítem)
	Sí	No	Sí	No	Sí	No	Sí	No	Sí	No	Esencial	Útil pero no Esencial	No importante	
1.	x		x		x		x		x		x			
2.														
3.														
4.														
5.														
6.														
7.														
8.														
9.														
10.														

Muchas gracias por su apoyo.

Grado Académico: _____ Nombre y Apellido: MIREYA AGUILERA MUNIZAGA Firma: _____

CONSTANCIA DE VALIDACIÓN

Quien suscribe, Mireya Aguilera Munziaga, con documento de identidad Nº 12.232.29-4, de profesión Profesora de Inglés con Grado de Magister , ejerciendo actualmente como Docente en la Institución Universidad Católica Silva Henriquez .

Por medio de la presente hago constar que he revisado con fines de Validación el Instrumento (encuesta), a los efectos de su aplicación en el *Escuela Licarayén de La Florida.*

Luego de hacer las observaciones pertinentes, puedo formular las siguientes apreciaciones.

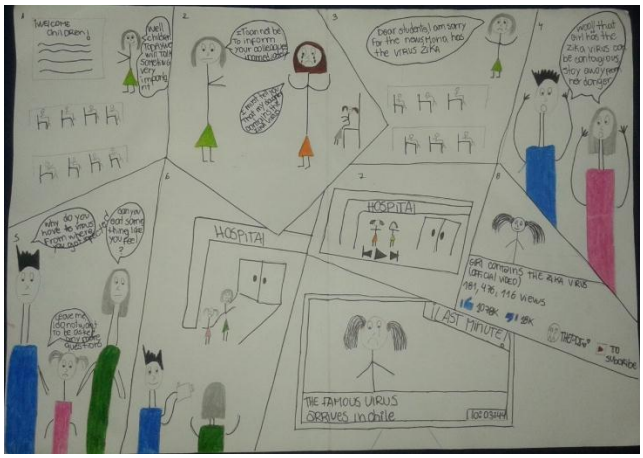
	DEFICIENTE	ACEPTABLE	BUENO	EXCELENTE
Congruencia de Ítems				X
Amplitud de contenido				X
Redacción de los Ítems				X
Claridad y precisión				X
Pertinencia				X

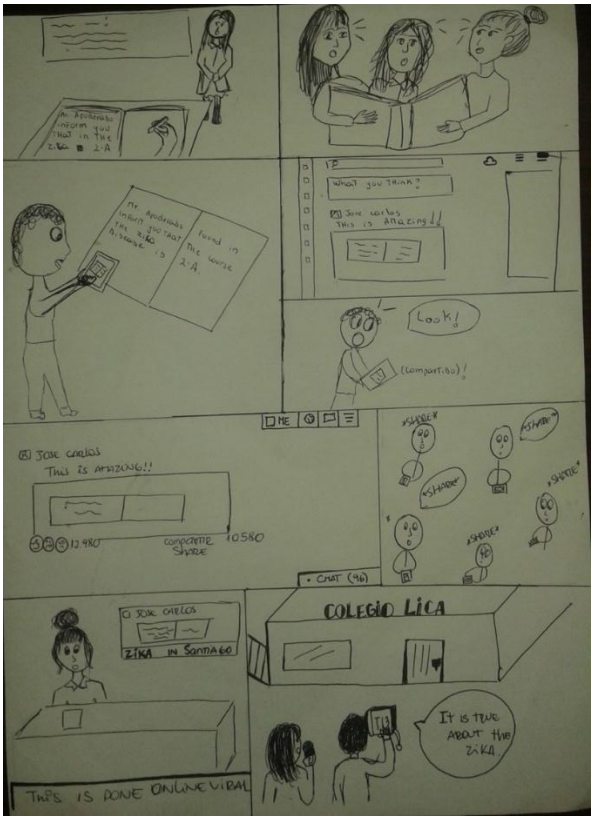
Fecha: 25 Noviembre 2016

Firma
DNI nº12.232.029-4

Appendix IX

Evidence of students' material design




Look!
JOSE CARLOS
THIS IS AMAZING!!
COLEGIO LICA
ZIKA IN SANTIAGO
IT IS TRUE ABOUT THE ZIKA
THIS IS DONE ONLINE VIRAL

BOOM
NOT allowed!!!
this should know!!!
Amber
IS amazing, the zika...