



UNIVERSIDAD CATÓLICA  
SILVA HENRÍQUEZ

Facultad de Educación  
Escuela de Pedagogía en Inglés

SEMINARIO DE TÍTULO

ASSESSING THE IMPACT OF STUDENTS' LEARNING PREFERENCES, CONTENT  
ADAPTATION AND THE USE OF GAMES AND ICE BREAKERS IN THE ENGLISH  
CLASSROOM

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

Seminar Director: Tamara Cortes

Authors: Camila Bravo  
Jaime Donoso  
Belén Jeldes  
Guillermo Uribe

SANTIAGO DE CHILE

2017

## **Abstract**

The following research was developed based on the idea that any Chilean high school students attending EFL classes, where the content has been adapted to their learning preferences, can improve their use of the target language through games, (and other such fun, dynamic activities) in the classroom and along with their grades.

The use of these delivers a meaningful learning experience for secondary students, who belonged to two different scenarios: the first one a public school located in Santiago's town, while the second one a Private school located in Macul's district both of them belonged to a eleventh grade of education.

The tools used to develop this research took from Flashcards for English lessons; surveys; the usage of games and playful activities to enhance the use of language, to finally the implementation of assessing materials such as Likert scale and student's journal entries.

The research was carried out in two schools; both of them lead its results in positive numbers, by which thanks to the active motivation from students, constant participation and collaboration in different tasks and the good disposition and engagement in the activities process.

**Keywords:** learning through games, improve the use of language, interaction and collaboration.

## Resumen

La siguiente investigación fue desarrollada en virtud a la premisa que cualquier contenido extraído desde el Ministerio de educación puede ser adaptado a las necesidades de los estudiantes, llámense éstos estilos de aprendizaje, enseñándose a través de juegos, utilizando dinámicas y a la vez actividades lúdicas, las cuales como consecuencia crean aprendizajes significativos en estudiantes de secundaria, sin importar que el contenido a enseñar sea impartido en un segundo idioma como inglés.

Dentro de los materiales que fueron utilizados durante las intervenciones comprenden desde *Flashcards*, material audiovisual, el uso de juegos hasta la implementación de herramientas de evaluación tales como escala de Likert y encuestas que ayudaron a responder las preferencias estudiantiles.

La implementación de esta metodología buscó enriquecer la experiencia de aprendizaje de los estudiantes, llevándose a cabo en dos distintos escenarios: el primero, un colegio del sector público ubicado en la comuna de Santiago, mientras que el segundo, en un colegio del sector privado ubicado en la comuna de Macul. Gracias a la motivación de los estudiantes, la constante participación, la colaboración en diferentes tareas, así como también la buena disposición y compromiso en las actividades, ambos colegios otorgaron positivos resultados.

Palabras claves: Aprendizaje significativo, trabajo colaborativo, uso de juegos, mejora del segundo idioma.

## **Acknowledgments**

Our foremost thanks to all of the people who made this research possible and encouraged us in all the stages throughout this process.

First of all, we want to start by recognizing our family members, who were a significant support, thus they stayed with us in every single moment that we needed it.

In the same way, we greatly appreciate the teacher's help, the knowledge they provided us, the guidance they always, no matter what scenario gave us, their advice and their wisdom.

Highlighting the participation of Miss Tamara Cortes, our head teacher, who from the beginning of this project inspired us and supported our ideas, all the while believing in our capacities. Additionally, we are also grateful for the supervision of Miss Mireya Aguilera and Mr. Fernando Garetto in our tasks. Finally, the interchange assistant Mike Whiteman, who enthusiastically cooperated with us without expecting anything in return.

Thanks to the schools which afforded us their classrooms in order to develop our investigation. Finally, we give our endless appreciation to the students who participated positively during the interventions.

## Table of Contents

Abstract	I
Resumen	II
Acknowledgments	III
Introduction	1
Research objective	4
Hypothesis	5
Nule Hypotheses	5
1. Literature Review	6
1.1 English in Chile	6
1.1.1 Requirements for EFL Teaching in Chile	8
1.1.2 Standards	9
1.1.3 Chilean Classroom	10
1.1.4 Teaching styles in Chile	13
1.2 Difficulties when learning a target language	15
1.2.1 Affective filter	19
1.2.2 Learning styles	21
1.2.3 Teaching styles	22
1.2.4 Needs analysis	24

1.3 Meaningful learning	25
1.4 Communicative Approach or Communicative Language Teaching (CLT)	27
1.4.1 Oral Production and auditory comprehension	29
1.4.2 Activities to promote oral production and auditory comprehension	31
1.5 Adapting the Target Language Content to Student's Needs	33
1.5.1 Universal Design for Learning (UDL)	38
1.5.1.1 UDL Principles	38
1.6 Games and English Language learning	40
1.6.1 Games activities to enhance Significant Learning	41
1.6.2 Games as alternative to improve communication in ELT classrooms	44
1.6.3 Communicative Language Teaching (CLT) in games	45
1.6.3.1 Collaborative work and student center class as games facilitator	46
2. Research Methodology	48
2.1 Participants	48
2.2 Materials	49
2.3 Procedure	51
2.3.1 Activities in class	52
3. Results and Discussion: Data Analysis of the Investigation	55
3.1 Pre Intervention Survey Analysis	55
3.2 Analysis of Student' Journal Entry	69

3.3 Comparison of results between both schools	77
3.4 Post Intervention Survey Analysis	81
3.5 Comparison of marks between first and second semester	82
4. Discussions	85
5. Conclusion	86
5.1 Limitations when Developing the Research	88
5.2 Recommendations for Further Research	88
References	90
Appendix	96
<i>Annex #1. Informed Consent form</i>	96
<i>Annex #2. English survey for students</i>	97
<i>Annex #3. Student journal entry</i>	100
<i>Annex #4. Additional resources</i>	101
<i>Annex #5. English food festival Assessing Likert Scale</i>	122
<i>Annex #6. Lesson plans</i>	124
<i>Annex #7. Cooking/ Food Festival Pictures</i>	193
<i>Annex #8. Students Journal Entries Results Summary</i>	195

## **Introduction**

Teaching is a very difficult job that dealing with not only teaching but also includes people's future plans. Teaching means to educate people based on values making them better human beings. As well as languages, math and sciences are fundamental elements of the Chilean Curricula, it is English that shares values, cultural knowledge and most relevant attitudes toward life after schooling process. It seems that in Chile most teachers are focused on teaching English based only on grammar rules, use of worksheets, and translation. They spend, almost all their time working on writing and reading skills, thus leaving aside the most important skills, speaking and listening, which are typically used to communicate in the first instance. Due to its complexity, these skills are forgotten by teachers at the moment of teaching a second language.

Throughout our student teacher experience and based on observations taken from our semi-professional teaching-practices, we have evidenced that “Planes y Programas” from Ministry of education and “Bases Curriculares” from 9th to 12th grade are not developing the main objective of the disciplinary subject in an effective manner. This objective state that: “the purpose of Idioma extranjero Inglés for all students is presented as a tool that allows them to interact in real-life situations, getting access to diverse knowledge, helping and contributing to their academic, future labor life and for global communication” (Bases Curriculares 7° a 2° medio, 2015 p. 216). In other words, this means that students should not only be able to write and read, but also to listen and speak, which unfortunately, was not observed during our teaching practice.



Teachers play a crucial role in the attempt to teach the English language in a modern Chilean context, as a useful tool for professional, personal and work-related purposes. It is compulsory to modify the present teaching methods in order to deliver the language effectively, offering students real chances and mechanisms to be connected with the language with meaningful learning, thus, applying useful methodologies.

Based on our observations in the classrooms, it has become evident that oral production and listening skills are the least used in the classroom when teaching. We have also observed that most teachers use grammar translation as a current approach to promote language teaching. Many of their activities are worksheets and decontextualized drilling. This situation seems monotonous and demotivating for students since they do not see the real purpose of acquiring a second language, leading one to conclude that they feel that it will not be useful for the future.

We have also observed in our semi-professional teaching-practices, the following problems in students second language learning:

- a. A severe demotivation from students, because they do not see a real use of the target language in real life situations.
- b. English teachers who insist on the use of inefficient methods in a globalized and highly technological worldwide context.
- c. Activities which are not challenging and with objectives that do not get any attention or interest in students.

- d. Disciplinary knowledge based on grammatical aspects only, instead of cultural, values or appealing in the integrality of the contents (to promote critical thinking or create instances for problem solving situations).

Based on these observations, we must ask the following question:

Despite the number of hours that students from a Private and State high schools are exposed to English in the classroom, why cannot they communicate in the target language?

This study attempts to identify the reasons why it is so difficult to promote listening and speaking skills in high school students, at the same time, it attempts to bring possible suggestions to improve these skills in the target foreign language.

We want the students to get familiar with the English language using different methodologies, focusing on multifunctional teaching through the use of games where they can produce the language, and wholeheartly, feel satisfied and confident with themselves.

## **Research objective**

General objective:

To identify if students improve the use of oral productive skills by adapting the content based on their learning preferences and using games in activities in an English classroom and conclude if this improvement is transfer to their test results.

Specific objectives:

1. To identify and analyze students' learning needs and interests.
2. To contextualize the content required by the Ministry of Education based on students' learning needs and interests.
3. To assess the impact of the activities based on students' learning needs, interests, and promote the use of the target language in school A as in school B.
4. To compare and contrast the impact of the activities in school A and B, being it through final marks as well as student's self-impressions.

## **Hypotheses**

1. Chilean high school students attending EFL classes where the content has been adapted to their learning preferences improve the use of the target language in the classroom and grades.
2. The use of games on EFL content adapted class, improves the use of the target language in the classroom and grades.

## **Null Hypotheses**

1. Chilean high school students attending EFL classes where the content has been adapted to their learning preferences do not improve the use of the target language in the classroom and grades.
2. The use of games on EFL content adapted class, do not improve the use of the target language in the classroom and grades.

## **Literature Review**

In the following section we will highlight and explain the main concepts related to this research that are necessary in order to make sense of how we aim to achieve the main objective; which is to improve the use of productive skills in students, especially their speaking abilities.

### **1.1 English in Chile**

From our view of the English that is spoken in Chile and from our own experience as English Language trainees at schools, we have noticed that there is a lack of aptitude among students in productive skills when they try to communicate with each other in a second language, especially when they speak with a foreigner whose mother tongue is English.

In general terms, English in Chile is not as widespread as in other countries in Latin America. We could not say that people who speak English do it because of the knowledge they have acquired in schools, since the expected level of English that a student should have had when they graduate from high school is not achieved or is not enough when facing a real situation. Instead, English is learned for business or social status as main reasons. The British Council established that “The majority of non-learners (82%) would study English to improve their employment prospects, and both learners and non-learners tend to view English as a tool for greater employability” (British Council, 2015, p. 8). This situation contrasts with contexts where the employment prospects are not as relevant for students that come from lower social levels, making the learning of a second language irrelevant.

Even though in Chile everyone has the right to free education from elementary to high school, not everyone receives the same quality of education. Chilean people seem to prefer a private education for their children instead of public education, because of the notion that they were paying for quality education. In fact, the British Council stated that “Chile has the fourth largest proportion of primary pupils enrolled in private schools in the world, and 40 percent of total education expenditure comes from private sources, mainly from households” (British Council, 2015, p.8). Overall, most Chilean people only have access to public schooling with overworked, underpaid teachers and not enough exposure to English, while just a few people from an upper-class can experience a high standard of English. Many of these people had a close contact with English either because their families spoke it, or because of their jobs that required talking in English. Therefore, not all the people have had the same opportunities to learn another language or access private sources of knowledge like some people could.

It is highly relevant to mention what the governments do to improve the learning of a second language among their students. Many Latin American countries seem to have been doing things quite well, like Brazil, Mexico or Uruguay, who currently rank higher than Chile in the English Proficiency Index (EF, 2017). These countries have all implemented programs that include travelling to English speaking countries to increase the abilities of teachers and students, raising English hours lessons at schools (EF, 2017) and many other initiatives which have improved each countries' figures.

However, if we want to understand how English teaching works in Chile, it is necessary to know and analyze how English classes are taught in Chile. Also, it is important to understand what are the most common methods used in our country, teaching styles

presented in classroom, and identify which are the most common mistakes made when English is being taught or learnt.

### **1.1.1 Requirements for EFL Teaching in Chile**

As pointed out by British Council (2015), teachers in Chile must have at least one certification, the First Certificate in English (FCE), as a minimum requirement to face the task of teaching English in schools from 8th to 12th grade. This certification is required so teachers can teach their classes in the target language, promoting and improving the use of English in the class and not Spanish as the primary language at the time to teach English. The mother tongue should be just a facilitator when facing difficulties in acquiring a second language. Unfortunately, some teachers have had limited occasions to use their knowledge about English and speak in a real context resulting in the widespread teaching of English using their mother tongue (Spanish). Nevertheless, British Council (2015) stated too that the situation has been changing and improving: to date, 5,171 teachers have been assessed with the Cambridge Placement Test (CPT), of which 67 percent have certified a B2 level, 21 percent a B1, nine percent an A2 and just three percent were an A1 level.

These results in the certification of teachers are a good sign for the new students that may be in front of these educators whose preparation can make a big difference when teaching in contexts where it was virtually impossible for teachers with lower or no certification.

Moreover, regardless of the level of English teachers have, they all must follow the national curriculum and its standards.

### **1.1.2 Standards**

In Chile, English like any other subject has standards for what the students must learn or what level they have to acquire at each stage of the learning process. However, before continuing we need to clarify what we understand by “Standards”. Ministry of Education, as Currículum En Línea web page (MINEDUC, 2017) described standards as the contents the students need to know and can demonstrate, in specific levels of performance according to the learning objectives stipulated by the actual curriculum bases established for every single school grade. It is the Ministry of Education that states its guidelines in the document entitled “Planes y Programas de Inglés”, the Chilean Syllabi for English (Diaz, Hernandez, & Alarcón, 2015). According to the Ministry of Education, “Planes y Programas” is a fundamental instrument that helps teachers to organize their classes and know what content they have to deal with. It is important to also mention that The Chilean English Language Curriculum is aligned with the Common European Framework of Reference (CEFR).

Larenas, Diaz, Hernandez & Alarcón (2015) stated the following:

The Syllabi for English are aligned with the communicative standards proposed by the Common European Framework of Reference (CEFR). In other words, Chilean primary and secondary students, and teachers of English are required to achieve the following levels of language proficiency: elementary for 8th graders, pre-intermediate for 12th graders and upper-intermediate for in-service teachers of



English. The Chilean Syllabi for English are executed into three different types of educational realities: public, private-subsidized and private (p. 173).

They also claimed that “[...] the Chilean language curriculum claims that through the integration of the four language skills, students should develop a stable linguistic base that will allow them to produce oral and written texts in English” (p. 175). However, in reality, this is very hard to accomplish since there is already a lack of preparation in the society to confront English learning successfully. Many modifications to the curriculum and programs have been implemented with slow results over the years. The Chilean newspaper *La Segunda* (De Améstica R., 2013) stated that many programs which nowadays are currently working were implemented years ago to improve English in an overall level for Chilean students. But there has been a contradiction between the quality of the learning process, and the number of resources added to the current system. These resources as affirmed by the website *Education First* (EF, 2017) have been only a waste of money due to the results obtained, besides the view from foreign countries towards Chile and its improvement in the management of the language has changed.

### **1.1.3 Chilean Classroom**

The Chilean reality is very complex when talking about the development of proficient English language among high school students.

Diaz, Alarcon & Ortiz (2015) indicate the following:

The use of English on the part of the teacher during the development of a lesson is a very sensitive issue in Chilean English instruction because professional development conducted by the Ministry of Education in the 90's revealed that some teachers of English did most of their lessons in Spanish and focused their teaching on drilling, translation and grammar. Therefore, all continuing education initiatives from the Ministry of Education over the last two decades have enforced the view that both teachers are the primary source of language input for learners in the classroom and a communicative approach has to be used to develop students' language proficiency. (p.175).

This situation reinforces the idea that proper preparation of teachers in the use of the language will necessarily lead to better teaching and more significant learning for the students.

There were also other factors considered by Ortiz, Diaz & Alarcón in their research. Extracted from the direct opinions of those teachers involved in the investigation, they claimed that the lack of proper background of the students did not allow them to perform at a high level in classes, which leads to a loop between what teachers can do and what the conditions allow them to do.

These claims can be evidenced by the work of Ortiz (2015) as the following:

At 66% of interviewees stated that it is necessary to use English in the classroom, 17% do it sometimes, and 17% does not use English at all. This small group of teachers who do not use English, on the one hand, claims that learners' academic and social backgrounds in their mother tongue are so limited that it is impossible to teach a foreign language under those conditions.

There exists a surprising contradiction for the 17% of teachers who do not use English in their classrooms because even though they do not use the language, 83% of the whole group of participants considered the language as a tool that benefits students' learning. Those teachers that do not use English resulted in being the senior ones actually; therefore, we can infer that their language proficiency has weakened to the point that they do not feel comfortable with their speaking. Regarding this point, the Ministry of Education has deployed a firm policy for teacher's development over the last twenty years so that teachers can update their English proficiency and their pedagogical skills. (p.175)

As this shows, the lack of practice of speaking English in the classroom has been a continuous issue at the moment to improve the subject itself. The performance of the teacher as the conductor of knowledge is very important for students. It is the educator the responsible for transferring this knowledge not textbooks but also by demonstrating through the practical experience to his students.

Thanks to the research done by Ortiz (2015) is possible to reflect about the performance of teachers and students at the moment English lessons take place in schools. Teachers who do not show an acceptable level of the use of the language, especially when speaking, seemed to struggle both with their lack of improvement in this topic as well as the impossibility of using a standard level of English with students who are just not prepared for something like that. First of all, it would be relevant to think on where should we put the extra effort first, into perfecting teachers' abilities regarding multiple abilities of use of English, or improving the bases for the majority of students to get them better understanding the basics and successfully move on to higher levels.

#### **1.1.4 Teaching styles in Chile**

According to English Oxford Living Dictionary (2017) a style is a particular procedure by which something is done; a manner or way. When using this concept for learning and teaching, we refer to the group of physiologic, cognitive, affective and social characteristics and features that lead and define the way the teacher performs the teaching activity and the way the student face a lesson (Chiang, Díaz Larenas and Arriagada Pizarro, 2016).

This set of characteristics conditions an interpersonal dimension for teachers and students, in which the teacher can get to know his or her students and promote high-quality learning. The student can identify the way they learn and improve themselves in their process of education. The teacher can identify their style of teaching and search for new teaching styles to fulfil the necessities of different students under their lessons. In this way, if they know each other, it will be easier to develop an improvement in teaching-learning style. (Chiang, Díaz Larenas and Arriagada Pizarro, 2016).

It is essential that in the learning process teachers and students build class environments that helps students to obtain the best results of the process to get quality learning and an integral formation for that particular student. To accomplish this, a second interpersonal dimension must take effect in the classroom in which every participant provides his/her particular characteristics to potentiate the ones of other participants of the class, among classmates and with the teacher, making the class a complete communication model of active interaction between students and teachers. This is why it is so essential to build class environments that effectively encourage the learning process and abilities of students and in that same sense, that the teacher must be able to vary between different teaching styles to not leave any student unattended and neglect any educational necessities.

According to Chiang, Díaz, Rivas and Martínez (2016), we can find four main teaching styles, each of which must be adapted to a learning style to accomplish significant learning in each student. The open teaching style also teach us to communicate more effectively with students whose learning styles are active, that is, teachers who tend to motivate their students to investigate and to participate in a more dynamic manner in the class. They always try to develop new and realistic activities and situations with which to work.

Then we have the formal teaching style which works exceptionally well with students whose learning style are reflexive. Here we found very structured teachers who are always stuck to their planning, avoiding any improvisation in their lessons.

The next one is the structured teaching style which favors the theoretical learning style in students, where teachers arrange their lessons rigorously, with particular emphasis on its coherence, structure and presentation.

Finally, the functional teaching style which works better with students who possess a pragmatic learning style, so teachers always plan for practice. Explanations are always shorter, and the focus is on the practical examples and activities.

The national trend in teaching seems to be using English language teaching in a conditioned way. There are a series of issues and advantages provided by the characteristics of the educational system in Chile. Moreover, that is not enough to distinguish English language learning since there are external and more profound facts regarding the study of the language and its acquisition that must be analyzed.

## **1.2 Difficulties when learning a target language**

When we are acquiring a second language, it is normal that we are presented with some difficulties. At the beginning it is easy for us to confuse ourselves with grammatical rules or try to translate it into our mother tongue in an attempt to try to get used to the new language.

We as pre-service teachers realized that difficulties not only affect the process to acquire a second language, but they also interfere with the acquisition of any knowledge that is trying to be learnt which can lead to misunderstanding of that content. In our experience, most of the difficulties that are present at the moment of teaching or acquiring knowledge seem to come from the teacher on how he or she delivers their class.

As Dr Chamot expresses in her investigation, the majority of problems or difficulties presented at the moment of teaching and/or acquiring new knowledge, in this case, a second language, are conditioned by strategies of learning, as it is said in her work *Issues in Language Learning Strategy Research and Teaching* (2004). According to her definition,

the learning strategies are the measures students take to accomplish a learning goal. This means that, the student has to develop metacognitive knowledge regarding their own thinking and learning approaches, to improve their capacity to understand task efficiently and to enhance their abilities to compose strategies that will suit his or her task demands and learning strengths.

From this extract, we can extrapolate that difficulties are present when there is no realization by the learners of their own process of acquiring new knowledge. In this way, teachers should be aware of their student's abilities, strengths and weaknesses and help them by developing learning strategies on each one. For that matter, it is essential to highlight the eight problems indicated by Chamot (2004) that work as a prime framework when learning a second language. These are a series of analysis whose objectives are to question whether the manner the research of the learning strategies of a selected group of students are being identified correctly or are not taking these series of issues into consideration.

The eight problems at the moment to learn a second language stated by Chamot (2004) are:

Identification of language learning strategies: Here we refer to strategies or tactics that students use by themselves to acquire a new language. This is the prime step since here is where the research and investigation take place, in which investigators study some strategies independently of their results. All of this is accomplished by the use of questionnaires, debates, interviews, discussions and other useful tools to obtain necessary information from students.

Terminology and classification of language learning strategies: The objective of research learning styles is to provide those strategies to the students later. So to accomplish that is important to use terms and vocabulary which can be suitable for each kind of student. There is no use in defining something too complicated that students or even teachers will not understand it and give it a proper use.

Learning strategies and learner characteristics: Since there is so much variation from person to person, it is almost impossible to develop a standard among strategies and how to apply them to the language students. Each student work in a different way and every context has its unique demonstrations of this, where it can have for example that women use more strategies than men or a situation which is the opposite. The key is to know how to identify and apply different learning strategies among different students and group of students.

Influence of culture and context: it is very well known the influence that the context has over any student at a school. If the student is surrounded by a context in which there is no emphasis on the importance of education, he or she will undoubtedly develop this feeling towards the school and education in general. Depending on the culture and context students will determine which strategy is the best for them.

Explicit and integrated strategy instruction: it refers that strategies should be explicitly taught to the students for them to interiorize those strategies. Otherwise, learners will not be able to understand what strategy is really about, what characteristics it has and what are the requirements for the student to use it successfully and to be able of adapt it to any task that may present during the learning of a language.



Language of instruction: a crucial element when learning a second language is the interaction with the mother language of the student. One of the main struggles for teachers is to choose between doing a class entirely in the second language or do a mixture of the native language and the target language. This situation depends completely on the context this lesson is taking place, in which there can be students who can quickly understand instructions in the foreign language or learners in an elementary level which will not allow them fully understand if there are not parts of the lesson in his or her native language.

Transfers strategies to new tasks: this point was discussed before, regarding the ability of students to use a strategy of learning in a new task or an entirely different context. This capacity should be promoted by the teacher when explicitly explaining the students the implications of the strategy, how to use and how to modify it according to the need of the moment. Then the student must interiorize it and be able to know their learning process and metacognition.

Models for language learning strategy instruction: There are a series of models to guide the learning process of every student in order to help them make it easier for them to learn a new language. These models independent of each other share some basics tips: suggest that students should evaluate how well a strategy has worked, choose strategies for a task, and actively transfer strategies to new tasks. These models are instructions for teachers on how to develop strategies for their students efficiently to obtain a significant advantage from them.

As we can see, these are the eight most typical problems faced by students at the moment to acquire a second language. We can also identify another significant point that we should

keep in mind to have a successful learning process and this is affective filter which I will explain in the following section.

### **1.2.1 Affective filter**

The learning process of a second language is highly related to goals and affective factors.

“Krashen argued that people acquire second languages only if they obtain comprehensible input and if their affective filters are low enough to allow the input ‘in’. In his theory, affect includes motivation, attitude, anxiety, and self-confidence.” (Du X., 2009) In other words, people who have high affective filters will have more difficulties in acquiring a new language than people who have a low one because those high filters will interfere directly with how learners perceive a new language and whether they will let themselves acquire it or not.

In order to corroborate if these affective filters have an impact in real contexts, we contrast them with real-life cases seen in our practicums to confirm they have the influence claimed by Xiaoyan Du (2004) supported in the investigations made by Krashen and more.

It is possible to state different affective factors that could interfere with the language learning processes such as:

Motivation: from our point of view this was one of the most critical factors that we must consider at the moment to teach. Motivation can be negative or positive, and we as teachers should encourage it through our attitude at the time of performing a class. In terms of the definition of motivation, recent educational theory has tended toward the interpretation of Gardner (1985) defining motivation to learn an L2 as "the extent to which

the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (Du, 2009).

**Attitude:** This factor is targeted solely at teachers. When we introduce ourselves in the classroom we must have a positive attitude to create an effective impact on our students and make the learning process faster and more successful. So, the positive attitude encourages the participation of the class thus resulting in a more entertaining lesson. On the other hand, if we have a negative attitude the result would be a much slower and stressful lesson.

**Anxiety:** When we talk about anxiety, we also talk about nerves and heart rhythm. Anxiety is seen as a factor or feeling which is frequently present in situations related to teachers and students at the time of giving a class or do some evaluative assessment. When we learn a second language our body feels anxious at the time of producing output, we may feel nervous or embarrassed about making mistakes, experience that as practicum we have observed and felt in our students and ourselves during our interventions.

**Self-confidence:** This factor is focused on students. We as pre-service teachers think that it is the most important because when a student is sure of him/herself and his abilities, he or she feels comfortable and demonstrates his/her knowledge more efficiently. It becomes easier to produce the second language compared to another student who does not feel confident in his/herself and thus, feels that he or she would make more mistakes. This could cause a lack of confidence that in turn could lead to the students rejecting the learning of the language as it becomes a stressful and unpleasant experience.

Affective filter is one of the factors that teachers need to take into consideration when planning classes and activities. Students will spend much time with their teachers reading,

listening, writing, practicing and speaking until they accomplish the desired level of proficiency in the second language. So, teachers must make an effort to create the best environment for their students which will make them feel comfortable around him or her, and with the subject of study. Other significant factor is the following point that conditionate the development in the student and the teacher of successful learning process, learning styles and teaching styles.

### **1.2.2 Learning styles**

Students are not clones; they are individuals with preferences and different ways of internalizing content. These help us to identify the areas of strength for each student. In that sense, we have four types of learning styles which should be identified among a class of different students: Auditory, visual, writer-reader and kinesthetic. Knowing these learning styles could allow us to select the most appropriate approach to develop each learner abilities fully (Brown, 2006).

**Auditory:** this type of student develops its acquisition of knowledge by listening to lectures and presentations, watching tutorials, debates, tapes recordings, group discussions, email and texting, discussing concepts and talking things through. It is clear that this is a style highly focused on interpersonal, on sharing ideas with others, to hear out loud ideas to internalize them. That is why it is even useful for these students to talk out loud to themselves (River Dale, 2017).

**Read/ Write:** this kind of students prefer that information be presented to them as words, they develop their academic skills highly due to their preference for reading and writing in Internet, lists, books, magazines, journals, dictionaries and much more. It is a very personal

activity for them since they just need to concentrate on their readings instead of hearing someone reading to them (River Dale, 2017).

Visual: this kind of learners prefer to interpret the information they need from graphic images like maps (traditional, GPS), outlines, diagrams, charts & graphs, designs & patterns. Their capacity to decipher information is highly developed, which gives them facilities to infer things (River Dale, 2017).

Kinesthetic: the preferences of this kind of learners is movement, to experience things through the body, to interact if possible with the five senses. They have facilities to connect through personal experiences; they will understand with extra facility when taught by the use of real-life examples, to do practical tasks, demonstrations, simulations, videos and movies of "real" things or situations, role-playing and field trips (River Dale, 2017).

### **1.2.3 Teaching styles**

The way the students see teachers depends on the styles or methods that teachers use to deliver their classes and those styles can differ profoundly from one another. Each teaching style will have a different impact on the students, making them develop different skills through the acquisition of knowledge. We can identify five main teaching styles that can be presented or used by different teachers (Gill, 2013).

- a) Authority, or lecture style: the authority model is teacher-centered and is expected students to be passive participants of the class. They should only listen to the teacher and absorb information or take notes from what is being presented. This style can be beneficial for higher-education and auditorium settings. It can be implemented with a mature audience; it is suitable for formal situations of teaching.

However, it is highly not recommended for teaching children since there is no interaction with the teacher which will lead to a possible bad learning experience (Gill, 2013).

- b) Demonstrator or coach style: This is the one in which the teacher is more active, he still keeps his authority but shows to the students what they need to know by doing the activity by him or herself or through tasks demonstrating their expertise. This style gives teachers the possibility to use a variety of demonstrating formats like lectures, multimedia presentations or demonstrations. However, it can be hard for larger classrooms since it gets more difficult to accommodate to students' individual needs (Gill, 2013).
  
- c) Facilitator, or activity style: This is a style used for teachers who want to develop critical thinking within their students and the capacity to look by themselves for information that is deliberately hidden from them. This style motivates students to ask questions and to develop skills to find answers and solutions. It is a hard challenge for the teacher to accomplish this with a whole classroom (Gill, 2013).
  
- d) Delegator, or group style: This is a style that looks for students to develop group work, to accomplish together the tasks given by the teacher, who acts as an observer in this interaction. This method usually motivates students to work toward a common goal. However, it is criticized due to the lack of authority figure some people consider the teacher has in this style (Gill, 2013).

- e) Hybrid, or blended style is basically a teacher who attempts to use every style mentioned before in different grades to fulfil the necessities of every student in the class, and for every situation of teaching. Its main cons are the risks for the teacher tries to be many things to all students leading to a lack in the quality of his or her teaching (Gill, 2013).

These five main teaching styles can be used at the moment to develop a class, but first we have to know what type of teaching will be the indicated to answer the students' needs. The student's needs are measured through a learning program called needs analysis.

#### **1. 2.4 Needs analysis**

Needs analysis is a concept developed by Jack C. Richards in his book Curriculum Development in Language Teaching in which he describes it as its name indicates, the analysis of the learner's needs at the moment of planning a learning program for those students (Richards, 2001). Since this concept was adopted by the industrial system, it is very common to see it in reports regarding the needs of users and clients. However, for the teaching of language can be very useful for planning regarding the context of the group of students who may take the language lessons, leading to imagine the purpose those students may have for the language. This analysis can be done previous to lessons or during it to be aware of the progress and requirements students could have (Richards, 2001).

This study of the demands students could have regarding the learning of a second language can help to develop a perfected studying programme to generate them meaningful learning of the target language.

### **1.3 Meaningful learning**

Many times, we have heard people talking about meaningful learning as a main topic when discussing education, do we know what this concept actually means? According to Ausubel (as cited in Vallori, 2014) "*Meaningful Learning is the most important single factor influencing learning is what the learner already knows*". In other words, for the human being it is easier and more significant to learn something new when the newest information is familiar as it will be easier to relate the new information with the information that is already known by them. That is to say that every time we have meaningful learning processes with an important or substantial experience, the facts about the information or knowledge that is being received or acquired would be internalized in an easy, effective and permanent way.

In this case, we want to mention that when acquiring something relevant to us, it is easier or more meaningful to link the new content which is being learned with our own knowledge which we have gained through our own experiences of real life situations. In addition, Ausubel (as cited in Vallori, 2014) stated "we acquire knowledge when we relate relevant information to our cognitive structure in a connected and coherent way. (Ausubel and Novak)" (as cited in Vallori, 2014). The overview derived from the author suggests that one of the most helpful strategies which promotes a meaningful learning is "the open works". It means that students put into practice their knowledge in a free and comfortable way. Also, the author mentions six principles, listed below, which help to achieve a useful, meaningful learning experience that will be discussed later in this study.

As pre-service teachers, we have realized that it is really important to focus our classes on student's needs, because the class must be tailored to them, taking in consideration the way



they learn. This belief is supported by Ausubel and Novak, 1983, (as cited in Vallori, 2014): “In teaching it is important to know how learners learn. If we teach in a connected and related way, most of them will learn properly. Otherwise learning difficulties may arise.

Vallori (2014) on his research mentioned six possible strategies which can be applied in the classroom to help achieve a meaningful learning process: **a)** Open works which allows all of the students in the classroom to participate. Even though not all of them may pay attention as required, they at least will acquire some of knowledge from the smartest classmates or the activity itself. **b)** Motivation that helps to develop a better background in the classroom. As a consequence, the students feel comfortable with the knowledge they have, making proper sense of the task given in the classroom. **c)** Contextualization or in other words, to relate experiences from students with the proper context to promote significant learning. **d)** Creativity which is useful to get an important knowledge, offering possibilities to create new ideas to carry out in the current context. **e)** Concepts mapping encourage to make connections between knowledge and experiences. **f)** Educational curricula must answer not only to general needs but also important considerations such as keeping in mind the interests of the learners.

From our point of view on the education system in Chile, we can say that meaningful learning is a very essential tool that should be used and promoted by teachers with the purpose of supporting the learning learner’s process. Our decisions have to be well managed when selecting what approach, we should use. As Vallori states “nowadays teachers have a powerful tool to introduce learners to long-term learning. They just need to

take advantage of it and enjoy the teaching process and their results”. (Vallori, 2014, p. 206)

In conclusion, we can say that meaningful learning is the process of learning something that makes sense to people; so what approach should we use to foster that type of learning?

#### **1.4 Communicative Approach or Communicative Language Teaching (CLT)**

As stated before, the core idea behind the concept of meaningful learning is how the learned knowledge is understood by students and is related with their background knowledge. Thus, the students know when they have to use the learned knowledge, because of their previous exposure to that situation in their classes, instead of memorizing something without full understanding and relation with their stored knowledge.

As defined by The British Council in their webpage entry, communicative approach is “the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language” (British Council, 2006)

In other words, language teaching is based on the ability to communicate ideas rather than the knowledge of grammar structures. Moreover, we could say that CLT is the result of educators who wanted to change the way of teaching, leaving behind out-dated methods like audio lingual (ALM) and grammar translation (GL). The end of this approach is communicative competence, likewise proposed by Chomsky, who made a distinction between competence (the monolingual speaker-listener's knowledge of language) and performance (the actual use of language in real situations) (Bagarić, 2007).

Namely, Hymes as cited in Bagarić (2007), defined communicative competence not only as an inherent grammatical competence but also as the ability to use grammatical competence in a variety of communicative situations. Thus, bringing the sociolinguistic perspective into Chomsky linguistic view of competence.

Another linguist who contributed to the Communicative Approach development, is Widdowson (1983) because of his benefaction in his reflection on the relationship between competence and performance. He gave more attention to performance or real language use. Canale and Swain (1980) and Canale's (1983) contribution is that communicative competence is understood as a synthesis of an underlying system of knowledge and skills needed for communication (Bagarić, 2007).

Howatt, as cited by Ferdous (2011), presents the idea that there are two versions of communicative language teaching: a strong version of communicative approach and a weak version. By one hand, the weak version stresses the importance of providing learners with opportunities to use English for communicative purposes. On the contrary, the strong version of Communicative Approach, claims that language is acquired through communication, so that it is not merely a question of stimulating the development of the language system itself. Summarizing, If the weak version describes 'learning to use English', the strong version claims 'using English to learn it'.

There is a vast literature on CLT general features, one of the most recognized list of CLT is David Nunan's (1991) list cited in (Banciu & Jireghie, 2012):

- a) An emphasis on learning to communicate through interaction in the target language.
- b) The introduction of authentic texts into the learning situation.
- c) The provision of

opportunities for learners to focus, not only on language but also on the learning management process.

d) An enhancement of the learner's own personal experiences as important contributing elements to classroom learning. e) An attempt to link classroom language learning with language activities outside the classroom.

According to Nunan (1991) to get through a successful English class using *Communicative Approach*, the focus is on meaningful communication rather than grammar structures.

Other suggestions are; use authentic materials, such as magazines, maps, movies, flash cards and all sort of items related with the target teaching language, in such way when the students are exposed to this material or content in real life, it won't be something unfamiliar for them. Furthermore, the use of variety of strategies to different learning styles is crucial and predominant in this kind of approaches.

One of the main characteristics of CLT approach is to give more relevance to speaking and listening, so before we continue we need to understand what is oral production and auditory comprehension.

#### **1.4.1 Oral Production and auditory comprehension**

As we stated before, the most important components to achieve a meaningful learning experience in terms of acquiring a second language using the Communicative Approach are *speaking* and *listening skills*, and this is because when we are outside the classroom, and it is necessary to start a conversation with a random person, we have to put in practice our listening and speaking skills. Both of them are closely intertwined in every context in which language is being expressed by words in the form of sounds.

So what it is understood by *Speaking?* Brown (1994), Burns and Joyce (1997) as cited in the International Journal of Language Learning and Applied Linguistics World (2014) pointed out that:

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information”. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. (pág. 332)

Also, Carter & McCarthy (1995) and Cohen (1996) as cited in the Review of adult learning and Literacy (2004), understand that Speaking “requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence).

We are mainly concerned that speaking is an interaction between two or more people. We speak for a reason, whether it be, apologizing, greeting, inviting, expressing preferences, thanking, etc. and we often expect an answer. To get that answer, people must decode and understand the message to give as correct a response as stated by Lunenburg:

“Communication is the process of transmitting information and common understanding from one person to another” (Lunenburg, 2010, p. 1).

But communication is not only transmitting information. For people to understand an idea it is necessary to decode, in that such exercise, listening skills are used. Listening is a receptive skill in which students receive and process the information, that other person produces using speaking skills. Therefore, every time people have a conversation, do a presentation or have speech they are using their listening skills.

In River's work as cited in (Segura Alonso, 2012, p. 12), "Speaking does not of itself constitute communication unless what is said is comprehended by another person. Teaching the comprehension of spoken speech is therefore a primary importance of the communication aim is to be reached"

For this reason, it is important that students must learn the language as a whole and not in isolated form, they must be exposed to English inputs, which gives to the student the material they need to begin producing a language on their own; for these reason inputs are considered as a highly essential factor in the second language acquisition process (Bahrani, 2013). If we think in meaningful learning in a regular class in Chile, how do we take the theory to reality?

#### **1.4.2 Activities to promote oral production and auditory comprehension**

Penny Ur (2008) states that the activities to promote oral production and auditory comprehension are factors that must be included in a language course. We can find a lot of lesson plans based on oral promotion and auditory comprehension. However, many students will be able to memorize a dialogue, but what is a successful activity that could foster speaking and listening skills?

According to Ur (2008) and Zoltan (2001); a successful speaking activity must have the following characteristics: a) Learners talk a lot, learners have to use all the “activity time” to speak in the target language, avoiding pauses. b) Participation is even, all the students in the class must participate in the activity, and the activity is not dominated by a minority.

Additionally, to develop a meaningful learning whilst promoting speaking and listening skills in classes an essential role of teacher is given by the following: i) Base activity on easy language. ii) Chunks as an interactional strategy. iii) Review essential vocabulary before the activity.

iv) Keep students speaking in the target language. v) Choose a good topic that means, one to which learner can relate using ideas from their own experience and knowledge, to choose it you can base your lesson plan on the needs analysis answers. vi) Encourage risk taking and have mistakes accepted as a natural part of learning, provide multiple opportunities for success in the class. vii) Promote interaction with L2 native speakers, so you encourage learners to apply their L2 proficiency in real-life situations.

These means that we as teachers must be committed with our class and be secure with our knowledge to design long term effectively activities, so our students will be interested in learning to speak, because boring but systematic teaching can be effective in getting short term results, but rarely does it inspire a lifelong commitment to the subject matter (Dörnyei, *Motivational strategies in the language classroom*, 2001).

What activities must be included in a class to promote Listening and speaking skills?

According to Dörnyei (2001) a good strategy to promote interaction is to use icebreakers in the beginning of each class, and to select which ice breaker you will use you have to

consider the number of students that you have, plus the interests that your students showed in the needs analysis, so additionally you are promoting group cohesiveness.

Moreover, the production part of the lesson can also include important activities such as, describing pictures, simulations, Role play activities.

### **1.5 Adapting the Target Language Content to Student's Needs**

In the present thesis, concepts such as contextualization or material adaptation is something that was crucial when taking interests, learning styles and students' context into account. In the majority of cases in our present practicum processes as pre-service teachers and also as current students of an educational system, we have evidenced that most of the time teachers do not pay attention to student's interest and so much less to their learning processes, leading to a feasible reaction in marks and futile efforts when facing the contents as declared in *Reflection meetings as pre-service teacher, Practicum I* (Rosenberg, 2017). We strongly believe that by paying attention to these external factors and, as a response, reinforcing them when planning lessons, it may be possible to achieve significant learning in students. Furthermore, it may generate a closer relation between the content taught by the teacher to students; facilitating a positive emotional environment, which could motivate the relation in the students' English learning and how they acquire the target language, as stipulated in the book *Motivational Strategies in the Language Classroom*. (Dörnyei, 2001)

As yet content's adaptation is mentioned in lines above as a teacher's mechanism in response to the consistent failures in the process of how students learn a target language.

Considering all its implications mentioned in previous chapters but, what is specifically the adaptation of material that we have highlighted here and that it is necessary taking into



consideration? or in other words, what does it mean for teachers to adapt their own material considering national educational issues (Curriculum, Learning Objectives, Syllabus based in competences, Institutional Educational Project) plus students learning styles and, as consequence their interests? To answer all these interrogates we have asked to an in-service teacher, Pía Ramírez, who is a national Curricullist with a critical view upon the role of teachers and the Curricula implementation. During the interview, we could perceive in Miss Ramirez lines a critical view of the current education system in Chile and its participants who are involved, her extra personal effort she usually does to make quality learning in terms of her methodologies and a strong support to teacher ethic duty when talking about adapting the content to the student's specific context.

The interview carried out in the mother tongue, consisted of only six questions as follows,

1. What exactly do you understand about the curricular content provided by Mineduc adaptation into the students' reality?
2. How can we adapt the curricular content provided by Mineduc to the student's reality?
3. Can you recognize possible issues when adapting the content provided by Mineduc in terms of teacher' aptitude, material given to the schools or in the Mineduc itself?
4. Can you give us differences between Curricular accommodation and Curricular adaptation?
5. What elements must we consider when adapting the Mineduc content?
6. Why is so important to adapt the content in terms of creating physical material, implementing activities and methodologies?

All these queries took place at Universidad Católica Silva Henríquez.

Before answering question number one, Miss Ramirez did a clarification saying that Mineduc has made a considerable effort in implementing educational policies pointed to cover current real issues in terms of inclusion; cultural diversity, cognitive capacities

diversity and contexts, by which to help teachers to do better their jobs is a main aim. She also stated that is mainly a professional responsibility to adequate the content given by the educational entity and appealed to the autonomy that is supposed teachers has when teaching.

Adaptation per se can be defined as a teacher facilitator strategy for the abilities' develop and learning achieves. There are different kinds of adaptations such as a) adaptations to supply building or motor barriers in scholar spaces; b) adaptation in terms of learning, as braille system or sign language interpreter in classroom; c) specific content adaptation, that is to say, in evaluation strategies, activities implemented in classes, useful methodologies used for presenting the taught content; d) Learning Objectives adaptations, in this case, is the teacher who face an ethical dilemma in which he/she decides if reduces the LO in some parts, depriving student chances in learning the whole content as a response to deal with particular student cases.

In question number two, the academic pointed that there is no a rigid and valid possibility. Is a professional decision only, in which teacher takes a crucial role, always in collective consideration with other colleagues. He/she must allow for the total knowledge he/she possesses from students: characteristics, development, maturative development, student's context and background as the most important thing. She adds a solid critic against the visible school departments' segmentation and insists that to create changes in this topic; teachers must work collaboratively, sharing experiences, formulating collective reflections in compass with learning communities.

Question number three stated that there exist many issues when adapting content, but the main and most rooted in our society in terms of social worldview, is that people have

adopted an individualistic and competitive way of acting. As a product we found a scholar system focused more in competition and less in collaboration, reflected even in teacher formation and trainee during university years. For this reason and talking about inclusion issues that must be fixed, is fundamentally to work in alliance and collaboratively from preschool to college, principally if we live in a country with an apportioned educative Curriculum, where it is difficult for teachers to work together in projects, instead of creating a link among all disciplines being scientific or related to humanities, in where students can easily make relations one another. When in school and at home parents and teacher start promoting to live the differences, to foment tolerance and acceptance, reflecting constantly about our own prejudices about sexual minorities, immigrants, indigenous people, etc., only in that way we can start doing the common good.

As response to number four, the academic talked about the differences between curricular accommodation and curricular adaptation. Miss Ramirez stated that they are not the same: for instance, the first consist in a specific work plan that is in relation to a particular group of student's necessity and can be expressed in a long-term projection, in terms of when planning classes, how adapting the curriculum in a determined time, class, work unit, etc. Whereas the latter refers to a minor range, to a minor adaptation of a class, being it in activities or how the content is introduced, in a space and time determined.

When considering essential elements in adapting Mineduc's content, the academic divides in three macro, meso and micro levels: i) macro in terms of educative policies, LGE (general National Educational law), educational decree, instructive that guide classroom work; ii) meso in terms of knowing the National Curriculum, in specific according to the chosen discipline, educational programs textbooks, etc; iii) micro when taking all the above

in consideration and taking into practice in planning requirements, altogether with the respective adaptations to consider, plus the class or student's context which lies in school educational project, citizen formation plan, social inclusion plan and school management. Miss Ramirez adds the following interrogate: how learn and comprehend the content my students? When adapting evaluations tests, activities in classes, methodologies and Learning Objective, teacher must take in consideration all these indications in order to reinterpret the content, to transform it according to the group, how a didactic transposition is carried out, all narrowed by an adaptation necessity.

In the final question Miss Ramirez agree with methodology is fundamental when adapting the content to student's necessities and is in this case that Chilean educational system must change its paradigm. In her words "you learn better if you work collaboratively and in interaction with others". Teacher must innovate their methodologies when teaching a content, he/she must possess at least three different kind of methodologies when teaching the same content, adopting social theories such as multiple intelligences theory, considering Bloom's different knowledge transitional verbs such as memorize, associate, analyze and evaluate a lot in order to create higher states conveying in critical thinking. Teacher must be aware of their students learning necessities most of the time, always in professional compromise to innovate in their own work, investigating, working collaborative in terms of inclusion issues. Finally, the academic, highlight that teachers always must try to make all lessons the most significative and encompasses to all students in a way to create meaningful experiences for all. (Ramirez, 2017). Thus, as consequence is a teacher's ethical duty to ask themselves how meaningful, relevant or pertinent can be one strategy, methodology or

learning tool above others. In the national current context, where issues related to inclusion are trying to get solve, is DUA the proper-nor unique- possible response.

### **1.5.1 Universal Design for Learning (UDL)**

The Curriculum adaptation should respond to the premise of the Universal Design for Learning, presented the first time as a Universal Design, elaborated by the North-American architect and designer Ron Mace in 90s. Mace considered the implementation of several changes in the way how people interact with their environment, especially in terms of architecture, for instance, how buildings were constructed or streets designed, emphasizing the accessibility for all people in spite of their condition (Cast, 2013).

In terms of educative fields, the UDL was taken and adapted to the educational experience; designed as a tool to promote learning no matter the learner background, since the educational system must be adapted to any student, converting the curriculum as it is known to one more flexible and adjustable to all users, eliminating the constant learning barriers that provokes teaching as in traditional classrooms, with either diversities or individual necessities.

#### **1.5.1.1 UDL Principles**

The UDL goals points to the implementation of flexible materials, strategies and techniques which can help teachers to satisfy all-group-students necessities into a one single universal curriculum. The more inclusive, equitable and accessible are the student learning experiences, the more significative and ever last is the learning result. UDL presents 3 connected principles, explaining as follows:

- I. First principle, to provide multiple ways to perceive the content(information) given by teacher: this means that teachers has to guarantee multiple experiences of learning, especially considering students with multiple intelligences, sensorial deficiencies and with diverse cultural context backgrounds.
- II. Second principle, to provide multiple ways of expression: because not all students can communicate or conveys their ideas in the same way, it depends on teacher to create procedures by which students has the chances to express their thoughts, regardless the way they do -being this orally or written-focusing on the intention of this, considering the hard-work of students to communicate, especially whether coming from other countries, or intellectual deficits they may present, etc.
- III. Third principle, to provide multiple ways of compromise: saying this as the chances who students has to get the learning and by which they respond to it. For instance, with one methodology they can highly accept it and feel "engaged" with their process, while the rest do not show any interest on it because simply, they could not grasp it. As a response, it is vital to promote several methods to present the material, not maintaining only one as predominant.

Despite the fact that UDL attempts to cope with all education processes into a single way to promote learning (from the general way of teaching the content for all kind of students to one especially design to fit in every single mind), this proposal is not implemented by most teachers because the majority of them does not have the proper training. Therefore, UDL proposes to work with students, no matter what student's difficulty may have -ADHD, Autism spectrum disorder, blindness or hearing impairment, even though it does not train teachers.

However, the context of the country, in especial the public system as in primary or secondary schools, have not had the chance to promote this kind of implementations in the majority of the country. From all types of existent curriculums, none of them reach the real purpose of the education, which is trespassing content through learning to user to make better and expert people. Thus, throughout time people in charge of creating all educative curricula were mistaken in thinking that the responsibility was only focused in the student and the capability from them to learn, and not in the elaboration of an ultimate curriculum adapted to all individual student differentiations and realities or facilitating better trainees in teachers all around the country.

In compass with UDL, games in teaching are one of the most transcendental ways to trespass knowledge, considering student's issues, their learning processes and context. As stated by Miss Ramirez "Teacher faces a competence curriculum based, so with the end of develop certain abilities, games when teaching is a suitable tool" (Ramirez, 2017).

Furthermore, with games all learned by students in classes is put it into practice, involving them in a powerful way, doing favorable their own teaching-learning process.

### **1.6 Games and English Language learning**

Merriam-Webster defines games not only as an activity engaged in/for diversion, amusement or play but also as a procedure or strategy for gaining an end. (Merriam-Webster.com, 2017). Taking this definition into account, we can categorize a game as a useful tool which end is promoting communication through interaction and learning of target language. For this reason, the teacher has the possibility to consider games for specific goals as promoter of language in a multi skilled way.

Games can be used in all language lesson stages: for instance; as warm-up, to create a free-stress atmosphere at the beginning of a class, to connect the lesson main objective plus the deliberate use of the language or otherwise as citing (Jacobs, 2017) in his book *Using games in language teaching*: “Games can also suit perfectly as fill-ins when there is extra time before the end of the class and to wrapper-up the content of the lesson, grasping the possible hollows left in the student’s new knowledge and reinforcing it”.

Supplementary, games can be an effective method when the educator’s intentions is creating a space of variety between the curriculum content and the student’s learning necessities. However, games can also be represented not just a mere time filler but also as a meaningful practice of the language as in a natural context for student, adapted to all realities, levels of proficiency and ages. It can be taken as a best-teacher-friend in a way of testing internalization of the taught content, as for example revising or recycling acquired knowledge, clarifying possible flaws or false misunderstandings in language proficiency, as stated in (Wright, 2005).

### **1.6.1 Games activities to enhance Significant Learning**

There is a vast range of game activities found in the literature that teachers can modify according to their own pleasure or requirement. Starting, for instance, with role-plays, where the meaning is acting out or embody such person or situation; board games, in which all participants must develop certain roles to win a prize. There are interpersonal games such as *Who am I*, which can be used as *Icebreakers*<sup>1</sup> to get-to-know a class and their interests, learning styles, or to create a fun atmosphere before starting with a new content,

---

<sup>1</sup> Cambridge Dictionary, 2017

A game or activity that is used to introduce people to each other so that they feel more relaxed together



among others. According to Dr. Yilorm in her workshop titled “*Playful didactic strategies towards the construction of a pedagogy of tenderness*” (Barrientos, Playful didactic strategies towards the construction of a pedagogy of tenderness, 2017) presented at Universidad Católica Silva Henríquez, she agrees that different games can help students feel more comfortable, decrease the affective filter, and enjoy learning a new language. Based on this statement and the evidence provided by Yilorm, we have selected 4 styles or games’ sub categorization taken from “*Oral Language and Vocabulary Development Activities*” (Troute, n.d), Games for Language Learning (Andrew Wright, 2006), and “*Let’s go for English in 100 fun ways*” by the same Chilean author and Teacher Jasna Yilorm Barrientos (Barrientos, Let's go for English in 100 fun ways, 2015).

### *Miming games*

Miming games is clearly a necessary strategy when teaching language because innately involves TPR at the same time students like doing it too. Teachers can get students in pairs and give each partner a list of items to mime to his/her partner (for example flashcards, pictures taken from magazines or any visual image that can attracts them). Working with jobs, sports, hobbies, verbs is a simple, but an effective way of getting students to use the second person when they spend most of their class time using the first and third person. You can use this in all levels. Why not get a student to mime their daily routine? Or why not describe actions to pupils while they mime them? The possibilities are endless.

### *Picture games*

Picture games might also be used as guessing games when the student is comfortable with the language. One student draws a card from a stack of picture cards or magazine clippings and starts to describe it. For example, the student holding the picture might say "It is blue." "You wear it". "It keeps you warm," pausing after each sentence to see whether the others can guess the item on the clipping or card.

### *Barrier Games*

As stated earlier, Games are a great language tool as they provide opportunity to develop skills for both speaking and listening (comprehension). Barrier Games require pairs of players to give and receive directions while being separated by some kind of obstruction (such as an open, upright book, piece of cardboard, or box lid). Battleship, a hit and miss game using coordinates, is a common barrier game. Students can draw a picture with geometric shapes (square, rectangle, circle, star, or triangle) and have the receiver reproduce it from spoken directions (ex, put the star on top of the left end of the rectangle); students may also enjoy using lego-type blocks to re-create shapes directed by a speaker-partner who has a completed structure in front of him.

### *Board Games*

While a steady diet of games is not recommended, for variety and occasional "just for fun" word play, Scrabble, Password, crossword puzzles, MadLibs, and other word games can be used in the listening-speaking rotation of BRIM. Dictionary "races" (who can find a word

and give its meaning first) are also good activities. The goal is to expose students to lots of words, and to make vocabulary acquisition a focus of interest.

### **1.6.2 Games as alternative to improve communication in ELT classrooms**

To study a language can be difficult or even over-demanding in some cases, especially in Chilean context. This is, because English is not fostered as a second language from the early years of schooling. It is assumed and isolated as mere discipline inside schools that is taught as a foreign language around the country. Nevertheless, it is not compulsory from kindergarten as Math or Science. According to the Ministry of Education, any public institution can deliberately teach English as subject from nursery, although as free will. In this case, Mineduc<sup>2</sup> has delivered a battery of Contents from first to fourth grade in a way of proposals (Mineduc, 2007). Since this is just a suggestion,-not all school around the country take this significant chance but rather wait until 5th grade to start implementing it- in which crucial exposure years of acquiring a language have passed-, by affecting directly in students learning development, in their present and future years.

A traditional way of teaching such as teacher centered, perhaps does not present any communicative potential when learning, as using games. The reason is obvious: starting from saying that a grammar translation approach does not promote a fluent communication in student's interaction inside classroom, inexistence facilitation of a joyful environment among students, by paying more attention to the linguistic correct forms used in language, to, instead of simply, having a meaningful experience; working on groups and learning from others.

---

<sup>2</sup> Ministerio Nacional de Educación, Spanish acronym.

Furthermore, games work developing social skills and collaborative work which are an essential part of the communicative approach as well as the social development of students. This means that by using games as promoter of foreign language communication, it could develop the use of the language as a symbolic experience, such as cooperative bounds, in order to achieve specific goals or what is more, by using games when teaching for a more specific aim, can complement a structured class since games can be used in any stage during a lesson; from an energy warm-up or engage, by doing anything extracurricular in order to decrease anxiety levels previous to an exam or also as in production stage, where students have to demonstrate whether they have master what was taught indeed, and what more efficient than doing it through communicating in English and working collaboratively.

### **1.6.3 Communicative Language Teaching (CLT) in games**

As it has been explained earlier, to carry out a game-like style as it proposed when teaching a foreign language, it is necessary a methodology that could foster students to communicate without pressures, being this not a rigid class structures nor grammatical aspects as predominant. Thus, what better than Communicative Language Teaching to fill this requirement. The methodology in concerned is the most suitable if we talk about to be involved in learning experiences based on non-stop interaction among students, communication without affective barriers and deliberately use of language. The distinction here among other different approaches lies in how the language is used. The innovations focused in the effectiveness and functionalism of the language. Furthermore, it highlights the fundamentally communicative properties of language, classroom characterized by authenticity, real-word simulation, meaningful tasks, student-center class experiences and

its collaborative work by which they are involved to complete a task using the acquire language function (Brown, 1994).

### 1.6.3.1 Collaborative work and student center class as games facilitator

The collaborative work presented in a lesson characterized by using games enable students to take part as principal agents of their own learning; notwithstanding, teacher plays a facilitator role and not active as in other teaching layouts. As stated in (Trujillo & Martinez, 2014) the teacher is responsible in providing significant and social tools such as fostering oral communication or boosting listening skills in students, developing activities in small groups or pair works with the possibility to achieve a respective aim, using communicational strategies as also working in cooperation. The following table was designed showing the distinctions among a traditional class method, or in this case, Grammar-translation teaching versus a Communicative Language teaching and as a result, games implemented as activities inside classroom.

*Table 1, main differences among GTT, CLT, and game implemented classroom, own elaboration.*

	Grammar-translation Teaching (TLT)	Communicative Language Teaching (CLT)	Games implemented in teaching English
Teacher's role	Controller	Guide, facilitator, negotiator	Negotiator, facilitator, guide

<b>Student's role</b>	Passive, content's receiver and performance of their knowledge	Active, engaged and producer of their knowledge	Active, producer of their own knowledge
<b>Content</b>	Focused on grammar and its structure	Focused on communication of functions	Focused on language communication
<b>Interaction</b>	Teacher-centered class	Student-centered class	Student-centered class
<b>Language skills</b>	Reading and Writing at the top, followed by Listening and Speaking	Speaking and Listening at the top, followed by Reading and Writing	The four macro skills in balance
<b>Material</b>	Guides, textbooks, whiteboard	Flashcards, audio-visual mechanism	Any type of material. From table games to recycle elements
<b>Classroom arrangement</b>	In columns or isolated	In pairs or Small groups (3 or 4 students)	Most of the times in groups, pair work

## **2 Research Methodology**

### *2.1 Participants*

The participants were 48 high school students with ages ranging from 16 to 17 years old. The participants were taken as a convenience sample, which means that they were selected because of the convenient accessibility and proximity to the researchers. The participants attended two different schools, (School A and B) in which the researchers were doing their current practicum process. Additionally, students did not receive monetary compensation for participating in the research

School A is located in Macul, Santiago, Chile; where the families represent middle and upper middle socioeconomic levels. The school is privately funded, in the sense that that families pay for their children's education.

School B is located in Santiago centro, Santiago Chile, where the families represent middle working class socioeconomic level. The school is a municipal school, in the sense that the state pays for the student's education.

The participants in School A, belonged to a mix 11th grade class that was composed of twenty-three students (11 boys and 12 girls). Students attended four English classes of 45 minutes each per week.

The participants in School B, belonged to a mix 11th grade class that was composed by twenty-five students (17 boys and 8 girls). Students attended four English classes of 45 minutes each per week.

## *2.2 Materials*

For this study different material such as consent forms, surveys, journal entries, were created to measure different objectives and also for testing the hypothesis. Assessment instruments were elaborated to measure the acquisition of content.

### *Informed consent forms*

Informed consent form asking for volunteer participation containing explicit information about the purpose of the study, the procedure, and the contact information of the researchers and the head teacher of the project was created. It was handed in to school administrators and participants. (For a sample, see appendix, annex #1)

### *English lesson survey for students*

A survey was the instrument used for gathering information about the students' interests and impressions as well as pedagogical preferences in English classes. Questions from how challenging are the activities you usually do in English classes, how comfortable do you feel talking in English, to the student's classroom arrangement or if the teacher does Speaking or Listening activities were mentioned in this survey. Two University lecturers were asked to check the validity of the survey (See appendix, annex #2).



### *Student journal entry*

A Journal entry template (See appendix, annex #3) which was validated for university lecturers as well, was created and applied. The main objective of the journal entry was to gather the students' impression about the lesson. The entry included four questions related with their personal interest about the English classes they were exposed, including parts such as; 'what did you like the most and, on the contrary, what did you like least about the lesson?'

### *Additional resources*

Other resources used for the study were: season and cooking utensils flashcards, weather role-play and cooking time prompts, hangman game template, Scattergories templates, lemon pie ice breaker template, Fly swatters game template; typical Chilean dishes, food, ingredients and people' diet lifestyle pictures; Reading about people' diet, cooking time vocabulary bank, cooking time PowerPoint, soft ball, fly swatters, posters and photos. (For a sample of this material, see appendix, annex #4)

### *Assessing materials*

A Likert scale (See appendix, annex #5) was elaborated to evaluate the final unit: "Cooking Time". It was used during a "Cooking Festival" as tool for an oral evaluation. The criteria to evaluate was divided into two parts: the first one indicating the implementation of the vocabulary learnt during the latter six lessons and the other one corresponds to the elaboration of a stand, plus a poster and a homemade real dish.

### *2.3 Procedure*

The study lasted 2 months and the hours employed in all the process were 630 pedagogical hours spaced out in 90 minutes per 7 lessons.

During the pre-intervention stage, The Informed consent forms and surveys were applied in the second semester, specifically in dates, October 4th in School A and October 13th in School B. The results taken from surveys provided enough information to adapt and contextualize the lessons in order to recognize the interests, impressions and pedagogical preferences in the English classes of the participants. This process took two entire weeks approximately, as we had to prepare the lesson plans and additional activities to meet the aim of the research.

The interventions took place during class time with no cancelled classes. The classes followed the ESA format and the games were included in different stages, but not necessarily in the study section.

After each session, the student's opinions were collected in the form of a journal entry where they could write their class impressions and personal comments.

The interventions started from October 11th to November 9th, Lesson plan content (See appendix, annex #6. A) were based on the textbook "PET Masterclass" and on the survey results.

### 2.3.1 Activities in class

#### a) School A

Lesson Number	Ice breaker	Activity
Lesson #1	<b>“Who am I”</b>	<b>The weather Role play</b>
Lesson #2	<b>“Word association”</b>	<b>Hangman guessing game</b>
Lesson #3	<b>“Scattergories ”</b>	<b>Miming game</b> <b>Play “fly swatter game”</b>
Lesson #4	<b>“Jump in, Jump out ”</b>	<b>Reading: People’ lifestyle and routines.</b> <b>Let’s create your own daily routine</b>
Lesson #5	<b>“Lemon pie”</b>	<b>“LET’S MAKE AVOCADO BREAD”</b> <b>Role play Activity:</b> <b>“cooking time”</b>
Lesson #6	<b>“Tossing ball”</b>	<b>Making the poster for the cooking festival</b>

The interventions started from October 20th to November 20th, Lesson plan content (See appendix, annex #6. A) were based on the textbook 11<sup>th</sup> grade Municipal School Textbook plus the survey results.

b) School B. (See appendix, annex #6. B)

Lesson Number	Ice breaker	Activity
Lesson #1	<b>“Scattergories ”</b>	<b>Playing charade</b>
Lesson #2	<b>“Jump in, Jump out ”</b>	<b>Reading: People’ lifestyle and routines.</b> <b>Let’s create your own daily routine</b>
Lesson #3	<b>“Tossing ball”</b>	<b>Idioms game about food</b>
Lesson #4	<b>“Lemon pie”</b>	<b>“LET’S MAKE AVOCADO BREAD”</b>  <b>Role play Activity:</b> <b>“cooking time”</b>
Lesson #5	<b>“Who am I”</b>	<b>Start the recipe elaboration</b>

Lesson #6	<b>“fly swatter game</b>	<b>Making the poster for the cooking festival</b>
-----------	--------------------------	---

During session seven in both schools, a Cooking Festival was held as a means of final oral evaluation. Each class was separated into groups and a dish was chosen by each of the groups. At the cooking festival they organized a stand where they had to present a poster about the dish that must have included a picture of the dish, the ingredients and kitchen utensils that were used to prepare the dish, as well as the cooking instructions to prepare the dish, moreover.

To evaluate the “Cooking Festival” four native speakers were invited, which allowed to the students to have a real opportunity of using the target language, realizing the importance of it in terms of communication in a real context and situation.

The guests and the researcher (in this case the teacher) walked around the cooking festival.

At each stand they asked four questions:

What is the name of your dish? What ingredients did you use?, What kitchen utensils did you use? and How did you make it?.

The guests were all free to independently ask any questions that they wanted in order to discover more about the student’s backgrounds. Nevertheless, the four questions above were mandatory and were all that was considered in the evaluation process.

### **3 Results and Discussion: Data Analysis of the Investigation**

This chapter presents the analysis and interpretation of the data collected from the participants in the various sessions at the different schools. These outcomes belong to students' perception about the diverse activities conducted in classroom.

The results are presented in tables, graphs, charts from both schools with its respective explanations. The School A belongs to the private school whereas School B represents the public school.

#### **3.1 Pre Intervention Survey Analysis**

The following survey had the purpose of collect the preferences in terms of learning style, at the same time gathering the interests about student's class arrangement, beside of recognizing the student's perception about English.

This survey was administered in two different schools to a total of 37 students since 20 of them belonged to a private school whereas 17 belonged to a municipal school. The surveys were applied on October 11<sup>th</sup>, in the case of private school; while public school surveys were applied on October 13<sup>th</sup>. These surveys were applied before to start the interventions a school.

Each of the following paragraphs analyses the results of the surveys, with each question being expanded on with its' own graph and explanations.

The results indicated in the following chart that the majority of the students answered with a level 5 that belong to 40.5% of students' answers about how comfortable they feel at the moment where they needed to speak English. On the other hand, we could observe just few students felt uncomfortable at the moment they were required to speak English. At the same time the equal percentage of students said that they felt totally comfortable when speaking English.

Overall, less students feel comfortable when they speak English.

See chart N°1

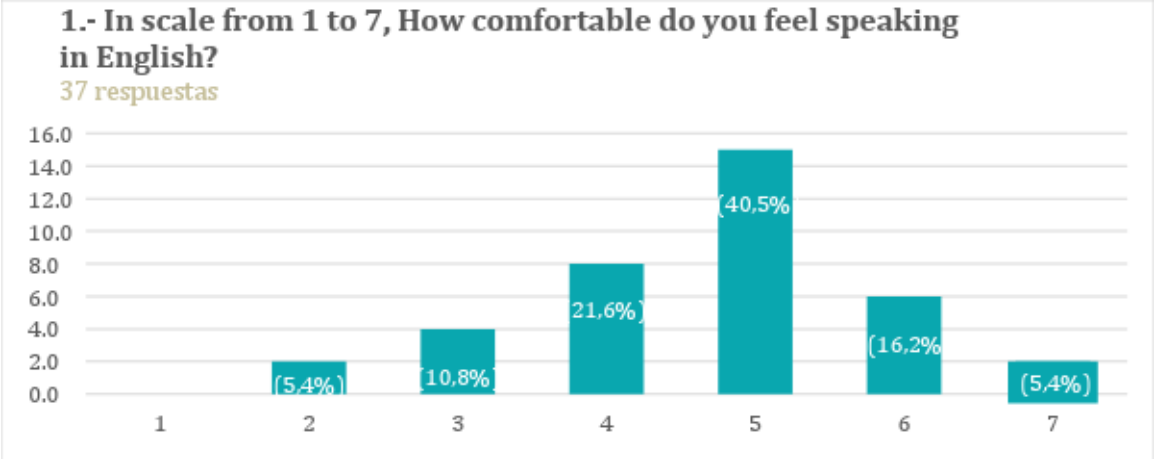


Chart N° 1

When asked about motivation to study English outside the school one third of students stated that their interests in studying English outside classrooms were for the purpose of using during hobby or leisure time (37,8%); while another third of the students (35,1%) was for use during higher studies. It is important to highlight that only 10, 8 percentage of the students answered a “not interested feel in learning English outside the school.

See chart N°2

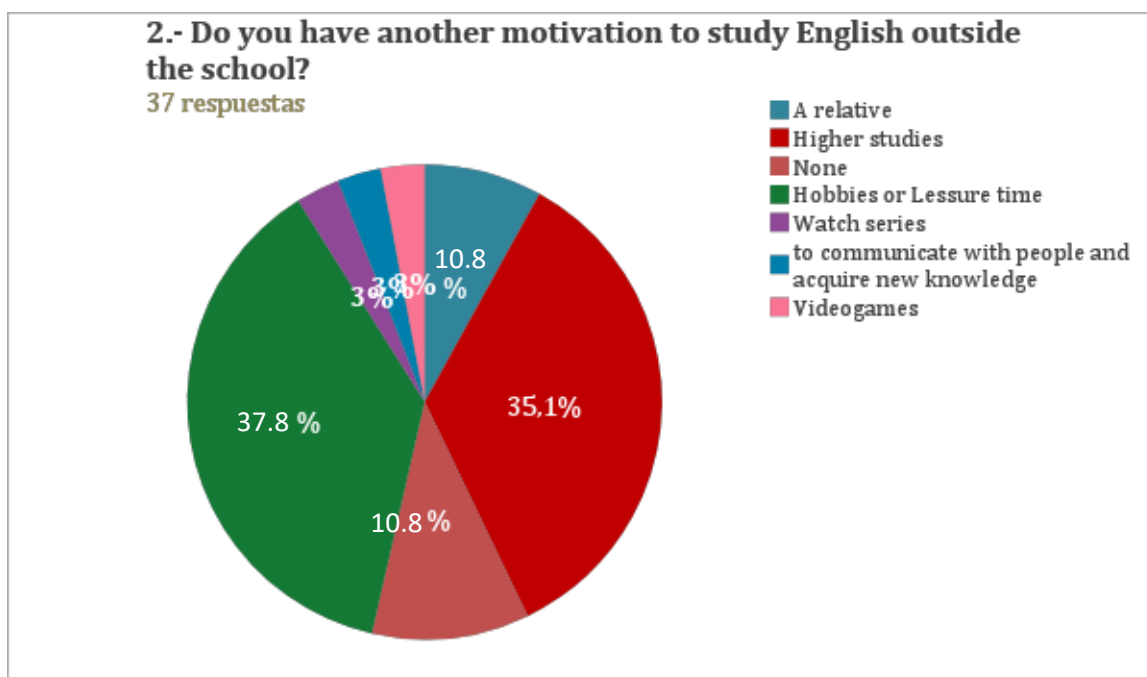


Chart N°2



It can be observed that when students questioned about class organization indicated that they prefer to work in groups 56, 8% of the students, instead of working in pairs (27%) or alone (16, 2%). It means that if we were to consider and incorporate this organization, our English classes should be more effective.

See chart N°3.

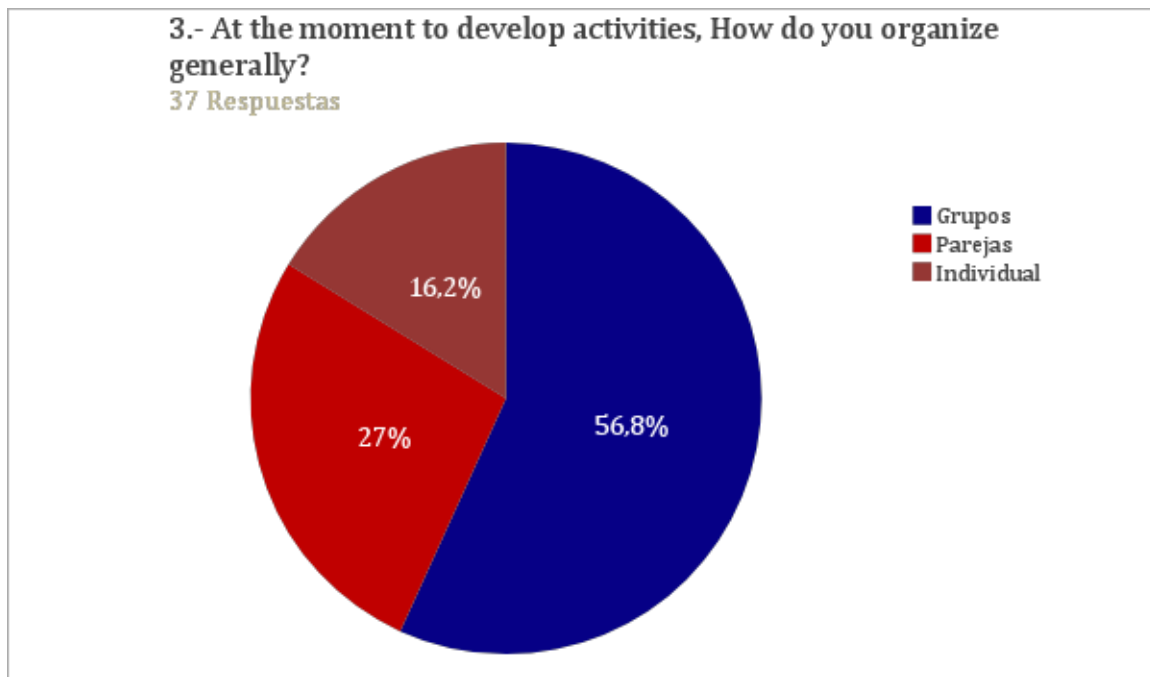


Chart N°3

When asked about the importance of teaching language in their future the majority of the students represented by 94,6%, stated that is important to learn English for the future while just 5,4% of them considered the contrary. By this analysis it is certain that students are aware of English nowadays is a tool that gets more possibilities such as travelling abroad, academic issues and labor aspects.

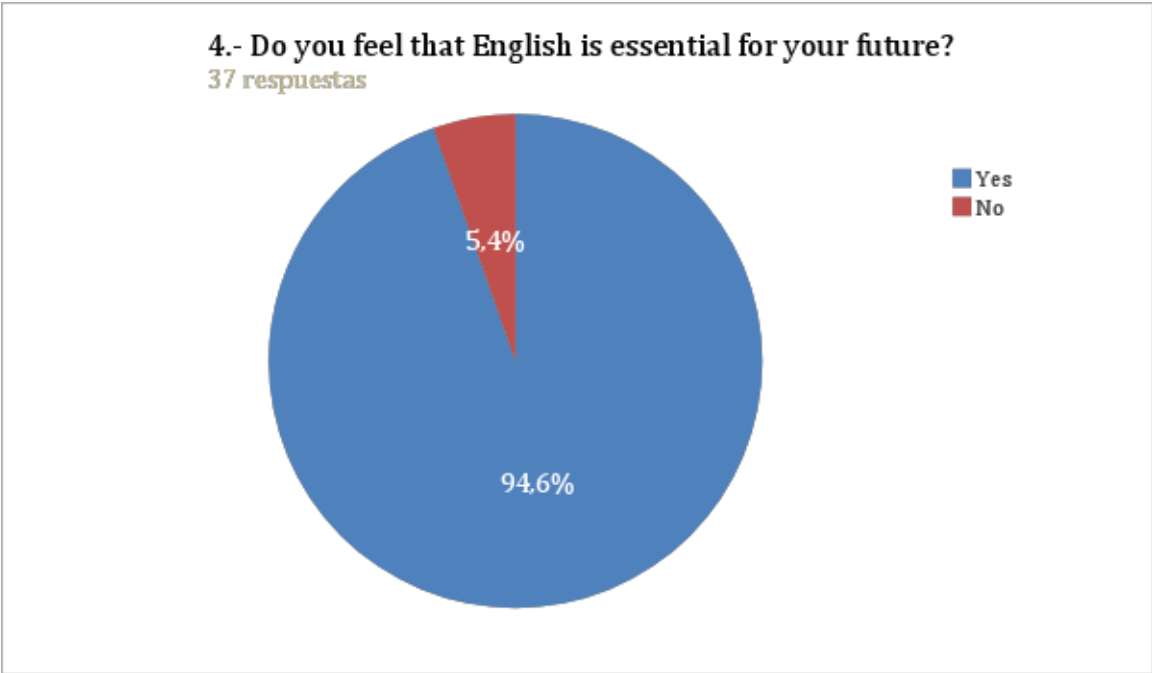


Chart N°4

The responses about the level of complexity of the activities indicate that less than half of the participants found classes challenging. 37,8% of the students answered with a level 4 that English activities done in classroom are challenging. On the contrary, we can observe that 13,5 % of students think that the activities done in classroom are a little more challenging; and just 2,7% being represented just by one student claiming that English classes are not challenging at all.

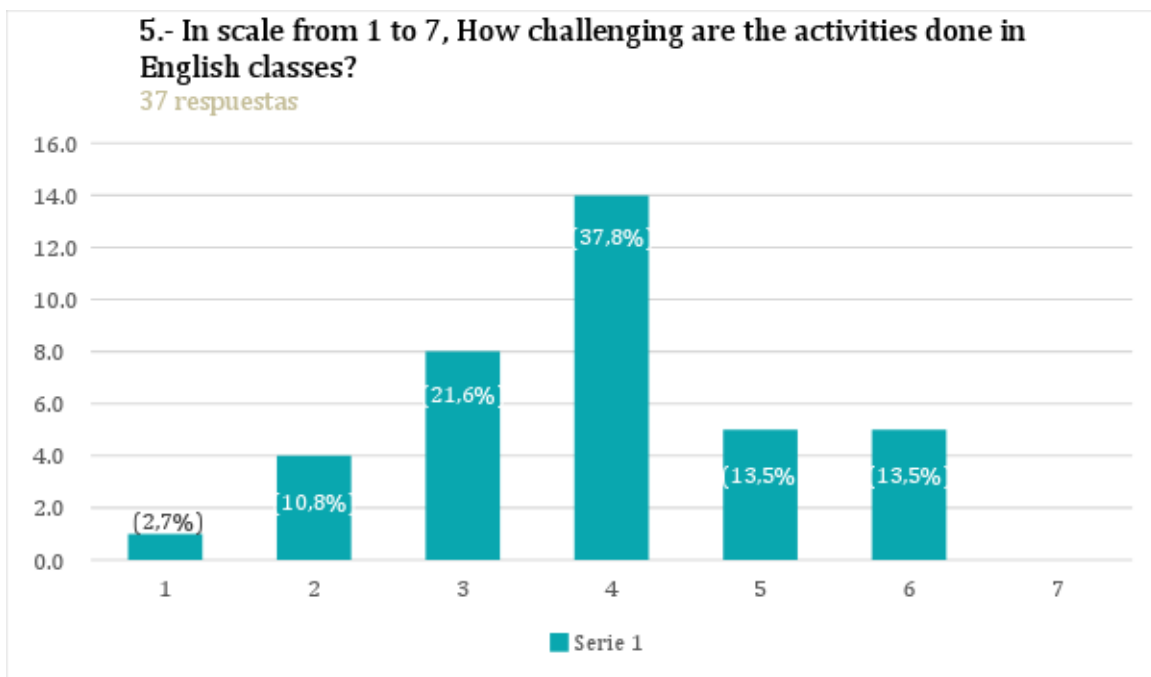


Chart N°5

The participants indicated that their ideal class was to learn English through the use of games. Being this a dynamic class, interacting with native speakers. A class where the teacher foments a whole class participation and at the same time teaching through other methodologies, inspired in speaking activities.

**6.- How would it be your English dream class?**

<b>Concept of ideal Class</b>	<b>Answers</b>
<b>Didactive</b>	7
<b>games</b>	8
<b>Speaking activities</b>	9
<b>Change the methodology</b>	2
<b>Interacting with native speakers</b>	3
<b>I don't like English as subject</b>	2
<b>With a teacher who knows a lot</b>	2
<b>More classmates participaction</b>	4
<b>Total</b>	37

Chart N°6

When asked about activities and topic included in the English textbook the majority of the students represented by (73%) do not agree with the content and activities present in school textbooks, while the minority of students represented by (27%) affirmed that they were satisfied with the content and activities provided by escolar text books.

We realized that almost of students are not satisfied with the use of current textbooks provided at schools. Therefore, it lead us to implement our own material.

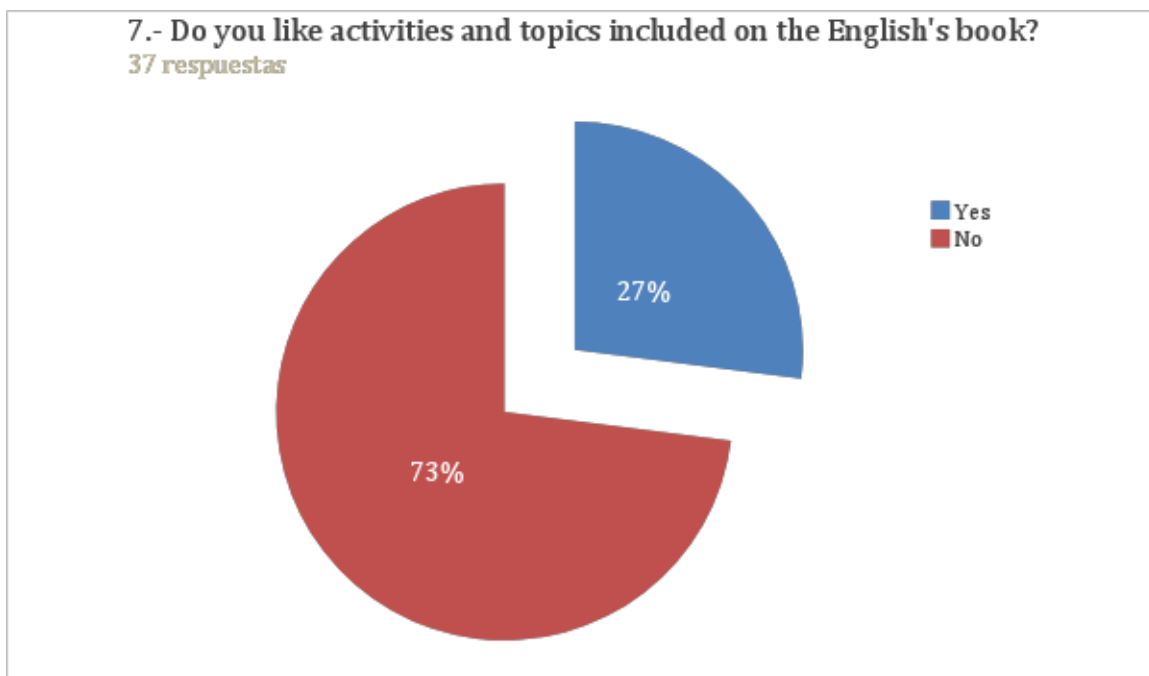


Chart N°7

As for as speaking activities is concerned, 58, 3% of the students affirmed that in English classes they did speaking activities, meanwhile 41, 7% of the students stated the contrary.

This reflect that the results are slightly divided due to the lack of awareness on student's perception in what concern speaking activities.

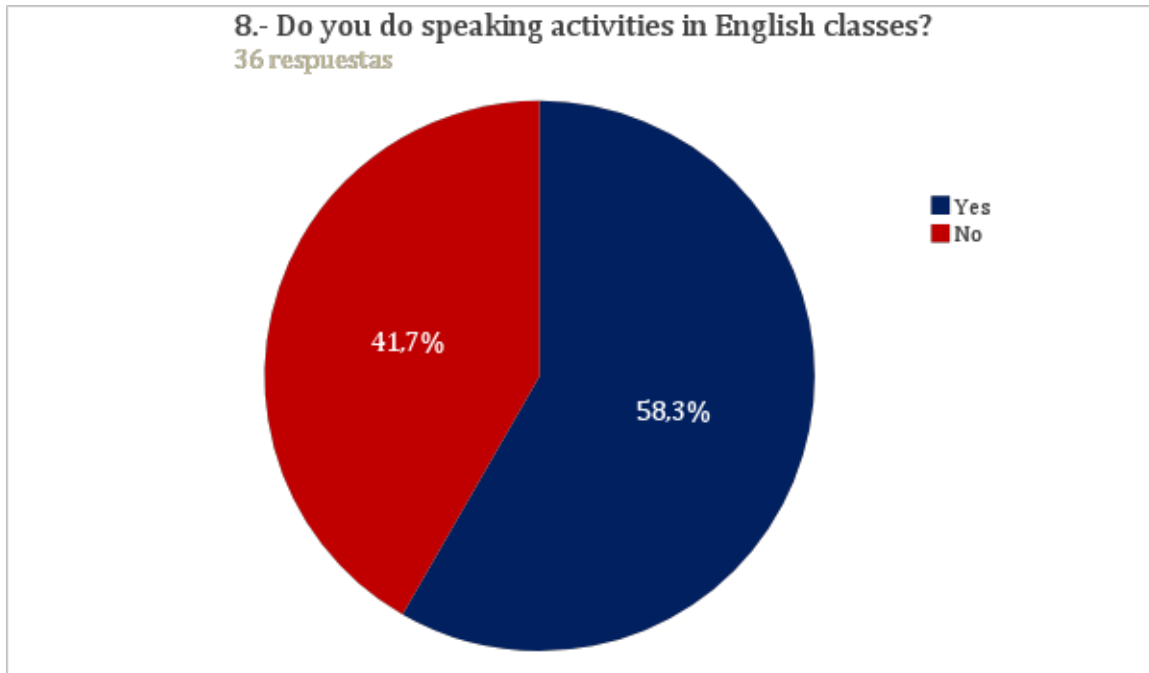


Chart N°8

Where listening activities are concerned, 91, 9% of the students affirmed that in English classes they develop listening activities, meanwhile 8, 1% of the students stated the contrary.

This reflect that the results indicated that both schools develop listening activities. Only a minor percentage of students declared that they do not implement this kind of activities.

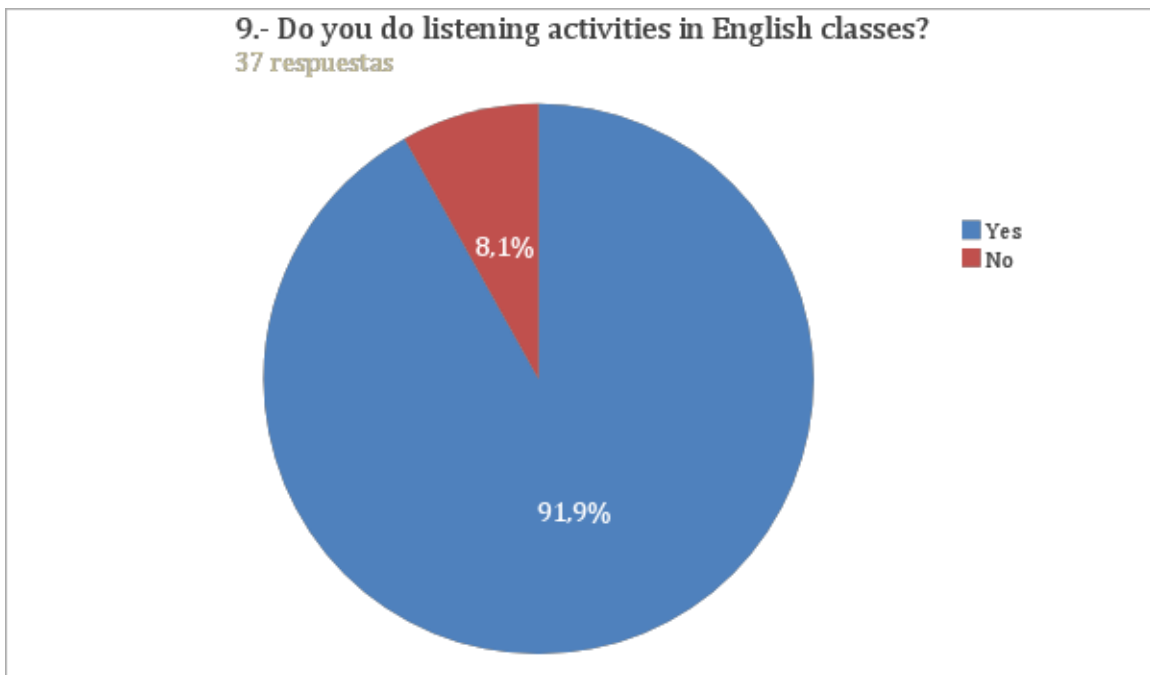


Chart N°9

When asked if the activities performing in English classes develop students' abilities to communicate in real contexts, the results from the student's answers showed that 70,3% of the students stated that the activities done in English classes develop the ability to communicate in a real context. It means that thanks to the activities learnt in English classes they may carry out a fluid communication.

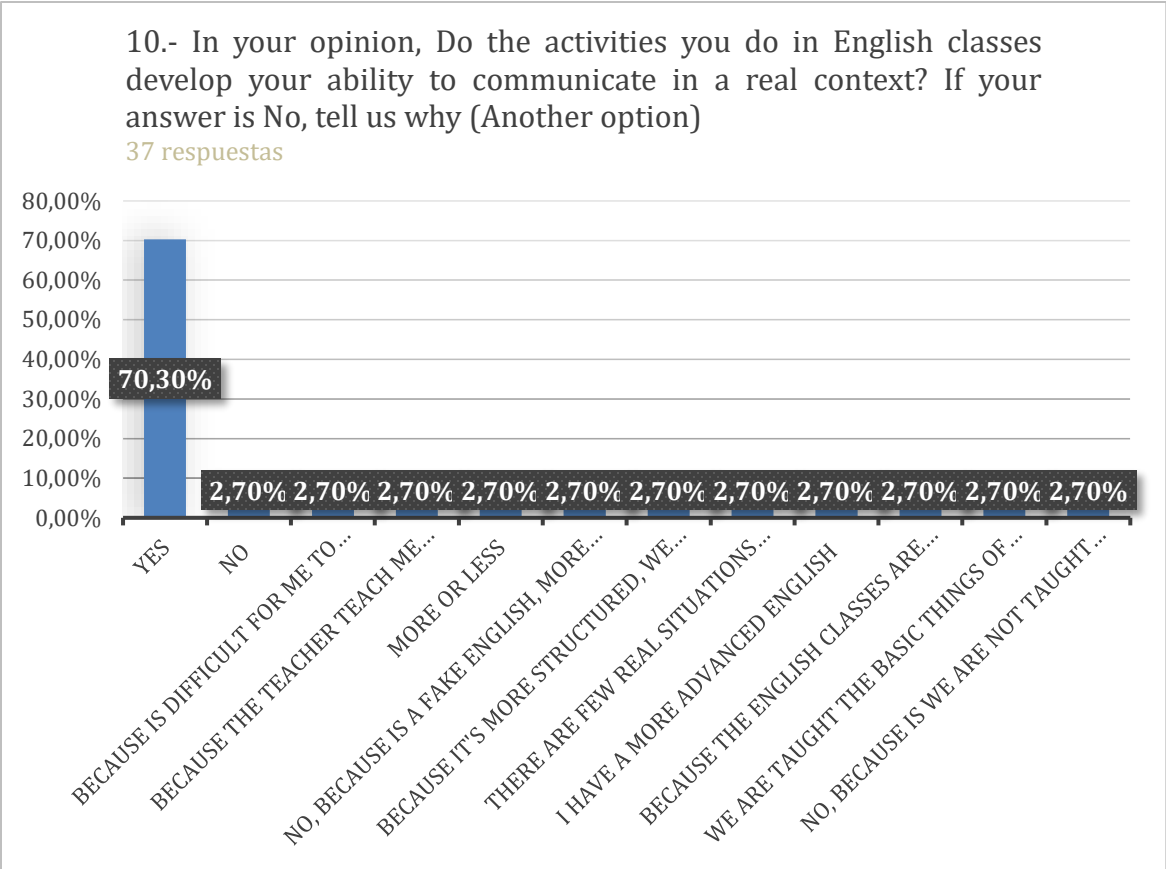


Chart N°10



At the moment of reporting their favorite class activity, participants answered that their favorite activities were Speaking activities and Group activities.

We could infer that their favorite type of English class is one in which is they can learn through the use of games, videos, groups activities, and other speaking and listening activities.

**11.- What is your favorite activity in English classes?**

Students favorite activity	Number of answers
Listening Activities	4
Speaking Activities	8
Writing Activities	2
Reading Activities	4
Didactic Activities	3
Grammar Activities	1
Group work Activities	6
Outdoor Activities	2
Activities based on Games	3
Not interesting in English class nor activities	4

Chart N° 11

When asked if they would like to implement games as another source of activities, 97.3% of the students answered they would be in agreement with implementation of games in English classes, but just 2,7% represented by just one student answered the contrary.

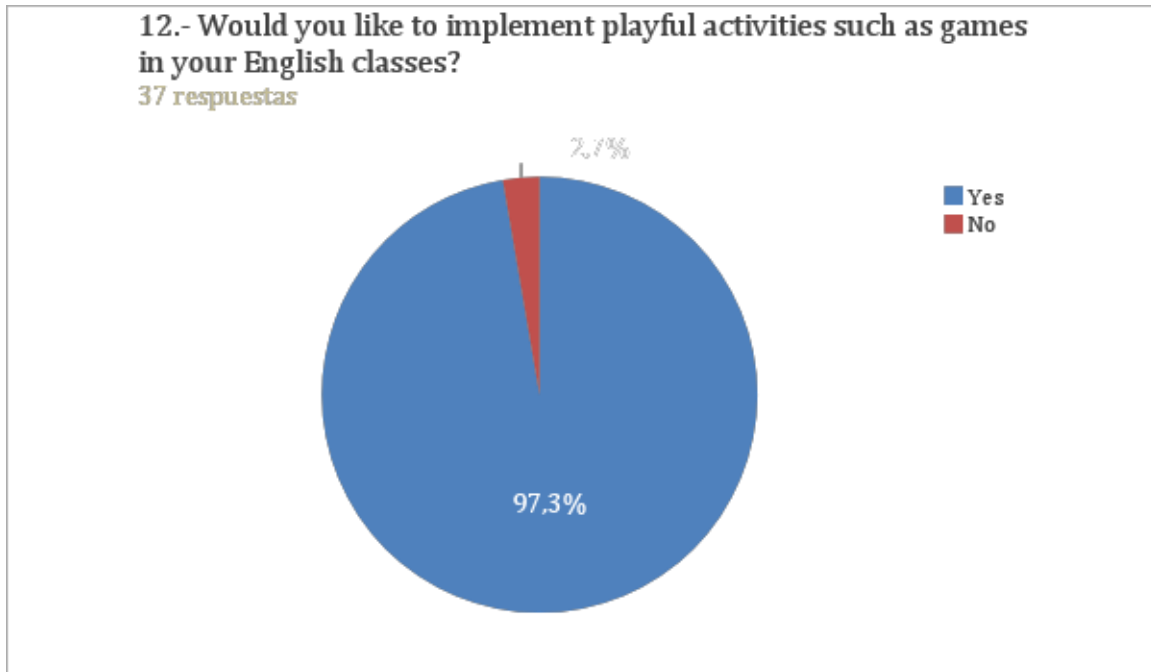


Chart N°12

When attempting to identify the type of learner, 48,6% have a visual and auditory way to perceive the world. While 29,7% of the students seemed to be kinesthetic, on the other hand 18,9% of them show a reading skills to learn and just 2,7% represented by only one student has writing skill.

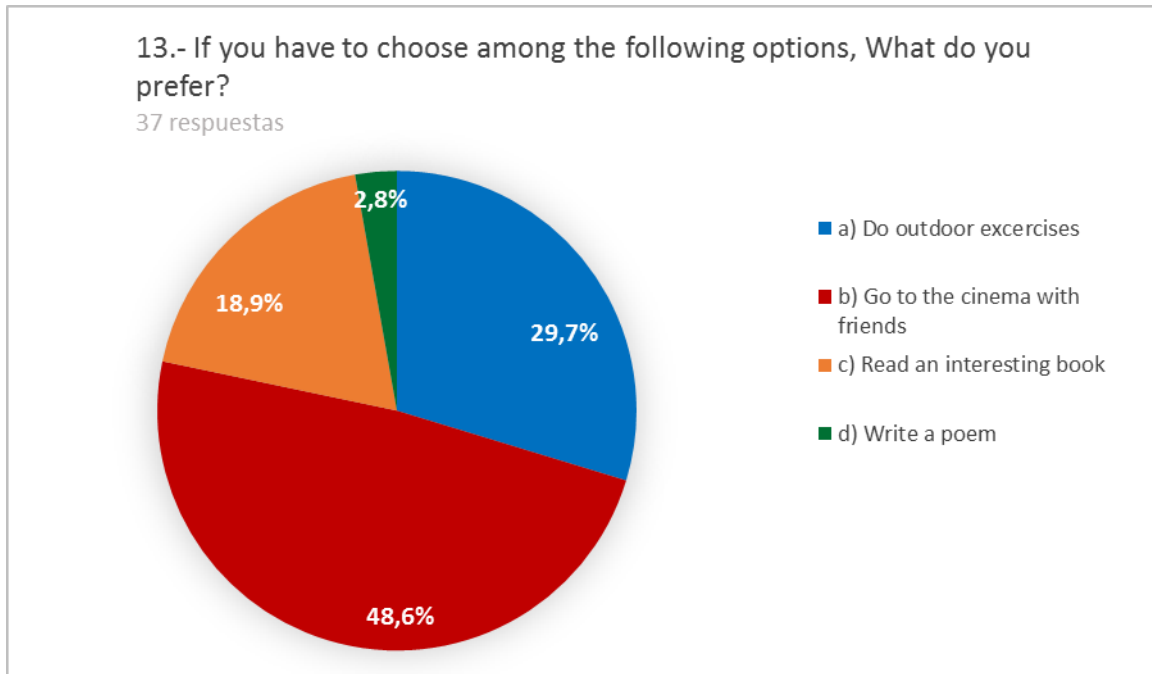


Chart N°13

### 3.2 Analysis of Students' Journal Entry

The type of analysis that we used to retrieve these results was a descriptive analysis by which we obtained the information from students' perspective through the usage of Journal Entries.

It is important to mention that to obtain an average of the answers, we used the mode as principal source of measure to gather the information. In this way we can subsequently analyze and interpret it.

#### A) Private School

The journal entries were collected at the end of each session. As stated above, the attendance for school A for the whole number of lessons was on average 91.3%, taking into account all 23 students, who combined represented 100% of the students.

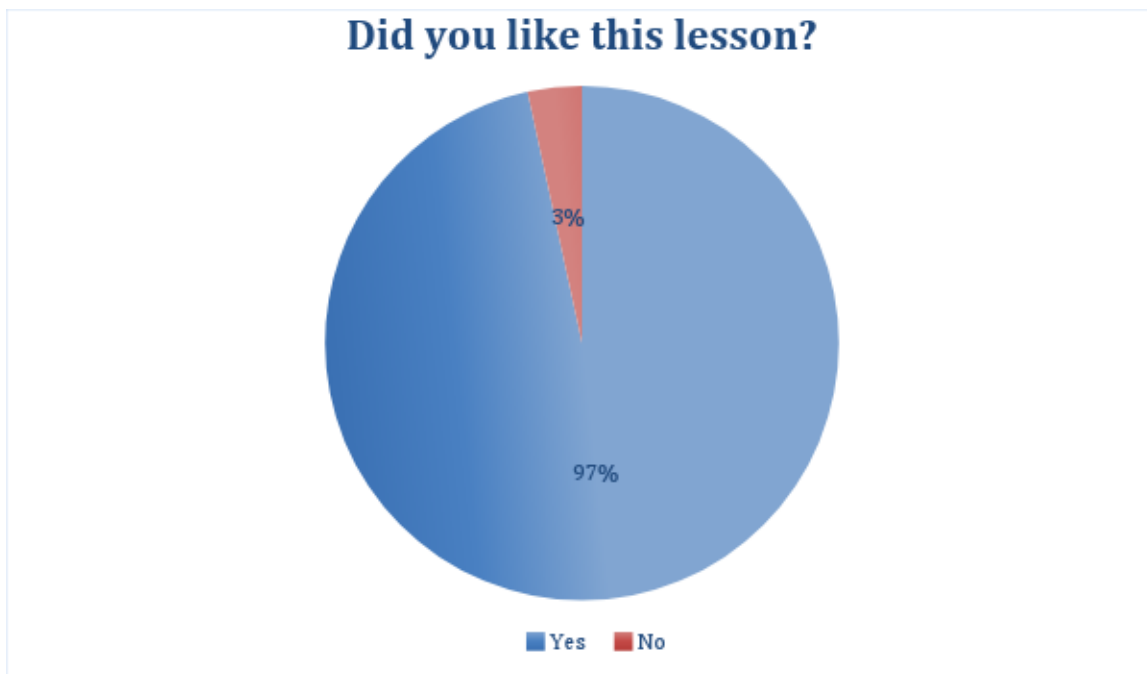


Chart N°14

As seen in the pie chart, 97% of the participants answered that they liked those lessons. On the contrary, just 3% of the students answered that they did not like the lessons. In addition, it is important to mention that 97% was obtained from 142 answers from the students, which these were “yes”. On the other hand, the 3% remaining to negative answers corresponded to only 5 students’ answers.

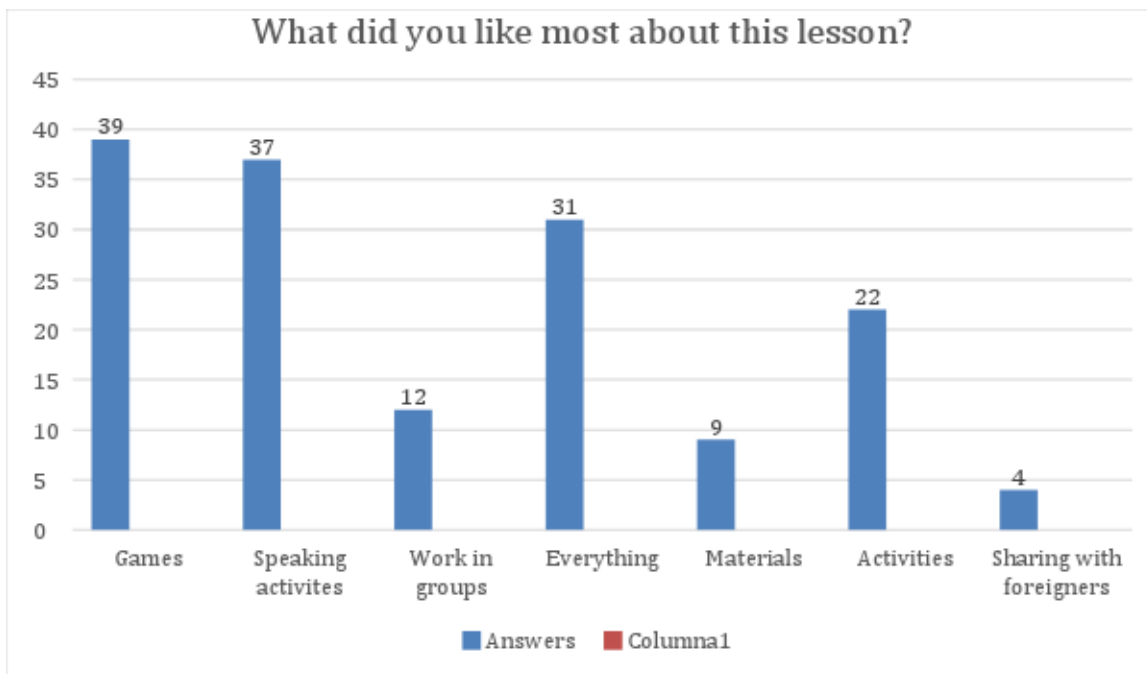


Chart N°15

In question N°2, it can be concluded that most of the students agreed with the different activities carried out in the classroom. The factors that were the most preferred were *Everything* (21%), *Speaking activities* (25.1%), *Games* (26.5%), and *Activities* (14.9%). Therefore, we can infer that games were the activity that most students found interesting. The others variables such as *Work in groups* (8.1%), *Materials* (6.1%) and *Sharing with foreigners* (2.7%) obtained a low percentage in comparison with the first ones. On the contrary, 36.1% of the participants did a dislike for the activities or did not provided a response.

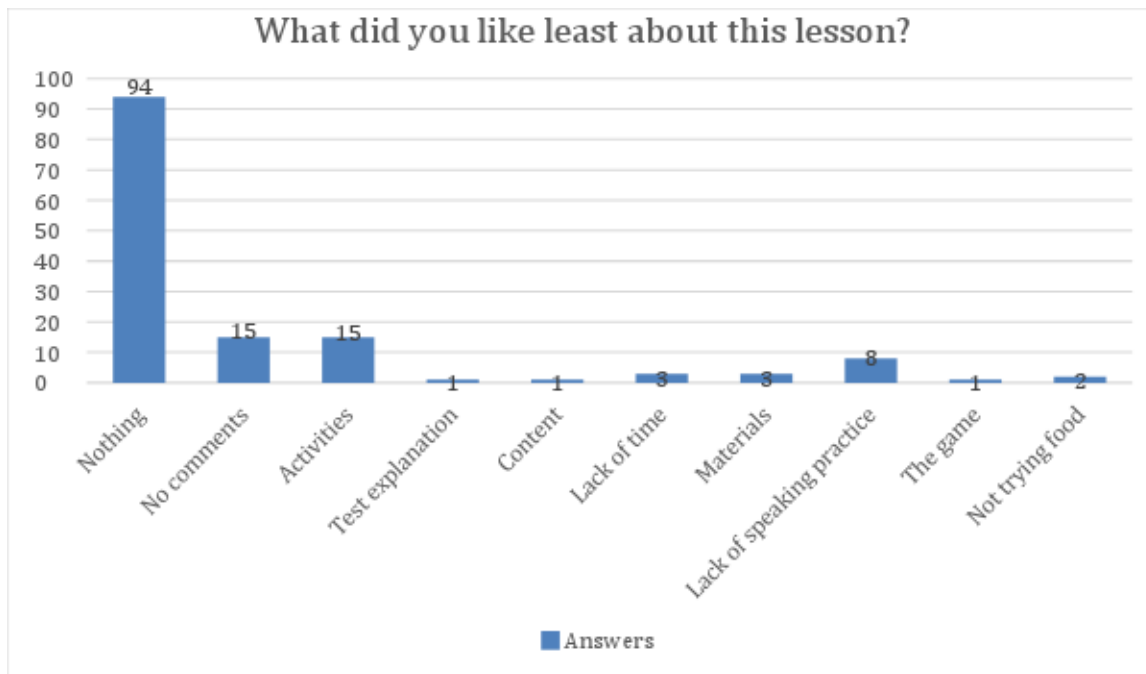


Chart N°16

Where question N°3 is concerned, in summary for students there were few aspects from lessons that they did not like or not were agree with. For instance, the variable that achieve the highest percentage was *Nothing* that correspond to 63.9% of the answers. On the contrary, the factors that were least preferred by students were *Test explanation* (0.6%), *Content* (0.6%), *The game* (0.6%), *Lack of time* (2%), *Materials* (2%), and *Not trying food* (1.3%). Moreover is important to highlight that *No comments* (10.2%), *Activities* (10.2%), and *Lack of speaking practice* (5.4%) had a significant percentage but not as relevant as the first variable.

In the last section, where the students must mention some comments in order to improve the lesson. Participants indicated that they wanted *More games* and *Good class*, both with 37.4%. 2% requested more speaking activities while 18.3% was *No comments*. This feature was not observed. Finally, just 2% of the answer's students could suggest us that were

important to implement *More speaking activities*. The Others factor correspond to not relevant comments for this research, such as “watch a movie”, “more time” and “more food”.

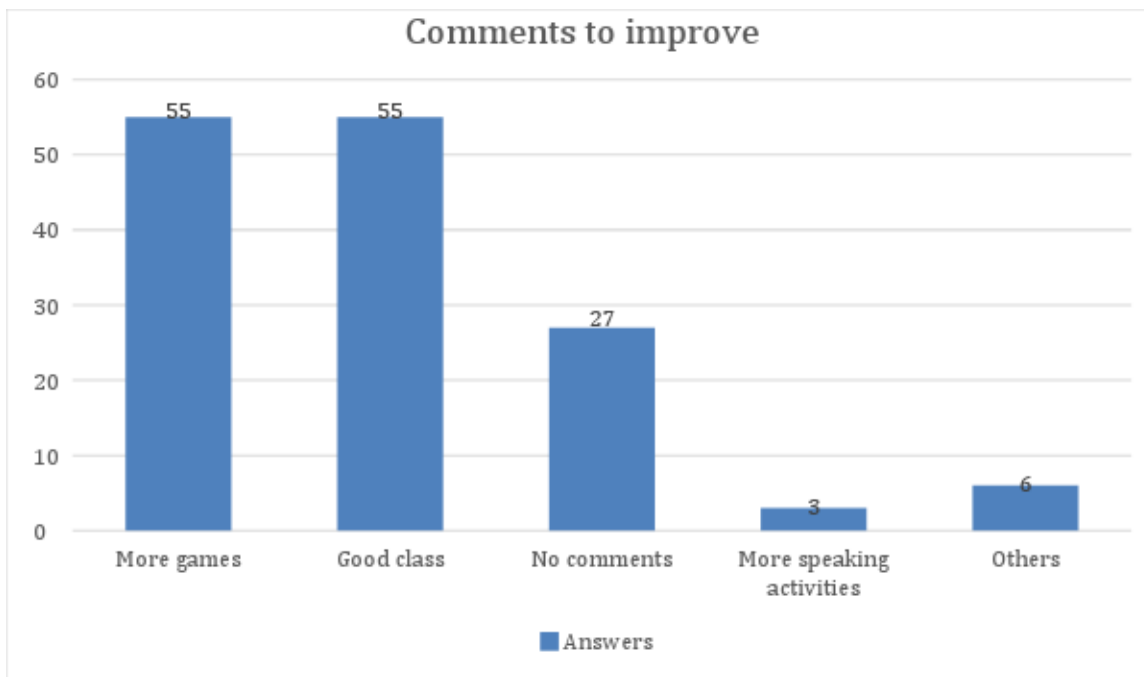


Chart N°17

For the specific results of each question of Private School see table 1. (Annex #8, page 165)

## B) State School

The results obtained from Students Journal Entry in question N°1 indicated that 90% of the participants answered that they liked those lessons. It just 10% of the students answered that they did not like those lessons. In addition, is important to mention that 90% was obtained from 156 “yes” answers from the students. On the other hand, the 10% remaining to negative answers correspond to only 16 student’s answers.

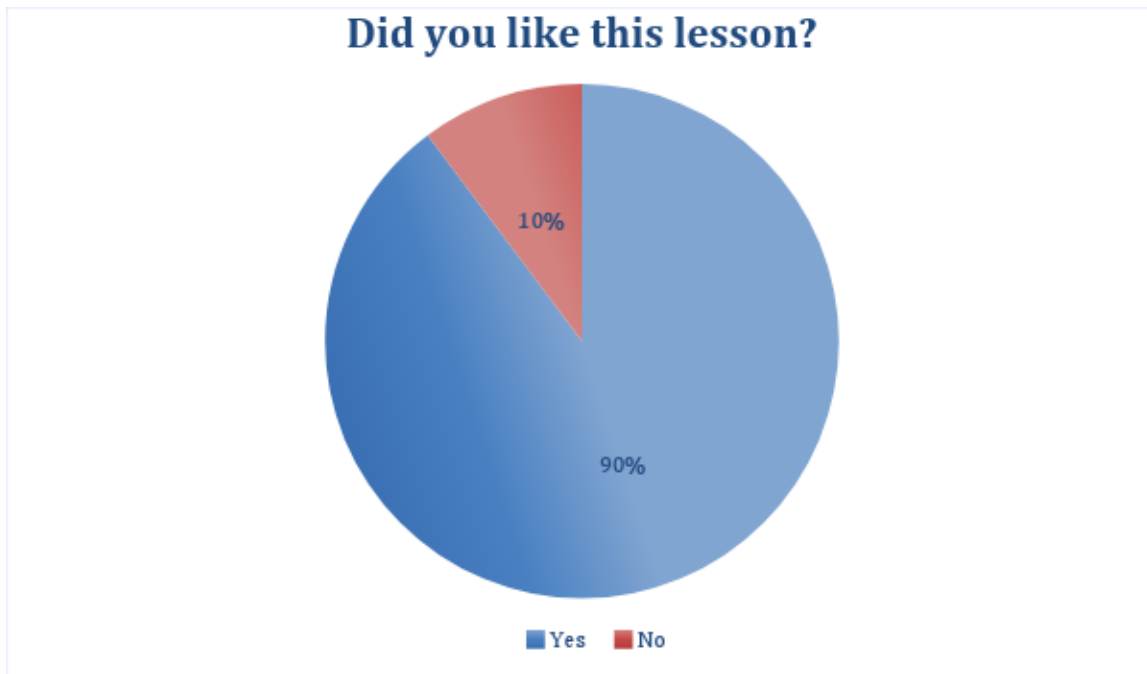


Chart N°18

In question N°2, we concluded that most of the students agreed with the different activities carried out in the classroom. The factors that were the most preferred were *Games* (30.7%), *No comments* (16.6%), *Materials* (16%), *Activities* (11.5%), *Everything* (10.2%) and *Sharing with foreigners* (8.3%). Therefore we could infer that games were the activity that most students found interesting. The others variables such as *Work in groups* (8.1%), and *Nothing* (1.2) obtained a low percentage in comparison with the first variables because these were developed in some lessons only.



As seen in the pie chart most of the students agreed with the different activities carried out in the classroom. The factors that were the most preferred were *Games* (30.7%), *No comments* (16.6%), *Materials* (16%), *Activities* (11.5%), *Everything* (10.2%) and *Sharing with foreigners* (8.3%). Therefore we could infer that games were the activity that most students found interesting. The others variables such as *Work in groups* (8.1%), and *Nothing* (1.2) obtained a low percentage in comparison with the first variables because these were developed in some lessons only.

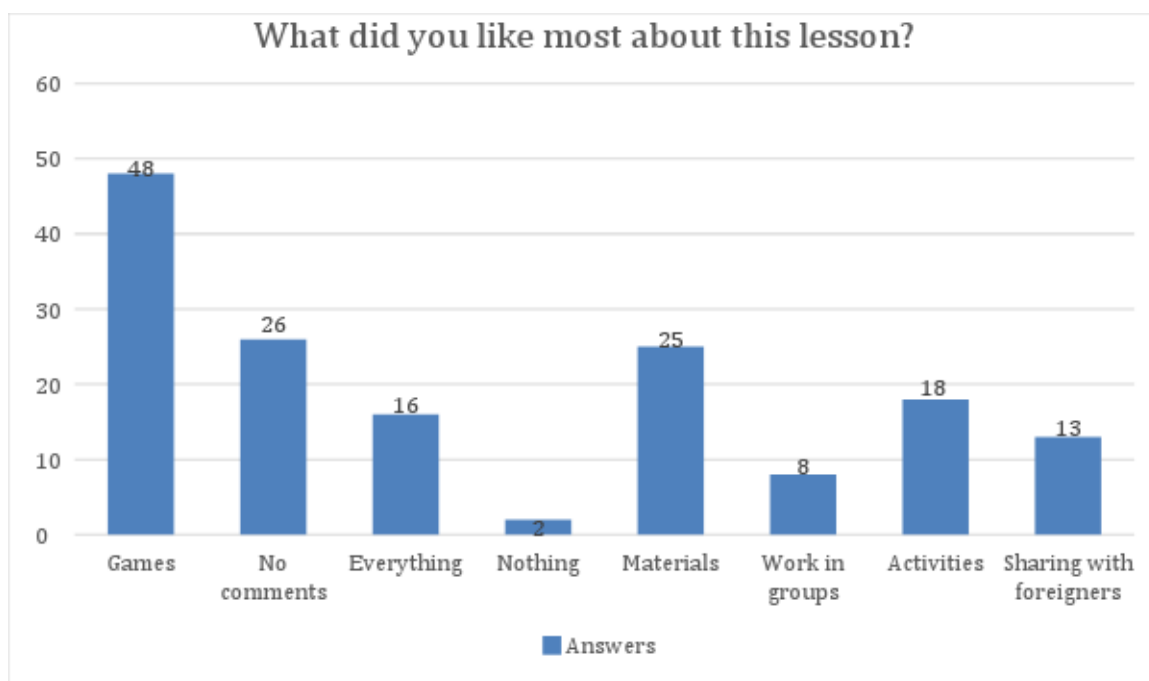


Chart N°19

Where question N°3 is concerned, the variables that achieved the highest percentage was *Nothing* (39.1%) and *No comments* (38.4%). It means that these lessons for students were comfortable, but also we required a huge percentage of *No comments* answers which could not be observed. On the contrary, the factors that were least preferred by students were *Materials* (1.2%), and *The whole class* (1.9%). Moreover is important to highlight that *Activities* (11.5%), *Speaking Activities* (4.4%) and *Games* (3.8%) had a significant percentage but not as relevant as the first variables.

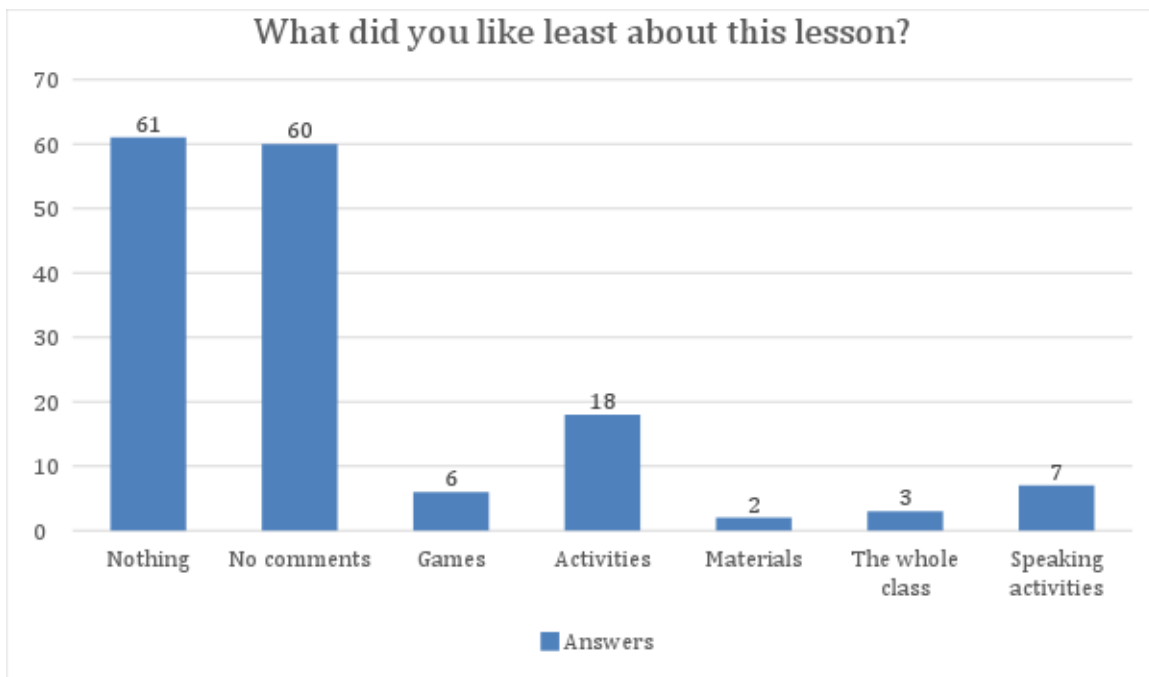


Chart N°20

In this last section, where the students must mention some comments in order to improve the lesson. The variable that received more answers from students was *No comments*. It represents 71 answers from 156 that statistically equivalent to 45.5% of the total of comments to improve. Obviously, this feature was not observed. Another aspect with a significant percentage was *Good class* variable (33.9%), *More games* (7.6%) and *More speaking practice* (6.4%). Finally, just two variables were which gathered the lowest percentage. These were *Boring activity* (1.2%) and *Others* (1.9%). The *Others* factor corresponding to not relevant comments for this research such as “watch a movie”, “more challenge class”, “more food” and “Make a different activity”.



Chart N°21

For the specific results of each question of Public School see table 2. (Annex #8, page 166)

### 3.3 Comparison of results between both schools

When comparing the results obtained from the two schools, we can see that both schools were quite similar but some aspects in this analysis differed from each other.

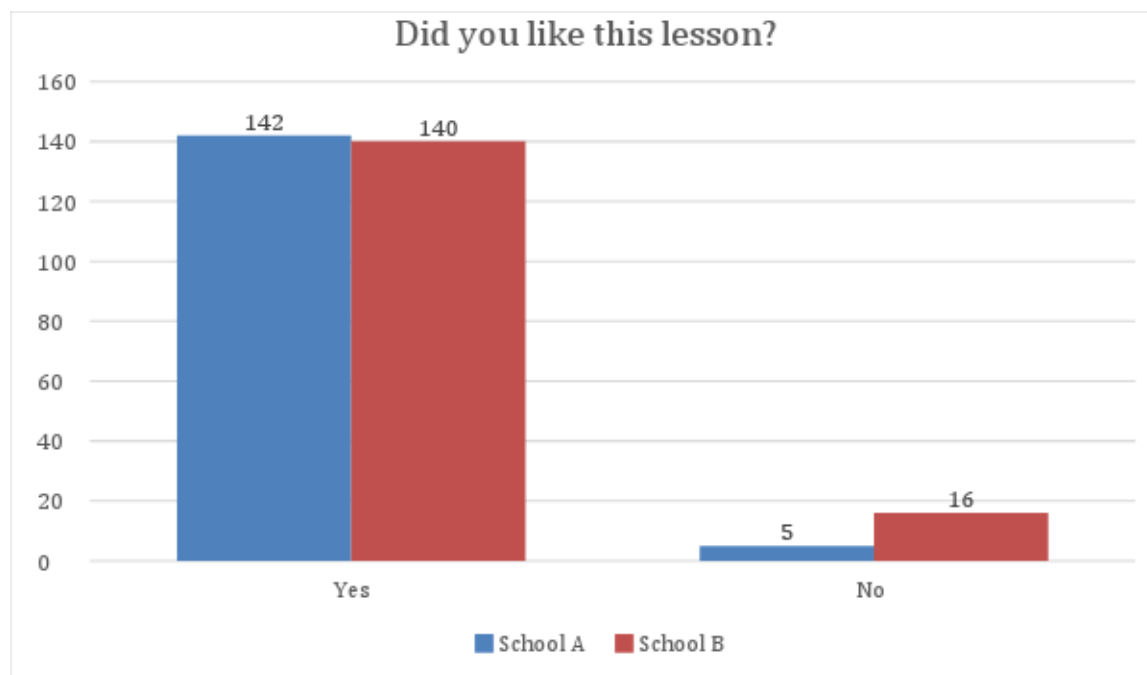


Chart N°22

In this chart representing question N°1, in both schools these lessons were well received by the students, 97% of the students that belong to School A answered that they liked these lessons meanwhile only 90% of the students of School B answered that they liked these lessons with a 7% differences. It was just a few differences. However, in the answers that were “No”, there is a huge difference in schools. In School A, which is the private school, just 3% of the answers were negative in relation with the acceptance of these lessons. But in the School B, the percentage of negative answers reached 10%.

It is possible to see a higher difference in negative answers because the students from School A, before the interventions had more speaking activities than School B, where these

kind of activities were something new for them in the first sessions (they are not be used to it). We also observed in previous lessons that the quantity of negative answers from this school was decreasing.

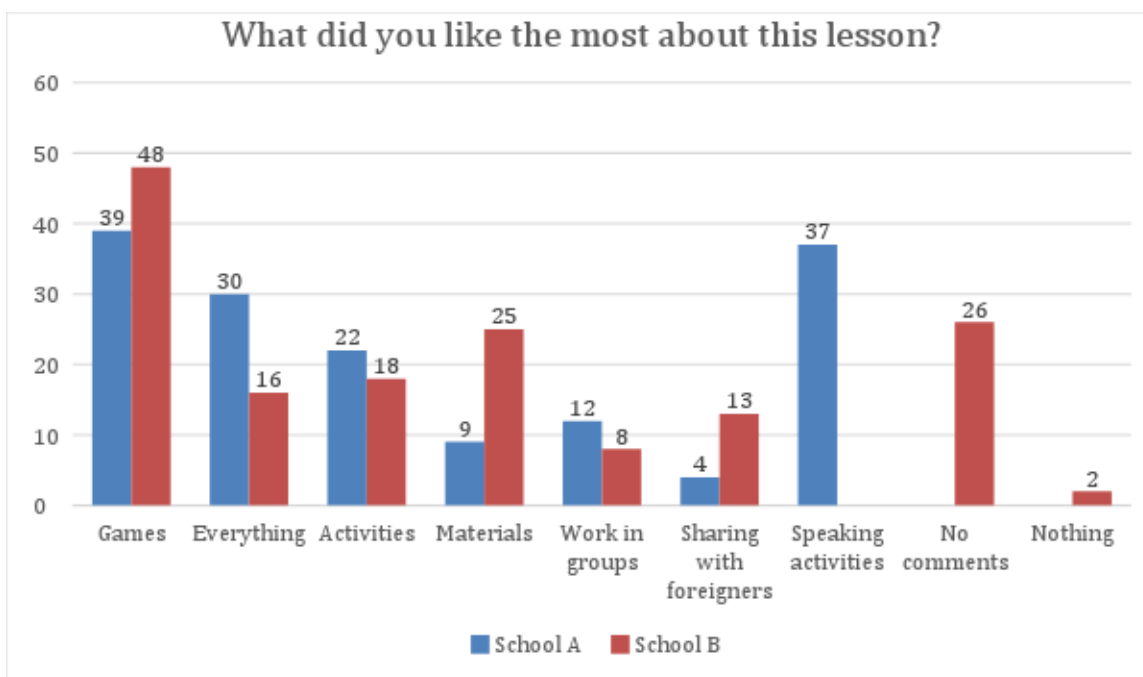


Chart N°23

When comparing what they like the most about the lessons both schools showed that both schools, the higher percentage of what they liked most was *Games* category. School A with 26.5% and School B with 30.7% of answers related to this category.

*Speaking* activity factor (25.1%) in School A which is private was the second category that they liked most. But in School B was *Materials* category (16%). Due to the types of activities that each school was used to before to apply our activities, in School A the students preferred *Speaking* activities and in School B the students preferred *Materials*.

Overtime, *Games* became the option that was most preferred by both schools.

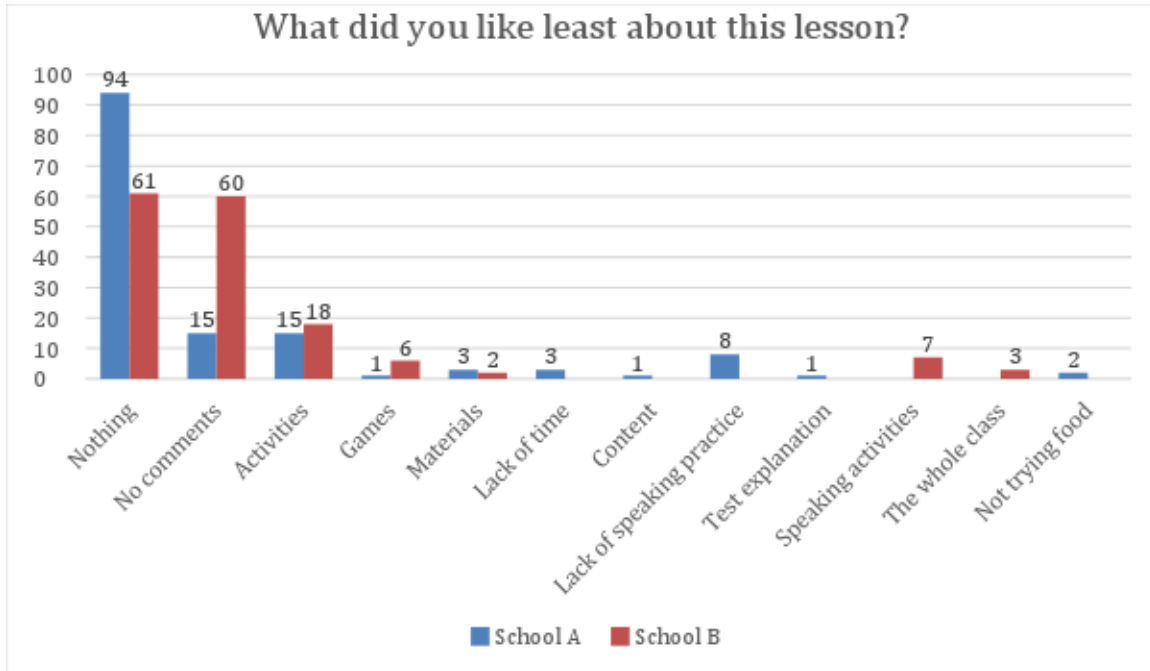


Chart N°24

During the comparison of what they like the least students had to write their comments about what was they liked least in each lesson. *Nothing* category in School A with 63.9% was the more frequented answer, followed by *No comments* with 10.2% and *Activities* with 10.2% too. By contrast, School B where *Nothing*, with 39.1%, was the category with more answers. Subsequently, *No comments* with 38.4%, which had more answers than School A. Finally *Activities* with 11.5% presented a similar amount that School A.

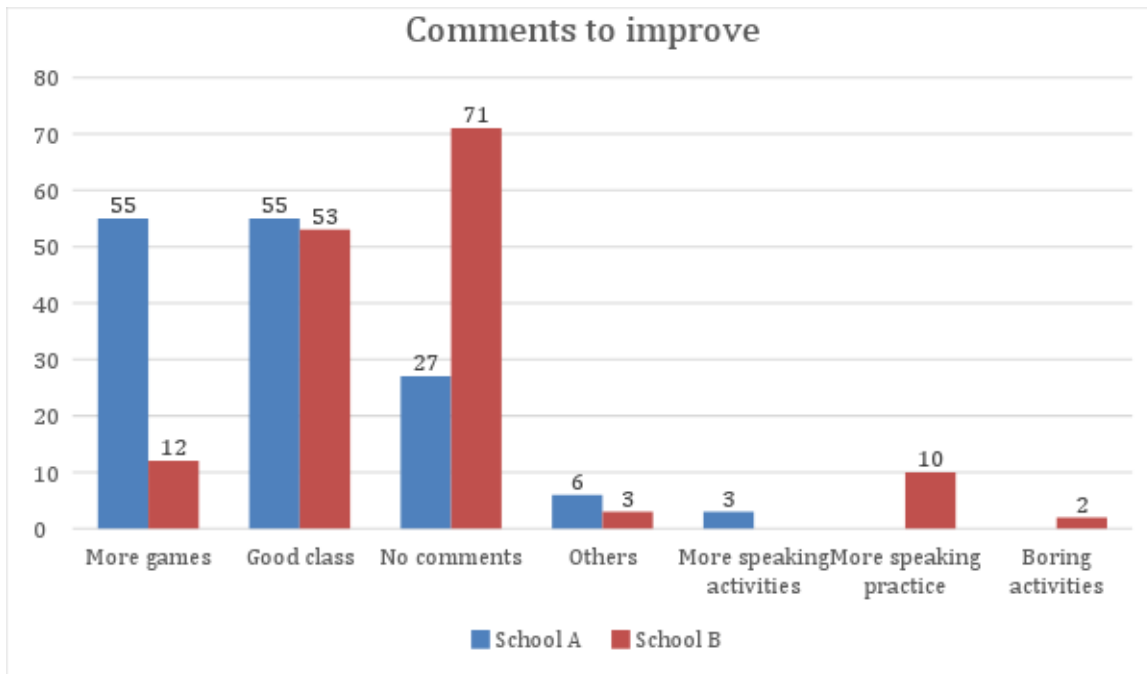


Chart N°25

When looking at what participants wanted to improve, the most repeated answers not only in School A but also in School B were *More games*, *Good class* and *No comments* categories. The category that collected a similar quantity of answers was *Good class*. In School A with 37.4% and School B with 33.9%. On the other hand, *More games* category had a huge difference. In School A received 37.4% of the answer while School B just 7.6%. In School A, 18.3% were collected in *No comments* category. Nevertheless, in School B had a considerable number of answers with 45.5%. It is important to highlight that in School B, students commented that it would be a good idea to implement *More speaking practice* with 6.4%.

## **Post Intervention Survey Analysis**

From both of the surveys that were tested during the project, the answers retrieved in the first part before the intervention, did not change in relation to the latter one took at the end of the interventions.

There were some exceptions in both schools, not drastically noticeable, but differ from one survey to another. For instance, in question number 1 “On a scale from 1 to 7, how comfortable do you feel speaking in English?” in the first survey both schools indicated a total of 4.6 to 7, whereas in the latter survey applied at the end of the interventions the number increased from a 5 to 7, indicating to us that motivation and self-confidence rose in students during the second term.

Another difference was in question number 5 “In scale from 1 to 7, How challenging are the activities done in English classes?” in the first survey both schools indicated a total of 4 to 7, whereas in the latter survey applied at the end of the interventions the number increased from a 5 to 7, indicating to us again that English classes can be more challenging if the teacher realizes the importance of adapting methodologies to students interest, besides investing in material to promote speaking production or any specific task, or by using textbook only as guidance and not as a whole.



### 3.4 Comparison of marks between first and second semester

Another aspect that we could appreciate are marks in the students. In the following tables we can observe an increase in their marks compared with the first semester.

When looking at whether or not had have been on increase in marks, we could see that in School A the difference was from 5 decimal points to 1 full point. But in School B the difference was from 7 decimal points to 2 full points.

Eleventh grade, School A

First Semester		Second Semester	
Students	Final Grades	Students	Final Grades
Student#1	6,4	Student#1	6,9
Student#2	4,8	Student#2	5,6
Student#3	6,0	Student#3	6,3
Student#4	5,0	Student#4	6,0
Student#5	5,5	Student#5	5,9
Student#6	6,0	Student#6	6,7
Student#7	5,4	Student#7	6,0
Student#8	6,8	Student#8	6,8
Student#9	5,4	Student#9	6,4
Student#10	4,5	Student#10	5,5
Student#11	5,8	Student#11	6,2
Student#12	5,1	Student#12	5,5
Student#13	4,7	Student#13	5,6

Student#14	6,2	Student#14	6,6
Student#15	6,3	Student#15	6,6
Student#16	5,2	Student#16	5,9
Student#17	6,5	Student#17	6,8
Student#18	5,9	Student#18	6,3
Student#19	4,7	Student#19	5,8
Student#20	4,5	Student#20	4,7
Student#21	5,4	Student#21	6,0
Student#22	6,4	Student#22	6,9
Student#23	6,6	Student#23	6,7

Eleventh grade, School B

First Semester		Second Semester	
Students	Final Grades	Students	Final Grades
Student#1	4.5	Student#1	6.5
Student#2	5.2	Student#2	5.9
Student#3	5.4	Student#3	6.3
Student#4	4.8	Student#4	6.5
Student#5	4.7	Student#5	6.2
Student#6	5.1	Student#6	6.5
Student#7	5.6	Student#7	5.9
Student#8	5.5	Student#8	6.6

Student#9	5.5	Student#9	6.6
Student#10	6.2	Student#10	6.2
Student#11	5.3	Student#11	6.7
Student#12	6.4	Student#12	6.4
Student#13	5.6	Student#13	6.5
Student#14	6.1	Student#14	6.4
Student#15	5.6	Student#15	6.3
Student#16	6.0	Student#16	6.3
Student#17	4.2	Student#17	6.4
Student#18	4.2	Student#18	5.7
Student#19	5.0	Student#19	6.3
Student#20	3.7	Student#20	6.3
Student#21	4.5	Student#21	6.3
Student#22	6.3	Student#22	6.5
Student#23	6.5	Student#23	6.7
Student#24	5.9	Student#24	6.7
Student#25	4.7	Student#25	6.5
Student#26	4.8	Student#26	6.3

As it is possible to see, students from both schools improved their marks. However, School A did not have a significant change in whole points for instance, as School B where the progress was considerable. School A showed an increase that changes were only on decimal points meanwhile School B increased their mark until two whole points. The

results lead us to believe their advance was because of the implementation of games, plus contextualization of the lessons.

#### **4 Discussion**

As can be seen from the results, the activities implemented in these lessons were well received by students from both schools. When comparing the participation of students in school A and school B, we could see that there was a notable difference between the two as students from School A participated to a greater extent in the speaking activities and games that were applied in classroom, in comparison to the students from School B. On the other hand, students from School B showed some weaknesses when carrying out speaking tasks. Due to lack of practicing English as a second language, it was possible to perceive more difficulties when they carried out these activities for the first time. A closer look at the results and field notes indicates that students improved their abilities to complete games and speaking activities. Their comments about the activities made in the first three lessons were not as positive as we expected, but by the end of the lessons, their comments changed to a seemingly more positive attitude.

Additionally, when looking at the comments on the material that was used, students from both schools felt comfortable using it. Nevertheless, students from School B leaned more towards the usage of visual material such as video clips and flashcards. Furthermore, in school B it was possible to observe that collaborative work was promoted through fun activities. As well as it was observed that due to these types of activities, the relationship among students improved over time.

Finally, in the State School there was a visible change in the student's attitudes toward the discipline in comparison with the Private School students, due to the implementation of games. This is likely because in the public school, students were not used to making use of them.

In conclusion, we could determine that thanks to the application of activities such as games, icebreakers, fun tasks and other types of activities related to the promotion of speaking abilities and collaborative work, students as consequence, in both schools had a substantial improvement in their respective English learning processes as well as in their output of speaking skills and not forgetting to mention the considerable increase of grades, from decimal points to even whole points.

Due to their progress, they felt confident in terms of participating in classes, comfortable with each other, and were less afraid of making mistakes when having to speak English, which as was perceived in the final lessons when they had the chance to interact with foreign English speakers at the Cooking Festival.

## **5 Conclusion**

In this research, activities based on students' learning needs and interests, were studied and observed, with the purpose of assessing the impact of such activities, developing speaker's abilities via icebreakers and games activities.

We analyzed the interests and learning styles of students, and tried to adapt the materials accordingly, which resulted in us getting positive feedback from the students.

The analysis of the collected data supported the hypotheses of this study; - 1. Chilean high school students attending EFL classes where the content has been adapted to their learning

preferences improve their use of the target language in the classroom as well as their grades, and 2. The use of games in an EFL content adapted class, improves the use of the target language in the classroom and grades of the students.

When we first started with the interventions, we were conscious of the fact that this would not be an easy hypothesis to test. Nevertheless, by creating relevant and fun material, analyzing the outcomes taken from student's perceptions, adapting the material to students' realities and the concrete results reflected in their final marks, we were able to show to students that with a little effort, a bit of care, combined with some creativity and perseverance, they can speak English.

As future teachers, we wanted to demonstrate that learning a second language such as English could be fun, and that a meaningful learning experience can be acquired without needing to rely solely on carrying out activities from a textbook.

Additionally, we were able to motivate students through the usage of different methods of presenting the content, such as flashcards, visual information, kinesthetic activities, and by actively encouraging a lot of communication and interaction, which as a result, delivered a meaningful learning experience which, as we know, is a relevant factor when attempting to acquire new knowledge; as when we connect the content with our real life, our experiences, and with continued practice, it is possible to acquire a language more efficiently. One of the main objectives we hoped to achieve was to discover if the way we implemented the games as a learning tool were well received by students, and if they increased their marks and communicative skills. We verified the effectiveness of the activities that promoted speaking skills, by creating tasks that were fun and challenging so as "cooking festival", where students needed to use the target language to communicate with native speakers.

In the near future, we expect that the government, universities and teacher teaching programmes will implement other methodologies or guidelines appropriately throughout their programs, especially concerning the usage of their textbooks, Bases y Programas or any additional resources, in order to guarantee a meaningful learning experience for Chilean students.

Currently the strategies offered by the government are monotonous and boring, and stifle the learning process, making the learning of English less attractive for our students. They neither promote the motivation of the students, nor do they help establish bonds between students, content and teachers.

### **5.1 Limitations when developing the research**

When carrying out the research, we perceived one important limitation that hindered the development of the activities we were trying to promote. It's related with how teachers have to deal with the school's norms. The traditional methods do not recognize that you cannot carry out an English class in complete silence, with all students sitting and taking notes while the teacher gives a lecture based class. The moment you incorporate games or role play activities, students are forced to respond by communicating in the target language, collaborating, and interacting with each other.

### **5.2 Recommendations for Further Research**

The research has highlighted some topics on which further research would be beneficial, such as:

- i. How the systematic use of icebreakers in a foreign language lesson directly affects students' interpersonal relationships and how they perform in other subjects.
- ii. What is the impact of arranging the classroom/students into groups, in such a way that fosters critical thinking and problem-solving skills within students.
- iii. The implementation of methodologies based on speaking activities to increase interaction in Chilean classrooms rather than only nurturing receptive skills in students.
- iv. How active learning motivates learners in early adolescence, particularly in activities in which you express your emotions instead of using lectures or textbooks where their emotions are not relevant.

These lines of investigations would help to improve teaching in Chile because the idea it is to demonstrate that classes do not need to be based on a textbook, they can be based on life. The topics that we stated before reflect the most important needs that we identified in the development of our research.



## References

- Andrew Wright, D. B. (2006). *Games for Language Learning*. United Kingdom: Cambridge University Press.
- Bagarić, V. (2007). Defining communicative competence. *Metodika*, 94-103.
- Bahrani, T. (2013). Importance of Language Input in Language Learning. *International Research Journal of Applied and Basic Sciences*.
- Banciu, V., & Jireghie, A. (2012). Communicative Language Teaching. *The Public Administration and Social Policies Review*.
- Barrientos, J. Y. (2015). *Let's go for English in 100 fun ways*. Valdivia, Chile: Editorial Universitaria.
- Barrientos, J. Y. (2017). Playful didactic strategies towards the construction of a pedagogy of tenderness. Santiago: Universidad Católica Silva Henríquez
- British Council. (2006). *Teaching English*. Retrieved from <https://www.teachingenglish.org.uk/article/communicative-approach>
- Brown, H. D. (1994). Teaching by Principles an Interactive Approach to Language Methodology. In H. D. Brown. USA: Longman Pearson Education.
- Brown, H. (2006). *Principles of language learning and teaching*. 5th ed. New York: Longman.
- Cast. (2013). Universal Design for Learning Guidelines version 2.0 Wakefield, MA. *Cast*, 5-6.

Cast. (2013). *Universal Design for Learning Guidelines version 2.0* Wakefield, MA. USA.

Chamot, A. (2004). *Issues in Language Learning Strategy Research and Teaching*. [ebook]

Available at: <http://e-flt.nus.edu.sg/v1n12004/chamot.pdf>

Chiang Salgado, M. T., Díaz Larenas, C., & Arriagada Pizarro, P. (2016). Estilos De

Enseñanza Y Aprendizaje: ¿Cómo Dialogan En La Práctica? *Journal of Learning*

*Styles*, 2-24.

Council, B. (2015). *English in Chile: An examination of policy, perceptions and influencing*

*factors*. Retrieved from [https://ei.britishcouncil.org/sites/default/files/latin-america-](https://ei.britishcouncil.org/sites/default/files/latin-america-research/English%20in%20Chile.pdf)

[research/English%20in%20Chile.pdf](https://ei.britishcouncil.org/sites/default/files/latin-america-research/English%20in%20Chile.pdf)

*Currículumenlínea: Recursos para el aprendizaje* (2017),. MINEDUC. Retrieved from

<http://www.curriculumenlineamineduc.cl/605/w3-article-33859.html>

De Améstica, R. C. (2013). *La Segunda online*. Retrieved from

[http://www.lasegunda.com/Noticias/Nacional/2013/08/872074/oh-my-god-el-](http://www.lasegunda.com/Noticias/Nacional/2013/08/872074/oh-my-god-el-fracaso-)

[fracaso-](http://www.lasegunda.com/Noticias/Nacional/2013/08/872074/oh-my-god-el-fracaso-)

De Améstica R., C. (2013). *¡Oh my God! El fracaso de los planes para enseñar Inglés en*

*los colegios y convertir a Chile en un país bilingüe*. *La Segunda*. [online] Available

at: [http://www.lasegunda.com/Noticias/Nacional/2013/08/872074/oh-my-god-el-](http://www.lasegunda.com/Noticias/Nacional/2013/08/872074/oh-my-god-el-fracaso-de-los-planes-para-ensenar-ingles-en-los-colegios-y-convertir-a-chile-en-un-pais-bilingue)

[fracaso-de-los-planes-para-ensenar-ingles-en-los-colegios-y-convertir-a-chile-en-](http://www.lasegunda.com/Noticias/Nacional/2013/08/872074/oh-my-god-el-fracaso-de-los-planes-para-ensenar-ingles-en-los-colegios-y-convertir-a-chile-en-un-pais-bilingue)

[un-pais-bilingue](http://www.lasegunda.com/Noticias/Nacional/2013/08/872074/oh-my-god-el-fracaso-de-los-planes-para-ensenar-ingles-en-los-colegios-y-convertir-a-chile-en-un-pais-bilingue)

Diaz Larenas, C., Alarcón Hernandez, P., & Ortiz Navarrete, M. (2015). A Case Study on

EFL Teachers' Beliefs About the Teaching and Learning of English in Public

Education. *Porta Linguarum*, 171-186.

Díaz Larenas, C., Alarcón Hernandez, P. and Ortiz Navarrete, M. (2015). *A Case Study on EFL Teachers' Beliefs About the Teaching and Learning of English in Public Education*. [ebook] Concepción, pp.171-186. Available at:  
[http://www.ugr.es/~portalin/articulos/PL\\_numero23/11%20%20Claudio%20Diaz.pdf](http://www.ugr.es/~portalin/articulos/PL_numero23/11%20%20Claudio%20Diaz.pdf) [Accessed 27 Oct. 2017].

Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.

Du, X. (2009). *The Affective Filter in Second Language Teaching*. 5th ed. [ebook] Qingdao, China: School of Foreign Languages of Qingdao University of Science and Technology. Available at:  
<http://www.ccsenet.org/journal/index.php/ass/article/viewFile/3457/3131>

EF. (2017). *EF EPI EF English Proficiency Index*. Retrieved from  
<https://www.ef.com/cl/epi/regions/latin-america/>

EF. (2017). *EF EPI EF English Proficiency Index*. Retrieved from  
<https://www.ef.com/cl/epi/insights/learning-initiatives/>

Europeiska Ferieskolan (2017). *EF EPI 2017 - EF English Proficiency Index - Iniciativas de aprendizaje del inglés*. [online] Available at:  
<https://www.ef.com/cl/epi/insights/learning-initiatives/>

Europeiska Ferieskolan (2017). *EF EPI 2017 - América Latina*. [online] Available at:  
<https://www.ef.com/cl/epi/regions/latin-america/>

- Gill, E. (2013). *Teaching Styles: Different Teaching Methods & Strategies*. [online] Education.cu-portland.edu. Available at: <https://education.cu-portland.edu/blog/teaching-strategies/5-types-of-classroom-teaching-styles/> [Accessed 4 Nov. 2017].
- Jacobs, G. (. (2017, October 25). *Using games in language teaching*. Retrieved from <http://www.google.cz/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0CDMQFjAA&url=http%3A%2F%2Fwww.georgejaco>
- Literacy, N. C. (2004). *Review of adult learning and Literacy: connecting research, policy, and practice*.
- Lunenburg, F. C. (2010). *Communication: The Process, Barriers,*.
- Mahboobeh, K., Mahmood , K., & Ganji Khoosf, S. (2014). Fostering Efl Learners' Speaking And Listening. *International Journal of Language Learning and Applied Linguistics World*.
- Merriam-Webster.com. (2017, November 02). *Merriam-Webster Dictionary*. Retrieved from <https://www.merriam-webster.com/dictionary/games>
- Mineduc. (2007). *Idioma extranjero Inglés: Propuesta Curricular - Primero básico*. Retrieved from [http://www.curriculumenlineamineduc.cl/605/articles-18984\\_programa.pdf](http://www.curriculumenlineamineduc.cl/605/articles-18984_programa.pdf)
- Oxford. (2017). *English Oxford Living Dictionaries*. Retrieved from <https://en.oxforddictionaries.com/definition/style>

- Ramirez, A. P. (2017, October 5). Adapting the content to the student's realities and experiences. (J. D. Rosenberg, Interviewer)
- Richards, J. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- River Dale Regional School District (2017). *Learning Styles*. [ebook] Available at: <https://www.riverdell.org/cms/lib05/NJ01001380/Centricity/Domain/273/VARK%20PDF.pdf>
- Rosenberg, J. D. (2017). *Pre-Service Observation Task Practicum I*. Santiago: UCSH.
- Segura Alonso, R. (2012). *The importance of teaching listening and speaking skills*. Retrieved from <https://www.ucm.es/data/cont/docs/119-2015-03-17-12.RocioSeguraAlonso2013.pdf>
- Sukriti Sohini, F. (2011). *Effectiveness of Communicative Language Teaching Approach at HSC Level*.
- Troute, D. L. (n.d). *Oral Language and Vocabulary Development Activities*. USA: School District of Palm Beach County.
- Trujillo & Martinez, L. D. (2014). *Cooperative Learning On The Promotion Of Oral Production*. Colombia: Universidad Tecnológica De Pereira.
- Ur, P. (2008). *A course of language teaching*.
- Vallori, A. B. (2014). Meaningful learning in practice. *Journal of Education and Human Development*, 199-209.

Vallori, A. B. (2014). Meaningful Learning in Practice. *Journal of Education and Human Development*, 3(4), 199-209.

Wright, A. B. (2005). *Games for language learning* (3rd ed.). *New York: Cambridge University Press.*

## Appendix

### Annex #1. Informed Consent form



#### Consentimiento Informado para Participantes de Investigación

El propósito de esta ficha de consentimiento es proveer al colegio, padres y los involucrados en esta investigación una clara explicación de la naturaleza de la misma, así como de su rol en ella como participantes.

La presente investigación es conducida por *Jaime Donoso*, Belén Jeldes, Guillermo Uribe y Camila Bravo, todos provenientes de la Universidad Católica Silva Henríquez.

*La meta de este estudio es:  
Los estudiantes de colegios de enseñanza media nivel 3ro medio, al ser expuestos a clases de inglés en las cuales el contenido solicitado por el Ministerio de Educación ha sido adaptado a sus estilos de aprendizajes, preferencias, y además usando juegos y actividades didácticas durante el inicio y desarrollo de la clase, mostrarán una mejora en el uso de la lengua inglesa, reflejándose en el aumento de sus calificaciones.*

Se pedirá a los participantes completar una encuesta. Esto tomará aproximadamente 20 minutos de su tiempo. La información que se recoja será confidencial y no se usará para ningún otro propósito fuera de los de esta investigación. Las respuestas al cuestionario serán codificadas usando un número de identificación y, por lo tanto, serán anónimas. Una vez transcritas las entrevistas estas se destruirán.

Si tiene alguna duda sobre este proyecto, puede hacer preguntas en cualquier momento durante su participación en él. Si algunas de las preguntas en el cuestionario le parecen incómodas, tiene usted el derecho de hacérselo saber al investigador o de no responderlas.

Desde ya le agradecemos su participación.

---

Acepto participar en esta investigación, conducida por *Jaime Donoso*. He sido informado (a) de que la meta de este estudio

Me han indicado también que tendré que responder cuestionarios lo cual tomará aproximadamente 20 minutos.

Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento. De tener preguntas sobre mi participación en este estudio, puedo contactar a *Tamara Cortes Seitz* al correo *tamaracortes.seitz@gmail.com*. Los resultados y conclusión de este estudio serán compartidos una vez que la investigación haya concluido.

---

Nombre del Participante  
(en letras de imprenta)

Firma del Participante

Fecha

## *Annex #2. English survey for students*

# English survey for Students

---

Encuesta dirigida a estudiantes de 3ro medio en relación a la clase de inglés: percepciones, actividades, y metodologías.

---

1.-En escala de 1 a 7, ¿Que tan cómodo te sientes hablando en Inglés?

	1	2	3	4	5	6	7	
Extremadamente incómodo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremadamente cómodo

2.-Fuera del colegio, ¿Tienes otra motivación para estudiar Inglés?

- Un familiar
- Estudios superiores
- Ninguna
- Hobby o pasatiempo
- Otra...

3.- Al momento de hacer actividades, ¿cómo te organizas generalmente?

- Grupos
- Parejas
- Individual

4.- ¿Sientes que el Inglés es necesario para tu futuro?

- Sí
- No



5.- En la escala de 1 a 7, ¿ qué tan desafiantes son las actividades que se hacen en clases de Inglés?

	1	2	3	4	5	6	7	
Para nada desafiante	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Muy desafiantes

6.- ¿Como sería tu clase ideal de Inglés?

Texto de respuesta larga

---

7.- ¿Te gustan las actividades y temáticas que contiene el texto escolar de Inglés?

Sí

No

8.-¿En clases de Inglés realizan actividades de Speaking ?

Sí

No

⋮

9.-¿En clases de Inglés realizan actividades de Listening ?

Sí

No

10.-Según tu opinión, ¿Las actividades que realizas en clases de Inglés desarrollan tu capacidad para comunicarte en Inglés en situaciones reales? Si tu respuesta es no, por favor detalla porqué ( opción OTRA)

- Sí
- No
- Otra...

11.-¿Cual es tu actividad favorita de la clase de inglés

Texto de respuesta larga

---

12.- Te gustaría implementar actividades didácticas tales como juegos en las clases de inglés?

- Sí
- No

13.- Si tienes que escoger entre las siguientes opciones,cual preferirías?

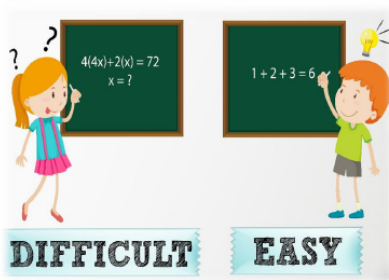
- a) Hacer deporte al aire libre
- b) ir al cine con amigos
- c) leer un libro de tu interés
- d) escribir un poema



**Annex #3. Student journal entry**



Student Journal entry

Date:  
Teacher's name:



- Did you like this lesson?  No  Yes
- What did you like most about this lesson?
- What did you like least about this lesson?

- Comments to improve in the next class:

*Annex #4. Additional resources*

**i. Scattegories Ice breaker**

<b>SCATEGORIE S!</b>	<b>SPORT:</b>	<b>SPORT:</b>	<b>SPORT:</b>
<b>EQUIPMENT</b>			
<b>PLAYERS (IN THE WORLD)</b>			
<b>PLACES</b>			
<b>PLAYERS(CH ILE)</b>			
<b>FOOD</b>			

ii. Chilean Typical dishes pictures



### iii. Reading about people's diets

#### Reading:

Let's read about people's routine: underline or highlight food/diet vocabulary, adjectives, and action words.

#### Alicia, model, 20 years old

I usually get up at 7.15 am. For breakfast, I eat only fruits, corn flakes and water.

After breakfast, I do running inside the park near my house.

By 10 am, I usually go for my weekly manicure and pedicure.

By noon, I normally visit my hair stylist to iron my hair and prepare me for the afternoon.

For lunch, I sometimes eat meat because my boss doesn't allow me, so I mix it with vegetables and water.

On afternoon, I usually go with Mike, who is my personal photographer. We are working in Victoria secrets catalogues, so we must do all perfect. It's stressful and boring sometimes, but it's the life I chose. At the end of the day, I do yoga from 9pm to 10.30 pm, but before that, for meal, I eat fish with lettuce and orange juice.

#### Thomas, weight trainer, 27 years old

I normally get up at 8 o'clock. For breakfast, I drink meal shakes that include two spoons of proteins, vitamins, vegetables like carrots and cucumbers, fruits like oranges and bananas with 1 liter of water.

After that, I usually go to the gym with friends and I spend most of the time there.

Normally my routine starts with cardio, cycling or running. Then, I do legs with 50 kilos per round.

From 12pm to 2pm, I practice kickboxing with my trainer. After that, I usually go for lunch where I drink a coffee, 2 liters of water, snacks made of proteins, steroids and lipids for my muscles.

At 3pm, I work training people, helping them to stay fully shape but I think it is not as necessary as work on biceps or chest. From 5pm to 8pm I do the best part of the day: Push-ups (chest, shoulders and arms), Reverse Dips for triceps and all kind of upper body exercises.

For dinner I never try to eat fries with soda, but I confess that are my weakness. If my personal trainer knows it, he would kill me!



**Julio, Pre-adolescent, 12 years old**

I normally get up at 10 pm. For breakfast I usually drink soda or milk with chocolate, two breads, scramble eggs with bacon and cookies. Because I study in the afternoon, I spend all morning watching TV, playing videogames or surfing in the web, playing Magic Kingdom or chatting with friends in my cellphone.

For lunch, my mom usually cooks me fried chicken with mash potatoes, or meat hamburgers with spaghetti, or when it's too late for cooking, she takes me to eat junk food at KFC or McDonalds.

In the school, I spend most of the day in the classroom because I'm not keen on running or playing with kids. Instead, I play with my cellphone, or sometimes I like to read comics while eating salty snacks like nachos, Cheetos or Lay's chips.

At dinner, my mom generally cooks vegetables, which I dislike a lot because it tastes as garbage. Sometimes when I go to sleep, my heart start hurting me, but I don't care. I love my life and I feel pleasant eating all the time.



**Esteban, Pre-service teacher**

I normally get up early in the morning and I go to bed late at nights.

My day starts at 6.50 am, when I wake up; I poured a glass of water, wash my face, comb my curly hair and brush my teeth.

At 7.20 am, I'm ready to ride to the school. I usually go cycling from my house, so I have enough time to prepare me for classes and have a coffee. I'm the school from 8 o'clock to 1 pm. After that, I returned to my house to have lunch, change my cloth and prepare me for university lessons. Before that, I eat typical food, like rice with eggs, spaghetti, lentils or chicken with salad. I never spend much time eating, because my classes start at 3 pm, so I must run literally to the university. After classes from 7pm to 10pm, I usually go to the computer's lab to prepare the materials, activities and content for the next school classes.

Because I don't like busses or travel in metro, I prefer to walk from the university to my house.

Finally, I arrive home at 11pm, drink some tea with cinnamon, chat with my mom, prepare the thing for the next day and go to sleep. I have a stressful and busy life but I like it!

**iv. Soft ball**



**v. Hangman template**

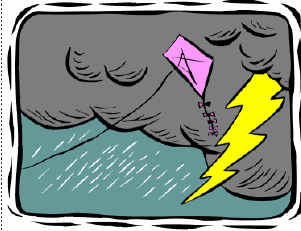




vi. The Weather flashcards



windy



stormy



sunny



rainy



hot



cold



cloudy



snowy

vii. The weather Role-play prompts.

Santiago



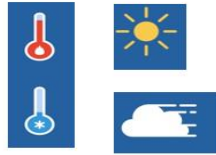
Easter Island



Patagonia



San Pedro de Atacama



Punta Arenas



Iquique



viii. A) The season flashcards



B) Headbands



**ix. A) Fly swatters**

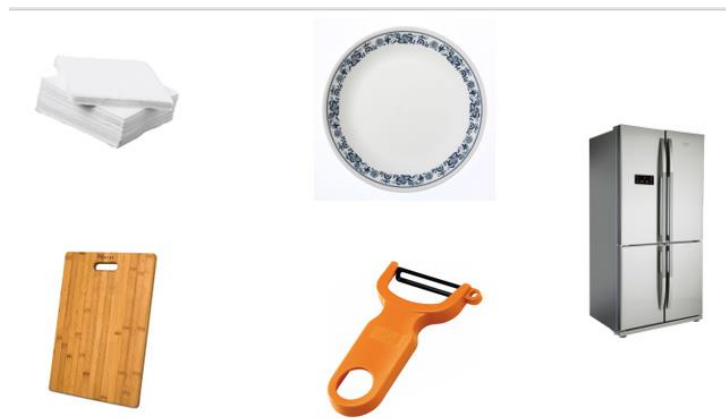
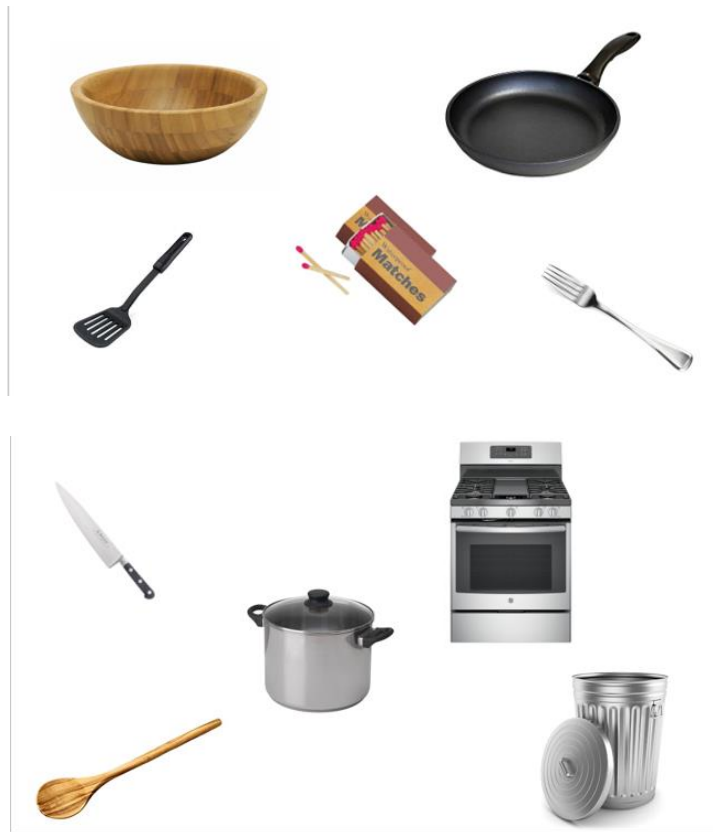


**B) Fly swatter PowerPoint game template**



## INSTRUCTIONS:


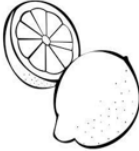
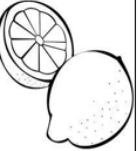
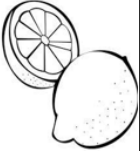


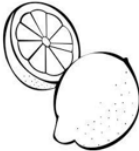
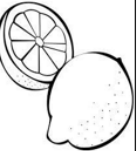
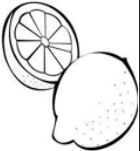

- 1.-CREATE TWO BIG GROUPS
- 2.- SELECT ONE SCOREKEEPER
- 3.- SWAT THE CORRECT PICTURE WITH THE NAME OF IT(TELLING BY THE TEACHER)
- 4.- THE FIRST MEMBER OF ANY TEAM IN SWATTING THE RIGHT PICTURE WINS THE ROUND
- 5.- THERE'S ONE PRIZE FOR THE BEST TEAM
- 6.- HAVE FUN AND ENJOY THE MOMENT



**x. Idioms about food**

A PAIN IN THE NECK		BIG CHEESE	
SPILL THE BEANS		IN A NUTSHELL	
(NOT MY) CUP OF TEA		DON'T CRY OVER SPILLED MILK	
IN GOOD SHAPE		UNDER THE WEATHER	

**xi. Lemon pie ice breaker template**

 <b>11</b>	 <b>12</b>	 <b>13</b>	 <b>14</b>	 <b>15</b>
 <b>16</b>	 <b>17</b>	 <b>18</b>	 <b>19</b>	 <b>20</b>

**xii. Vocabulary bank: Cooking time**

Pre-service Teachers  
Jaime Donoso & Belen Jeldes  
Unit 8: Cooking Time!



## Vocabulary Bank!

### Food

Apple	Hotdog bun	Avocado	Hamburgers
Grapes	Ketchup	oil	cheese
Pineapple	sausage	Sliced bread	Hamburger bun
Banana	Mayonnaise	Potatoes	pizza base
Kiwi	Tomatoes	Onions	salami
orange	salt	Cilantro leaves	Tomatoes sauce
eggs	pepper	lemon	carrot
mushrooms	oregano	jelly	butter

### Kitchen utensils

Plate	fork	Pot	Strainer
Garbage	spoon	Box of matches	grill
Chopping board	Peeler	Stove	spatula
Knife	bowl	Pan	oven
Oven mitt	Pizza cutter	Wooden spoon	Paper towels

### Actions While cooking

Chop	Put	Mash	Fry
Peel	Boil	Add	Serve
Stir/Mix	Top hot dogs	Spread	Place in
Garnish	Grill	Bake	Sprinkle
Slide	Open	Scramble	Crack
Place the toppings	Cut	Heat	Scoop out

### Adjectives: taste!

salty	sweet	bitter	hot
-------	-------	--------	-----





Transition words: Step by Step!

It is possible to list and link instructions using "ly" adverbs based on ordinal numbers.  
 I.e.: Firstly, secondly, thirdly ... etc.

Here are some simple instructions for using a bread making machine using this method.

"Firstly, put all the dry ingredients into the pan. Secondly, add the water or milk

Thirdly, put pan into the bread maker and finally select the right programmer and press start."

<p><b>Beginning</b>                  The first thing you do is ...                  To begin with ...                  To start with ...</p> <p><b>Continuing</b>                  And ...                  Then ...                  And then ...                  Next ...                  After this ....                  Following this ...                  When (this is done) / (you've done this) ...                  Once (this is done) / (you've done this) ...                  While (something else is happening) ...</p> <p><b>Ending</b>                  Finally ...                  Lastly ...                  To finish ...</p>	<p>+ verb in imperative form                  (infinitive without to)</p>

xiii. Lesson #5 PowerPoint presentation




### Ñami!






How does it taste?

HOT			
Pebré Chilean traditional sauce			



### What do you see?











How does it tastes?



**Actions while cooking!**

Crack the egg

Scramble the egg

Sprinkle Mash Mix Serve Slice Grill

Peel Grate Squeeze Carve Spread Strain/Drain

\*If I want to make a peanut butter and jelly bread what do I need?  
\*what do I have to do?

## Let's do avocado bread!



### Ingredients!

- 1 avocado
- ..
- ..
- ..
- ..
- ..



Could you give me the instructions?

## Cooking time!



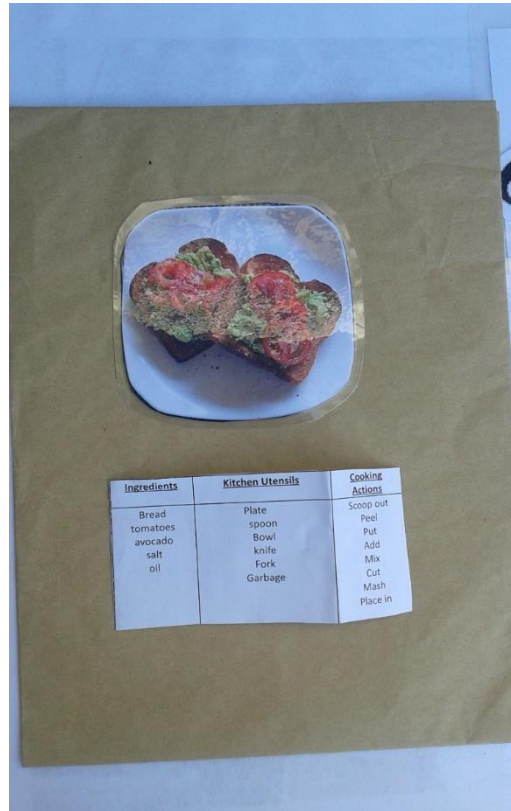
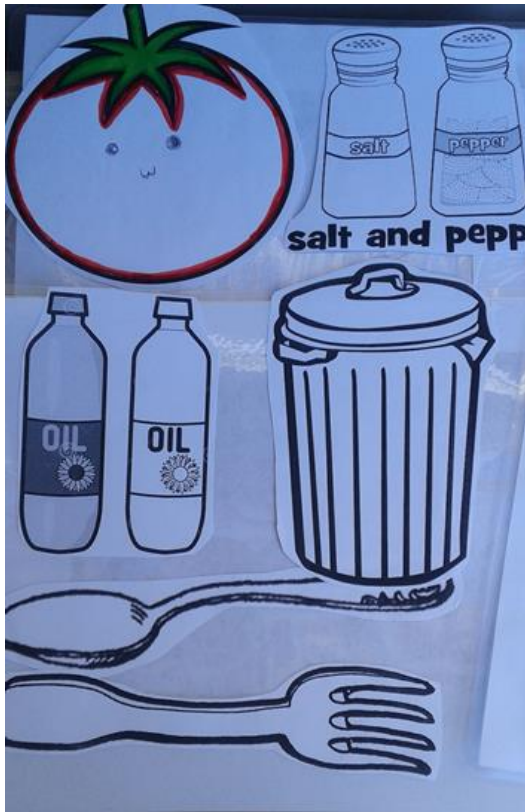
### Role play activity



xiv. Kitchen Utensils, ingredients and food flashcards



xv. **Cooking time prompts, Role play activity.**



xvi. People's diet and lifestyles pictures.







## Annex #5. English food festival Assessing Likert Scale



UNIVERSIDAD CATÓLICA  
SILVA HENRÍQUEZ


Pre-service Teacher: Belen Jeldes Araya  
Jaime Donoso Rosenberg

### Cooking Festival!

Instructions: In groups of two, elaborate stand with a chosen dish's food. Decorate and create a poster applying the ingredients, instructions and preparation seen in previous lessons.

Name: \_\_\_\_\_ Passing Score: 4.0 Group's Score: \_\_\_\_\_

Mark: \_\_\_\_\_ Date: November 11<sup>th</sup>

LIKERT SCALE	1 POINT	2 POINTS	3 POINTS	4 POINTS
	NEEDS IMPROVEMENT	BELOW LEVEL	At level	OUTSTANDING
				

#### 1.- Elaboration of Dish's food Poster

STATEMENTS	RATING
1.-Poster includes magazine pictures, photos or drawings to catch audience attention	
2.-Poster includes the ingredients of the chosen group dish's food	
3.-Poster includes a short paragraph explaining chosen group dish's food	
4.-Target vocabulary used in the poster elaboration ( 6 out 15 new words are used)	
5.-The poster is written correctly, with no grammar or spelling mistakes	
6.-The poster is well organized and clean	
7.-The group has included something new or creative in their poster/stand	

#### 2.-Dish's food Group Presentation

STATEMENTS	RATING
1.-The students speak loudly and clearly in their presentation	
2.-Group work is recognized throughout the entire presentation	
3.-Target vocabulary is used for all group ( 6 out 15 new words are used)	
4.-students use transitions words to link instructions	
5.-The presentation contains coherence, order and enthusiasm	
6.-Cleanliness in their group's stand is visible	
7.-The group make eye contact with the evaluator	
8.-The group demonstrate full understanding of their dish, food preparation, ingredients and confection of it	
9.- Pauses, hesitations do not obscure meaning	



UNIVERSIDAD CATÓLICA  
SILVA HENRÍQUEZ

Pre-service Teacher: Belen Jeldes Araya  
Jaime Donoso Rosenberg

Comments:


Puntaje	Nota	Puntaje	Nota	Puntaje	Nota	Puntaje	Nota	Puntaje	Nota	Puntaje	Nota	Puntaje	Nota	Puntaje	Nota
0.0	2.0	10.0	2.6	20.0	3.1	30.0	3.7	40.0	4.5	50.0	5.8	60.0	7.0		
1.0	2.1	11.0	2.6	21.0	3.2	31.0	3.7	41.0	4.6	51.0	5.9				
2.0	2.1	12.0	2.7	22.0	3.2	32.0	3.8	42.0	4.8	52.0	6.0				
3.0	2.2	13.0	2.7	23.0	3.3	33.0	3.8	43.0	4.9	53.0	6.1				
4.0	2.2	14.0	2.8	24.0	3.3	34.0	3.9	44.0	5.0	54.0	6.3				
5.0	2.3	15.0	2.8	25.0	3.4	35.0	3.9	45.0	5.1	55.0	6.4				
6.0	2.3	16.0	2.9	26.0	3.4	36.0	4.0	46.0	5.3	56.0	6.5				
7.0	2.4	17.0	2.9	27.0	3.5	37.0	4.1	47.0	5.4	57.0	6.6				
8.0	2.4	18.0	3.0	28.0	3.6	38.0	4.3	48.0	5.5	58.0	6.8				
9.0	2.5	19.0	3.1	29.0	3.6	39.0	4.4	49.0	5.6	59.0	6.9				

**Annex #6. Lesson plans**

**a. School A, Private School**

<b>The Weather</b>			
<b>* the first 5 minutes are used to clean and organize the classroom to make a group class and check attendance.</b>			
Class: 11thgrade	Date: October 11th	Time: 90 minutes	<b>#Lesson 1</b>
PRE-SERVICE TEACHER: <b>Belén Jeldes Araya</b>		SCHOOL: Saint Mary Joseph	
Main Objective:  Students will be able to identify and describe different types of weather that we find in different parts of the country using present simple and idioms related to weather.			
Subsidiary aims:  Check present simple			
Key Activities:  Who am I? Ice breaker  Idioms related with the weather video  Role play activity  Listening activity			
Contents			

Skills/procedures:	Lexis	Grammar	Function
Speaking	<b>Weather:</b> adjectives		Describing
Listening	<p>Cloudy, Cold, Cool, Damp, Dry, Fine, Foggy, Frizzing, Rainy, Sunny, Windy, thunderstorm, Snowy.</p> <p><b>Places:</b></p> <p>Beach, Cliff, countryside, desert, forest, hill, lake.</p> <p><b>Idioms related with the weather:</b></p> <p>On cloud Nine</p> <p>Its baking</p> <p>it's freezing</p> <p>Its boiling</p> <p>it's raining cats and dogs</p> <p>It's pissing down</p> <p>It's mild</p>	Present simple	different types of weather.
Assumptions: Students are familiar with present simple tense and with the most common types of weather			

Stages	Interaction	Evaluation	IT- Materials- Timing
Engage/ Warm-up	<p><b>Teacher starts “Who am I” Icebreaker.</b></p> <p>Teacher chooses 1 student randomly, and stick in his/her front a weather/season flashcard. The student must do questions using the chunk: Am I_____?</p> <p>For example: Am I summer?</p> <p>When the student guesses his /her flashcard, can choose another student to play the game.</p> <p>3 students would play in this class.</p> <p>Rules: Questions should only be answered by “yes” or “no”</p> <p>Teacher starts the class showing to the students 2 pictures: a desert and a</p>	<p>If the students participate on the “Who am I?” ice breaker it’s super.</p>	<p>10minutes.</p> <p>Flashcards</p> <p>Scotch</p>

	<p>glacier.</p> <p>and asks to the students:</p> <p><b>What you can see? What do you think the climate is like in these places?</b></p>		
Study / Presentation	<p>Using pictures, the teacher presents:</p> <p>Different places located in the country: Beach, Cliff, countryside, desert, forest, hill, lake</p> <p>Different Adjectives/ noun to talk about the weather:</p> <p>Cloudy, Cold, Cool, Damp, Dry, Fine, Foggy, Frizzing, Rainy, Sunny, Windy, thunderstorm, Snowy.</p>	<p>If students copy and participate while the teacher shows the power point it is Ok.</p>	<p>20 minutes</p> <p>Computer</p> <p>Data</p> <p>Power Point</p> <p>Whiteboard</p> <p>Markers</p>
Practice	<p><b>Role play activity</b></p> <p>Decide where you want to go in the next holidays!</p> <p>In pairs, students receive a flash card that includes two</p>	<p>If students participate in the role play activity its ok.</p>	<p>30minutes</p>

	<p>pictures of different part of Chile, with the weather features included. Each student has to choose his/her favorite place to go on holidays, and explain why using the weather vocabulary seen in class.</p> <p>When they switch turns.</p> <p>When they are ready, teacher gives another flash card to do the same.</p>		
<p>Activate/ Production</p>	<p><b>Listening:</b> Pet master class Unit 6.2 Students listen the recording 3 times, and answer the questions, choosing between a, b or c. The questions are:</p> <ul style="list-style-type: none"> <li>• What will the weather be like tomorrow?</li> </ul>	<p>If students participate in order its ok.</p>	<p>20 minutes</p>

	<ul style="list-style-type: none"> <li>• What was the weather like for most of the holiday?</li> <li>• Where did the girl go on holiday?</li> <li>• Where are they going to meet?</li> <li>• Where were the woman's sunglasses?</li> </ul>		
Close up/ Wrap-up	Teacher asks to the students: how it's the weather in your favorite Chilean spot?	If students answer the question it's ok.	5 minutes



<b>Sports</b>			
* <b>the first 5 minutes are used to clean and organize the classroom to make a group class and check attendance.</b>			
Class: 11thgrade	Date: October 12th	Time: 90 minutes	<b>#Lesson 2</b>
PRE-SERVICE TEACHER: <b>Belén Jeldes Araya</b>		SCHOOL: Saint Mary Joseph	
<p>Main Objective:</p> <p>Students will be able to identify and describe different sports to talk about their hobbies and preferences, using present simple and frequency adverbs.</p>			
<p>Subsidiary aims:</p> <p>Check present simple</p>			
<p>Key Activities:</p> <p>Word association Ice breaker</p> <p>Hang man guessing game.</p>			
Contents			
Skills/procedures:	Lexis	Grammar	Function
Speaking	<b>Sports:</b> Athletics,		Using frequency
Listening	Baseball, Boxing,	Present simple	adverbs to talk
Writing	Climbing, Basketball,	Frequency adverbs	about sports.

	<p>Cycling, Diving, Fishing, Football, Golf, Gymnastics, Horse-riding, Hockey, Racing, Running, Sailing, Skiing, Table-tennis, Volleyball.</p> <p><b>Sport places:</b> Court, Stadium, Pitch, Track and water.</p>		
<p>Assumptions: Students are familiar with the most common sports.</p>			
Stages	Interaction	Evaluation	IT- Materials- Timing
Engage/ Warm-up	<p><b>Teacher starts “Word association” Icebreaker.</b></p> <p>All the class participate.</p> <p>The teacher says a word and pass the ball to someone else, and the student have to say a</p>	<p>If the students participate on the “word association” ice breaker it’s super.</p>	<p>10minutes. soft ball</p>

	<p>new word that must start with the last letter of that word and pass the ball to another person.</p> <p>They have 5 seconds to say a word, if they cannot say a word they have to pass the ball to other student and sit down.</p> <p>Teacher starts the class saying that she loves to do sports, and asks to the students for their favorite sport.</p>		
Study/Presentation	<p>Using pictures, the teacher presents:</p> <p>Different sports:</p> <p>Athletics, Baseball, Boxing, Climbing, Basketball, Cycling, Diving, Fishing, Football, Golf,</p>	<p>If students copy and participate while the teacher shows the power point it is Ok.</p>	<p>20 minutes</p> <p>Computer</p> <p>Data</p> <p>Power Point</p> <p>Whiteboard</p> <p>Markers</p>

	<p>Gymnastics, Horse-riding, Hockey, Racing, Running, Sailing, Skiing, Table-tennis, Volleyball.</p> <p>She asks to the students for the name of each sport.</p> <p>Teacher shows 4 pictures of places to practice sports, and write the names on the whiteboard.</p> <p>Then all together categorize the sports, depending on the place in which you can practice.</p> <p>Teacher asks to the students how frequently they practice sports, to</p>		
--	---	--	--

	introduce frequency adverbs.		
Practice	<p><b>Hang man guessing game:</b> Teacher gives to all the students a hang man template, and as a group class, they play guessing the name of the sport.</p> <p>Teacher shows to the students some sentences:</p> <p>I am always late</p> <p>I always play tennis with my brother</p> <p>I usually do gymnastics on Saturdays.</p> <p>To explain to the students how to use frequency adverbs.</p> <p>Students must write 4 sentences, 2 using</p>	<p>If students participate in the Hang man activity its ok.</p> <p>If students write 2 sentences its ok,</p>	<p>30minutes</p> <p>Hang man templates</p> <p>PowerPoint</p> <p>Markers</p> <p>Whiteboard.</p>

	frequency adverbs with verb to be and 3 using another verb.		
Activate/Production	Students must complete a text using, frequency adverbs, sport and sports places in the correct way using present simple.	If students complete the text in the correct way, it perfect.	20 minutes
Close up/ Wrap-up	Teacher asks to the students: Could you tell me 3 sports that we can practice in a Pitch?	If students answer the question it's ok.	5 minutes

<b>Test Review</b>			
* the first 5 minutes are used to clean and organize the classroom to make a group class and check attendance.			
Class: 11thgrade	Date: October 18th	Time: 90 minutes	#Lesson 3
PRE-SERVICE TEACHER: <b>Belén Jeldes Araya</b>		SCHOOL: Saint Mary Joseph	
<p>Main Objective:</p> <p>Students will be able to identify and talk about different types of weather and sports using present simple and frequency adverbs.</p>			
<p>Subsidiary aims:</p> <p>Check present simple</p>			
<p>Key Activities:</p> <p>“Scattegories” Ice breaker</p> <p>Miming game</p> <p>Fly swatter game</p>			
Contents			
	Lexis	Grammar	Function
	<b>Review</b>		

	<p><b>Weather:</b> adjectives</p> <p>Cloudy, Cold, Cool, Damp, Dry,  Fine, Foggy, Frizzing, Rainy,  Sunny, Windy, thunderstorm,  Snowy.</p> <p><b>Places:</b></p> <p>Beach, Cliff, countryside, desert,  forest, hill, lake.</p> <p><b>Idioms related with the weather:</b></p> <p>On cloud Nine</p> <p>Its baking</p> <p>it's freezing</p> <p>Its boiling</p> <p>it's raining cats and dogs</p> <p>It's pissing down</p> <p>It's mild</p> <p><b>Sports:</b> Athletics, Baseball,  Boxing, Climbing, Basketball,  Cycling, Diving, Fishing, Football,  Golf, Gymnastics, Horse-riding,  Hockey, Racing, Running, Sailing,  Skiing, Table-tennis, Volleyball.</p>	<p>Present</p> <p>simple</p>	<p>Talking</p> <p>about the</p> <p>weather and</p> <p>sports.</p>
--	--	------------------------------	---



	<b>Sport places:</b> Court, Stadium, Pitch, Track and water.		
Assumptions: Students are familiar with the vocabulary			
Stages	Interaction	Evaluation	IT- Materials- Timing
Engage/ Warm-up	<p><b>Teacher starts “Scattegories Icebreaker”.</b></p> <p>Players attempt to create an answer that begins with the letter on the die for each of the categories on their list.</p> <p>They must do it with 3 different letters</p>	<p>If the students participate on the “Scattegories” ice breaker it’s super.</p>	<p>10minutes.</p> <p>Markers</p> <p>Board</p> <p>Scattegories template</p> <p>Die with letters</p>
Study / Presentation	<p>Teacher shows a power point with the vocabulary and grammar contents that will appeared on the test.</p>	<p>If students participate, its ok.</p>	<p>20 minutes</p> <p>Computer</p> <p>Data</p> <p>Power Point</p> <p>Whiteboard</p> <p>Markers</p>

Practice	<p><b>Miming game:</b></p> <p>This is girl v/s boy activity.</p> <p>One student has a paper on his/her forehead and the other student must do the mining, if the student with the paper on his/her forehead guess the action, must do a sentence with the word on the paper using frequency adverbs, and they win.</p>	<p>If the students participate and do the miming, it's amazing!!</p>	<p>30minutes</p> <p>Whiteboard</p> <p>Markers</p> <p>Papers with sports, sport places, weather.</p>
Activate/Production	<p>As a group class we play “<b>fly swatter game</b>”</p>	<p>If students participate in order its ok.</p>	<p>20 minutes</p> <p>PowerPoint</p> <p>Data</p> <p>Markers</p> <p>Fly swatters</p>
Close up/ Wrap-up	<p>Let’s see who remember all the contents for the test, who can write 2 sentences using present simple, frequency adverbs, sports and the weather.</p>	<p>If the students participate it's ok.</p>	<p>5 minutes</p>

<b>Healthy Food and Lifestyle</b>			
* <b>the first 5 minutes are used to clean and organize the classroom to make a group class and check attendance.</b>			
Class: 11thgrade	Date: October 25th	Time: 90 minutes	#Lesson 4
PRE-SERVICE TEACHER: <b>Belén Jeldes Araya</b>		SCHOOL: Saint Mary Joseph	
Main Objective:  Students will be able to identify different types of people's diet and describe if are healthy or unhealthy diets using present simple and adjectives.			
Subsidiary aims:  Check present simple			
Key Activities:  Jump in, jump out ice breaker  Describing different types of people' diet			
Contents			
Skills/procedures:	Lexis  <b>Sequence adverbs:</b>	Grammar	Function

Speaking	first(ly), then, next,	<b>Present simple</b>	Describing
Listening	suddenly, finally		
Reading	<p><b>Target vocabulary:</b></p> <p>healthy or unhealthy;</p> <p>Fully shape, extremely thin, sedentary, junk food</p> <p><b>Adjectives:</b> unhappy, tired, dangerous, thin, risky, tedious, nice, boring, monotonous</p>		

Assumptions: Students are familiar with present simple.

Stages	Interaction	Evaluation	IT- Materials- Timing
Engage/ Warm-up	<p><b>Teacher starts “Jump in, Jump out Icebreaker”.</b></p> <p>Teacher asks the class to make a circle and hold hands each other. Teacher models the instructions: Listen to me, if I say jump in, you must jump inside the circle; when I say jump out, you must jump outside the circle; if I say</p>	<p>If the students participate on the “Jump in, Jump out” ice</p>	<p>10minutes</p> <p>Markers</p> <p>Board</p>

	<p>jump left you must move to the left side of the circle: if I say jump right you have to move to the right side of the circle. Golden rule: you must not release your classmate</p> <p>Teacher starts the class showing to the students 2 pictures: A hamburger picture and a salad picture and asks to the students, which of these pictures is showing us a healthy diet? All together categorize the pictures between, <b>HEALTHY AND UNHEALTHY DIET.</b></p> <p>e.g.: The hamburger is unhealthy</p>	<p>breaker</p> <p>it's super.</p>	
<p>Study / Presentat ion</p>	<p>Show pictures of people' diet and lifestyles placed in the board: a weight trainer fully shape, a model extremely thin, kids eating fast food, Chinese people eating rice.</p> <p>Let's decide if their diet it's healthy or not/ what's the worst diet ever (from 1 to 5), drawing sealings above the pictures from 1 to 5.</p>	<p>If students copy and participate Ok.</p>	<p>20 minutes</p> <p>Computer</p> <p>Data</p> <p>Power</p> <p>Point</p> <p>Whiteboard</p> <p>d</p> <p>Markers</p>

Practice	<p>Let's read about people's routine: underline or highlight food/diet vocabulary, adjectives, and action words.</p> <p>Using Present simple, frequency adverbs and adjectives, how could you describe their diets?</p> <p>Risky/normal/dangerous/tedious/balanced/regular/fat</p>	If the students read and underline, it's amazing!	30minutes
Activate/ Production	<p>Let's create your own daily routine</p> <p>Individual, write in your notebook your daily routine, including actions words (get up, go to, wash up, dress up, eat), prepositions (in, on, at), frequency adverbs (normally, usually, sometimes, never), and food/meals vocabulary.</p>	If students participate in order its ok.	20 minutes
Close up/ Wrap-up	<p>Let's compare</p> <p>One student reads aloud while the others decide if it's a healthy or unhealthy diet. Then, make recommendations.</p>	If the students participate it is O.K.	5 minutes

<b>Cooking time!</b>			
<b>* The first 5 minutes are used to clean and organize the classroom to make a group class and check attendance.</b>			
Class: 11thgrade	Date: November 2nd	Time: 90 minutes	#Lesson 5
PRE-SERVICE TEACHER: Belén Jeldes Araya		SCHOOL: Saint Mary Joseph	
<p>Main Objective:</p> <p>Students will be able to identify Kitchen vocabulary and using it to give cooking instructions using present simple and transitional.</p>			
<p>Subsidiary aims:</p> <p>Check present simple</p> <p>Check imperatives and quantifiers</p>			
<p>Key Activities:</p> <p>Lemon pie Ice breaker</p> <p>Vocabulary presentation</p> <p>Peanut butter and jelly bread video.</p> <p><a href="https://www.youtube.com/watch?v=kIDHM_sxYxs">https://www.youtube.com/watch?v=kIDHM_sxYxs</a></p> <p>Activity: “LET’S MAKE AVOCADO BREAD”</p> <p>Role play Activity: “cooking time”</p> <p>Complete the journal entry.</p>			
Contents			

Skills/procedures:	Lexis	Grammar	Function
Speaking	<u>Food:</u>		
Listening	<p data-bbox="574 338 922 1171">Apple, Grapes, Pineapple, Banana, Plum, Orange, eggs, Mushrooms, hotdog bun, ketchup, Mayonnaise, Tomato, salt, pepper, oregano, Avocado, oil, Potatoes, Onions, Cilantro leaves, Lemon, Jelly, Peanut butter, Hamburger, cheese, Hamburger bun, Pizza base, Salami, tomato sauce, carrot, Butte.</p> <p data-bbox="574 1289 792 1325"><u>Kitchen utensils:</u></p> <p data-bbox="574 1360 922 1759">Plate, garbage, chopping board, knife, oven mitt, fork, spoon, peeler, bowl, pizza cutter, pot, box of matches, stove, frying pan, wooden spoon, strainer,</p>	<p data-bbox="953 338 1143 373">Present simple</p> <p data-bbox="953 485 1097 520">Quantifiers</p> <p data-bbox="953 632 1097 667">transitional</p>	<p data-bbox="1261 338 1354 590">Giving cooking instructions</p>



	grill, spatula, oven, paper towels.		
Assumptions: Students are familiar with present simple tense and with the most use kitchen vocabulary (fork, spoon, knife, plate, apple, pineapple, hotdog, hamburger)			
Stages	Interaction	Evaluation	IT- Materi als- Timin g
Engage/ Warm-up	<p><b>Teacher starts “Lemon Pie Icebreaker”.</b></p> <p>Teacher tells the student to stand up and assigns a number to each student and explain it: the object of this game is to say a semi tongue twister while making sure you remember your assigned number.</p> <p>The person with the first number begins by saying “One lemon, half lemon, (x) lemon”</p> <p>The (x) must be the assigned number of the person you want going next. The key thing is to say the phrase very fluently, without mistakes and faster after each repetition. It is very important that the last lemon is left</p>	If the students participate on the “lemon pie” ice breaker it’s super.	10min utes  Cards with numbe rs date power point whiteb oard

	<p>singular for example “one lemon, half lemon, six lemons”.</p> <p>If the student cannot say the tongue twister, they will have to sit down. The winner is the last one sitting down.</p> <p>Teacher presents the last unit of the year “cooking time”</p> <p>Teacher starts the class showing to the students 4 pictures of different Chilean dishes and asks to the students How does it taste? All together categorize the dishes between, sour, salty, hot and sweet.</p> <p>Example: The Chilenito is sweet</p>		<p>Marke rs</p>
<p>Study / Presentatio n</p>	<p>To introduce the vocabulary, teacher shows to the students a picture with different types of food, and asks:</p> <ul style="list-style-type: none"> <li>-what do you see?</li> <li>-do you know the name of this food?</li> <li>-where do prepare food?</li> </ul> <p>teacher shows to the students a kitchen’s picture, and she says to the students:</p>	<p>If students copy and participate while the teacher shows the power point it is Ok.</p>	<p>20 minute s  Comp uter  Data  Power Point</p>

	<p>We have the food and the kitchen, but we need something more to cook, what is it?</p> <p>Kitchen utensils!</p> <p>What we can find here? (pointing the first cupboard)</p> <p>Teacher will stick utensils flashcards in the respective places.</p>		<p>White board</p> <p>Markers</p> <p>utensils</p> <p>flashcards</p>
Practice	<p>Teacher Gives to the students the vocabulary bank.</p> <p>Teacher asks to the student:</p> <p>*If I making peanut butter and jelly bread what do I need?</p> <p>*what do I have to do?</p> <p>The teacher guides the students in their answers.</p> <p>Then all the class watch the Peanut and jelly bread video.</p> <p><a href="https://www.youtube.com/watch?v=kIDHM_sxYxs">https://www.youtube.com/watch?v=kIDHM_sxYxs</a></p>	<p>If the students can give the instructions to the teacher in the correct way, it's amazing!!</p>	<p>30minutes</p> <p>Vocabulary bank</p> <p>Peanut and jelly bread video</p> <p>Ingredients</p> <p>do an</p>

	<p>Let's do an avocado bread activity.</p> <p>Students give the teacher the cooking instructions to do avocado bread using their vocabulary bank and she follows the instructions.</p>		<p>avocad o bread</p>
<p>Activate/ Production</p>	<p><b>Cooking time activity:</b></p> <p>This is a role play activity; each student receives a paper bag with food flashcards on it.</p> <p>In the front of the bags is indicated what dish they must “cook” and a piece of paper with the vocabulary that they must use.</p> <p>Each student must give the instructions to his / her classmate about how to cook the respective dish.</p> <p>When student A finishes then student B will start.</p>	<p>If students participate in order its ok.</p>	<p>20 minute s  food flashca rds paper bags</p>
<p>Close up/ Wrap- up</p>	<p>Complete the journal entry</p>	<p>If students complete the journal entry, it's ok.</p>	<p>5 minute s</p>

<b>Cooking time!</b>			
<b>* the first 5 minutes are used to clean and organize the classroom to make a group class and check attendance.</b>			
Class: 11thgrade	Date: November 8nd	Time: 90 minutes	<b>#Lesson</b> <b>6</b>
PRE-SERVICE TEACHER: <b>Belén Jeldes Araya</b>		SCHOOL: Saint Mary Joseph	
Main Objective:  Students will make their presentation for the cooking festival and practice the presentation.			
Subsidiary aims:  Check present simple  Check imperatives and quantifiers			
Key Activities:  Tossing ball breaker  Making the poster for the cooking festival			
Contents			
Skills/procedure s:	Lexis	Grammar	Funcio n

Speaking	<u>Food:</u>	Present	Making
Listening	<p>Apple, Grapes, Pineapple, Banana, Plum, Orange, eggs, Mushrooms, hotdog bun, ketchup, Mayonnaise, Tomato, salt, pepper, or egano, Avocado, oil, bread, Potatoes, Onions, Cilantro leaves, Lemon, Jelly, Peanut butter, Hamburger, cheese, Hamburger bun, Pizza base, Salami, tomato sauce, carrot ,Butte.</p> <p><u>Kitchen utensils:</u></p> <p>Plate, garbage, chopping board, knife, oven mitt, fork, spoon, peeler, bowl, pizza cutter, pot, box of matches, stove, frying pan, wooden spoon, strainer, grill, spatula, oven, paper towels.</p>	<p>simple</p> <p>Quantifiers</p> <p>transitional</p>	<p>the</p> <p>poster</p> <p>for the</p> <p>cooking</p> <p>festival</p>
<p>Assumptions: Students are familiar with present simple tense and with the most use kitchen vocabulary (fork, spoon, knife, plate, apple, pineapple, hotdog, hamburger)</p>			
Stages	Interaction	Evaluation	<p>IT-</p> <p>Materials</p> <p>-Timing</p>

<p>Engage/ Warm-up</p>	<p><b>Teacher starts “Tossing ball Icebreaker”.</b> Making a circle, teacher asks for kitchen utensils and students must say one each, then toss the ball to the classmates  Golden rule: you cannot repeat the kitchen utensil.</p>	<p>If the students participate on the “Tossing ball” ice breaker it’s super.</p>	<p>5 minutes.</p>
<p>Study / Presentation</p>	<p>Make the poster for the cooking festival</p>	<p>If students make their poster, its perfect</p>	<p>20 minutes Markers Pictures craft</p>
<p>Practice</p>	<p>Make a poster for the cooking festival</p>	<p>If students make their poster, its perfect</p>	<p>20 minutes Markers Pictures craft</p>

Activate/ Production	<b>Practice time:</b> Each group come in front of the class and show their presentation to practice for the cooking festival	If students participate in order its ok.	30 minutes
Close up/ Wrap-up	<b>Practice time:</b> Each group come in front of the class and show their presentation to practice for the cooking festival	If students participate in order its ok.	5 minutes



<b>Cooking Festival!</b>			
<b>* The first 10 minutes are used to clean and organize the classroom for the cooking festival.</b>			
Class: 11thgrade	Date: November 9nd	Time: 90 minutes	#Lesson 7
PRE-SERVICE TEACHER: <b>Belén Jeldes Araya</b>		SCHOOL: Saint Mary Joseph	
<p>Main Objective:</p> <p>Students will be able to describe the ingredients, the kitchen utensils and give the cooking instructions to the guests about dish that they have chosen.</p>			
<p>Subsidiary aims:</p> <p>Check present simple</p> <p>Check imperatives and quantifiers</p>			
<p>Key Activities:</p> <p>Tossing ball breaker</p> <p>Making the poster for the cooking festival</p>			
Contents			
Skills/procedure s: Speaking Listening	Lexis <u>Food:</u> Apple, Grapes, Pineapple, Banana, Plum, Orange, eggs, Mushrooms, hotdog	Grammar	Function  Describi ng the

	<p>bun,ketchup,Mayonnaise, Tomato,salt,pepper,oregano,Avocado,oil,bread,Potatoes,Onions,Cilantro leaves, Lemon, Jelly, Peanut butter, Hamburger, cheese, Hamburger bun, Pizza base, Salami, tomato sauce, carrot ,Butte.</p> <p><u>Kitchen utensils:</u></p> <p>Plate, garbage, chopping board, knife, oven mitt, fork, spoon, peeler, bowl, pizza cutter, pot, box of matches, stove, frying pan, wooden spoon, strainer, grill, spatula, oven, paper towels.</p>	<p>Present simple</p> <p>Quantifiers</p> <p>transitional</p>	<p>cooking process of a dish.</p>
<p>Assumptions: Students are familiar with present simple tense and with the most use kitchen vocabulary (fork, spoon, knife, plate, apple, pineapple, hotdog, hamburger)</p>			

Stages	Interaction	Evaluation	IT-Materials-Timing
Cooking Festival	<p>Students has been divided in groups, and they chose a dish to present in the cooking festival.</p> <p>Each group prepare their stand which must have:</p> <ul style="list-style-type: none"> <li>• A poster with a picture of the dish, the ingredients, the kitchen utensils and the cooking instructions.</li> <li>• The dish</li> <li>• Something creative</li> </ul> <p>Five native speakers come to the cooking festival and they go to all the stands and ask to the students:</p> <ul style="list-style-type: none"> <li>• What is the name of the dish?</li> <li>• It is a healthy or unhealthy dish?</li> <li>• What ingredients do you need to make it?</li> <li>• What kitchen utensil do you need to make it?</li> <li>• How did you make it?</li> </ul>	<p>If the students participate on the “Cooking festival” it’s amazing.</p>	<p>80 minutes</p>

	<p>This activity is evaluated by the teacher and the guests.</p> <p>The activity core is, that the student feels the necessity of communication with the native speakers, and they could have a meaningful learning.</p>		
--	--	--	--

**b. School B, Municipal School**

<b>HEALTHY FOOD AND LIFESTYLE</b>			
* <b>The first 5 minutes are used to clean and organize the classroom to make a group class and check attendance.</b>			
Class: 11thgrade	Date: October 20th	Time: 90 minutes	<b>#Lesson 1</b>
<b>PRE-SERVICE TEACHER: Jaime Donoso Rosenberg</b>		<b>SCHOOL: Liceo Miguel de Cervantes y Saavedra</b>	
<p>Main Objective:</p> <p>Students will be able to Identify sports around the world and in the country, making a good use of adjectives to describe it.</p>			
<p>Subsidiary aims:</p> <p>Work in teams to win the games related to sports, using body language and adjectives.</p>			
<p>Key Activities:</p> <p>Playing Scattergories</p> <p>Charade game</p> <p>Complete the sport description with a suitable adjective</p>			

Contents			
Skills/procedures:	Lexis	Grammar	Function
Speaking	<b>Target vocabulary:</b> Sports & Hobbies  Volleyball, trekking, football, basketball, skating, volleyball, swimming, surfing, parkour.  <b>Adjectives:</b>  Awesome, dangerous, boring, enjoyable, entertaining, exciting, lovely, monotonous, nice, peaceful, relaxing, risky, thrilling.	Present simple	What's your
Listening		tense	favorite
		Present	sport/hobby
		Continuous	and why?
		tense	
		Adjectives	
Assumptions: students can identify and use present and present continuous tense, some adjectives and sequential adverbs.			

Stages	Interaction	Evaluation	IT- Materials- Timing
Engage/ Warm-up	<p><b>Playing Scattergories (adaptation)</b></p> <p>Get in groups of 3 students and named tag the group with a name. Then, make them play against each other (group red vs group green)</p> <p>The first group in writing all the spaces with the corresponded sport's information wins.</p>	<p>If the students participate on the “Scattergories” Ice breaker it's super.</p>	<p>10 minutes.</p> <p>Scattergories cards</p> <p>Pen/pencil</p>
Study /Presentation	<p>Teacher asks:</p> <p>What sports do you generally play/watch on TV?</p> <p>Then, presents typical sports around the world, starting in Chile</p>	<p>If students copy and participate while the teacher shows the power point it is Ok.</p>	<p>20 minutes</p> <p>Computer</p> <p>Data</p> <p>Power Point</p> <p>Whiteboard</p> <p>Markers</p>

	(trekking, football, volleyball, tennis), Abroad (rugby, golf, baseball, athletics, weight training, etc.)		
Practice	<p><b>Playing charade.</b></p> <p>Get in 2 teams for the whole classes; each team must choose one “doer”.</p> <p>Teacher whisper one sport per doer in a round, they must describe the sport with no words, only actions. The first team to guess wins the round (There will be 6 rounds).</p> <p>Students must ask: what are you doing? / are you skating? / are you kicking? / are you playing football?</p>	If students participate in the charade activity it’s ok.	30minutes



<p>Activate/ 15. Production</p>	<p><b>Categorize the sport.</b></p> <p>Get in groups of 3, and using adjectives, assign 4 suitable words for a random sport, following the example:</p> <p>Football is _____, _____ and _____</p> <p>Then complete:</p> <p>I/ we don't like football because is _____</p> <p>I/ we like/love football because is _____</p> <p>Then, one student per group present one sentence to the class.</p>	<p>If students can do the activity, it's ok.</p>	<p>20 minutes</p>
<p>Close up/ Wrap-up</p>	<p><b>Teacher asks students:</b></p> <p>If you practice X sport (football, tennis, cycling, etc.) what should you eat</p>	<p>If students answer the question it's ok.</p>	<p>5 minutes</p>

	before? Decide about junk food vs healthy food		
--	---	--	--

**HEALTHY FOOD AND LIFESTYLE**

**\* The first 5 minutes are used to clean and organize the classroom in order to make a group class and check attendance.**

Class: 11thgrade	Date: October 23rd	Time: 90 minutes	<b>#Lesson</b> <b>2</b>
<b>PRE SERVICE TEACHER: Jaime Donoso Rosenberg</b>		<b>SCHOOL: Liceo Miguel de Cervantes y Saavedra</b>	
<p>Main Objective:</p> <p>Students will be able to identify different types of people’s diet and discuss if are healthy or unhealthy diets using present simple and adjectives.</p>			
<p>Subsidiary aims:</p> <p>Work in teams to read people’s routine, extract vocabulary and elaborate their own weekly diet</p>			
<p>Key Activities:</p> <p>Jump in, Jump out ice breaker</p> <p>Let’s read about people’s routine</p> <p>Create your own diet’s routine, discuss and compare it with the class</p>			
<p>Contents: students can identify and use present tense, some adjectives and adverbs.</p>			
Skills/procedure  s:	Lexis  <b>Sequence adverbs:</b>	Grammar	Function

Speaking	first(ly), then, next,	Present simple	Discuss
Listening	finally	tense	different
Reading		Adjectives	types of
	<b>Target vocabulary:</b>	Sequence adverbs	people' diet
	healthy or unhealthy?		
	Fully shape, extremely		
	thin, sedentary, junk		
	food		
	<b>Frequency adverbs:</b>		
	Usually, never,		
	sometimes, normally.		
	<b>Adjectives:</b>		
	Unhappy, tired,		
	dangerous, thin, risky,		
	tedious, nice, boring,		
	monotonous.		
Assumptions: students can identify and use present and present continuous tense, some adjectives and sequential adverbs.			
Stages	Interaction	Evaluation	IT- Material s-Timing

<p>Engage/ Warm-up</p>	<p><b>Playing Jump in, Jump out</b></p> <p>Ask the class to make a circle and hold hands each other. Teacher models the instructions: Listen to me, if I say jump in, you have to jump inside the circle; when I say jump out, you have to jump outside the circle; if I say jump left you have to move to the left side of the circle: if I say jump right you have to move to the right side of the circle.</p> <p>Golden rule: you must not release your classmates</p>	<p>If the students participate in the “Jump-in, Jump-out” Ice breaker it’s super.</p>	<p>10 minutes.</p>
<p>Study /Presentation</p>	<p>Show pictures of people’s diet and lifestyles placed in the board: a weight trainer fully shape, a model extremely thin, kids eating fast food, Chinese people eating rice.</p> <p>Let’s decide if their diet it’s healthy or not.</p> <p>What’s the worst diet ever (from 1 to 5), drawing from one to five stars above the pictures.</p>	<p>If students copy and participate while the teacher shows the pictures it is Ok.</p>	<p>20 minutes</p> <p>Flashcards</p> <p>Whiteboard</p> <p>Markers</p>

Practice	<p><b>Let's read about people's diet:</b></p> <p>Extract, circle, underline, and highlight prepositions, food/diet vocabulary, adjectives, and action words.</p> <p>Using 2 or 3 adjectives, how could you describe their diets?</p> <p>Risky/normal/dangerous/tedious/balanced/regular/fat</p>	If students participate in the activity, it's ok.	30minutes  Five different readings about people's diet
Activate/ Production	<p><b>Let's create your own daily routine</b></p> <p>Individually, write in your notebook your daily routine, including actions words (get up, go to, wash up, dress up, eat), prepositions (in, on, at), frequency adverbs (normally, usually, sometimes, never), and food/meals vocabulary. Then, compare it with your classmate sitting beside you.</p>	If students can do the activity, it's ok.	20 minutes
Close up/ Wrap-up	<p><b>Let's discuss your diet</b></p>	If students make	5 minutes

	One student reads aloud while the others decide if it's a healthy or unhealthy diet. Then, make recommendations.	recommendations, it's ok.	
--	--	---------------------------	--

## HEALTHY FOOD AND LIFESTYLE

\* The first 5 minutes are used to clean and organize the classroom to make a group class and check attendance.

Class: 11thgrade	Date: October 30rd	Time: 90 minutes	#Lesson 3
PRE-SERVICE TEACHER: <b>Jaime Donoso Rosenberg</b>		SCHOOL: Liceo Miguel de Cervantes y Saavedra	
<p>Main Objective:</p> <p>Students will be able to categorize Chilean typical dishes according to its ingredients and tastes.</p>			
<p>Subsidiary aims:</p> <p>Using adjectives to describe food's taste, students can express their food's preferences</p>			
<p>Key Activities:</p> <p>Tossing Ball game</p> <p>Art gallery: food edition</p> <p>Idioms Game: food edition</p>			
Contents			
Skills/procedures:	Lexis	Grammar	Function
Speaking Listening	<b>Target vocabulary:</b> Food and tastes	Present simple tense	



	<p>Salty, sweet, spicy, healthy, unhealthy, bitter, hot, cold</p> <p><b>Food Vocabulary:</b></p> <p>Chorrillana, barbecue, porotos, French fries, fruit salad, soup, rice, pasta, sushi rolls</p>	<p>Superlative and demonstratives</p> <p>Adjectives</p>	<p>What's your favorite typical Chilean food?</p>
<p>Assumptions: students can identify and use present, some adjectives and superlative and demonstratives.</p>			
Stages	Interaction	Evaluation	IT- Materials- Timing
Engage/ Warm-up	<p><b>Playing tossing ball</b></p> <p>To start, teacher asks to students to make a circle, tossing the ball each other. Students must say one vegetable or fruit if he or she receives the ball. One assistant is listing the items the classmate says while they are playing.</p>	<p>If the students participate on the "Tossing ball" Ice breaker it's super.</p>	<p>10 minutes.</p> <p>Woolen ball</p>

	Golden rule: you cannot repeat the fruit or vegetable of any student		
Study /Presentation	<p>Teacher makes an invitation to his art gallery and asks the students:</p> <p>First can you name any favorite item or food in the list that your classmate wrote?</p> <p>Secondly, (showing flashcards about Chilean dishes) What do you see in the first picture-pointing to a Cazuela dish-</p> <p>And thirdly, what picture do you prefer, number 1, 2, 3...?</p> <p>What dish do you think is the most/worst healthy or unhealthy?</p>	<p>If students copy and participate while the teacher shows the flashcards it is Ok.</p>	<p>20 minutes</p> <p>Whiteboard</p> <p>Markers</p> <p>Scotch tape</p> <p>Flashcards</p>
Practice	<p><b>Let's categorize the dishes</b></p> <p>What do you think these dishes taste?</p> <p>With a cardboard stuck on the board, there are 3 columns and 3</p>	<p>If students participate in the taste categorization activity, it's ok.</p>	<p>30minutes</p>

	<p>rows written with tastes like: salty spicy, bitter, sweet hot and cold.</p> <p>The students must categorize the flashcards about dishes in the corresponding taste's section</p>		
<p>Activate/ 15. Production</p>	<p><b>Let's play Idioms game about food</b></p> <p>Get in groups of 3 and choose one card from the box. In each card there is an idiom related to food. Read the idiom, think the meaning and make a drawing with the possible significance.</p>	<p>If students can do the Idioms activity, it's ok.</p>	<p>20 minutes</p>
<p>Close up/ Wrap-up</p>	<p><b>Comparing the idioms</b></p> <p>One member per group presents their idiom and their drawing.</p> <p>Then the teacher presents the real meaning of the idiom.</p>	<p>If students show their drawings to their classmates it's ok.</p>	<p>5 minutes</p>

## HEALTHY FOOD AND LIFESTYLE

**\* The first 5 minutes are used to clean and organize the classroom to make a group class and check attendance.**

Class: 11thgrade	Date: November 6th	Time: 90 minutes	<b>#Lesson 4</b>
<b>PRE SERVICE TEACHER:</b> <b>Jaime Donoso Rosenberg</b>		<b>SCHOOL:</b> Liceo Miguel de Cervantes y Saavedra	
Main Objective:  Students will be able to identify Kitchen vocabulary and using it to giving cooking instructions using present simple and transitional.			
Subsidiary aims:  Using adjectives to describe food's taste, students can express their food's preferences  Check present simple  Check imperatives and quantifiers			
Key Activities:  Lemon pie Ice breaker  Vocabulary presentation  Peanut butter and jelly bread video.  <a href="https://www.youtube.com/watch?v=kIDHM_sxYxs">https://www.youtube.com/watch?v=kIDHM_sxYxs</a>			

Activity: "LET'S MAKE AVOCADO BREAD"			
Role play Activity: "cooking time"			
Contents			
Skills/procedure	Lexis	Grammar	Function
s:			
Speaking	<b>Food vocabulary</b> Apple, Grapes, Pineapple, Banana, Plum,	Present simple	What do we have in our kitchen?
Listening	Orange, eggs, Mushrooms, hotdog bun, ketchup, Mayonnaise, Tomato, salt, pepper, oregano, Avocado, oil, bread, Potatoes, Onions, Cilantro leaves, Lemon, Jelly, Peanut butter, Hamburger, cheese, Hamburger bun, Pizza base, Salami, tomato sauce, carrot, Butter.	Quantifiers  Transitional words	
	<b>Kitchen utensils</b> Plate, garbage, chopping board, knife, oven mitt, fork, spoon, peeler, bowl, pizza cutter, pot, box of matches, stove, frying pan, wooden spoon, strainer, grill, spatula, oven, paper towels.		

	<p><b>Action while cooking</b></p> <p>Sprinkle, mash, scoop-out, spread, squeeze, mix, serve, slice, grill, peel, grate, strain</p>		
<p>Assumptions: Students are familiar with present simple tense and with some kitchen vocabulary such as fork, spoon, knife, plate, apple, pineapple, hotdog, hamburger.</p>			
Stages	Interaction	Evaluation	IT- Mate rials- Timi ng
Engage/ Warm- up	<p><b>Playing “Lemon Pie Icebreaker”</b></p> <p>Teacher asks the student to stand up and make a circle.</p> <p>Everyone gets one number with that must stick in their foreheads.</p> <p>Teacher explains: the object of this game is to say a semi tongue twister while making sure you remember your assigned number.</p> <p>The person with the first number begins by saying “One</p>	<p>If the students participate on the “Tossing ball” Ice breaker it’s super.</p>	<p>10 minutes.</p> <p>Paper strip s with</p>

	<p>lemon, half lemon, (x) lemon” The (x) has to be the assigned number of the person you want going next. The key thing is to say the phrase very fluently, without mistakes and faster after each repetition. It is very important that the last lemon is left singular for example “one lemon, half lemon, six lemon”.</p> <p>If the student cannot say the tongue twister they have to sit down. The winner is the last one sitting down.</p>		<p>num bers on it</p>
<p>Study /Present ation</p>	<p><b>Where do prepare food?</b></p> <p>To introduce the vocabulary, teacher shows to the students a picture with different types of food, and asks:</p> <ul style="list-style-type: none"> <li>-what do you see?</li> <li>-do you know the name of these ingredients? Are they healthy or not?</li> </ul> <p>Then, teacher shows to the students a kitchen’s picture, plus utensil’s flashcards they must stick in the corresponding place in the kitchen:</p> <p>we have the food and the kitchen, but we need something more to cook, what is it?</p> <p>Kitchen utensils!</p>	<p>If students copy and participate while the teacher shows the flashcards it is Ok.</p>	<p>20 minu tes  Whit eboa rd  Mar kers  Scot ch  tape  Flas hear ds</p>

	Teacher with the help of students stick utensils flashcards in the respective places.		Data Com puter
Practice	<p><b>Actions while cooking vocabulary</b></p> <p>Teacher presents the verbs and asks to the students:          *If I going to make peanut butter and jelly bread what do I need?          *How do I have to do?</p> <p>The teacher guides the students in their answers. Then, invites the class to watch the Peanut and Jelly bread video.</p> <p>After watching the video teacher asks: Can you help me preparing avocado bread please?          Students give the teacher the cooking instructions to do avocado bread using the actions verbs presented before.</p>	If students participate in the activity it's ok.	30mi nute s  Data Com puter Whit eboa rd Mar kers
Activat e/ Product ion	<p><b>Cooking time activity</b></p> <p>Teacher commands the instruction: this is a role play activity, so each student receives a paper bag with food flashcards on it.</p>	If students can do the cooking activity, it's ok.	20 minu tes



	<p>In the front of the bags is indicated what dish they have to “cook” and a piece of paper with the vocabulary that they have to use.</p> <p>Each student has to give the instructions to his / her classmate about how to cook the respective dish.</p> <p>Once student A finishes, they switch roles with student B</p>		<p>Paper bag</p> <p>Paper strip</p> <p>s</p> <p>with food list</p> <p>Flashed</p>
<p>Close up/ Wrap-up</p>	<p>One pair is chosen to display the cooking activity while the rest of the class listen</p>	<p>If students can display the cooking activity to their classmates it's ok.</p>	<p>5 minutes</p>

## HEALTHY FOOD AND LIFESTYLE

**\* The first 5 minutes are used to clean and organize the classroom to make a group class and check attendance.**

Class: 11thgrade	Date: November 10th	Time: 90 minutes	<b>#Lesson 5</b>
PRE SERVICE TEACHER: <b>Jaime Donoso Rosenberg</b>		SCHOOL: Liceo Miguel de Cervantes y Saavedra	

Main Objective:

Students will arrange groups, elaborate a recipe for the chosen dish and practice for the food festival presentation.

Subsidiary aims:

Check use of:

present simple

Food, dishes and cooking vocabulary

Key Activities:

Icebreaker: Who am I (food version)

Creation of groups

Choose dish per group

watch a video as example

Contents

Skills/procedure	Lexis	Grammar	Function
s:			
Speaking	<b>Food vocabulary</b> Apple, Grapes, Pineapple, Banana, Plum,	Present simple	Preparing our dish for
Listening	Orange, egg, hotdog		the Food
Writing	bun,ketchup,Mayonnaise,Tomato,salt,pep per,oregano,Avocado,oil,bread,Potatoes, Onions,Cilantro leaves, Lemon, Jelly, Peanut butter, Hamburger, cheese, Hamburger bun, Pizza base, Salami, tomato sauce, carrot ,Butter	Quantifier s  Transition als	Festival
	<b>Kitchen utensils</b> Plate, garbage, chopping board, knife, oven mitt, fork, spoon, peeler, bowl, pizza cutter, pot, box of matches, stove, frying pan, wooden spoon, strainer, grill, spatula, oven, paper towels.		
	<b>Action while cooking</b> Sprinkle, mash, scoop-out, spread, squeeze, mix, serve, slice, grill, peel, grate, strain		

<p>Assumptions: Students are familiar with present simple tense and with some kitchen vocabulary such as fork, spoon, knife, plate, apple, pineapple, hotdog, hamburger.</p>			
Stages	Interaction	Evaluation	IT-Materials-Timing
Engage/ Warm-up	<p><b>Playing “Who am I (food version)”</b></p> <p>Teacher asks the student to stand up and make two small circles. Choose two teams with one doer per group. Every doer attaches a headband with cards on their heads.</p> <p>Teacher gives the following instructions:</p> <p>Each group must give clues to their own group’s doer to win the round. If the doer has a card with Cazuela written on him, the group must say, you make this food with chicken, potatoes, carrots; it is prepared in a pot, with water and served hot, it is liquid, and so on. If the group’s doer can guess first wins the round.</p>	<p>If the students participate in the “Who am I” Ice breaker it’s super.</p>	<p>10 minutes.</p> <p>Paper strips with Chilean typical food/dishes</p>

	Golden rule: the more clues you give your doer, the quicker you will win the round		s on it head bands
Study /Present ation	<p><b>Choosing the dishes for the Food Festival</b></p> <p>Teacher tells students to arrange their groups and select a dish for the Food Festival. He hands in a sheet of paper with a list of groups from one to ten, which they have to write their names and the name of the selected dish.</p> <p>After that, teacher project a video of a pouched egg recipe twice highlighting the food vocabulary, transitional and action while cooking words.</p>	If they arran ge in group s, it's okay	20 minut es Sheet of paper Data Com puter
Practice	<p><b>Start the recipe's elaboration</b></p> <p>Following the pouched egg recipe, teacher commands the students to star their dish writing, considering three aspects:</p> <ol style="list-style-type: none"> <li>1.- Ingredients</li> <li>2.- Cooking instructions and</li> <li>3.- Kitchen utensils</li> </ol>	If stude nts partic ipate in the activi ty,	30mi nutes Data Com puter

		it's ok.	Whit eboard d Mark ers
Activate / 15. Producti on	Teacher helps students out, clarifying certain mistakes, correcting grammar, coherence and cohesion in their recipes, provide ideas and hand out a worksheet with all the vocabulary seen in the previous three classes.	Teach er works as monit or	20 minut es  Paper bag  Paper strips with food list Flash card
Close up/	Teacher commands students to bring cardboards, markers, and printed pictures or drawing about their dishes for next		5 minut es

Wrap-up	class, in order to prepare the ultimate poster for the Food Festival.		
<b>HEALTHY FOOD AND LIFESTYLE</b>			
* <b>The first 5 minutes are used to clean and organize the classroom to make a group class and check attendance.</b>			
Class: 11th grade	Date: November 13th	Time: 90 minutes	<b>#Lesson 6</b>
<b>PRE-SERVICE TEACHER: Jaime Donoso Rosenberg</b>		<b>SCHOOL: Liceo Miguel de Cervantes y Saavedra</b>	
<p>Main Objective:</p> <p>Students will elaborate a poster for the chosen dish and practice for the food festival presentation.</p>			
<p>Subsidiary aims:</p> <p>Check use of present simple; food, dishes and cooking vocabulary</p>			
<p>Key Activities:</p> <p>Icebreaker: Fly swatter game</p> <p>Creation of poster</p> <p>Presentation practice</p>			
Contents			

Skills/procedures:	Lexis	Grammar	Function
Speaking	<p><b>Food vocabulary</b></p> <p>Apple, Grapes, Pineapple, Banana, Plum,</p>	Present	Finishing
Listening	<p>Orange, egg, hotdog bun, ketchup,</p> <p>Mayonnaise, Tomato, salt, pepper, oregano, Avocado, oil, bread, Potatoes, Onions, Cilantro leaves, Lemon, Jelly, Peanut butter,</p> <p>Hamburger, cheese, Hamburger bun, Pizza base, Salami, tomato sauce, carrot ,Butter.</p> <p><b>Kitchen utensils</b></p> <p>Plate, garbage, chopping board, knife, oven mitt, fork, spoon, peeler, bowl, pizza cutter, pot, box of matches, stove, frying pan, wooden spoon, strainer, grill, spatula, oven, paper towels.</p> <p><b>Action while cooking</b></p> <p>Sprinkle, mash, scoop-out, spread, squeeze, mix, serve, slice, grill, peel, grate, strain</p>	<p>simple</p> <p>Quantifiers</p> <p>Transitionals</p>	<p>Our Dish</p> <p>Food for</p> <p>The Food Festival</p>



<p>Assumptions: Students are familiar with present simple tense and with some kitchen vocabulary such as fork, spoon, knife, plate, apple, pineapple, hotdog, hamburger.</p>			
Stages	Interaction	Evaluation	IT- Materials- Timing
Engage/ Warm- up	<p><b>Fly swatter game</b></p> <p>Teacher projects in the whiteboard several images of utensils that students must identify. Teacher gives the instructions: You will compete in two groups to win a secret prize. Make two rows, the first person in each row holds a swatter and gets ready to run to the whiteboard. If I say spatula, you must run and swat the correct image, then go to the back of the classroom and wait until the rest of their group played.</p> <p>Golden rule: you must be quicker and assertive in your movements.</p>	<p>If the students participate in the “Fly swatter” Ice breaker it’s super.</p>	<p>10 minutes.</p> <p>Two fly swatters</p> <p>Data</p> <p>Computer</p>

Study /Presenta tion	<p><b>Start the poster’s elaboration</b></p> <p>Teacher tells students to arrange their groups again, and start elaborating the poster for the Food Festival. Teacher makes sure all the groups bring the materials such as markers, pictures, drawings of their dishes and the drafting from last class.</p>	<p>If they arrange in groups and start to make their posters, it’s okay</p>	<p>20 minutes</p> <p>Posters</p> <p>Markers</p> <p>Pictures</p> <p>Drawings</p>
Practice	<p>Teacher helps students out, clarifying certain mistakes, correcting grammar, coherence and cohesion in their posters, provide ideas and check pronunciation</p>	<p>Teacher works as monitor</p>	<p>30minutes</p> <p>Posters</p> <p>Markers</p> <p>Pictures</p> <p>Drawings</p>
Activate/ 15. Producti on	<p>Teacher call out to volunteers to present their poster in front of the class and give advices to how to present in public places</p>	<p>If students participate in the activity, it’s ok.</p>	<p>20 minutes</p> <p>Posters</p> <p>Markers</p> <p>Pictures</p> <p>Drawings</p>

Close up/ Wrap-up	Teacher call out to volunteers to present their poster in front of the class and give advices to how to present in public places	If students participate in the activity, it's ok.	5 minutes  Posters  Markers  Pictures  Drawings
-------------------------	--	---	---

**HEALTHY FOOD AND LIFESTYLE**

**\* The first 5 minutes are used to clean and organize the classroom to make a group class and check attendance.**

Class: 11thgrade	Date: November 20th	Time: 90 minutes	#Lesson 7
PRE SERVICE TEACHER: <b>Jaime Donoso Rosenberg</b>		SCHOOL: Liceo Miguel de Cervantes y Saavedra	
<p>Main Objective:</p> <p>Students will be able to put in practice all the content seen in the previous 3 weeks, explaining a chosen dish, presenting the ingredients, the recipe and utensils used their chosen dish to the guests.</p>			
<p>Subsidiary aims:</p> <p>Check use of present simple; food, dishes and cooking vocabulary</p>			
<p>Key Activities:</p> <p>Stands' arrangement</p> <p>Food Festival presentation and degustation</p>			
Contents			
Skills/procedures:	<p>Lexis</p> <p><b>Food vocabulary</b></p> <p>Apple, Grapes, Pineapple, Banana, Plum,</p>	Grammar	<p>Function</p> <p>Food Festival</p>

Speaking	Orange, egg, hotdog	Present	
Listening	<p>bun,ketchup,Mayonnaise,Tomato,salt,pepper,oregano,Avocado,oil,bread,Potatoes,Onions,Cilantro leaves, Lemon, Jelly, Peanut butter, Hamburger, cheese, Hamburger bun, Pizza base, Salami, tomato sauce, carrot ,Butter.</p> <p><b>Kitchen utensils</b></p> <p>Plate, garbage, chopping board, knife, oven mitt, fork, spoon, peeler, bowl, pizza cutter, pot, box of matches, stove, frying pan, wooden spoon, strainer, grill, spatula, oven, paper towels.</p> <p><b>Action while cooking</b></p> <p>Sprinkle, mash, scoop-out, spread, squeeze, mix, serve, slice, grill, peel, grate, strain</p>	<p>simple</p> <p>Quantifiers</p> <p>Transitional s</p>	

Assumptions: Students are familiar with present simple tense and with some kitchen vocabulary such as fork, spoon, knife, plate, apple, pineapple, hotdog, and hamburger.

Stages	Interaction	Evaluation	IT- Materials -Timing
Food Festival	<p>Students have been divided in groups, with their corresponding chosen dish to present in the cooking festival.</p> <p>Each group prepare their stand which must include:</p> <ul style="list-style-type: none"> <li>• A poster with a picture of the dish, the ingredients, the kitchen utensils and the cooking instructions.</li> <li>• The dish( real homemade)</li> <li>• Something creative as present to the guests</li> </ul> <p>Five native speaker come to the cooking festival, visiting all stands and ask to the students:</p> <ul style="list-style-type: none"> <li>• What is the name of the dish?</li> <li>• It is a healthy or unhealthy dish?</li> <li>• What ingredients do you need to make it?</li> <li>• What kitchen utensil do you need to make it?</li> </ul>	<p>If the students participate on the “Cooking festival” it’s amazing.</p> <p>Formative evaluation</p>	<p>80 minutes.</p>

	<ul style="list-style-type: none"><li>• How did you make it?</li></ul> <p>This activity is evaluated by the teacher and the guests.</p> <p>Note:</p> <p>The activity core is, that the student feels the necessity of communication with the native speakers, and they could have a meaningful learning.</p>		
--	--	--	--

**Annex #7. Cooking/ Food Festival Pictures**

**a. School A.**





**b. School B.**



**Annex #8. Students Journal Entries Results Summary**

School A, Private school

		Questions				Dates
		Did you like this lesson?	What did you like most about this lesson?	What did you like least about this lesson?	Comments to improve	
<b>Lessons</b>	1 Attendance: 21	Yes: 20 No: 1	Speaking activity: 11 Work in groups: 3 Everything: 4 Flashcards: 3	Nothing: 15 No comments: 3 Listening activity: 3	More games: 14 No comments: 2 Good class: 5	11 Oct
	2 Attendance: 20	Yes:19 No:1	Games: 15 Everything: 2 The class development: 1 Playful activities: 1	Nothing: 14 Test explanation: 1 Content: 1 No comments: 2 Read out: 1	More games: 16 Watch movies: 1 No comments: 1 More speaking activities: 1	12 Oct
	3 Attendance: 20	Yes:19 No:1	Speaking Activity: 11 The test: 3 The class development: 3 Everything: 3	Lack of speaking practice: 8 Lack of time: 3 No comments: 1 Nothing: 8	No comments: 8 More games: 3 Good class: 8 More time: 1	18 Oct
	4 Attendance: 21	Yes: 19 No: 2	Jump in, jump out: 12 Everything: 6 Pictures: 3	Reading activity: 7 Writing activity: 7 Nothing: 5 No comments: 2	More games: 6 More speaking activities: 2 No comments: 5 Good class: 8	25 Oct
	5 Attendance: 22	Yes: 22 No: 0	Role play: 4 The video: 3 The food activity: 11 Everything: 4	Nothing: 17 No comments: 2 Flash cards: 3	No comments: 3 Good class: 12 More games: 7	2 Nov
	6 Attendance: 22	Yes: 22 No: 0	The game: 12 Making the poster: 7 Everything: 2	Nothing: 19 No comments: 2 The game: 1	No comments: 1 Good class: 12 More games: 9	8 Nov
	7 Attendance: 21	Yes: 21 No: 0	Everything: 6 Cooking festival: 11 Sharing with foreigners: 4	Nothing: 16 No comments: 3 No trying food: 2	Good class: 10 No comments: 7 More food: 4	9 Nov

School B, Municipal school

		Questions				Dates
		Did you like this lesson?	What did you like most about this lesson?	What did you like least about this lesson?	Comments to improve	
<b>Lessons</b>	1 Attendance: 24	Yes: 21 No: 3	Games: 14 No comments: 4 Work in groups: 3 The class development: 3	No comments: 14 Nothing: 5 The mimic game: 5	No comments:5 Good class:12 More games: 3 Work in group: 3 More challenge class:1	20 Oct
	2 Attendance: 21	Yes: 18 No: 3	The use of flash cards: 11 The game: 7 No comments: 3	Reading activity: 8 Writing activity: 7 Nothing: 4 No comments: 2	More speaking practice: 10 No comments:2 More games:3 Good class: 6	23 Oct
	3 Attendance: 24	Yes: 24 No: 0	The relationship among students: 3 Food: 9 Game activity: 7 No comments: 1 The whole class:4	Nothing: 13 No comments: 6 Present food ingredients: 5	No comments: 10 Good class: 6 More games: 5 Make a different activity: 2 Watch a movie: 1	30 Oct
	4 Attendance: 21	Yes: 21 No: 0	The video clip: 10 Everything: 3 The game activity: 4 No comments: 4	No comments: 9 Nothing: 11 The game: 1	No comments: 8 Good class: 11 More games: 1 More food: 1	6 Nov
	5 Attendance: 21	Yes: 21 No: 0	Work in groups: 2 No comments: 2 Everything: 2 The video: 4 The game: 11	No comments: 7 The video: 2 Nothing: 10 The last activity:3	No comments: 18 Good class: 3	10 Nov
	6 Attendance: 23	Yes: 19 No: 4	Everything: 4 The game: 5 The drawing activity: 9 No comments: 5	Nothing: 10 No comments: 11 Present in front of the class: 2	Boring activity: 2 No comments: 15 Good class: 6	13 Nov
	7 Attendance: 22	Yes: 16 No: 6	Sharing with foreigners: 13 No comments: 7 Nothing: 2	No comments: 11 Nothing: 8 The whole class: 3	Good class: 9 No comments: 13	21 Nov