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SEMINARIO DE TÍTULO

A METALINGUISTIC STUDY ON IMPROVING ORAL PRODUCTION THROUGH PICTURE BOOK APPROACH APPLIED TO FIFTH GRADE IN A PUBLIC SCHOOL IN SANTIAGO, CHILE.

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Abstract

Fostering oral production in the school as English teacher has been an issue that seems to be still in the search for the method that can develop the full performance of students in the classrooms. In this investigation a methodology was found that can work with the students of fifth grade, enhancing their oral production along with other skills. When applying the methodology, it was decided to focus on oral production along with reading since they were the weakest abilities seen in the samples of the fifth grade. The picture book approach assesses many learning styles and it is an inclusive methodology where students with Special Educational Needs (SEN) can increase their performance along with the other students with no medical diagnosis, which will be proven after the interventions with the sample. It is also relevant to include Scaffolding, known for being a theory where teachers work as a guidance in the knowledge of students, being students who can improve their own learning process. Finally, the importance of applying new strategies in the classroom can be proved with the results of the study to optimize the resources and results, being our discovery a contribution for improving oral production in English as a Foreign Language (EFL) in the Chilean classrooms.

Key words: *English as a Foreign Language, Oral production, Special Educational Needs, Picture book, Public school.*

Resumen

Promover la producción oral en la escuela como profesor de inglés ha sido una dificultad y aún se está en la búsqueda de una metodología que ayude a los estudiantes a desarrollarse en las habilidades del idioma, tanto receptivas como productivas. En esta investigación, se encontró una metodología que funciona en quinto año básico, se decidió que el foco central sería la producción oral y lectura, ya que eran las habilidades menos desarrolladas de los estudiantes vistos en la muestra de quinto básico.

El enfoque del libro álbum trabaja con varios estilos de aprendizaje y es una metodología inclusiva donde los estudiantes con Necesidades Educativas Especiales (NEE) pueden mejorar su rendimiento de la misma manera que aquellos estudiantes que no tienen diagnósticos médicos, lo que será demostrado al final del estudio. También es relevante incluir la teoría de Andamiaje (scaffolding) siendo ésta conocida principalmente porque el profesor actúa como un guía, y los estudiantes son los actores principales y fundamentales en su propio proceso de aprendizaje.

Finalmente, con los resultados del estudio se puede comprobar la importancia de aplicar nuevas estrategias en la sala de clases, para optimizar los recursos y a su vez los resultados, siendo nuestro descubrimiento un aporte para mejorar la producción oral en inglés como lengua extranjera en las aulas de clase chilenas.

Palabras clave: *Inglés como Lengua Extranjera, Producción oral, Necesidades Educativas Especiales, Libro álbum, Escuela Pública.*

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Introduction

Research Background

The main goal of this investigation is to help students improve oral production through oral input provided by the teacher while reading aloud the picture book. Each picture book was aligned with the national curriculum for fifth grade, and adapted for a better understanding for this particular class.

Since the focus of the study is oral production, the forms in which oral production can be classified were revised. According to Nunan (2004), two forms of speaking can be found: the reproductive and the creative. In the first one the student repeats ideas or chunks given by the teacher; in the second one, each student uses his or her creativity to provide an answer. Even though Nunan talks about speaking, he makes reference to ideas relevant to oral production. Moreover, the Council of Europe (n.d.) in its Common European Framework of Reference for Languages depicts oral production as a synonym of speaking. Subsequently, oral production is going to be classified as reproductive, keeping in mind that our goal is that students use the words they already know plus the use of chunks or sentence starters.

In addition to this, it is important to collect the students' point of view regarding oral production and English classes activities they would like to do in order to adapt material, to increase the exposure and willingness of participation among the students.

According to Al Azri & Al-Rashdi (2014), suitability of material is essential because it serves to identify whether the reading materials are specifically designed to arouse the learners' interest, meet their needs and motivate them, or are not useful for that matter.

For materials to be successfully applied, a teaching consideration needs to be acknowledged: to keep the written part of the picture book, in this case, on the target level of English and not to use complicated structures or demanding words, since it can be counterproductive in terms of motivation to acquire or practise a second language and to adapt the words used when reading aloud, for students to associate with their first language meaning.

In the search of the suitable materials, the picture book approach was found. A picture book is defined by the Cambridge Dictionary (2019) as “a book, especially for young children, that has a lot of pictures and not many words”; these types of books are created and designed in a particular manner; both the writing and the illustrations are constructed to work alone as well as a supplement for each other. Therefore, the result is an edition that may have many different readings, depending on the readers' age, culture, specific characteristics, and the book itself, whether the words enrich the images, or if they have completely different meanings. The picture book fosters the readers' creativity, requesting imaginativeness not only from the illustrator but also, from the teacher who is going to implement it in her class.

In order to continue, it is important to mention the Bloom's taxonomy, which is used as a measuring scale of the thinking skills the students endeavour within a class. Bloom (1956) organized the thinking skills into six groups: knowledge, comprehension, application, analysis, synthesis and evaluation. According to the Chilean national curriculum, English classes start in fifth grade, the researchers focused on the first two groups, knowledge and comprehension, in order to establish a foundation for the subsequent knowledge, the reason being that it would be difficult to create a new ending for a story if the student does not have enough vocabulary to do so.

As mentioned before, this study is focused on improving oral production in English through reading and listening using the picture book approach. In the chosen school, the SIMCE results for reading comprehension in their native language, which is Spanish, show low levels of mastery obtained, this being 214 as average, fitting in the Initial group.

It is important to mention that the SIMCE does not have a maximum score, though it is divided into three achievement points. The first section is called Initial which is below 241 points, the second section is called Intermediate and ranges from 241 to 280 points. And the third section is called Advanced and the range is above 280 points. (Ministerio de Educación, 2008).

The researchers decided to focus on this academic level because it was seen that the students obtained insufficient results in their native language reading section.

This failure in understanding a text in Spanish made the researchers think that in a foreign language was less likely to be achieved a good level of understanding a message and an initial level of oral production.

According to Krashen (1982), it is important to give students input in the target language and input that is beyond the actual level students currently have in order to progress on their proficiency. These are called “Input Hypothesis” and “Comprehensible Input”, respectively. At the school where this study is going to be implemented, it has been seen that English teachers barely read aloud to students or present them with meaningful input. Students have been found to ask for help about vocabulary or complaining about the fact that they do not understand when the teacher intends to speak something in English. In addition, students have shown to have difficulties to read a story when there are no pictures supporting it. This is the reason why picture books seemed suitable as the illustrations and short texts have been designed in connection with each other allowing students to interpret meaning from the books they read. By doing this, each student has an opportunity to develop their analytical thinking, creativity, and eagerness to participate in the English classes.

Language enables us to express our thoughts and feelings to another person. Collaborative learning in the EFL may have two functions: to create a collective thinking, using one’s ideas in addition to a classmate’s idea to build a new meaning or a whole new idea and to share emotional meaning of a feeling or experience, emotional identification with the feelings of another (Imai, 2010).

Introduction

In this section, the research question and the objectives will be shown.

Research question

How to enhance oral production in a fifth grade EFL class using the hours given by the national curriculum?

General objective

Improve oral production through picture book approach in fifth grade.

Specific objectives

1. Diagnose reading and speaking to establish parameters for comparison and analysis.
2. Enquire what students' perception towards speaking are to increase their interest towards that specific skill.
3. Adapt and implement the picture book methodology devised for the class.

CHAPTER I: LITERATURE REVIEW

Introduction

This section describes the main concepts of the current study. Theories, articles, and studies that elucidate our working seminar will be found in the following passages. These passages deal with several topics such as English education in Chile, the linguistic skills, Vygotsky's Socio-constructivism theory, the Picture book approach and the Scaffolding theory.

1.1 Universal Design for Learning

TEAL Centre staff (2010) defined the Universal Design for Learning as “a set of principles for designing curriculum that provides all individuals with equal opportunities to learn no matter gender, age, ability, or disability”. Hence, it is understood that all students have the same right to receive a quality education. Universal Design for Learning (henceforth, UDL) is a tool that helps teachers to choose the most appropriate strategies and assessments for each class, taking into consideration the diversity of learning styles and needs of each student. In this investigation, the UDL was applied in order to give each student equal opportunities to practice and develop the oral production at their own pace and form.

According to Alba (2012), education should be diverse and personalized and it should take into consideration each student into consideration so everyone has the opportunity and access to learning. The Universal Design for Learning (henceforth, UDL) offers the interesting concept of inclusion and how it can be applied in

Education by different means such as videos, podcasts, PowerPoint presentations, and the use of Information and Communications Technology (henceforth, ICT).

According to UNESCO (2019), the information and communication technologies are defined as “technologies that provide access to information through telecommunications”; and even if it has traditional usage patterns such as PowerPoint presentations or the use of videos in classes, it can be used dynamically as well (Alba, 2012) for example, adapting text material, such as illustrated books, which can be modified and presented to students differently. Including ICT to the everyday class dynamically can help students to learn more and better, making the class interesting and inclusive.

1.2 Socio-cultural perspectives to teaching

The Sociocultural theory consists on the improvement of higher mental practises that are being developed in each person’s mind, which is constructed with social interaction through communication. This mechanism as a whole leads to a process of constant learning within a society.

In school, each class is a short-version of society; while some students know more about a subject, some others struggle to acquire knowledge. According to Vygotsky (1978), each person requires help or assistance from an expert in the subject in order to advance in the Zone of Proximal Development (henceforth, ZPD),

which is defined by Vygotsky (1978) as “the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (p. 86), in this case, in the target language. The expert will be performed by the teacher, although another student more capable in this matter can collaborate and guide his or her peers as well.

At the same time, Vygotsky (1978) stated that through collaborative activities each child would be exposed to a shared culture through interaction or exchanges with other members of the community. In this manner, the students would develop cognitively by involving themselves in an ongoing social world.

As it was mentioned previously, interaction between a child and another member is really important for them to learn through social interaction, being the reason why the Scaffolding theory is studied in this investigation. According to Nordlof (2014) the Scaffolding theory is defined as “adult controlling those elements of the task that are essentially of the learner’s capacity thus permitting [the learner’s] range of competence, in other words, students have a tutor who guide and give students the tools for learning something new”.

The purpose of the Scaffolding theory is to have collaboration based on a shared goal helping students to develop in ways that they could not do alone (Nordlof, 2014) because teachers can help students giving them the necessary tools.

However, Scaffolding can give structure which is temporary, then students can acquire the second language.

The ZPD and Scaffolding theory concepts refer to a similar phenomenon in second language acquisition. Our main goal is to pursue the long-lasting learning that students can develop by themselves and with our help as teachers, with strategies and activities that are thought and planned specifically for their needs and interests.

Connecting back Scaffolding and ZPD theory, it can be mentioned the relationship between them due to the fact that tutors might help students to reach the limits of their ZPD (Nordlof, 2014); however, Wells (1999) mentioned that even though Vygotsky was not the creator of the Scaffolding theory and never used it, his socio-constructivism work inspired Wood, Bruner and Ross (1976) to use this theory in the zone of proximal development.

1.3 The importance of Collaborative learning

While implementing the Picture book approach, it is important to use the collaborative learning, which is a technique teachers use to group students to impact learning in a positive way (Babu, Suresh, & Pariventhan, 2017) due to the fact that teachers tend to rearrange the classroom with the same number of students when grouping is needed; however, it is not an objective decision because, according to Rance-Roney (2010), “a group of reticent students may be capped at three to force all

to speak, while a larger group of six dominant students will receive valuable practise at social turn-taking". That is the reason why different types of grouping will be seen and analysed in order to find the most suitable for the investigation. There are two types of grouping: fixed grouping and flexible grouping, where "fixed grouping allows learners to get to know others in a deeper way and to develop tolerant and trusting relationships and flexible grouping is when the teacher decides to group different students in each lesson" (Rance-Roney, 2010). It has been decided that in this investigation students will be grouped using the fixed group type considering that students will trust and feel confident with their peers.

The collaborative learning technique enhance students in the process of second language acquisition Babu et al. (2017), mentioned that "learners sometimes learn more easily and readily from a peer or a group of peers. Creating opportunities for these dynamics in a classroom adds to traditional teacher-led instruction" that is the reason why students might work in groups in order to develop a better understanding of English.

An instructional strategy will be used in this investigation which is defined by Rance-Roney (2019) as the "multi-response format by arranging a series of tasks in increasing levels of difficulty" which means that during the Picture book approach, the investigators are going to group students to answer different questions. However, these varied questions will be assigned to levels of difficulty in order to increase the complexity step by step while applying the approach.

1.4 Understanding what reading, listening and speaking condone, and how to align them with the picture book approach.

Language is a natural phenomenon, also defined by the Oxford University Press (2019), as “the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way.” Teachers have the knowledge that communication involves another essential part, which is listening to comprehend the purpose in oral communication, and reading in written communication.

The language skill has 4 sub-skills: speaking, listening, writing and reading, which are classified in two groups: productive and receptive skills. Productive skills, speaking and writing, imply an active participation of the student, whereas receptive skills only involve a passive role on the student’s side.

Developing speaking and reading in the fifth grade is more important for the investigation than developing listening and writing. The picture book approach requires the students to read and understand the questions made by the teacher along with the books require them to talk and discuss. It is important to have speaking and reading together since speaking is a productive skill and reading a receptive skill, complementing each other through the picture book approach.

Developing these two skills at the moment of teaching can prove to be a hard task for many teachers. However, being able to seize all four skills within the

classroom can enhance the balanced acquisition and understanding of a language. According to Hinkel (2006), “To make language learning as realistic as possible, integrated instruction has to address a range of L2 skills simultaneously, all of which are requisite in communication” (p. 113), which implies that the teacher creates and moderates an environment that helps students practise their skills in an essentially more real and natural manner of oral production by providing students with knowledge and vocabulary that has a greater suitability to real life.

Moreover, teachers need to establish clear standards for their students and make sure they have understood what they are expected to do and how to accomplish such a task. These factors contribute to the creation of a safe environment for learning. This is supported by Hernández and Seem (2004), who state that “like behavioural expectations, the academic expectations of students also must also be clearly defined.” (p. 259). Students need to feel comfortable in the school environment to participate in diverse activities and to be academically successful which might lead to appreciation of the school.

1.5 Integrating skills to enhance oral production

According to a research made by Zhang (2009), speaking is an ability that foreign language learners cannot develop enough during their English classes, as the classes themselves focus on grammar and vocabulary only and are mainly teacher-centred. Thus, participants of Zhang’s research are not able to communicate

successfully with foreigners in English, even after ten years of study. This phenomenon is known as *mute English*.

Mute English is something that the fifth-grade students experience in their English Language classes, because they practise more reading and listening rather than speaking, having the students not capable of talking, becoming shy and another factor of this is the vulnerability of the school and the low motivation of the students, making it difficult to address speaking and oral production.

Integrating oral communication skills to reading and writing lessons is important for students to practise and develop their speaking skills. The integration of speaking provides more varied lessons for students where they can interact and use their different abilities, in contrast with the lessons focused on one skill only (Zhang, 2009).

1.6 The importance of comprehensible input

Before the application of the picture book approach, it was necessary to focus on Krashen's input hypothesis (1982), which established that students acquire a second language by aiming to understand the meaning, associating new concepts to prior knowledge of their first language. As a result, end up acquiring grammatical structure.

The input hypothesis is about acquisition instead of learning and Shine & Phil (2011) made a difference between these two concepts stating that “language acquisition is the ability of the brain in its cognitive development and process [...] concepts, structures and semantics in a language, while learning is the active participation and effort to learn a language”. Considering this, the researchers focused on the acquisition of the English as a foreign language, giving students a comprehensible input and asking them simple questions to verify that they were engaged with the class.

Krashen (1982) stated that the student needs to understand the meaning of the input in order to confirm that the level was acquired; this is the reason the comprehensible input has an important role in the investigation. Through the picture book approach, the researchers are going to apply it using simple structures and cognates, to help students acquire and, in the best possible scenario, to practise with the new acquisition.

1.7 Employing Picture books in the primary EFL classroom

According to Bader (2013), “picture book as an art form it hinges on the interdependence of pictures and words, on the simultaneous display of two facing pages, and on the drama of the turning page”, the picture book approach has been developed as a useful approach to improve not only oral production and reading but

also critical thinking, attention and short-term memory with its images and short texts together with the proper application of the material.

It is important to mention that critical thinking is motivated by the picture book itself. Using the text of the picture book sometimes can help to predict literal meaning but some other times it will make students develop contradictory assumptions about a book for the multiple meanings it may have. Nodelman (1998) said that “The visual text is essential to the understanding of the message: it can clarify, complement, enhance, or even contradict the verbal text.”

1.8 Chilean educational context

In the primary educational context present in Chile, it has been seen in the curriculum that the amount of time dedicated to English teaching within the classroom is insufficient for the ideal of attaining an EFL learning. The main reason is because in Chile, English starts to be taught when students are in fifth grade. According to Ministerio de Educación (2018), fifth grade students have only 3 hours of English per week, in comparison to the Spanish subject that has 6 hours per week. Knowing that both subjects are related to communication, it is important to have a similar amount of hours for teachers to use the proper time; only half of the time is being dedicated to English classes; therefore, not all English skills can be developed properly, the four essential skills which are, reading, listening, writing, and speaking. This was, to some degree, a result of “issues related to classroom discipline and misbehaviour and insufficient time for covering contents from the prescribed

curriculum.” (Barahona, 2016, p. 19), both affecting how much the students, alongside teachers could benefit from the classes.

This was also affected by the presence of different socioeconomic levels in schools due to the appearance of vouchered schooling, as it provided a point in between private and municipal schools level of education (Mizala & Torche, 2012).

According to an investigation made in Chile by Rodriguez (2013), the results obtained between students from public school and students from private schools were compared in order to measure the level of English in both types of schools. In order to achieve this goal, national data was used, which provided information regarding over 65.000 students. The study proved that achievement levels on the English subject are too low, both in reading comprehension as well as in auditory comprehension, with a minor advantage on private schools. Socioeconomic characteristics of the students are considered the reason behind implementing such advantages in a better way. Once this variable is assessed, the most effective communicative competence can be achieved in a public school.

Therefore, students with a varied access to knowledge acquisition tools were brought into the classroom. This added element broadened the role of the teachers within the classrooms as guides to the learning process in an approach based on Vygotsky’s Sociocultural Theory, which will be developed further ahead.

CHAPTER II: THE STUDY.

METHODOLOGICAL FRAMEWORK

Introduction

This section presents information about the study and describes how it was implemented according to the participants' needs, using different collection instruments such as, needs analysis, pre and post-test, and checklists. It shows in detail the design of the research and the type of study for presenting the objectives and hypothesis of the current research.

Description of the school

The school where this investigation took place is public and vulnerable. It is a primary school located in Conchalí. One of the researchers had been doing her professional practicum on this school since March, 2019.

The school is a single-story city block building, which had one classroom per class, and offices for the school Principal, the Office for Standards in Education (OFSTED), Children's Services and Skills, a teachers' lounge, the School Integration Programme, the Counsellor and the Psychologist. It also includes a Library and a multifunctional field. The school has basic supplies and materials being these insufficient for all the classrooms.

2.1 Participants

This study benefited from 37 Chilean EFL learners who were selected based on their school and timetable according to the convenience of the researchers. The age of the participants ranged from 10 to 11. Their native language is Spanish. Sex of the participants was not relevant on the present study since there was no distinction between sex and gender for the investigation; therefore, there was no control for gender variable applied. The participants were male (n =20) and female (n =17) students learning English language three hours a week as part of their school curriculum.

Even though this was a sample of convenience, we aimed to investigate a Chilean young learner's oral output in English as a Foreign Language, considering they belonged to a minimal exposure programme which was 3 hours per week. According to a research made by Lightbown & Spada (2013), the age in which a student starts to acquire a second language does not seem as relevant as the effective class hours. Hence, it is thought that researchers are facing a challenging scenario. Moreover, according to the average age in this fifth grade, which is ten years old, they belong to generation Z, also known as "post Millennials" or "Centennials" (Williams, 2017). Most of them have had access to internet at an early age, which makes them comfortable with technology as well as social media interactions, streaming, or chatting. According to Williams (2017), they have also been described as people with low self-esteem who can get easily frustrated when

circumstances do not go as they expected. This was taken into consideration during the whole process of developing the intervention, as to adapt certain aspects of it accordingly.

2.1.1 Sampling procedure

The participants of this study were selected because they represent a sample of convenience for the researchers, the most appropriate school for incorporating this study was a public school in Conchalí, where one of the researchers was serving her practicum. The school administration only allowed us three periods for implementing the Picture book approach, two of them on Monday which were 90-minute classes, and one on Tuesday which was a 45-minute class.

The chosen group was selected according to their educational level. This being on account of the fact that the fifth grade was the only grade in which we had previous information, because they had taken the English SIMCE test the previous year and the importance to apply the appropriate approach to them due to the fact that they had done the English SIMCE test a year ago. According to those results, it was seen these students' performance in "reading comprehension" for comparing results and the perception of themselves while having a test.

2.2 Materials

Researchers decided to create different collecting instruments for having a complete understanding of students' needs and adapt material suitable for them. This section contains two parts: data collection material and lesson material.

2.2.1 Data collection material

The instruments that were used for collecting the data in the present study were the Needs Analysis, to determine the actual condition of the students in relation oral production; Observation Checklist, to confirm that the picture book is being implemented according to the literature review; a Pre-test and Post-test, to measure students' performance before and after the implementation of the Picture book; a Rubric, to measure the level of oral production of students, and plan the lessons according to their level; and Picture book intervention Interview, which was meant to gather the main English teacher's opinion about the Picture book approach.

Having mentioned the instruments, now we provide a detailed explanation of the role they played in the data collection process.

Pearson correlation method

For the analysis of students' performance, researchers have decided to use Pearson's correlation method which according to Gogtay and Thatte (2017) is defined as a correlation within a set of variable based on three assumptions which are the relationship must be linear for the significance of this relation, variables must be independent of each other, and the variables must be normally distributed. This

method will be useful for correlating the post-test results and students' attendance because Pearson's method evaluates "whether there is statistical evidence for a linear relationship among the same pairs of variables in the population" Kent State University (2017). The variables in this method are assigned in a value between - 1 and 1 where 0 is no correlation, 1 is total positive correlation, and - 1 is total negative correlation (Nettleton. 2014) the value will be necessary once the implementation is ready, for a suitable discussion and for knowing the significance of the study.

In this case, eleven students will be analysed according to their attendance in the implementation of the picture book approach, the students must have assisted to the pre-test, the three classes of implementation, and to the post-test for analysing if the attendance is significant to their performance in the post-test results.

Attendance	attendance pre- test	14/10/2019	04/11/2019	25/11/2029	Implementation	attendance post-test
Student 1		•	•	—	66,6	
Student 2		•	•	—	66,6	
Student 3		•	—	•	66,6	
Student 4		—	•	•	66,6	
Student 5		•	•	•	100	
Student 6		•	•	•	100	
Student 7		•	•	•	100	
Student 8		•	•	•	100	
Student 9		•	•	•	100	
Student 10		•	—	—	33,3	
Student 11		—	•	•	66,6	

Figure 1: Attendance

Needs Analysis

In this investigation the needs analysis was created in order to know what students needed for adding it to the Picture book approach, knowing that students learn better if they have a stimulus as the picture with images that they recognize. It was decided to create a needs analysis because the purpose of it was to know how to improve English classes, not only in the Picture Book itself, but also in other material that the teachers might need. That is the reason the needs analysis was needed to know the interests of students for creating and adapting material for the needs analysis approach. The answers given by students were confidential and the purpose was for the investigation mentioned only.

For the needs analysis two general objectives were established: the first was to recognize the students' interests once they are learning English and the second one was to raise data for the creation and adaptation of material.

The needs analysis was divided into ten questions:

Question one: It was an open question for knowing the students' interest in English as a subject.

Question two: The second question was multiple-choice; this one was created in order to know students' interest in movies or cartoons. There were eight possible answers written in order to create and adapt material according to the target vocabulary that students would see in the Picture book approach.

Question three: The third question was a two-option question for knowing how students work better, alone or in groups. The purpose of the question was to know if the collaborative learning methodology would be suitable for them.

Question four and five: These two questions were priority-questions in which students were asked what they liked the most, they had to organise the question from the one they liked the least to the one they liked the most. Students could answer in Spanish or English. The options were the following: reading a story, writing a story, listening to a story and telling a story.

The following two questions were made in order to make a correlation between their native language which is Spanish and English as a foreign language.

Question six and seven: These multiple-choice questions were made for analysing what was easier and harder to do in English classes for students. These questions were made with the purpose of knowing their learning styles.

Question eight: This question was multiple-choice, and it was created in order to know free time activities that students preferred. This question was created because students could explain what they like and the researchers could adapt the class according to what they prefer.

Question nine and ten: These were questions where students had to choose from one to seven how much they understood while reading in English and Spanish, because we wanted to know if the reading ability in Spanish is the same as reading in the foreign language.

Needs Analysis

Objetivo 1: Reconocer los intereses temáticos y de percepción que tienen los estudiantes de 5to básico.
Objetivo 2: Levantar datos para la creación y adaptación de material a partir de los resultados de esta encuesta.

1. ¿Te gusta la asignatura de inglés? ¿Por qué?

2. ¿Cuáles de estas películas o caricaturas te gusta? Marca con una X **todas** las que te llamen la atención:
 - a. Los Simpson
 - b. Marvel Studios
 - c. Toy Story
 - d. Moana
 - e. Coco
 - f. Gravity Falls
 - g. Stars vs las fuerzas del mal
 - h. Hora de aventura
 - i. Otros: _____
3. Trabajas mejor...: (solo una opción)
 - a. Sola/o
 - b. En gruposEscribe el por qué _____
4. Ordena de acuerdo a tus prioridades lo que más te guste hacer en español, siendo el 1 el más importante y el 4 el menos importante.
 - a. Leer un cuento ()
 - b. Escribir un cuento ()
 - c. Escuchar un cuento ()
 - d. Contar un cuento ()
5. Ordena de acuerdo con tus prioridades lo que más te guste hacer en inglés, siendo el 1 el más importante y el 4 el menos importante.
 - e. Leer un cuento ()
 - f. Escribir un cuento ()
 - g. Escuchar un cuento ()
 - h. Contar un cuento ()
6. ¿Qué se te hace más difícil en inglés?
 - a. Leer
 - b. Entender lo que dicen
 - c. Hablar en inglés
 - d. Otra (especifica cuál) _____
7. ¿Qué se te hace más fácil en inglés?
 - a. Leer
 - b. Entender lo que dicen
 - c. Hablar en inglés
 - d. Otra (Especifica cuál) _____
8. En tu tiempo libre ¿Qué prefieres?
 - a. Dibujar
 - b. Escuchar Música
 - c. Escribir
 - d. Leer
 - e. Ver videos en YouTube
 - f. Otra cosa: _____
9. En una escala del 1 al 7 ¿Cuánto logras entender a la hora de leer en español? Encierra en un círculo y explica el porqué de tu decisión:

1	2	3	4	5	6	7
---	---	---	---	---	---	---
10. En una escala del 1 al 7 ¿Cuánto logras entender a la hora de leer en inglés? Encierra en un círculo y explica el porqué de tu decisión:

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Figure 2: Needs Analysis.

Observation Checklist

Class observation checklist consisted in 10 statements in English in order to verify if the picture book was being implemented according to the information revised in the literature review. The person in charge of applying these methods also guided the interventions in order to keep the validity of each class.

STEPS	Yes	No
1) Chant/song		
2) Teacher makes students predict		
3) "First reading" (teacher reads aloud and leads the reading on the whiteboard with a laser)		
4) Teacher asks for target vocabulary		
5) Second reading (read fluently and makes students read aloud altogether with the teacher)		
6) Final stage: the teacher asks students to create the ending of the story + exist cards.		
7) The teacher monitors students while they are working		
8) Students participate by asking questions in Spanish		
9) Students participate by asking questions in English		
10) Students perform the tasks proposed by teacher		

Figure 3: Observation checklist

Pre and post-test

The pre and post-tests were created in order to measure and compare the results before and after the interventions with the picture book to see if there is any improvement. The tests are divided in two parts: one is an oral part and the other one is a written part.

The oral part of the pre and post-tests has the objective of recalling and applying previous knowledge by using the correct forms and give a complete answer to each question. The first part of this test is a series of ten questions of general information, from where the students were asked only five of them in order to achieve the total score of eleven. The second part of this test expects the student to describe what he or she can see in the picture. These questions aim to see if the student remembers target vocabulary and if he or she can answer successfully.

The written part of the pre and post-tests intends to identify and apply previous knowledge by using the correct forms and give a complete answer to each question. The first part presents a family tree and expects the students to recall vocabulary related to family in order to fill in the gaps. The second part is a matching activity where the students have to match the picture with its meaning in English and expects the students to recall vocabulary related to food. The third part is a fill in the gaps activity where the students have to recall vocabulary related to daily activities and days of the week. The fourth and final part of the written tests is an unscramble

activity where the students have to organize five sentences and remember vocabulary related to food and preferences.

Rubric

In pursuance of composing a standard measurement of the level of oral production, a rubric was adapted. It contains five criteria related to the performance of the students of the fifth grade. This material supports us researchers to standardize and have consistent results and at the same time it helps the teacher to have in mind a profile of the strengths and weaknesses of each student's capabilities.

The horizontal criteria started from the achievement point which is called "outstanding" that has a score of five points, to the point that requires more attention which is called "needs work", which has just one point.

From the top to the bottom, the criteria are "communicative purpose", "use of target vocabulary", "fluency", "comprehension of oral input by the interviewer" and "intelligibility", which cooperate to have a complete picture of the students' performances in oral production.



	Outstanding  (5 points)	Accomplished  (4 points)	Good  (3 points)	Developing  (2 points)	Needs work  (1 point)
Communicative purpose	Communicates effectively; almost always responds appropriately. Gives complete answers.	Generally responds appropriately and keeps trying to develop a complete answer. Self-correction	Stays on task. Responds just what it is asked. Makes a few mistakes. Uses isolated words.	Tries to communicate but sometimes does not respond appropriate or clearly.	The purpose is not clear, needs a lot of help to communicate. Usually does not answer appropriately.
Use of target vocabulary	Ideas are well elaborated and consistent. Student produces full sentences.	Ideas are at times well elaborated. Student produces full sentences but make some errors in word choice.	Ideas are at times inconsistent. Student produces weak sentences with some errors in word choice.	Ideas are several times inconsistent. Student produces weak sentences with many errors in word choice.	Student gives incomplete answers. You need to practice your sentences and how to support your ideas.
Fluency	Speaks smoothly without hesitation.	Speaks with little hesitation that does not interfere with communication.	Speaks with some hesitation that could interfere with communication.	Speaks with some hesitation that interferes a bit with communication.	You need to practice more so you could be able to speak fluently and support your ideas.
Comprehension of oral input by the interviewer	Understands and replies in English.	Asks for repetition at a slower pace, and replies in English	Asks for translation but answers in English	Does not need translation but replies in Spanish	Asks for translation and replies in Spanish.
Intelligibility	The speech of the speaker is understandable and can be applied in other communicational environments.	The speech of the speaker is clear, has some minor difficulties and can be applied in other communicational environments.	The speech is clear, has some minor difficulties and can be able for minor communicational environments.	The speech is unclear, couple of difficulties and can be able for minor communicational environments.	The speech is unclear, has a lot of difficulties and cannot be able for other communicational environments.

Figure 4: Rubric used to measure students' performance in the oral part of the pre and post-test.

Picture book intervention Interview

This interview was created to know the perspective of the main teacher about the classes where the Picture Book methodology was applied. It consisted of the following questions:

Question one: a closed question and an open-ended question regarding the teacher's knowledge of the picture book approach and her opinion about it.

Question two: an open-ended question regarding her opinion about the picture book implementation.

Question three: an open-ended question regarding her preferences about the different interventions.

Question four: an open-ended question regarding the possible changes she would apply to the methodology.

Question five: a closed question regarding the possible application in her English classes.

Question six: a closed question and an open-ended question regarding the enhancement of oral production using this approach in her classes and other possible skill that may improve with it.

Question seven: two closed questions regarding the inclusion of speaking and oral production in her lesson plans and the focus they have.

Question eight: an ordinal question regarding the quality of the interventions made and how she would evaluate them.

2.2.2 Lesson material

In order to conduct the classes in the best possible manner, the following instruments were designed: a Lesson plan, which allows the teacher to link the theory with the practical part; a Picture book, to assess the students within this project; and Power Point presentations, to project the picture book and the questions for all the students to see it.

After mentioning the instruments, a detailed explanation of the role they played will be provided in the following paragraphs.

Lesson plan

It is a layout which divides the class into five segments which were warm-up, presentation of the content, practise, production, and close up. The lesson plan provided the researchers with a schematic on how to conduct the classes while keeping a consistent organization. For further information, see Appendix C.

Picture book

For the implementation of the Picture Book different stories were adapted on Power Point presentations. It was decided not to have a physical book because not all students could see properly due to the distance between them and the book in front of the class.

The first picture book adapted was “The Great Cake Contest” written by Lebohang Masango, Nompumelelo Mduli, and Amanda Walt. It was decided to change the characters’ names in order to get the students to identify themselves with the characters and recognize them better. This edited and adapted digital Picture Book had twenty-five pages. For further information, see Appendix D.

This picture book is about a boy called Benja, who is excited because a cake contest is going to be held in his town. He had so many different ideas of what he wants to do but every idea is already made by his friends. Still, he keeps trying and using his imagination to create his own cake and with the help of his family he finally makes a huge and colourful cake. Students decide who the winner is. The main vocabulary in this picture book was related to the ingredients used in each cake, such as carrot, flour, sugar, and strawberry, among others.

The second picture book adapted was “The man who didn’t wash his dishes” a bed time story created by Shreya Sharma. Since it was a bed time story without the aimed vocabulary, it had to be adapted accordingly, thus modifying some words as well as removing segments of the text itself.

The values shown in this story are related with the old saying that goes “do not put off until tomorrow what you can do today”. The vocabulary on this Picture Book, was related to the parts of the kitchen. For example: cup board, cutlery, dish, glass, etc. This edited and adapted digital Picture Book had 17 pages. For further information, see Appendix D.

The third Picture book adapted was called “The cat who couldn’t cook”, written by Anita Kelly Gaunt. This picture book was about a cat who loves cooking but something goes wrong every time he tries to prepare a recipe. The value shown in this Picture book is to never lose hope and never stop believing in oneself.

Some parts of this Picture book were edited in order to add the “while”-questions to make students guess what was going to happen next and see if they were right. Moreover, parts of the book were re-written because the vocabulary used was sometimes too difficult, changing some words for synonyms and basic vocabulary.

This picture book elicited verbs which were related to cook and vocabulary already seen in previous classes; such as: whipping, baking, measure, melt, oven, kitchen, among others. This edited and adapted digital Picture Book had 24 pages. (see Appendix D).

2.3 Research Design

This investigation is an action research. In this case, the problem was the lack of vocabulary in students while learning English. This problem affects students in the development of oral production.

In the Picture Book approach students were asked to get in groups already assigned by them. This decision was made due to the “fixed groups” which are an

Important manner to develop trusting because according to Rance-Roney (2010) “it allows learners to get to know others in a deeper way and to develop tolerant and trusting relationships” and the investigators wanted to improve relationships between students for them to be more confident while speaking in English.

2.4 Procedure

The procedure of the study consisted on eight classes, four of them on Monday, where the Picture book was read and applied in a 90-minute class, and the other four sessions on Tuesday, where students practised vocabulary with a worksheet during a 45-minute class.

Class 1: October 14th 2019.

The first class was held at the library, where a space was available for reading with pillows and carpet on the floor. The interventions were planned to be done there to create a more interactive learning to students and take them out of their traditional space and do something different and entertaining. Unfortunately, this space was not provided anymore by the librarian, because she found the methodology too noisy for the library.

This class started with a game for students that consisted on watching a video called “Fruit song for kids” and they were asked to write as many fruits as they could. It was decided to start the class with a video, not only because the majority of

the students were visual learners, but also because this video was related to the topic of the Picture Book, which is an important step to start associating target vocabulary and catching the attention of the students. Furthermore, students were separated in groups according to the topic of the class. It was also decided to do an activity with the same video as before, where students had to memorize and write down all the fruits in order to complete a chart that was part of a group game competition.

Then, for the introduction of vocabulary, the teacher showed a PPT about types of food. It consisted of the categories in which food is classified, such as carbohydrates, fruits and vegetables, proteins, dairies, etc. This visual aid was decided to be applied because students are part of the generation Z, as mentioned in Chapter 1 which implies that they tend to pay more attention to digital devices or something related to technology. Through globalization it has become a modern era and teaching a class with the help of a projector would be more effective because as mentioned on the previous section, students are visual learners and they like to see new things and having a recreational class.

After the warm-up activity, the presentation of the Picture Book began. Showing to students the front page, the following question was asked: “What do you think this book is about?” a pre-question using in this methodology for students to make inferences and use their imagination. After students reply the question asked, the “First reading” of the Picture Book is done, where the teacher reads alone part of the Picture Book leading with a laser, or pointing with the finger to follow the

Reading. Subsequently, the “Second reading” starts, in which the teacher encourages students to read together and repeat the sentence when necessary. It is important to mention that during the reading more questions were asked. For example: “what emotions is the character feeling?”, “ what has happened so far in this story?”, “wait, what's going on here?” and “what do you think will happen next?” to finish the reading.

After the last question, the teacher asked students to create an alternative ending where they had to choose a winner among the characters of the Picture Book on the groups already made at the beginning of the class. The following activity consisted on separating and identifying the ingredients of the winner’s cake they had chosen, with the purpose that they remembered the types of food seen in the Power Point presentation.

Class 2: November 4th, 2019

At the beginning of the class, in order to keep the students calmed and keep them quiet, the teacher touched her nose expecting each student to mimic her and stay quiet. The last student to do so, was going to “lose” points at the end of the game/class. This was thought as a gather attention technique to attract or call the students’ attention.

The second class of the Picture Book began with the presentation of a video related to the topic, it was called “Washing dishes by breadwinners” to catch their

attention and introduce some vocabulary related to the class and the Picture Book. Students were aware of what was happening on the video, trying to understand what the characters were saying.

First, a Power Point Presentation was shown to the students about parts of the kitchen and some specific words about furniture and utensils used when cooking were shown to the students. After every slide, student wrote the words shown in the board. This visual aid was also divided in sections such as, “furniture”, “cutlery”, “cleaning area”, among others.

Next, the presentation of the Picture Book was made. It started with the question: “what do you think this book will be about?”, as for students to make inferences and use their imagination, similarly to the procedure of the Picture Book mentioned before. This Picture Book was called “The man who didn’t wash his dishes”.

Then, the first reading was made; the teacher read aloud the first pages of the story, showing some specific part of the pages in order to get students focused. Afterwards, the “second reading” began. The teacher showed where the action in the reading was taking place when she was reading; then, the students repeated after the teacher. Finally, the students and the teacher read together the last pages of the story. Questions like “What emotions is the character feeling?”, “Wait, what’s happening here?”, “Why do you think that?” among others were made during the reading of the Picture Book.

In this class, the students' attitude was different from the previous one. Students were more talkative than usual and it was harder to make them be quiet during some segments of the lesson. Consequently, the technique applied did not work as in the first class because students were too distracted to keep the class on track.

Class 3: November 25th, 2019.

This class was made one week after the previous one, due to a cease of the teachers' work on Monday 11th. It is important to mention that the traditional schedule of the school changed because of the social breakout on October 18th, tuition blocks lasted 30 minutes instead of the original 45 minutes.

The class began with an animated video with a song that included cooking related verbs and vocabulary seen in past classes. Students were a little talkative and yet they still paid attention to the video and could recognize objects in the video.

Next, the reading of the picture book started. As usual, the cover page was shown to the students in order to make them infer about the topic of the book. The picture book used in this lesson was called "The cat who couldn't cook". This time, students could name the plate and the cutlery which was on the cover page. Those words were the target vocabulary of the last class.

The stage of the "first reading" began, the teacher read the book aloud, guiding where she was reading. During the reading, the procedure of asking the while question was made, some of the question asked were "What is the character thinking? What do you think will happen next? And what emotions is the character feeling? among others.

Then the second reading started. This process consisted not only in reading aloud and guiding the reading but also making students read together or repeating after the teacher in case that the words are difficult or the pronunciation is not clear.

After that, the presentation stage of the class consisted in a short video of Mr. Bean making a pizza; this second video worked as a gathering attention tool. This time, the teacher had a short amount of time to finish the content, leading to see it quickly in order to proceed to the last part of the class which included an evaluated worksheet that consisted on recipes that had ten mixed steps and students were asked to re-order the instructions.

CHAPTER III: RESULTS.

Introduction

This chapter is meant to compile all the results obtained throughout the course of the study. Hence, the results that were obtained during the pre- intervention, the intervention, and the post-intervention periods will be enlisted on the following paragraphs. These results ranging from the pre-test and post-test, the learning styles of the students, the Special Educational Needs (henceforth, SEN) within the students, the teacher's interview, and the attendance list. All of these results are going to be analysed in order to determine the correlation between the exposure to the approach and the post-test results to see if the approach was meaningful and influential.

3.1 Needs Analysis results

The needs analysis itself has already been reviewed in Chapter II, nonetheless, it is worth noting that it was printed and answered in Spanish, so as to allow students to express themselves better and with added details that could not have been gotten otherwise without the aid from the researchers and the classroom teacher on each and every case. Out of 37 students of the fifth grade, 27 were present the day of the application of this instrument.

In question number one, the results showed that 15 out of 27 students like English as a subject; 10 students do not like English, and 2 students mention that they are not in favour nor against the subject.

In question number two, the most common answer was “The Simpsons” with 22 out of 27 students. And the least common was “Adventure Time” with 12 students.

In question number three, 17 students prefer working in groups, 9 students prefer working alone and 1 student did not answer the question.

In question number four, where students had to organize what activities they enjoy most to do in Spanish, the most common answer was “a) reading a story, b) writing a story, c) listening to a story and d) tell a story” with 6 answers, among the other student, 1 did not respond the question and all the other students had different combinations of the previously mentioned options.

In question five, similar to the aforesaid question, students were requested to organise the four activities they enjoy most to do in English, the most common answer was “a) reading a story, b) writing a story, c) listening to a story and d) tell a story” with 6 answers, among the other students, 1 did not respond the question and all the other students had different combinations of the previous options.

In question six the results showed that the most difficult aspect for students while learning English was *to understand what people say*, being the most repeated answer with 9 students, followed by *reading* with 6 students, then it is followed by 11 students who selected more than two options or did not answer, and the least common answer was *speaking* in English with 1 student.

In question seven the results obtained exposed that the easiest for students while learning English was also understanding what people say with 8 students, followed by reading in English with 5, the least repeated answer was speaking in English with 2, the other 17 students did not answer or choose more than two options.

In question eight, the two most repeated interests of students were listening to music and watching YouTube videos, then it was followed by reading, and the least common answer was drawing. Writing was not selected.

In question nine, students had to mark their understanding in Spanish from 1 to 7, being 1 the worst grade and 7 the best. In the most common answer 18 students grade it with a 7; and the least common answer was a 1, put by 1 student.

Question ten, was similar to the aforesaid question, but students had to grade their understanding in English, where the most common answer was a 1, with 8 students. And the least common was 2, with 1 student.

3.2 Pre-test results

The pre-test evaluation was previously described in chapter 2. The following tables show the obtained results in the pre-test, exposing the total score in both the paper-based test and the oral part. The pre-test paper-based one is divided into four different categories, which are, family members' vocabulary, filling in the gaps, matching concepts, writing, and unscrambling sentences.

Table 1

Pre-test paper-based test	Family members (6)	Matching concepts (8)	Write (8)	Unscramble (5)	Score obtained
Student 1	6	5	8	1	20
Student 2	4	3	8	0	15
Student 3	6	8	8	0,5	24,5
Student 4	2	4	8	0	14
Student 5	5	4	2	0	11
Student 6	2	3	1	0	6
Student 7	5	8	8	1,5	22,5
Student 8	5	8	8	0,5	21,5
Student 9	6	8	8	0	22
Student 10	2	5	8	0	15
Student 11	6	5	8	0	19

Whereas, the Table 2 which represents the oral part obtained the following results.

Table 2

Pre-test oral part	first part	rubric score	total obtained
Student 1	2	8	10
student 2	3	6	9
Student 3	3	13	16
Student 4	1	19	20
Student 5	2	8	10
Student 6	0	6	6
Student 7	3	12	15
Student 8	3	7	10
Student 9	3	21	24
Student 10	2	8	10
Student 11	2	17	19

3.3 Post test results

The following tables show the post-test results, in the paper-based test form as well as the oral test.

Table 3

Post-test paper-based test	Family members (6)	Matching concepts (8)	Write (8)	Unscramble (5)	Score obtained
Student 1	0	5	8	1	14
Student 2	5	0	7	1	13
Student 3	0	6	8	1	15
Student 4	2	3	8	2	15
Student 5	2	5	8	2	17
Student 6	0	5	3	2	10
Student 7	4	8	8	2	22
Student 8	2	5	8	2	17
Student 9	4	8	5	0	17
Student 10	2	6	8	1	17
Student 11	4	3	8	1	16

Table 4

Post-test oral part	first part	rubric score	total obtained
Student 1	2	9	11
Student 2	5	13	18
Student 3	8	21	29
Student 4	5	16	21
Student 5	6	14	20
Student 6	2	4	6
Student 7	3	13	16
Student 8	6	8	14
Student 9	10	21	31
Student 10	7	17	24
Student 11	10	18	28

3.4 Comparison of Pre and Post test

According to Table 5, which contains the comparison among the results of pre and post-test, it is seen a decrease in terms of paper-based test, whilst an increase in the oral part of the post test.

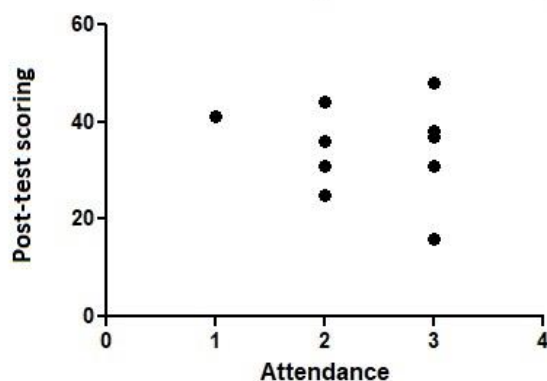
Table 5

	Obtained score pre-test paper-based test	Obtained score post-test paper-based test	Total pre-test	Difference	Obtained score pre-test oral part	Obtained score post-test oral part	Total post-test	Difference
Student 1	20	14	30	-6	10	11	25	1
Student 2	15	13	24	-2	9	18	31	9
Student 3	24,5	15	40,5	-9,5	16	29	44	13
Student 4	14	15	34	-1	20	21	36	1
Student 5	11	17	21	6	10	20	37	10
Student 6	6	10	12	4	6	6	16	0
Student 7	22,5	22	37,5	-0,5	15	16	38	1
Student 8	21,5	17	31,5	-4,5	10	14	31	4
Student 9	22	17	46	-5	24	31	48	7
Student 10	15	17	25	2	10	24	41	14
Student 11	19	16	38	-3	19	28	44	9

3.5 Correlation between attendance and post test results

Pearson correlation method was used to study the correlation between attendance and post-test results by using GraphPad software. The obtained results showed the following: $r = -0,2095$, $p = 0,5363$, $n = 11$ (r is the strength of the relationship between variables, p is the value of significance of the variance and finally n is the number of the participants under the study). The following graph represents the correlation between attendance of the eleven students who were present during the implementation of the Picture book approach, and the post-test scoring.

Correlation: attendance and post-test results performance



Graph 1: Correlation between attendance and post-test scoring

3.6 Observation Checklist

In the following chart, the data obtained through the observation checklist will be catalogued. Due to the events that occurred in Chile during the realization of this work, only 3 checklists were compiled.

Observation checklists consisted of two parts: the first part with yes and no statements, and the second part consisted in a space to write comments and notes. The first part was converted into the table number 4, where each “yes” was replaced with “1” and each “no” was replaced with a “0”, leading to a simpler interpretation of data.

Table 6

	First class	Second class	Third class
1) Chant/ song	1	1	1
2) Teacher makes students predict.	1	1	1
3) “First reading” (teacher reads aloud and leads the reading on the whiteboard with a laser)	1	1	1
4) Teacher asks for target vocabulary	1	1	1
5) Second reading (read fluently)	1	1	1
6)Final stage: the teacher reads with students the final part and asks students to group and create the ending of the story	1	0	0
7) The teacher monitors students while they are working	1	0	1
8) Students participate by asking questions in Spanish	1	1	1
9) Students participate by asking questions in English	1	0	1
10) Students perform the tasks proposed by teacher	1	1	1

3.7 Learning Styles

According to a survey of learning styles made by the school to all the students of fifth grade, the results showed that 7 students are visual learners, 14 are auditory learners, 6 are kinaesthetic learners, 3 are visual-auditory learners, 3 are kinaesthetic-auditory learners, and 4 are visual-auditory-kinaesthetic learners.

This data was used in order to choose and adapt the material according to the majority of the students in the class, which has auditory learning style.

3.8 Special Educational Needs

Table 7, which was provided by the School Integration Programme, shows the Special Educational Needs (henceforth, SEN) in fifth grade. The students were named with letters to show that among this twelve-student group, there was one, Student 9, who was present in the pre and post-tests.

Table 7

	Special Educational Needs
Student A	Specific learning difficulties
Student B	Specific learning difficulties
Student C	Specific learning difficulties
Student D	Specific learning difficulties
Student E	Specific learning difficulties
Student F	mild intellectual impairment
Student G	moderate intellectual impairment
Student H	mild intellectual impairment
Student 9	autistic spectrum disorder
Student I	autistic spectrum disorder
Student J	autistic spectrum disorder
Student K	autistic spectrum disorder

3.9 Teacher's interview

This interview was made after the implementation of the picture book approach to the English teacher who was present during the classes; the results have shown that the teacher provided a favourable feedback, saying that even if she did not know about the picture book approach, she would use it in the future due to the fact that students were paying more attention to this methodology than any other applied before.

The teacher recommended applying the picture book approach to different levels, not only in fifth graders. According to what the teacher said in her answers, the picture book approach can enhance oral production; however, this approach was more about listening and reading.

Speaking and oral production are difficult to improve according to the teacher because of the vulnerability of the school; however, she said that she tried to motivate students in order to enhance oral production.

Finally, in a scale from 1 to 7, the teacher evaluated the implementation of the picture book approach with a seven, because it is useful when learning vocabulary.

CHAPTER IV: DISCUSSION.

Introduction

This section shows the analysis and discussion of the research question, the objectives, all the topics mentioned in Chapter I and the results in Chapter III of the current investigation.

4.1 Research question

The results show that using the picture book approach plus the exposure to input in the Foreign Language in this context was beneficial for oral production. However, it is thought that the results would have been even better if there had been a continuity between the interventions. There were at least 3 weeks between the first and the second class, and 2 weeks between the second and the third class, which affected directly to the quantity of classes and attendance; instead of 6 classes, only 3 could be held.

4.2 General objective

1. Improve oral production through picture book approach in fifth grade.

The score obtained in the oral part showed a great difference between the pre-test and the post-test. The students improved their pronunciation and oral production and they were able to recall the previous target vocabulary and the will to attempt to speak was noticed.

There was a SEN student in the sample, student 9. He also showed a notable improvement of 7 points in the oral part, and that fact made us realize that suitable material plus new methodologies gave good results among the students, not only for those who do not have a medical condition but also for those who do.

At this point, is necessary to mention that there was a lack of picture book material in English, and that made difficult the adaptation process.

4.3 Specific objectives

1. Diagnose reading and speaking to establish parameters for comparison and analysis.
2. Enquire what students' perceptions towards speaking are to increase their interest towards that specific skill.
3. Adapt and implement the picture book methodology devised for the class.

Specific objective n°1

It was an important step which helped us develop the approach and determine its impact. Though it had some complications, such as the class schedule for English as a subject which was divided into two days, on Mondays they had two tuition blocks and on Tuesdays just one. That situation complicated the process of applying the data collection material, which included the needs analysis, pre-test and post-test, written and oral parts.

After the Chilean social outbreak, the tuition block was shorter and that made the application process even more difficult. It might have affected the students' development and practise due to the nervousness and anxiety. Although it is thought that the previously mentioned fact is not a problem that will affect every time, it was just a singularity.

It was helpful to apply the diagnostic test due to the benefits given by the design, which supported the detection of the students' level in comprehension and oral production. Finally, leading to a contrast with SIMCE results, and ratifying the low level of comprehension.

Specific objective n°2

When talking about things in English to students, they immediately rejected the language. So, as a consequence, students predisposed themselves with a bad attitude when it came to English. One way to try to solve this problem was taking into consideration their interests according to the data collected with the needs analysis. Consequently, knowing the things that they like and enjoy to watch, we could create and adapt material to counter this bad attitude towards English.

Specific objective n°3

As seen in "Appendix D" and "Appendix E" the Picture Books were adapted and implemented accurately, achieving the objective proposed. The picture books had words and sentences corresponded for an advanced level, hence they were changed in order to fit the level of English of the fifth grade. Despite the changes and adaptations done, students could not understand the full text but they could understand the

context with the help of the images. The lack of picture book material make it difficult to find books with appropriate level of English.

The three classes where the Picture book methodology was applied, resulted entertaining and captured the attention of mostly all the students when telling the story; it was something new and interactive for them. The fact that the students could remember better the previous vocabulary of the classes may have been because of the meaning the approach had for them.

4.4 Pre-Post test

On one hand, in the written part of the pre-test, the overall performance of the students was below of what we had expected, doing better on the writing item and on the matching concepts than on the other two items (family members and unscramble) and having an average score of 17.3 points out of 27 points in total. In the written part of the post-test, the overall performance of the students is even lower than the one in the pre-test, doing better on the same items as the pre-test and having an average score of 15.7 points out of 27 points.

On the other hand, in the oral part of the pre-test, students seemed to be shy and were not willing to talk, having an average score of 13.5 points out of 36 points in total. Fortunately, in the oral part of the post-test, the students performed better, they had more confidence when speaking and as a result, talked more than in the pre-test. Their average score was 19.8 points out of 36 points and all of the students improved greatly.

The results on both tests made us think a lot. The fact that the students did worse in the written part of the post-test instead of doing better and that they did much better in the oral part of the post-test brought up many factors that might have affected the results, as the social outbreak, the delay of the classes, the reduction of the tuition blocks, and the quantity of classes that were lost, among others.

4.4.1 Needs analysis

The needs analysis was an important piece in the investigation. It helped to create and look for material to adapt that was relevant and interesting for the students. However, the rank order questions were not useful for narrowing the search; instead, it gave us more options to search. Moreover, the questions that were too long were not efficient for the fifth grade, this due to the number of children that still needed assistance to read and comprehend the texts, therefore complicating the understanding of the questions.

4.4.2 Learning Styles

Knowing that the level had a predominant visual learning style, it was an extra motivation to implement the picture book approach where images played a fundamental role when it comes to a better comprehension and understanding. Because of this, knowing that most of the students were visual learners, it was expected to have a better comprehension of the stories and increased acquirement of new vocabulary seen in class. Moreover, the picture book approach assesses not only the visual learning style but also the other learning styles, making the methodology even more inclusive and pertinent to the UDL.

As shown in results, this approach achieved the objective of increasing their vocabulary and understanding of the stories, despite the fact that the implementation classes were distant and few.

4.4.3 Special Educational Needs

Using the picture book methodology proved to be a good approach to assess all of the students' needs. This was due to the presence of the student with SEN that increased his performance during the interventions, making the methodology inclusive and friendly once more even presented as a digital picture book.

4.4.4 Social outbreak

On October 18th, 2019, started a social outbreak due to a raise of the transport fee. It grew fast and started to show other social injustices, the privatisation of natural resources, lack of quality in the public health care system, lack of quality and resources in public education, among other demands.

The aforesaid fact, complicated the procedure of the investigation, due to the fact that the dates chosen to implement the Picture book lessons, had to be replaced for other subjects' classes or deleted. As a consequence, the implementation dates were distant from each other, affecting directly the students' performance, not only academically but also psychologically.

4.5 Correlation between attendance and post-test results

After the implementation of the picture book approach the obtained scores between the pre and post-test showed that the students increased their performance in oral production but not in the paper-based test; once the results are contrasted to the Pearson correlation method, it was proved that there was not a significance of the methodology in the study that explained the increased scores in oral production nor the decreased in the paper-based test, as it was shown in the previous chapter, the strength of the relationship between variables represented by “r” gave a result of “-0,2095” which according to Nettleton, 2014 is a negative correlation. It means that there was not significance in the study that can prove a relationship between attendance and the post-test scoring.

4.6 Checklist

This instrument was a good tool to verify if every step of the procedure was made accurately, although there were two steps which were not accomplished in the last classes of the Picture Book intervention. One of these steps was using classroom management techniques as an attention gatherer, which functioned in the first class but in the rest of the classes did not work well. A possible solution to this problem is to improve the techniques and have more resources and techniques for classroom management in case of facing a critical moment in a lesson.

The second step that also failed was the one in which the students made questions in English during the interventions. This step was partially seen in the first lesson but in the second and the third ones, none of the students asked questions in

English. In order to have a better response to this matter, it was thought that more classes were needed and, most probably if the social outbreak had been separated from the learning situation, more classes would have been applied and it would have been shown in the results.

Also, as a comment, it was estimated that it is necessary to dedicate more hours to English classes or workshops.

4.7 Teacher's interview

The teacher interview was a very useful feedback for us. It provided us with the teacher's perspective of the methodology used, and whose answers were ideal for the investigation coming from someone with experience. The questions were pertinent and achieved the objective of the interview.

4.8 Consideration for further studies

One of the considerations thought for further studies is to implement this Picture Book approach as a workshop once a week in order to students get used to the methodology to reduce time when implementing the Picture Book.

The second consideration is to apply this approach on students with a higher level of English or a higher educational level. This due to the better outcomes that can be obtained from fast learners, saving the time that is used to explain more than using a page of the story for a full comprehension.

Finally, the third consideration is to implement the Picture Book approach in a school that has more resources such as a projector and a speaker for every classroom that are fundamental to execute this approach. Moreover, paper-based Picture Books for each student would change the overview and the consequences in the study.

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APPENDICES

Appendix A

Needs analysis.

Needs Analysis

El siguiente análisis de necesidades es creado por estudiantes de Pedagogía en inglés de último año de la universidad católica Silva Henríquez con el fin de conocer gustos e intereses que los estudiantes de quinto básico de la Escuela General Alejandro Bernales (D-114) puedan dar a conocer para la creación de próximo material. Las respuestas dadas por los estudiantes serán confidenciales por lo que solo los investigadores tendrán conocimiento de esta.

Este análisis de necesidades contará con una duración de 20 minutos.

Puedes utilizar lápiz gráfico o lápiz pasta negro/azul.

Objetivo 1: Reconocer los intereses temáticos y de percepción que tienen los estudiantes de 5to de Escuela General Alejandro Bernales (D-114) para el aprendizaje en inglés

Objetivo 2: Levantar datos para la creación y adaptación de material a partir de los resultados de esta encuesta.

1. ¿Te gusta la asignatura de inglés? ¿Por qué?

2. ¿Cuáles de estas películas o caricaturas te gusta? Marca con una X **todas** las que te llamen la atención:

- a. Los Simpson
- b. Marvel Studios
- c. Toy Story
- d. Moana
- e. Coco
- f. Gravity Falls
- g. Stars vs las fuerzas del mal
- h. Hora de aventura
- i. Otros: _____

3. Trabajas mejor...: (solo una opción)

- a. Sola/o
- b. En grupos

Escribe el por qué

4. Ordena de acuerdo a tus prioridades lo que más te guste hacer en español, siendo el 1 el más importante y el 4 el menos importante.

- a. Leer un cuento ()
- b. Escribir un cuento ()

- c. Escuchar un cuento ()
- d. Contar un cuento ()

5. Ordena de acuerdo con tus prioridades lo que más te guste hacer en inglés, siendo el 1 el más importante y el 4 el menos importante

- e. Leer un cuento ()
- f. Escribir un cuento ()
- g. Escuchar un cuento ()
- h. Contar un cuento ()

6. ¿Qué se te hace más difícil en inglés?

- a. Leer
- b. Entender lo que dicen
- c. Hablar en inglés
- d. Otra (especifica cuál) _____

7. ¿Qué se te hace más fácil en inglés?

- a. Leer
- b. Entender lo que dicen
- c. Hablar en inglés
- d. Otra (Especifica cuál) _____

8. En tu tiempo libre ¿Qué prefieres?

- a. Dibujar
- b. Escuchar Música
- c. Escribir
- d. Leer
- e. Ver videos en YouTube
- f. Otra cosa: _____

9. En una escala del 1 al 7 ¿Cuánto logras entender a la hora de leer en español? Encierra en un círculo y explica el porqué de tu decisión:

1	2	3	4	5	6	7
---	---	---	---	---	---	---

10. En una escala del 1 al 7 ¿Cuánto logras entender a la hora de leer en inglés? Encierra en un círculo y explica el porqué de tu decisión:

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Appendix B

Diagnostic: Pre- test

ENGLISH PRE-TEST INTERVIEW

Name: _____ Date: _____ Grade: _____

Objective: To recall and apply previous knowledge by using the correct forms and give a complete answer to each question.

- I. **Part 1: General information.** Answer to the following questions as complete as you can.

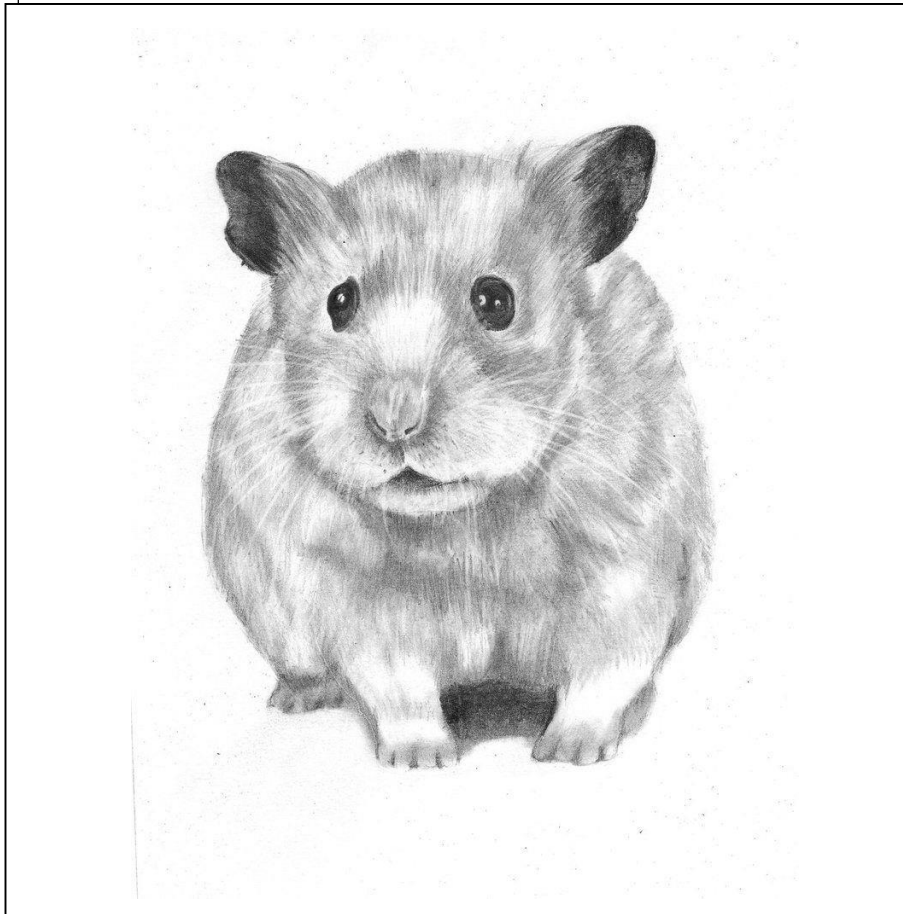
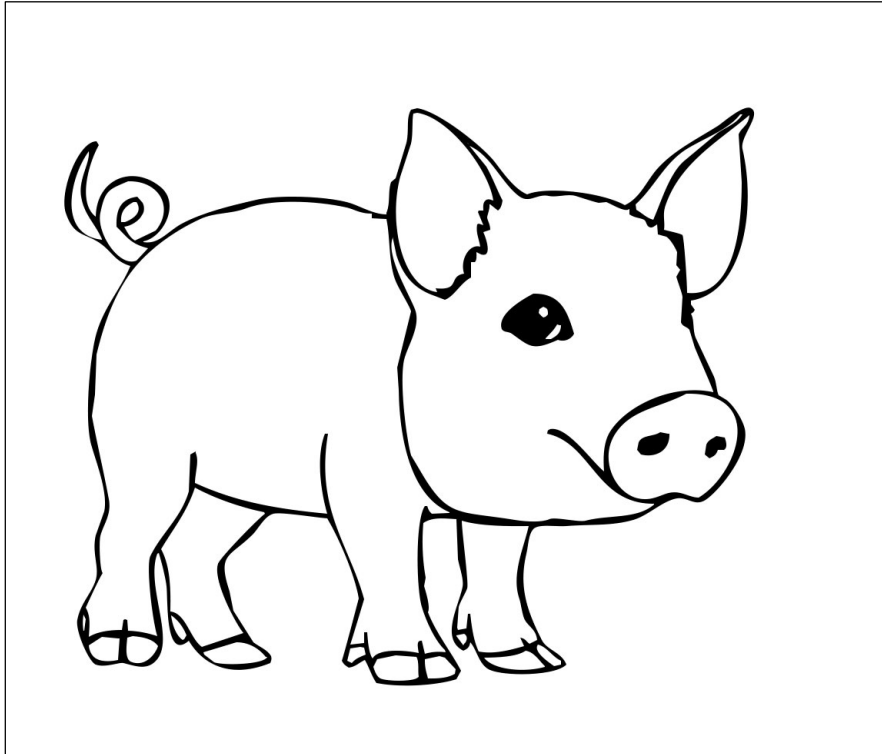
	Question	Possible answer	score
1.	Hello. What is your name?	Hi/ Hello. I'm _____	___ / 1
2.	Can you spell it?	_____	___ / 1
3.	How old are you?	I am ___ years old.	___ / 1
4.	Where do you live?	I live in _____	___ / 1
5.	Point your head/hand/ear	(pointing)	___ / 1
6.	What is this? (show picture 1)	It's a pig/ hamster.	___ / 1
7.	Can you name these pieces of clothing? (show picture 2)	Yes. It's a t-shirt, pants/ trousers and socks.	___ / 3
8.	Can you tell me what day is it today?	Today is Monday.	___ / 1
9.	How is the weather today?	It's (sunny/ cloudy/ rainy)	___ / 2
10.	How was the weather yesterday?	It was (sunny/cloudy/ rainy)	___ / 2
TOTAL:			___ / 12

- II. **Part 2: Describing a picture.**

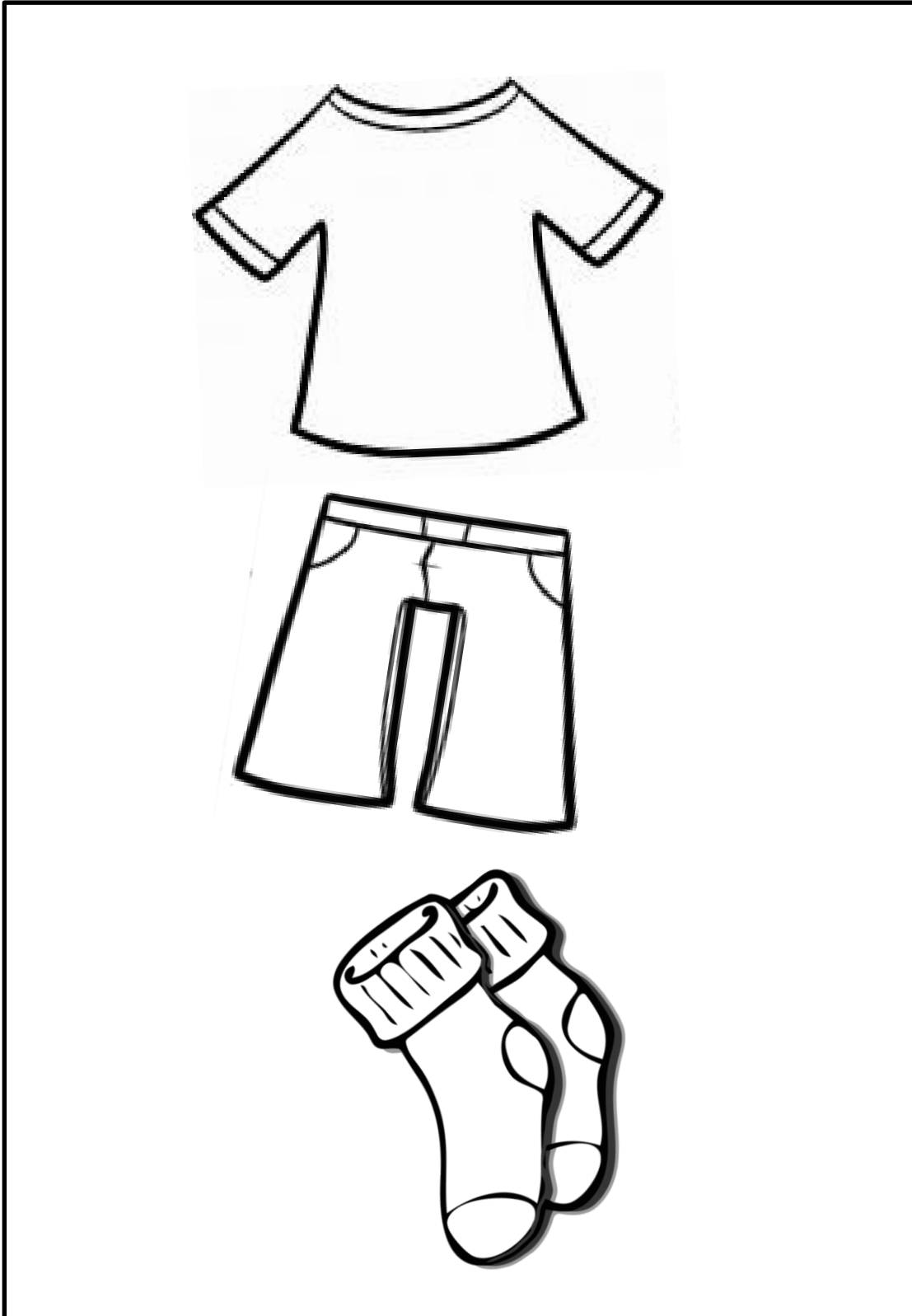
A) Describe what you see in this picture, please.



Picture 1 (two options)



Picture 2



ENGLISH PRE- TEST. WRITTEN PART

Name: _____ Date: _____ Grade: _____














Total score: 27 Score obtained: _____

Objective: To identify and apply previous knowledge by using the correct forms and give a complete answer to each question.

Instructions:

- Read carefully each of the following questions.
- Use pen or pencil.
- Your wrong answers will not cause you any harm.
- You will have 30 minutes to answer this test. Good luck ☐

I. **Part 1: Family members.** Complete each space with the correct word from the box. (1 point for each question)

Wife	Brothers	Father	Grandmother	Sisters	Mother	
 Abraham Simpson	 Mona Simpson			 Clancy Bouvier	 Jacqueline Bouvier	
┌───┴───┐		┌───┴───┐			┌───┴───┐	
 Herbert Powell	 Homero Simpson	 Marge Simpson	 Patty Bouvier	 Selma Bouvier		
┌───┴───┐			┌───┴───┐		┌───┴───┐	
	 Bart Simpson	 Lisa Simpson	 Maggie Simpson		 Ling Bouvier	

- | | |
|------------------------------|------------------------------|
| 1. Herbert is Homero's _____ | 4. Lisa and Maggie are _____ |
| 2. Marge is Lisa's _____ | 5. Mona is Bart's _____ |
| 3. Abraham is Homero's _____ | 6. Marge is Homero's _____ |

___ / 6

II. Part 2: Match each word with a picture (1 point each)



_____ Banana

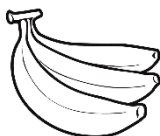


_____ Bad



_____ Tea

_____ Milk



_____ Good



_____ Pizza







_____ Eat

_____ Drink



III. Part 3: Look. Read and write according to the pictures and the information given.
(2 points each question)

Painting class | cycling | violin classes | singing classes

Tomas	Ana	Ariel	Marco
			
Monday	Tuesday	Friday	Saturday

- a) Tomas goes to _____ on _____.
- b) Ana goes _____ on _____.
- c) Ariel goes _____ on _____.
- d) Marco goes to _____ on _____.

____ / 8

IV. Part 4: Unscramble. Organise the words to form sentences (1 point each question)

- a) cherries/ I / grapes / like / and

- b) want / How much/ you / do / sugar
_____ ?
- c) doesn't / onions / Matías / like

- d) rice / cooks/ My / chickpeas / and / mom

- e) Like / Do / to eat/ you / French fries
_____ ?

____ / 5

Appendix C

Diagnostic: Post- test

ENGLISH POST- TEST. INTERVIEW

Name: _____ Date: _____ Grade: _____

Objective: To recall and apply new acquired knowledge by using the correct forms and give a complete answer to each question.

I. **Part 1: Personal information.** Answer to the following questions as complete as you can.

	Question	Possible answer	score
1.	Hello. What is your last name?	Hi/ Hello. _____	___ / 1
2.	Can you spell it?	_____	___ / 1
3.	Can you tell me the date?	We are on September 7th 2019	___ / 1
4.	Where are you from?	I'm from _____	___ / 1
5.	Point your shoulder, knees and mouth	(pointing)	___ / 1
6.	What is this? (Show picture 1)	It's a cake /strawberry cake.	___ / 1
7.	Name the members of the family that you see (show picture 2)	Mother, Father, Grandfather, Grandmother, sister, brother	___ / 6
8.	Can you tell me what month we are on?	We are on September	___ / 1
9.	How is the weather in the desert?	It's sunny	___ / 2
10	What season is when the leaves start to fall from trees?	Autumn/ Fall	___ / 2
TOTAL:			___ / 17

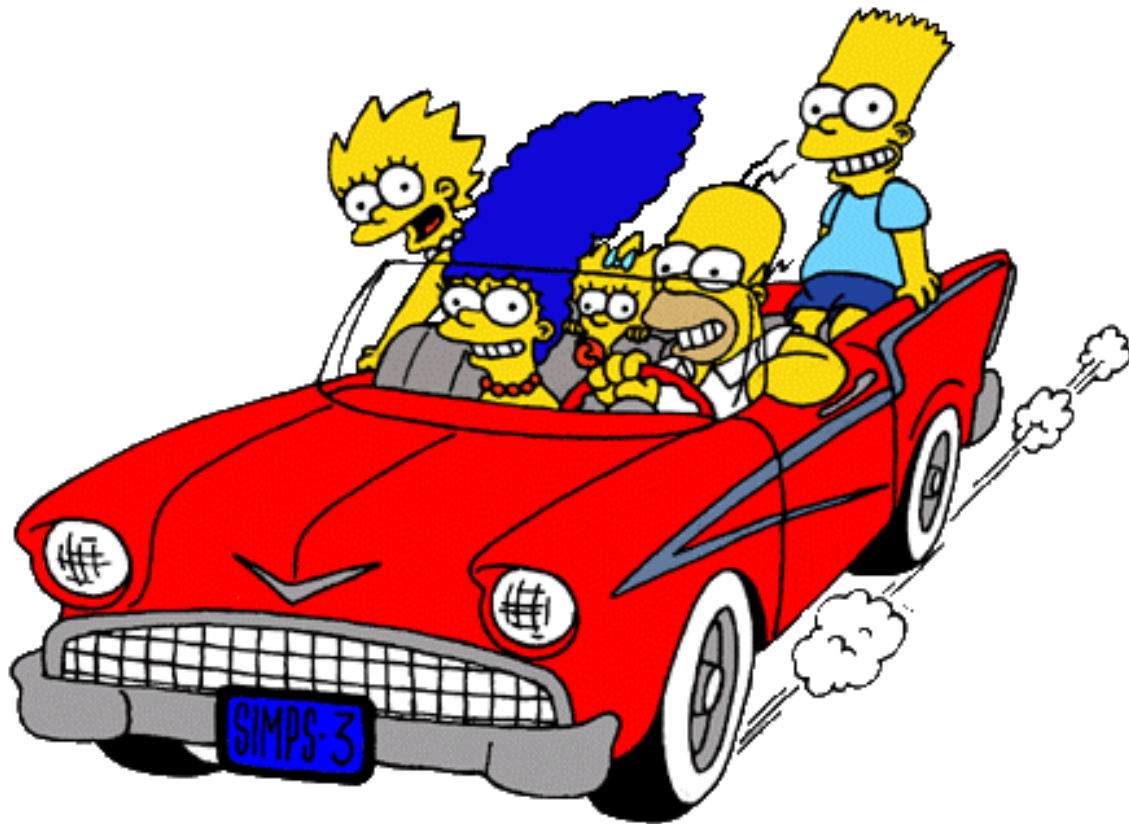
II. **Part 2: Describing a picture.** Describe what you see in this picture, please.



Picture 1



Picture 2



ENGLISH DIAGNOSTIC TEST. WRITTEN PART

Name: _____ Date: _____ Grade: _____

Total score: 27 Score obtained _____

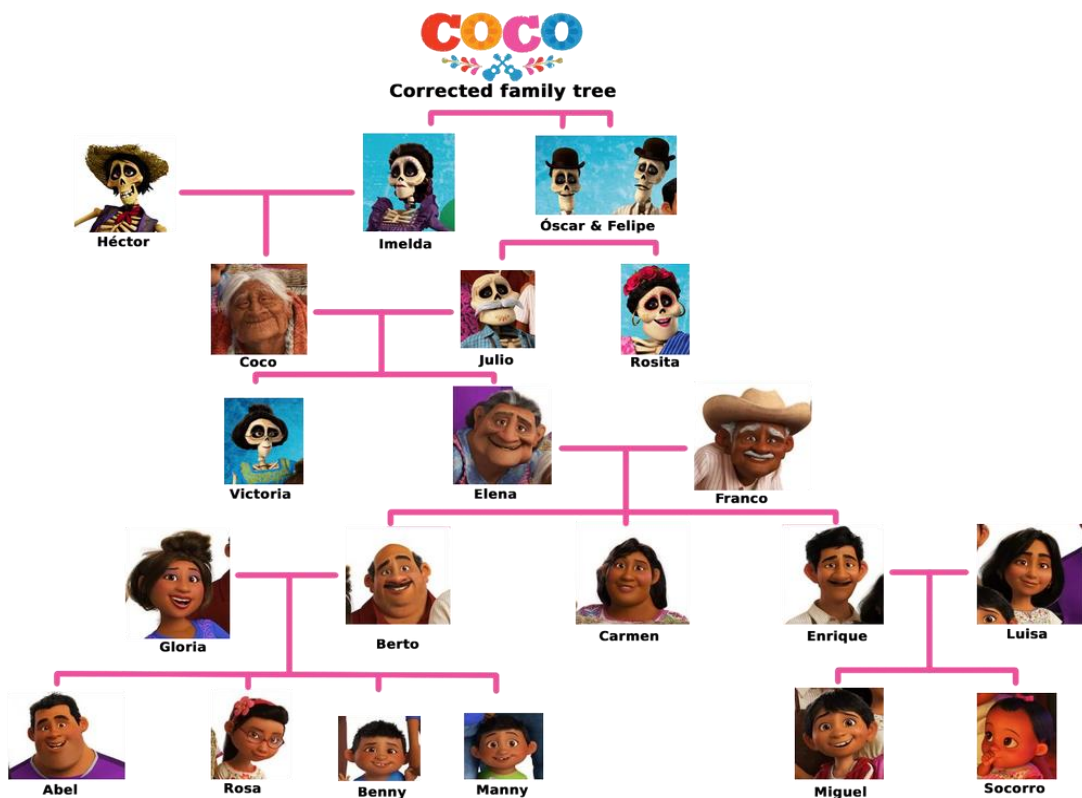
Objective: To identify and apply new acquired knowledge by using the correct forms and give a complete answer to each question.

Instructions:

- Read carefully each of the following questions.
- Use pen or pencil.
- You will have 30 minutes to answer this test. Good luck ☐

I. **Part 1: Family members.** Complete each space with the correct word from the box. (1 point for each question)


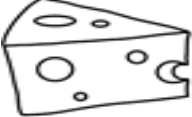
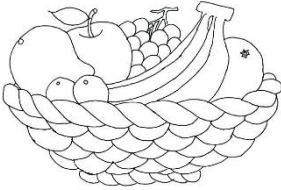





Husband Aunt Father Grandfather Son Uncle



1. Bertó is Miguel's _____
2. Enrique is Luisa's _____
3. Franco is Miguel's _____
4. Gloria is Miguel's _____
5. Abel is Bertó's and Carmen's _____
6. Hector is Coco's _____

___ / 6

II. Part 2: Match each word with a picture (1 point each)

	<p>___ Egg</p>
	<p>___ Bread</p>
	<p>___ Meat</p>
	<p>___ Milk</p>
	<p>___ Eat</p>
	<p>___ Fruit</p>
	<p>___ Cheese</p>
	<p>___ Drink</p>

___ / 8

III. Part 3: Look. Read and write according to the pictures and the information given.
(2 points each question)

Painting class | cycling | violin classes | singing classes

Mario	Pedro	Camilo	Lucia
Sunday	Wednesday	Tuesday	Thursday

- a) Mario goes to _____ on _____.
- b) Pedro goes _____ on _____.
- c) Camilo goes _____ on _____.
- d) Lucia goes to _____ on _____.

____ / 8

IV. Part 4: Unscramble. Organise the words to form sentences (1 point each question)

- a) in/ lives / My / father / Santiago.

- b) night. / at / sleep / I

- c) don't / cellphones. / We / use

- d) brother/ your / Do / and / you / play together

_____?

- e) Alicia / television / watch / not / does

____ / 5

Appendix D

Lesson planning.

LESSON PLANNING ESA-PPP

Grade Level/age: 5th grade

Main Objective: At the end of the class, students will be able to talk about different kinds of food			
Subsidiary aims: Students will be capable of identify ingredients used when preparing a cake.			
Key Activities: reading and listening			
Contents			
Skills/procedures: <u>Listening</u> Speaking	Lexis: <ul style="list-style-type: none"> • Food vocabulary <ul style="list-style-type: none"> - vegetables: lettuce, onion - fruits: apple, avocado, strawberry - cereals - legumes - meat and poultry/ seafood • Recycled vocabulary: <ul style="list-style-type: none"> - Days of the week. 	Grammar: <ul style="list-style-type: none"> • Present simple. 	Function: <ul style="list-style-type: none"> • Talking about food.
Assumptions: Students may find difficult some words of the target vocabulary.			
Stages	Interaction	Timing/Material	Evaluation
Engage/ Warm-up	A video called "Fruit song for kids" is presented to students. Students are asked to sing and repeat according to the video song. After the video, students are grouped according to a specific type of food and they are asked to write down as many types of food as they know.	10 minutes Video: "fruit song for kids" Sheet of paper and pencil/pen.	Students provide at least 10 recycled words when singing
Study / Presentation	A PPT is shown to the students, eliciting food vocabulary and the pronunciation of each word.	15 minutes PPT: Food	Students provide at least 4 recycled word and recognize target and new vocabulary with 60% of accuracy.
Practice	Teacher reads the Picture Book out loud to students. While reading the Picture Book, some specific questions are made to students in order to think and make inferences about the topic of the Picture Book.	25 minutes Digital Picture Book. poster signs with the corresponding questions for	Students demonstrate understanding of a 70 % of accuracy on the target vocabulary in the Picture Book.
Activate/ Production	In groups, students need to create an alternative ending of the picture book, choosing a winner of the contest. According to the winner chosen, students need to write down the ingredients of the cake which was made by the winner.	25 minutes Picture Book	Student provide and answer at least with an 85% of accuracy each question.
Close up/ Wrap-up	An exit card, they have to write a new word they have learned and something that was difficult for them.	15 minutes Exit cards.	Students answer the question providing at least 4 correct words of the target vocabulary.

LESSON PLANNING ESA-PPP

Grade Level/age: 5th grade

Main Objective: At the end of the class, students will be able to recognize objects which they can find in their kitchen for a better understanding of Picture Book			
Subsidiary aims: Students will be capable of pronounce accurately words related to the target vocabulary.			
Key Activities: listening			
Contents			
Skills/procedures: <i>Listening</i> <i>Speaking</i>	Lexis: <ul style="list-style-type: none"> • –ing verbs • Parts of the kitchen. Recycled vocabulary: <ul style="list-style-type: none"> • Food • Family 	Grammar: <ul style="list-style-type: none"> • Present continuous. 	Function: <ul style="list-style-type: none"> • Talking about parts of the kitchen.
Assumptions: Students may find difficult to remind the verbs seen in class and apply it correctly.			
Stages	Interaction	Materials/Timing	Evaluation
Engage/ Warm-up	A video called “washing dishes” is presented to students which is related to the target vocabulary of the Picture Book topic. In groups previously created, students are asked to write the vocabulary which they already know.	10 minutes Video Sheet of paper pencils	Students provide at least 10 recycled words when asking about the vocabulary.
Study / Presentation	A PPT is shown to the students, eliciting target vocabulary and the pronunciation of the words in the Picture book. Students are asked to repeat and say what objects they can find in their home.	30 minutes PPT Notebook pencils	Students provide at least 4 recycled word and recognize target and new vocabulary with 60% of accuracy.
Practice	Teacher reads out loud the book to the students. Before, while and after reading the picture book some specific questions are asked to students in order to think and make inferences about the topic of the story in the Picture book.	30 minutes Digital Picture Book. Poster signs with the questions.	Students pronounce and identify with 70 % of accuracy in oral form.
Activate/ Production	Teacher elicits a bingo template. Students need to fill the template according to the objects which the teacher is saying. They have to identify and link the word to the image.	15 minutes bingo	Student provide and answer at least 85% of the activity accurately.
Close up/ Wrap-up	Individually, students received an exit card, they have to complete it with specific information about the main idea of the picture book and a new word which they learnt and a word which was difficult for them.	5 minutes Exit cards.	Students answer the question providing at least 4 correct words of the target vocabulary.

LESSON PLANNING ESA-PPP

Grade Level/age: 5th grade

Main Objective: At the end of the lesson, students will be able to apply target vocabulary to complete sentences			
Subsidiary aims: Students at the end of the lesson will be capable of talking about food and vocabulary of the past lessons.			
Key Activities: Listening			
Contents			
Skills/procedures: <i>Listening</i> <i>Reading</i>	Lexis: <ul style="list-style-type: none"> • Cooking verbs Recycled vocabulary: • Food • Family • Parts of the kitchen 	Grammar: <ul style="list-style-type: none"> • present simple 	Function: <ul style="list-style-type: none"> • Talking about food and cooking.
Assumptions: Students may find difficult to remind the verbs seen in class and apply it correctly.			
Stages	Interaction	Materials/Timing	Evaluation
Engage/ Warm-up	A video is presented to students which is related to the target vocabulary of the Picture book topic. After the video, teacher asks to students: what could they identify in the video?	5 minutes Video "Storybots: Lunch time for kids"	Students provide at least 10 recycled words when answering questions about what they remember.
Study / Presentation	Teacher reads the Picture Book out loud to students. While reading, some questions are asked to students, besides of name some objects related to the vocabulary already seen.	10 minutes Digital Picture book	Students provide at least 4 recycled word and recognize target and new vocabulary with 60% of accuracy.
Practice	A PPT is shown to the students, eliciting target vocabulary and the pronunciation of the words on the visual aid.	10 minutes PPT video: "Mr. pizza bean"	Students pronounce and identify with 70 % of accuracy each verb presented.
Activate/ Production	Students need to re-order a recipe for an evaluated activity.	15 minutes Worksheet.	Student provide and answer at least 85% of the activity accurately.
Close up/ Wrap-up	In groups, students share their answers and comment which recipe like it the most.	5 minutes	Students answer the question providing at least 4 correct words of the target vocabulary.

APPENDIX E

Digital Picture Books.

Picture Book 1





Benja loves cakes

He is so happy that the
Great Cake Contest is in town.

“What cake can I bake?”
he thinks.



“I know. I can make a pancake!”

Shouts Benja

He walks to Vale’ s house to share his
idea, but she already made one.



"What if I bake a carrot cake?"
he thinks.

He goes to tell Fran his plan, but she had the same idea.





“What if I bake a black forest cake” ?

He goes to tell Pedro his idea, but he was too late.



Walking to Maria’ s house, he thinks:
“ What if I bake a Christmas cake!”

But Maria already baked it.





"What other cake
can I bake" ?

Benja thinks.



"What if I bake a chocolate
cake?"

He goes to Coni' s house but oh no!
She already baked it .



Benja has an idea.

“ What if I bake a roly-poly cake.”

He goes to Daniela’ s house but she already baked it.





Benja feels sad when he goes home because he does not have any idea. He asks his family to help him think about what great cake he can bake.



Mom, dad and his big sister Paula helped him with a great idea for the Great Cake Contest



Oh no! Everyone at the Great Cake Contest is covered in cake.

Where are the contestants?

Where are the judges?

Where is Benja?



The judges agreed and the winner of the Great Cake Contest is....

Ex: Ingredients to bake a carrot cake:

- Flour
- Sugar
- Eggs
- carrots
- milk



Adapted from the original Picturebook:
"The great cake contest"
By Leeann Farías and Macarena Carrasco.

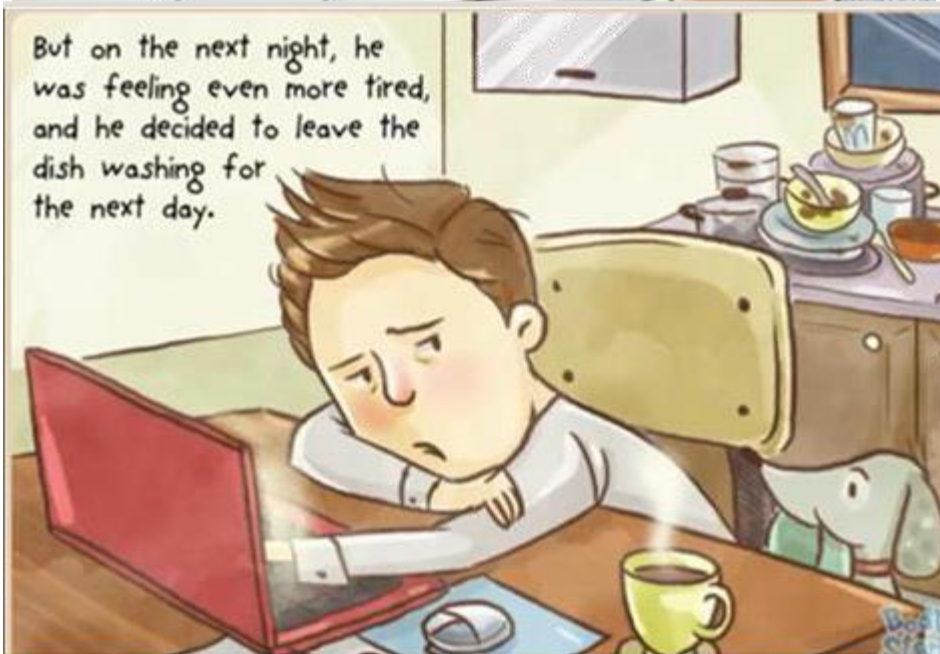
Picture Book 2



The man was very clean and tidy. Every night after he cooked his dinner, he would wash and clean everything immediately.



But on the next night, he was feeling even more tired, and he decided to leave the dish washing for the next day.

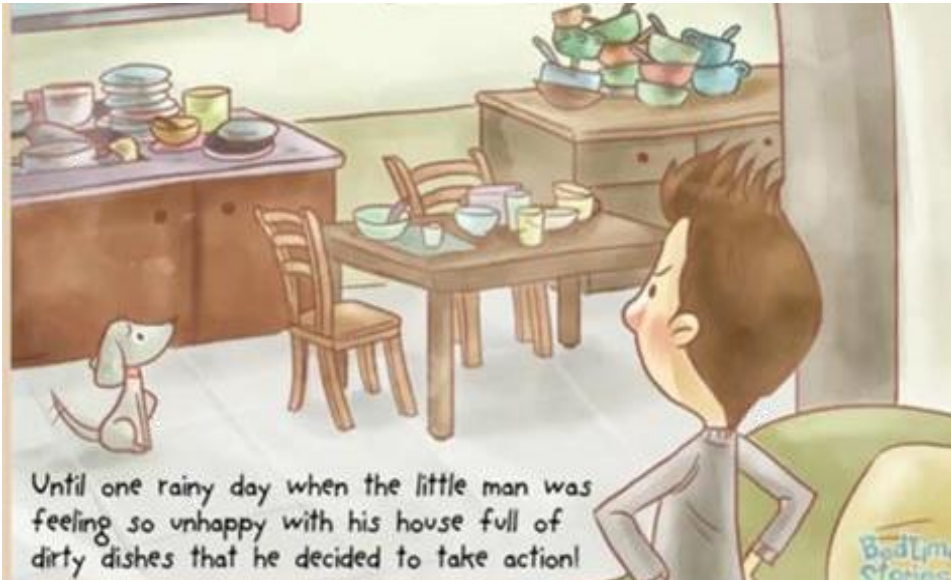




The days were passing a pile of dishes was getting bigger and bigger, making the little feel sad, so he didn't wash his dishes.







Until one rainy day when the little man was feeling so unhappy with his house full of dirty dishes that he decided to take action!



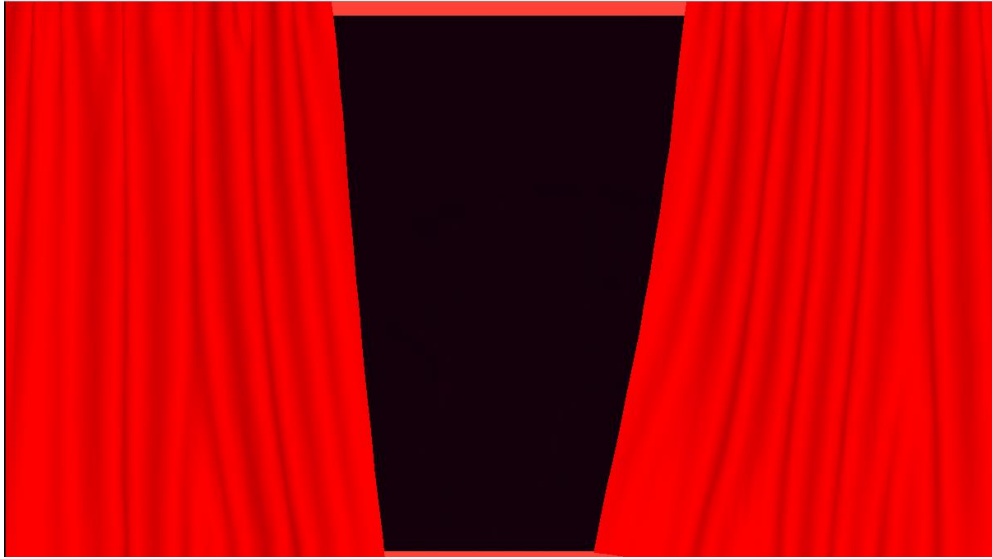
He took everything outside and let the rain help him wash everything!



All the dishes and cutlery were all washed and shiny again!



Picture Book 3

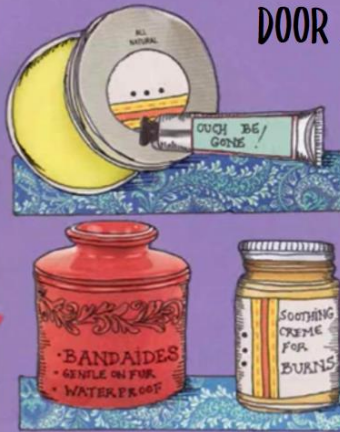




HE FOLLOWED THE RECIPES VERY CAREFULLY. HE MEASURED OUT THE SUGAR, HE WHISK AND STIR. HE SET THE ALARM FOR 35 MINUTES.



EVERYTHING SEEMS CALM BUT SMOKE STARTED SNEAKING THROUGH THE DOOR .



CLAUDIUS PANICKED AND BURPED OFF HIS PAWS!

HE THOUGHT SILLY ME, THE NEXT I COOK IT WILL BE BETTER...





I KNOW I CAN DO IT!
I KNOW HOW TO
SUCCEED.
A LITTLE MORE
PRACTICE IS ALL THAT
I NEED .

BUT...

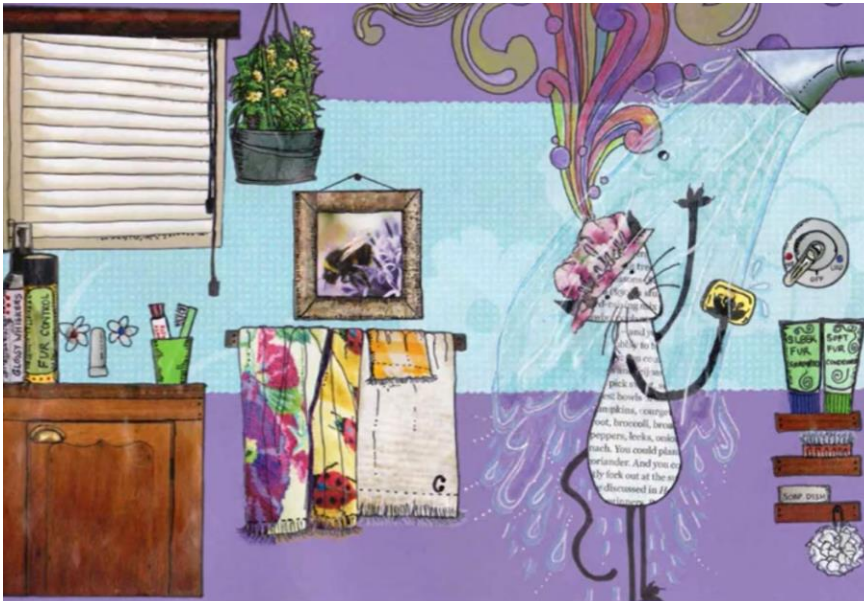
WAIT!
WHAT DO YOU THINK
WILL HAPPEN NEXT?



TAKING A BREAK FOR COFFEE AND HOLDING HIS CUP, CLAUDIUS
COULDN'T BEAR TO GIVE UP.



HE LOOKED AT TIME
AND IT WAS 12:45.
HE OPENED THE
OVEN AND PUT IN
THE BUNS.



I KNOW I CAN
DO IT!
I KNOW HOW TO
SUCCEED.
A LITTLE MORE
PRACTICE IS ALL
THAT I NEED .

BUT...



BUT HIS COOKIES WERE
CRISPY AND HORRIBLY
DRY.
CLAUDIUS THREW THE
PANCAKES TOO HIGH!
AND THE CUPCAKES
WERE ALL MELTED
FLOPPED IT'S CHERRIES
TO THE GROUND.

THE BUNS WERE NOT READY AND GOT STUCK TO THE TRAY.



HIS NEXT IDEA WAS WHIPPING UP CHOCOLATE SORBET . THE CLOCK TICKED FOR THE WHOLE AFTERNOON . SURELY, I MUST GET THE HANG OF THIS SOON.



HIS CREAM TURN TO BUTTER, HIS CAKES WOULDN'T RISE. THE OVEN EXPLODED WITH MINTS AND CHEESE PIES.

**WHAT
EMOTIONS IS
THE CHARACTER
FEELING?**



**I THOUGHT I COULD DO IT, I
THOUGHT I WOULD SUCCEED BUT
PRACTICE IT SEEMS ISN'T ALL
THAT YOU NEED.
MY KITCHEN IS CURSED AND I
DON'T HAVE THE SKILLS.
I MUST SAY COOKING IS LOOSING
ITS THRILL.**



**HIS SHOULDERS WENT LOW AND HE
DRAGGED HIS TAIL TRYING TO FELT
GOOD BUT IT HURT WHEN HE FELL.**

**SHOULD I KEEP GOING?
MAYBE I SHOULD QUIT.
I'M NOT GETTING BETTER NOT ONE
LITTLE BIT.**

BUT OUTSIDE THE WINDOW, A CHAMELEON WATCHED FOR WEEKS HE'D
SEEN MEAL AFTER MEAL
BEING BATCHED.

CHAMELEON NEW AFTER
WATCHING SO MUCH THAT
SOMETHING WAS OFF IN THERE,
THAT SOMETHING WAS WRONG



FOR THERE, WAS A CULPRIT
BEHIND ALL THIS MESS.
CHAMAELEON KNEW WHO WAS
CAUSING STRESS BUT KNOWING
FOR SURE THE MAN HAD TO CLIMB
AND VISIT THE TRICKSTER IN CHARGE
OF THE TIME ...

INSIDE THE KITCHEN, THERE
WERE HUNG AN OLD CLOCK
WITH TWO LITTLE HANDS
SPINNING ROUND,
TICK TOCK ON A WOODEN
DOOR OPENED A BIRD
APPEARED.

CU-CU!

THE CHAMELEON LOOKED...



CHANGING HIS COAT TO BLEND IT WITH THE WALL, HE CRAWLED A BIT CLOSER AND UNSEEN, HE CHECKED ON HIS WATCH THE TIME. THE CLOCK SHOWED A SNEAKY 10 MINUTES DELAY...

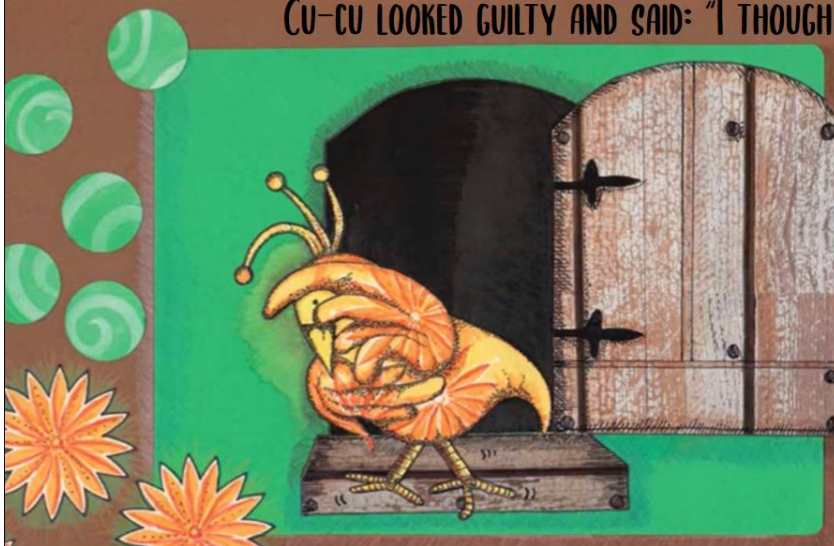


CHAMELEON KNOCK AT THE DOOR AND COMING GREEN NOW TO BE SEEN AGAIN SAID:
"IM HERE AND I THINK IS CRUEL ALL THIS TRICKS THAT YOU'VE PLAYED..."

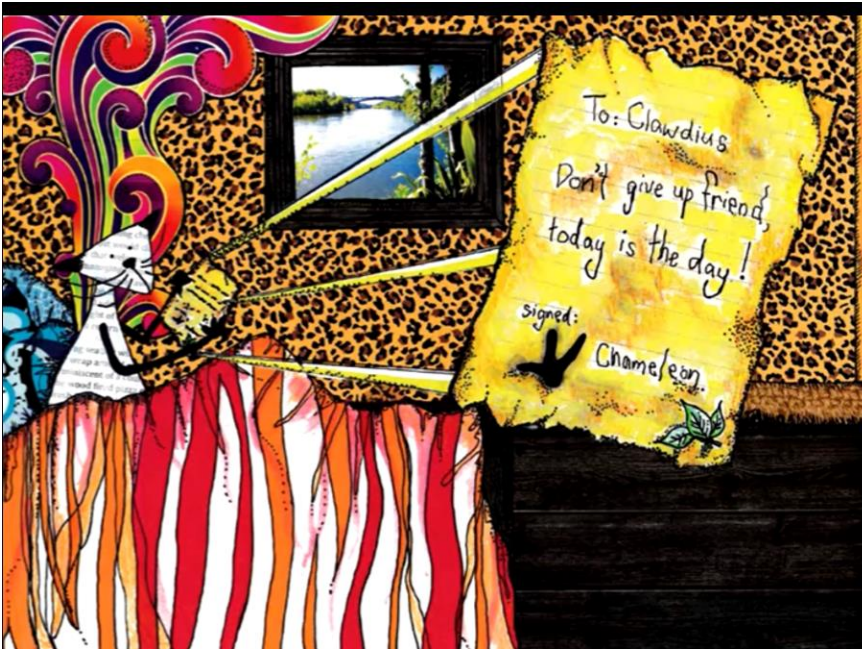
"YOU ARE CHANGING THE TIME SO THE CAT GETS IT WRONG. HE THINKS THAT HE HAS FAILED BUT ITS HAS BEEN YOU ALL ALONG!"



CU-CU LOOKED GUILTY AND SAID: "I THOUGH IT WAS FUNNY" .



I TRULY AM SORRY BUT NEXT YOU LOOK, YOU'LL SEE THAT THE CAT IS A WONDERFUL COOK.



WHEN
CLAUDIUS
WOKE HE
DISCOVERED A
NOTE THAT
THE
CHAMELEON
WROTE ...

AND FROM THAT DAY ON ALL HIS FOOD WAS DELICIOUS.

HIS DISHES APPEARED AND LOOKED JUST AS THE ONE IN THE MAGAZINE



I KNEW I COULD
DO IT!
THE CHAMELEON
SAID: "YES,
BELIEVING IS THE
KEY TO SUCCEED."

ADAPTED AND EDITED BY LEEANN FARIAS L.

Appendix F

Power Points Presentations and lesson material

Power Point Presentation 1

LET'S PLAY A GAME



Instructions:

- 1) You will watch a video
- 2) In groups you will write days (From Monday to Sunday) and the fruit that you will eat that day.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

- 3) You have 5 minutes .
- 4) You Will watch the video again.

(video) link: <https://www.youtube.com/watch?v=RE5tvaveVak>



TYPES OF FOOD

What is food?



Miss Leeann Farias L.

WHAT IS YOUR FAVORITE FOOD?

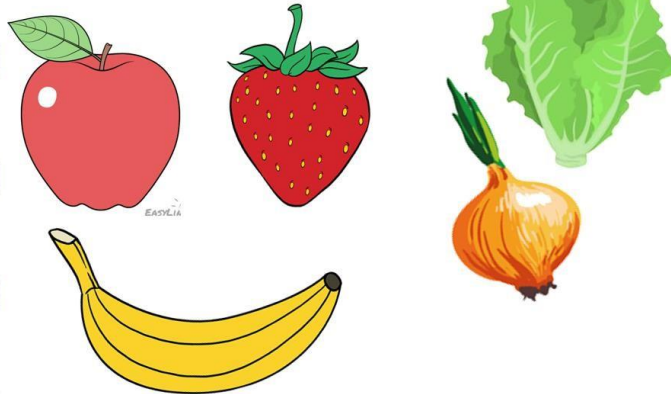


WHAT TYPES OF FOOD DO YOU KNOW?

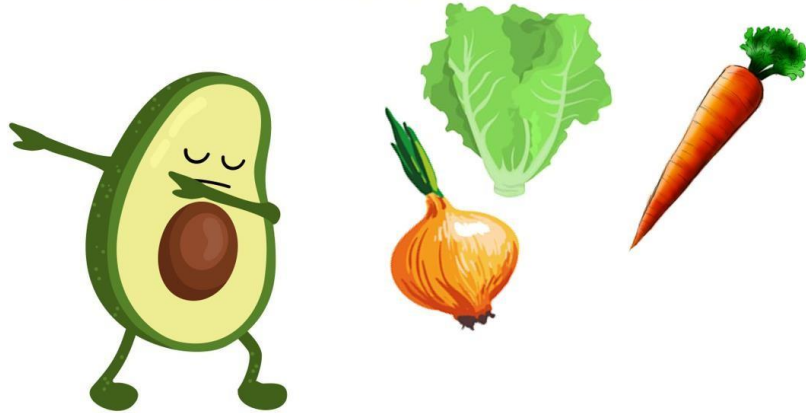
VEGGIES & FRUIT



FRUITS AND VEGETABLES



FRUITS AND VEGETABLES



FRUITS AND VEGETABLES



What can you create from cacao?



LEGUMS, CEREALS AND NUTS



LEGUMS, CEREALS AND NUTS




LEGUMS, CEREALS AND NUTS

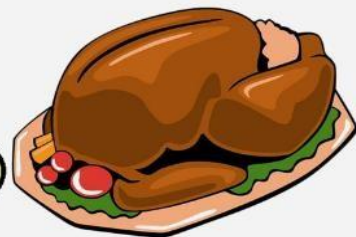
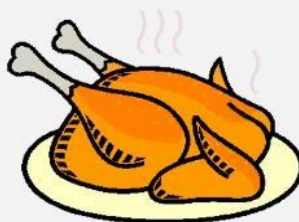
What can you create
from wheat?



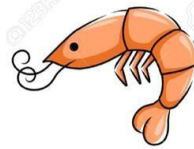
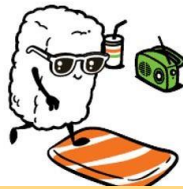
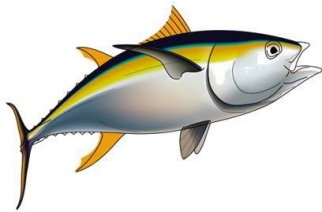
PROTEIN



MEAT AND POULTRY

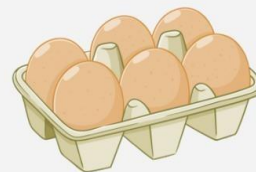
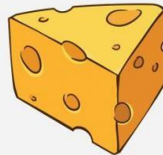


FISH AND SEAFOOD



DAIRY & EGGS

DAIRIES



THE END

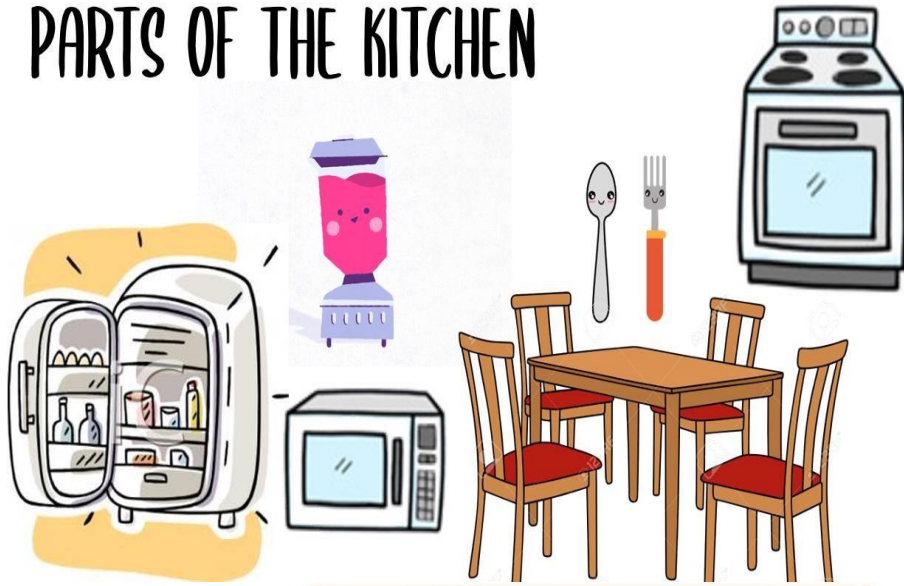


Oh No!
Dirty dishes

Miss: Leeann Fariás L.



PARTS OF THE KITCHEN

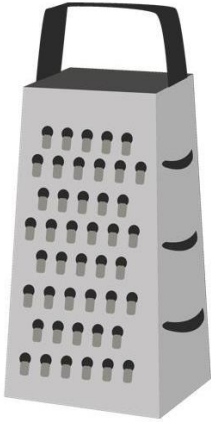


FURNITURE



kitchen counter

Utensils



Grater



Oven glove



spatula



Chopping board

SPOON
KNIFE
FORK



Cutlery



ladle



whisk



Colander



Frying pan



Pot

CROKERY



Plate

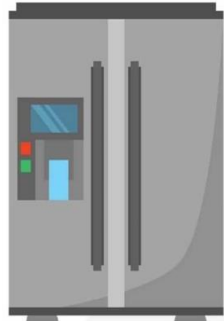


Bowl

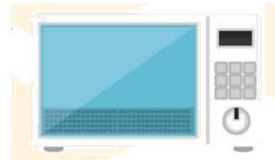


Cup

HOME APPLIANCES!



refrigerator



microwave



mixer



blender



range hood



Gas range

Oven

DISHWASHER



CLEANING AREA



pedal bin



Dish soap

Sponge/
scourer



Dish towel

Idioms



"set the table"



"Do the dishes"



"The dishes must be cleaned"






"Dirty dishes"





NAME THE OBJECTS OF THE PICTURE




BINGO!

Frying pan	Range hood	Bowl	Grater	Knife
Pot		Plate	Oven	Kitchen counter
Dish soap	Whisk	Spatula	Cup	Blender
Pedal bin	Dinner table		Fork	

BINGO!

Spoon		Dinner Table	Kitchen counter	Cabinet
	Pedal bin		Dish soap	Cup
Chopping board	Knife	Bowl	Gas range	Colander
Frying pan		Plate	Spatula	Fork

BINGO!

Chopping board	Plate	Bowl		Pot
Cutlery	Gas range	spatula	whisk	Dish soap
	Colander	Kitchen counter	Knife	Cup
Cabinet			Oven	Fork

Pizza Bean



written by

Ciaran Murtagh &
Andrew Jones



LETS REVIEW SOME VERBS THAT ARE USE
WHEN COOKING.

1. COLLECT the ingredients.



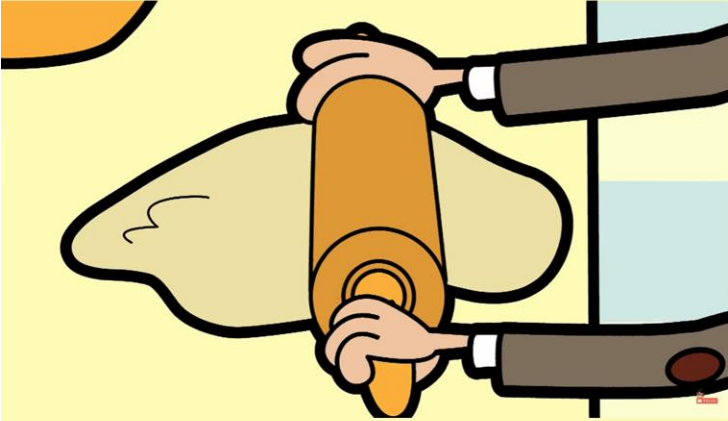
2. PUT the ingredients in a bowl.



3. MIXED or BLEND the ingredients.



4. **KNEAD** and **ROLL OUT** the pizza dough.



SPREAD
the _____
sauce

5. **CHOP** the vegetables in the _____.
6. **SPRINKLE** them over the pizza.



5. **CHOP** the vegetables in the Chopping board.
6. **SPRINKLE** them over the pizza.



7. **BAKE** the pizza in the OVEN for 35 minutes.



more verbs!

- ADD:

- BOIL:

- CUT

- FRY:

- MEASURE:

- MELT:

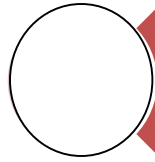
- PEEL:

- STIR:

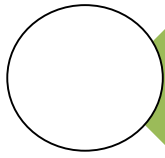
- GRATE:

RECIPES

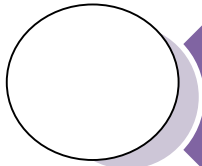
The following is a recipe for Gallo Pinto. Number the sentences in the correct order. Write the number in the circles to the left.



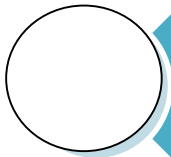
Then, fry the onion and pepper



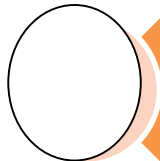
Afterward, mix all the ingredients



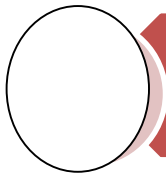
Finally , serve with scrambled eggs and sour cream



First, chop onion, pepper and cilantro



Next, toss the rice and beans



Later, put some cilantro over the mixture and stir softly



Recipe for gallo Pinto



After that, pour some spicy sauce to taste

The following is a recipe for a hamburger. Number the sentences in the correct order. Then cut them up and paste them in your notebook.

then, add some ketchup

Later, put the meat on the bread

Afterward, put an onion ring on top of the cheese

Preparing a burger

First, slice tomato and onion

After that, place the cheese on top of the meat

Next, spread mayonaise on the bread

Then, add lettuce and tomato

Finally, cover with a second loaf of bread and enjoy

The following is a recipe for a Holiday turkey. Number the sentences in the correct order. Then cut them up and paste them in your notebook.

Cook at 325°. check every 30 or 45 minutes.

Microwave butter. **Pour on** to the turkey

Defrost the turkey.

Add salt and pepper.

Peel and **cut** onions and carrots. **Put in** the turkey. **Cut** the celery. **Put in** the turkey.

Clean out the turkey. **Dry** it.

Take out the turkey and serve. Bon appetit!

Put in a pan. Put it breast down.

Peel and **cut** onions and carrots. **Put in** the turkey. **Cut** the celery. **Put in** the turkey.

The following is a recipe for Mexican Tacos. Number the sentences in the correct order. Then cut them up and paste them in your notebook.

Add the oil and the chopped onions, making sure to stir often.

Sprinkle the species and mix well, cook for 5 minutes more

Drained the liquid of the meat and the onion already cooked.

TACOS

Add the tomato sauce.

Put some oil in a pan.

Fill your tacos with your favourites ingredients!

Add the meat to the onion

Add salt and pepper

Heat a frying pan.

The following is a recipe for a tomato soup. Number the sentences in the correct order. Then cut them up and paste them in your notebook.

○ Serve in bowl and sprinkle some parsley.

○ Add the sliced garlic and tomatoes cut in small pieces. Fry for about 5 minutes. Stir in 150 ml of water and bring to the boil.

○ After 30 minutes blitz it with a blender until the soup get thick enough to your like

○ Put some oil in a pan.

○ **Tomato soup.**

○ Add salt and pepper

○ You can also add some tiny pieces of cheese.

Appendix G
Teacher's interview

Picture Book Intervention Interview

Teacher's name:

1. Did you know about the picture book approach before the implementation? What do you think about it?
2. What do you think about the picture book implementation?
3. What did you like the most about these interventions?
4. What would you change in this methodology?
5. Would you apply this methodology in your English classes?
6. Do you think that this approach could enhance oral production in your classes? What other skill does it improve?
7. Regarding your English classes, do you include speaking and oral production in your lesson plans? Are they the focus?
8. On a scale from 1 to 7. How would you evaluate the interventions made?