Facultad de Humanidades Y Educación Media

Pedagogía en Inglés

SEMINARIO DE TITULO

THE USE OF MAGAZINES TO TEACH, IN A MEANINGFUL CONTEXT, THE PASSIVE VOICE STRUCTURE TO SECOND GRADERS OF COLEGIO PARTICULAR LA CISTERNA.

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

Seminar director: Michelle Paulet

Participants: Álvaro Daniel Duque González

Daniela Antonieta González Salfate

Gloria Andrea Hernández Farías

Francisca Ignacia Márquez Wolleter

Linette Marie Navarrete Toledo

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The group

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Linette Marie Navarrete

Abstract

The enquiry about which are the most complex contents involved in the ESL/EFL process is the crucial factor of this study. For the purpose of this thesis, we have intended to develop and apply a set of activities aiming the teaching of passive voice through authentic material, specifically through the use of magazines.

This study have been based according to the findings of the many authors cited throughout the different chapters who advocates the inclusion of authentic materials to the classroom and their effects on the teaching-learning process related to the nature of this material in particular.

The progress of the students was measured by a pre and a post-test which demonstrated that the teaching period was effective enough and helped students to increase their corpus of knowledge in relation to English passive voice constructions.

Key words: Passive voice, authentic material, magazines, teaching-learning process.

Resumen

La interrogante sobre cuáles son los contenidos más complejos envueltos en el proceso ESL/EFL es el factor crucial de este estudio. Por el propósito de esta tesis, hemos intentado desarrollar y aplicar un conjunto de actividades que apuntan hacia la enseñanza de la voz pasiva a través de material auténtico, específicamente a través del uso de revistas.

Este estudio ha sido basado acorde a los hallazgos de los muchos autores citados a lo largo de los distintos capítulos, quienes, abogan por la inclusión de material autentico a la sala de clases y su efecto en el proceso de enseñanza-aprendizaje con relación a la naturaleza de este material en particular.

El progreso de los estudiantes fue medido por un pre y un post-test los cuales demostraron que el periodo de enseñanza fue lo suficientemente efectivo y ayudó a los alumnos a aumentar su corpus de conocimiento con relación a las estructuras inglesas de voz pasiva.

Palabras clave: Voz pasiva, material auténtico, revistas, proceso de enseñanza-aprendizaje.

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Introduction

The purpose of this study is to obtain the Academic Degree in Education given by Cardenal Raúl Silva Henríquez University, located in Santiago downtown.

As a way of introduction, this Seminar research deals with a series of questions and their answers about our study. We can summarize this by saying that the passive voice structure is a difficult topic not only for the students to learn, but also for the teacher to teach, so in this case this Thesis will show how the teaching of this feature can be taught in a more effective way by using authentic material (Magazines) ,which indeed are a new tool that, we, as future teachers use in order to improve our teaching techniques to be more effective and so the learning of the students, bearing in mind that this kind of authentic material is immerse in the everyday life of every person in the world nowadays.

 As we live in a world where everything has evolved. How are teachers supposed to confront these changes? How can teachers develop useful resources in order to help the learning process? It is not our ideal to strive against the difficulties in teaching, but overcome them by bringing daily life matters into the classroom.

This kind of question and some others will be answered in the following pages.

Chapter 1

Problem Statement

1. Background

12th grade students, at Liceo Instituto Comercial Particular La Cisterna, have learnt grammatical contents following the same techniques based on formulae, memorization, rote learning and direct translation, when in-service teachers present new grammatical contents. As can be observed, such ways of teaching might not necessarily facilitate learning, as they do not provide a meaningful context in which students could apply these grammar structures; therefore, most of students, after the exposure to this "traditional" type of explanation, tend to apply the formulae without even thinking about their possible uses in different contexts. Taking into account their poor performance in the foreign language, (on a scale of 1.0 to 7.0 their average mark is 4.5 in the English subject); they seem not to understand what to do every time they try to solve any grammatical exercise out of the scope of "filling in the blanks" or "translating" into their mother tongue.

According to the plans and programs stated by the Ministry of Education, one of the grammatical contents to teach is the use of Passive Voice, in standard constructions, focusing on present and past tense.

As Parrot (2011) explains, teaching materials focus on the form of standard passive constructions and their drilling activities consist of transforming mechanically active sentences into passive ones. At the end of the process, students understand these passive constructions as some kind of optional and deviant version of the active ones. Additionally, the author suggests that teachers usually need to give learners plenty of practice in forming passive constructions to

encourage them to identify when and why we choose them, and how often we use them.   Therefore**,** as teachers, we should encourage learners to use these constructions in appropriate contexts.

Bearing in mind, what the literature states regarding the importance of teaching these grammatical constructions in context, and understanding the profile of students that we are going to face in the classroom, we have decided to use authentic materials in the classroom. In terms of the use of authentic materials, Larsen Freeman (2000) notes the importance of transferring what students learn in their classroom to the outside world by exposing them to natural language in a variety of situations.

In order to be more precise, we quote what Olson et al., (1989) explains in their article:

"Magazines in the classroom: beyond recreational reading, in the sense that magazines have been popular supplementary reading material as they are visually attractive, and at the same time, they provide high interest since most of their contemporary articles can be read in one sitting. They explain that carefully magazines chosen can be an integral part of reading and learning content."

The main aim of this study is to make students able to identify and use passive structure**s** through different kinds of magazines in order to provide meaningful context for this grammar to be acquired.

2. Statement of the problem

We know as pre-service teachers, that 12th grade C students at Liceo Instituto Comercial Particular La Cisterna are taught the structure and use of passive constructions through grammatical formulae and memorization. This kind of method leads students to apply the formulae in an isolated way by just filling the gaps and transforming from active into passive voice without thinking about context or weighing the most important elements of a sentence in terms of relevance. Most students are exposed to this type of construction, without taking into account that the passive is frequently used in English to express an idea that requires an impersonal or reflexive construction in different languages.   The idea of transforming from active into passive may be useful for different purposes. Unfortunately, this process becomes an artificial one, due to the lack of meaningful context. The main idea of this study is to teach students the passive structure through magazines by designing an activity in order to make them identify, at the first stage, its use in context and at the second stage, produce their own sentences in different contexts.

3. Research questions

- As future teachers, how could we show students an innovative way to learn passive constructions in context?
- Could the use of magazines provide a meaningful context to make the learning of standard passive constructions in present and past tense easier?
- Are magazines a useful tool to provide grammatical patterns and encourage the production of sentences in passive voice?

4. General objective

To prove the effectiveness of the use of magazines as authentic material to teach and use standard passive voice constructions in context in 12th grade C students at Liceo Instituto Comercial Particular in La Cisterna.

a. Specific objectives

- To ascertain whether the use of magazines as authentic material in the EFL classroom helps 12th grade students at Liceo Instituto Comercial Particular in La Cisterna understand passive voice constructions.

- To identify different mistakes related to the use of passive voice in grammar exercises.

- To design a meaningful activity devoted to the use of passive construction in different kinds of magazines.

- To prove if the activity especially designed for the teaching of standard passive voice structures has a positive or negative influence on students under research.

5. Hypothesis

Two hypothesis have been proposed on our study:

H(i) The use of magazines help 12th grade EFL students at Liceo Instituto Comercial Particular La Cisterna School to understand passive voice constructions.

H(o): The use of magazines do not help 12th grade EFL students at Liceo Instituto Comercial Particular La Cisterna School to understand passive voice constructions.

After the analysis of where is our study aiming for, we are definitely revising related literature about passive voice, grammatical aspects and authentic material (magazines) to carry on our research. Consequently we will proceed on the teaching period as our quasi-experiment demands.

Chapter 2

Theoretical Framework

1. Introduction

For the purpose of this study, we would like to offer a review of the literature mainly concerning to the definition of grammar and the different characteristics that this concept involves.

2. Definition of Grammar

Yule (1996) suggests grammar *"is a way of describing the structure of phrases and sentences which will account for all of the grammatical sequences and rules out all the ungrammatical sequences"* (p.74). A second notion that may play an important role is provided by Quirk, Greenbaum, Leech and Svartvik (2008) which claims that "*words must be combined into larger units and grammar encompasses the complex set of rules specifying such combination"* (p.12)

This definition of grammar, according to Quirk et al, is frequently used to cover a number of different phenomena.

The first of the many arguments presented is that each adult speaker of a language has some type of "mental grammar", a form of internal linguistic knowledge which operates in the production and recognition of appropriately structured expressions (Yule, 1996). As we could infer, this is a subconscious process and is not the result of teaching. This process would be a major interest for psychologists, due to its connection with what goes on people´s mind.

A second concept of grammar provided by Yule (1996) refers to the concept of "linguistic etiquette" which is described as "*the identification of the proper or best structure to be used in a language*" (p.78). In this particular case, this concept may be of interest to a sociologist since it deals with people's social attitudes and values.

In Yule's terms (1996) grammar also involves the study and analysis of the structure of a language, aiming to establish a description of the grammar of English as distinct from any other language. This previous concept deals with the nature of language independently of the users. Linguists are concerned with this type of focus. According to Quirk et al. (2008) the term grammar "*should be used to include both syntax and that aspect of morphology that deals with inflections*" (p.12)

For the sake of completeness, it is necessary to add Yule's conclusions to this last concept which claims that "*the study of grammar in this narrow sense of the study of the structure of expressions in a language, has a very long tradition.*"(p.74)

An additional point needs to be made about the approach taken by some grammarians in the eighteenth century best known as *Prescriptive Grammar.* This term is defined by Yule as "*the set of rules for the correct or proper use of English*" (p.77), establishing the difference between descriptive and prescriptive grammar. The concept refers to a way of speaking or writing that is to be either preferred or avoided (Quirk et al., 2008).

Our purpose here is to examine the literature related to the main features of Passive Voice and the teaching of English in terms of grammar from different methods that have been used in ESL/EFL, to the post-method era.

Another issue of considerable interest is the connection between teaching passive voice and the different techniques, approaches and methods which, as future teachers, we will have to take into account when it comes to planning and applying the teaching – learning process. In relation to this, our study takes the stand that the main challenge in learning the passive voice is not only the focus on its form, but also the appropriate use of passive constructions which represents a long term challenge.

An additional point needs to be made about the conceptual underpinning concerning a three dimensional grammar framework in terms of form, meaning and use of the passive voice construction. As we have discussed different concepts concerning Grammar in general terms, it is needed to focus on the relation between the way of teaching grammar and the use of passive constructions.

3. Passive Voice

The first thing that is important to mention is the definition of Passive Voice. The term Passive voice has been coined according to Celce-Murcia & Larsen Freeman (1999) as "***the grammatical feature of voice, which pertains to who or what serves as the subject in a clause***" (p.343). From the above, it can be appreciated that in active voice, the subject of a clause is often "the agent", or

"doer", of some action and at other times the English speakers may place the undergoer of the action into subject position.

Langacker (1987) also pointed out that the difference between active and passive voice is a focal adjustment analogous to the difference between:

- The cat is under the blanket.

- The blanket is over the cat.

In other words, the use of the passive enables speakers to make a sort of figure/ground switch.

A subsequent notion concerning this topic was pointed out by Celce-Murcia and Larsen Freeman (1999) in terms that most languages in the world employ different voices to put different constituents in initial position.

4. Forms of the English Passive.

According to Celce-Murcia and Larsen Freeman (1999), different forms of the passive can be found in English grammar.

As it was mentioned before, the passive allows the thing or person that receives the action of the verb to be placed as subject. Example:

- John wrote an essay.

- The essay was written by John.

In passive sentences the agent is not mentioned at all. If the agent is mentioned it appears in a prepositional phrase marked the preposition *By* (Celce-Murcia & Larsen Freeman, 1999).

5. The passive with Tense and Aspect.

It is also possible for the passive voice to interact with other elements in the auxiliary.

With Modals:

"Diamonds can be mined in South Africa."

With Simple Present:

"Diamonds are mined in South Africa."

With Present Perfect:

"Diamonds have been mined in South Africa."

With Present Progressive:

"Diamonds are being mined is South Africa."

With Simple past:

"Diamonds were mined in South Africa."

With Past Progressive:

"Diamonds were being mined in South Africa."

With be going to for future:

"Diamonds are going to be mined in Botswana."

6. Other passive verbs

It is important to recognize that although *Be* is the prototypical auxiliary verb of the passive, it is possible to have verbs that fulfill this function.

Use of "Get"

The "get"-passive is quite common in informal conversational English. The verb "get" is used as an alternative of verb "to be". "Get" does not function as a true auxiliary in questions and negatives the way that be does. Do must serve as an operator for get in questions and negatives (Celce-Murcia & Larsen Freeman, 1999).

For the sake of completeness, an additional point needs to be made about the meaning of the passive. A review on the literature reveals that passive voice tends to have a grammatical meaning rather than a lexical one. The definition provided by Celce-Murcia & Larsen Freeman (1999) shows that "it is a focus construction that exists to put the patient, the receiver or undergoer of an action in subject position". Indeed, Shibitani (1985) has shown that the passive "defocuses" the agent.

A further difficulty with studying the use of the passive is the restriction in utterances. One of the major arguments presented by Celce-Murcia & Larsen Freeman (1999) about this topic is that the passive requires a transitive verb. This is not to say, however, that each passive sentence with a transitive verb is acceptable. Langacker (1987) shows that the acceptability of passive sentences is influenced by several factors:

1.   The more definite the subject is, the more acceptable the sentence in passive form is.

- This poem was written by Henry Wadsworth Longfellow.
- Poems were written by Henry Wadsworth Longfellow.

                                    (Celce-Murcia & Larsen Freeman, 1999).

2.   With stative verbs, the more indefinite the object in the by phrase is, the more likely it is to be acceptable in its passive form. (Celce-Murcia & Larsen Freeman, 1999).

- Arthur Ashe was liked by everybody.
- Arthur Ashe was liked by me.

3.   The more the verb denotes a physical action, as opposed to a state, the more acceptable its use in a passive sentence is:

- The ball was kicked over the goalposts
- The ball was wanted by the other team

            (Celce-Murcia & Larsen Freeman, 1999).

The subject of a passive sentence needs to be somehow affected by the action of the verb.

In Celce-Murcia & Larsen Freeman´s (1999) terms both active and passive voiced can be used, but there is a difference in meaning when numeral or quantifiers are used and in a generic statements:

- "Everyone in the room speaks two languages" (i.e. any two languages per person)
- "Two languages are spoken by everyone in the room". (i.e. two specific languages that everybody speaks) (Chomsky, 1965)
- "Few people read many books" (i.e. there are few people in this world who read lots of books)
- "Many books are read by few people" (i.e. there are many books that are read by few people) (Lakoff, 1968)
- "Moles dig tunnels" (a true statement about all moles)
- "Tunnels are dug by Moles" (this is not true. Not all tunnels are dug by moles)

According to Rutherford's observations (1987), two main issues are important on the use of the passive voice: Knowing when English speakers use the passive, as opposed to the active, or middle voice; and knowing when they include an explicit agent in a passive sentence.

Celce-Murcia & Larsen Freeman´s (1999) point out that most languages have a means of switching focus on a sentence. The literature, according to Celce-Murcia

and Larsen Freeman (1999) shows that "not all languages use the passive or equivalent focus constructions for the same reasons. The passive in English has a wider distribution than in many other languages. We have already indicated that the passive is used when we want to defocus the agent" (p 353).

I.   The passive is used when the agent is not to be mentioned because:

•   It is redundant or easy to supply:

"Pineapples are grown in Hawaii" (Celce-Murcia & Larsen Freeman, 1999).

•   It is a noun.

"The bank was robbed yesterday." (Celce-Murcia & Larsen Freeman, 1999).

•   It is very general.

"By the end of the 1960's, United States could no longer be described as a white, Anglo Saxon, Protestant nation". (Celce-Murcia & Larsen Freeman, 1999).

•   Speaker/writer is being tactful

"Margaret was given some bad advice about selecting courses". (Celce-Murcia & Larsen Freeman, 1999).

•   The speaker is being evasive

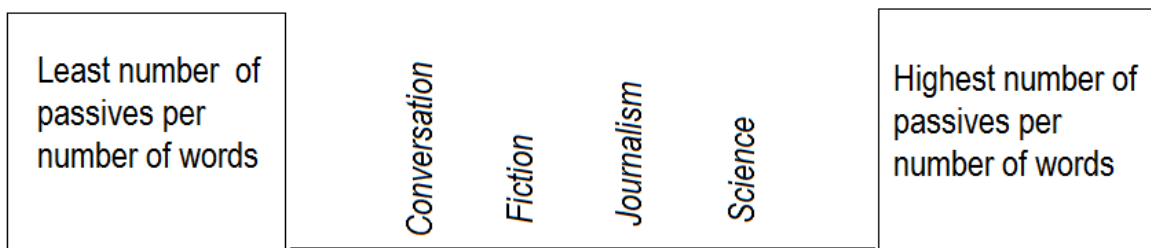"An error was made in the budget" (Celce-Murcia & Larsen Freeman, 1999).

II.   The passive is used when the noun agent is more closely related than the agent to the theme of the text. (i.e. what it is about)

- "I was a young Columbia man while I worked in a cafeteria from 6:30 A.M to 3:00 P.M. *I was much respected by the management*, even though I drove people I worked with insane, because I had standards they couldn't cope with"

(Example from Terkel's *Working,* found in Thompson 1987:503. Italics added)

Passives are more frequent than with fictional and conversational English. (Celce-Murcia & Larsen Freeman, 1999).

Least number of passives per number of words	Conversation	Fiction	Journalism	Science	Highest number of passives per number of words

7. Agented passive are used

1.   When the agent is new information:

"While Jill was walking down the street her purse was snatched by a young man". (Celce-Murcia & Larsen Freeman, 1999).

2.   When the agent is nonhuman. (i.e. we expect agents to be human)

"All the lights and appliances in the Albertson household are switched on and off daily by this electrical device". (Celce-Murcia & Larsen Freeman, 1999).

3.   When the agent is a well-known personage:

"The Mona Lisa was painted by Da Vinci". (Celce-Murcia & Larsen Freeman, 1999).

An additional point needs to be made about the definition of a Middle Voice. According to Bussmann (1996) Verbal voice contrasting with active and passive which is found in Sanskrit and classical Greek. The middle voice is semantically similar to reflexive constructions in that it describes an action which is performed by the subject for his/her own benefit or in which the subject affects itself: Grk loúo (act.) 'I wash' vs loúomai (mid.) 'I wash myself'. Bussman also exemplifies middle construction without an agent subject: didásk ō (act.) 'I teach' vs. didáskomai (mid.) 'I have myself taught,' which is similar to passive in meaning.

In order to teach the passive voice construction in a meaningful context, it is a "must to review" the literature on the different approaches and methods used to teach grammatical context, in this case, the passive voice construction.

A review of the literature shows that the pre-twentieth century trends in language teaching methodology vacillated between two types of approaches. According to Celce-Murcia (2013), the applied methodologies were mainly focused on getting learners to use a language to speak and understand and getting learners to analyze a language to learn grammatical rules.

The first thing that needs to be said is that different resources have shown that classical Greek and medieval Latin periods were characterized by an

emphasis on teaching people to use foreign languages. The classical languages, Greek and Latin, were used as lingua-francas.

Celce-Murcia (2013) claims that "*during those earlier eras language teachers or tutors used informal and more or less direct approaches to convey the form and meaning of the language they were teaching and that they used aural-oral techniques*" (p.3) .

An additional point needs to be made about what Celce-Murcia (2013) shows during the Renaissance: "*The formal study of the grammars of Greek and Latin became popular through the mass production of books, made possible by Gutenberg`s invention of moveable type and the printings press in 1440. In the case of Latin, it was discovered that the grammar of the classical texts was different from that of the Latin then being used as a lingua franca*" (p.3)*.* Latin was gradually beginning to be abandoned as lingua franca. No one was speaking classical Latin as a first language anymore.

People began to find it necessary and useful to learn the language of another country or region. Thus during the early seventeenth century, the focus on language study shifted from an exclusive analysis of the classical languages back to a focus on utility.

A review of the literature shows the work of Johan Comenius. Some of the techniques that Comenius used and espoused were:

1. Use imitation instead of rules to teach a language.
2. Have your students repeat after you.

3. Use a limited vocabulary initially.

4. Help your students to practice reading and speaking.

5. Teach language through pictures to make it meaningful.

Kelly (1969) shows that Comenius, created an explicit inductive approach to learn a foreign language based on exposure to the target language in use rather than through rules. The goal of this approach was to teach the use rather than analysis of the language being taught. (Celce-Murcia, 2013).

As to establish correlation between the method era and the history of ESL, we are going to mention the most important approaches concerning the teaching of grammar.

8. The role of Grammar according to the Different Teaching Approaches

The Grammar- Translation Approach:

According to Celce-Murcia (2013) the analytical grammar- translation approach became entrenched as a way to teach not only Latin, but also, by extension, the vernaculars that had become modern languages as well.

Celce-Murcia (2013) makes reference to the key elements of the grammar-translation approach provided by Kelly (1969):

- Instruction is given in the native language of the students.

- There is little use of the target language for communication.

- The focus is on grammatical parsing, that is the forms and inflections of words.

- There is early reading of difficult texts.

- A typical exercise is to translate sentences from the target language into the mother tongue (or vice versa).

- The result of this approach is usually an inability on the part of the student to use the language for communication.

- The teacher does not have to be able to speak the target language fluently.

The most important factor in the Classical Method is the role of Grammar due to its attempt to analyze in detail the grammatical system of a target language.

According to Richards and Rodgers (1986) grammar rules are presented and illustrated as a list of vocabulary items with their translation equivalents, and translation exercises are prescribed. Grammar is taught deductively, that is to say, by presentation and study of grammar rules, which are practiced through translation exercises. In most Grammar Translation texts, a syllabus was followed for the sequencing of grammar points throughout a text, and there was an attempt to teach grammar in an organized and systematic way.

The grammar-translation approach is mainly focused on grammar skills, in particular the ability to use grammatical terminology to describe the various morphological and syntactic principles of the target language. (Terrel, 1980)

As a reaction against the Grammar Translation Method, the Direct Method emerged.

The Direct Method

In Larsen-Freeman's view (2000) the Classical Method was not very effective in preparing students to use the target language communicatively. Larsen-Freeman also points out that this method receives its name from the fact that "meaning is conveyed *directly* in the target language with no recourse to the students' native language" (Diller, 1978 p. 23).

In Kelly's terms (1969) its main goal is the ability to use rather than to analyze the language. Kelly mentions a series of teachers like Francois Gouin who began to publish his work on the direct method in 1880. Goiun advocated the use of target language in the classroom, having been influenced by Alexander von Humboldt, who had espoused the notion that a language cannot be taught, that one can only create conditions for learning to take place.

Key features of the direct method are:

- No use of the mother tongue is permitted (the teacher does not need to know the student´s native language).
- Lessons begin with dialogues and anecdotes in modern conversational style.
- Actions and pictures are used to make meanings clear. (Input is the key).
- Grammar is learned inductively (by repeated exposure to language in use, not through rules about forms).
- Literary texts are read for pleasure and are not analyzed grammatically.
- The target culture is also taught inductively.

- The teacher must be a native speaker or have native-like proficiency in the target language.

According to Franke (1884), a language could best be taught by using it actively in the classroom rather than using analytical procedures of grammar rules. Teachers should encourage direct and spontaneous use of the foreign language. Learners would then be able to induce rules of grammar. Speaking began with systematic attention to pronunciation. Known words could be used to teach new vocabulary, using mime, demonstration, and pictures. In other words, the main goal of the Direct Method is teaching the grammar that describes the language in action.

9. Early and Mid-Twentieth-Century Approaches

The Audio-Lingual Approach:

A review of the literature shows that when World War II broke out the U.S military hired linguists to teach quickly and efficiently the members of the armed forces how to speak foreign languages and to understand them when spoken by native speakers.

According to Celce-Murcia (2013), it drew on both the reform movement and the direct method but added features from structural linguistics and behavioral psychology. In Skinner's view (1957), learning is based on getting learners to repeat behaviors (verbal and nonverbal) until they become fully learned habits.

Celce-Murcia (2013) illustrates the distinctive features of this approach:

- Lessons begin with dialogues

- Mimicry and memorization are used, based on the assumption that language learning is habit formation.

- Grammatical structures are sequenced and rules are taught inductively (through planned exposure).

- Skills are sequenced: first listening and speaking are taught; reading and writing are postponed.

- Accurate pronunciation is stressed from the beginning.

- Vocabulary is severely controlled and limited in the initial stages

- A great effort is made to prevent learner errors.

- Language is often manipulated without regard to meaning or context.

- The teacher must be proficient only in the structures, vocabulary, and other aspects of the language that he or she is teaching, since learning activities and materials are carefully controlled.

Grammar, in the Audio Lingual approach is one of the many factors involved in the process of developing oral fluency. Listening comprehension, pronunciation and vocabulary are the remaining elements implicated in the prosecution of expanding the ability to respond quickly and accurately.

10. More recent approaches to language teaching

Other discernible approaches to foreign language teaching were developed and widely used during the final quarter of the twentieth century standing out the following.

Communicative Language Teaching:

In Celce-Murcia's terms (2013), this approach is an outgrowth of the work of anthropological linguistics in the United States. The communicative approach includes task-based language teaching and project work, content-based and immersion instruction, and Cooperative Learning. Language as a meaning-based system of communication (Kagan, 1994).

The features of this approach are:

- It is assumed that the goal of language teaching is the leaner´s ability to communicate in the target language.

- It is assumed that the content of a language course will include semantic notions and social functions and that they are as important as linguistic structures.

- In some cases, the content is academic or job-related material, which becomes the course focus with language learning as a simultaneous concern.

- Students regularly work in groups or pairs to transfer and negotiate meaning in situations in which one person has information that the others lack.

- Students often engage in role play or dramatization to adjust their use of the target language to different social contexts.

- Classroom materials and activities often consist of authentic tasks and projects presented and practiced using segments of preexisting meaningful discourse, not materials primarily constructed for pedagogical purposes.

- Skills are integrated from the beginning; a given activity might involve reading, speaking, listening, and also writing this assumes the learners are educated and literate).

- The teacher´s role is primarily to facilitate communication and secondarily to correct errors.

- The teacher should be able to use target language fluently and appropriately.

Celce-Murcia (2013) points out that "*several of the pre-twentieth century approaches arose in reaction to perceived inadequacies or impracticalities in an earlier approach or approaches*".

In Terrel's terms (1991) "*the predominant role of grammar as the organizing principle in a language class has been called into question. In most communicative approaches direct and explicit grammar instruction has been accorded a somewhat peripheral position in the total course design*".

11. Designer methods:

A review of the literature shows that in the 1970s and 1980s, many other methods proliferated. Nunan (1989) labeled them as *designer methods*. According to Celce-Murcia (2013), these methods were rather specific in terms of the procedures and materials that the teacher, who typically required special training, was supposed to use. Celce-Murcia (2013) depicts the most famous methods that proliferated in those decades.

Silent Way (Gattegno, 1976).

The teacher gets students to practice and learn a new language while saying very little in the process. The method is inductive, and only the target language is used.

It is based on the premise that the teacher should be silent as much as possible. Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.

Students are presented with the structural patterns of the target language through largely inductive processes. Students work out the grammar rules for themselves while learning through discovering rather than remembering or repeating. (Richards & Rodgers, 2002)

Total physical Response (Asher, 1977)

Teacher gives commands like "Stand up!" or "Sit down!" and shows learners how to demonstrate comprehension by doing the appropriate physical action as a response. Only the target language is used. According to Asher (1977) the use of a sentenced-based syllabus with grammatical and lexical criteria is elemental for selecting teaching items.

In Richards and Rodgers' view (2002), TPR requires initial attention to meaning rather than to the form of items. Thus, grammar is taught inductively.

Grammar is taught around the coordination of speech and action. It attempts to teach language through physical activity and associating the movements and practicing new language items, emphasizing meaning rather than form.

Suggestopedia or Accelerated Learning (Lozanov, 1978)

The teacher uses only the target language in a setting more like a living room than a classroom; learners sit in easy chairs and assume a new identity accompanied by music, songs and games. Students write a story and a copy is given to every one of them along with an L1 translation juxtaposed on the same page. The process continues with new scripts.

Grammar is at service of the context and is taught implicitly in every unit. The central focus of each is a dialogue consisting of 1,200 words or so, with an accompanying vocabulary list and grammatical commentary. The dialogues are graded by lexis and grammar. (Richards and Rodgers, 2002)

This aroused a healthy skepticism among language educators, who argued that there is no such thing as a "best method".

Adamson (2004) also critiques language teaching methods and suggests that attention now be turned to the teacher and the learner, and the ways in which they can operate effectively in the educational context, instead of offering generalized, pre-packaged solutions as teaching materials and strategies.

For the purposes of this study, it is important to remark that the macro-strategy was not designed based on a particular previously mentioned method. In this post method era, it is important to take into account the most crucial feature of each approach to present Passive Voice constructions in a striking way.

12. The Post- Method Era

In this section, particular attention is paid to the professional consensus that no method could claim supremacy, Prabhu (1990) asks "*why there is no best method*". Prabhu suggests three explanations for that:

- Different methods are best for different teaching/ learning circumstances

- All methods have some truth or validity.

- The whole notion of what is a good or bad method is irrelevant.

Prabhu (1990) concludes that it is necessary to rethink what is the "best" and that applied linguistics can develop shared pedagogical perceptions of what real-world classroom teaching is.

According to Pennycook (1989) a method is "*a prescriptive concept that articulates a positivist, progressivist and patriarchal understanding of teaching and plays an important role in maintaining inequities between, on the one hand, predominantly male academics, and, on the other, female teachers and language classrooms*" (p.589).

In Brown's (2002) critique of methods the following two observations are added:

- So-called designer methods seem distinctive at the initial stage of learning but soon come to look like any other learner-centered approach.

- It has proven impossible to empirically (i.e. quantitatively) demonstrate the superiority of one method over another.

In Brown's terms (2002), teachers should ground their pedagogy in well-established principles of language teaching and learning in order to improve the organization of their work.

The previous review of the most important methods and approaches led this study to the premise that the macro strategy we intended to use with the intervention group should not be developed under any particular teaching system described above. Our intention is to create eclectic and striking material taking into account the most remarkable features of the numerous methods in the history of language teaching.

Authentic material is the essential unit that supports our beliefs in the presentation of input to students. In the next section, our purpose is to survey the literature that advocates the use of authentic material in the classroom, as well as the contrasting ideas that demonstrate the adversities of exposing the students to this type of material.

13. Authentic Material

In this section the focus is on the use of authentic material to teach English as a second language.

According to Guo (2012), textbooks are widely adopted in classroom teaching because they cater to specific language needs and gradual mastery of language skills (Wang, Lin, & Lee, 2011). In Guo's terms (2011) "*textbooks materials often break down language to discrete linguistic points, it may be too formulaic for students. While adapted materials provide valuable information to*

learners, students seem to have little interest in them"; hence, according to Griffiths & Keohane, (2000) "*the source for English learning does not need to be limited to a specific set of textbooks and practices*" (p.197). Widdowson advocates the incorporation of authentic materials for learners.

In Widdoson's terms (1990) authentic material means "*exposure to real language and its use in its own community*" (p.75). A second notion that plays an important role in our study is provided by Sanderson (1999) "*authentic materials are material that we can use in the classroom and that have not been changed in any way for ESL students*" (p.75).

Particular attention is focused on the necessity to give account of the literature that refers to as sources of authentic material: newspapers, magazines, TV programs, movies, songs, comics, literature, web sites, and so on. This particular study is concerned mainly with magazines.

In Peacock's view (1997) authentic material is described as "*material created with a purpose for society*" (p.75). According to this definition, it is inferred that authentic material is created in a real context and people that read this material is exposed to real language and to meaningful context.

A second notion related to the definition that may play an important role is the one provided by Gilmore (2007) who claims that "*authentic materials contain real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort*"(p.197).

Gilmore also points out that authentic materials had been used for language learning several decades ago and have regained their popularity due to the rise of the communicative approach.

Some of the studies focused on the use of authentic material in classroom show a lot of advantages, but a number of different factors have been proposed to explain the disadvantages of using this kind of material. In Tamo's view (2009) "it is in this place when teachers and students have to be aware about when use authentic material". As the author claims, authentic materials should be used according with the students' level of knowledge and they should be helped by their teachers to overcome the difficulties they may find.

14. **Advantages of using authentic material.**

According to Peacock (1997), exposing to students to authentic material creates a source of motivation for learning as they read in order to understand real language.

The main advantages of using authentic materials are:

• Authentic material can produce a positive effect on learner motivation.

• Learners can know authentic cultural information.

• They provide exposure to real language.

• They relate more closely to learners ' needs.

• They support a more creative approach to teaching.

Authors claimed that the use of authentic material inside the classroom, makes students more confident in learning a foreign language. Consequently, students feel more interested in working on the basis of something that is non-adapted (Tamo, 2002)

Martinez (2002) claims that the use of authentic materials like books or real texts considered them as good source to develop reading skills and to practice skimming and scanning. The use of articles, newspaper, magazines, and so forth, are a good choice to practice language style, and text types and different pattern verbs.

However, the use of authentic materials has been strongly debated due to its complexity in vocabulary and structures especially for lower-level learners. But in Baleghizadeh's study (2010) showed that the concerns could be "*overcome by adequate assistance*" (Guo, 2012).

Baleghizadeh's research justified the incorporation of authentic reading materials as long as it was accompanied by the teachers' facilitation because the argument of linguistic complexity interfering with comprehension can be easily resolved by teachers' facilitation and students' interaction with teachers. Krashen (1982) also weighs in that "*the contextualized clues can assist students in comprehending the text and provide extra linguistic intonation. Students will pick up word usage, collocation, and syntax while reading*" (Guo, 2012 p. 197).

15. **Disadvantages of using authentic material**

According to Krashen and Terrel (1988) there are some disadvantages related to the use of authentic material for some students (beginners or lower intermediate learners) due to the understanding of this kind of input since it is not easily comprehensible. The theory states that students should be exposed to comprehensible input. In other words, the message to be discovered must be clear.

Other disadvantages stated by several writers are (Martinez, 2002)

• Some authentic material could be so difficult to understand out of society.

• The vocabulary could not be the necessary.

• Sometimes authentic materials mixed many structures, so lower levels are not prepared to deal with them in context

• When teacher uses authentic material in listening activities, it is hard for students to recognize the different accents.

• The material could be outdated easily.

The argumentation presented about authentic material is framed, according to our own judgment, in the stage of planning the class. It is relevant to show the effect of authentic material on learners' motivation. In the following section, particular attention is focused on how this material can stimulate students to learn a foreign language.

16. The role of "authentic materials" on learner's motivation

The use of authentic materials as a way to expose students to realistic input establishing a dynamic and meaningful context for learning a foreign language, is our key premise from the very beginning.

Many authors assert that authentic materials increase learner's motivation as they are intrinsically more interesting and stimulating than non-authentic materials. Advocates of this view are Allwright (1979), Freeman and Holden (1986) and Little and Singleton (1991) who refer to this as the "classic argument". Little, Devitt and Singleton (1989) in their book "Learning foreign languages from authentic texts" state that authentic texts bring learners closer to the target language culture, making learning more enjoyable and therefore, more motivating.

Harmer (2001) states that "*motivation is some kind of internal drive that encourages somebody to pursue a course of action*". He adds that "*students who are motivated achieve a better result than students who are not. The motivation that students bring to class is the biggest single factor affecting their success. Motivation is of great importance when reading. Partly because most of what we usually read is what we want to read, but also because being motivated means that we start reading the text prepared to find a number of things in it, expecting to find answers to a number of questions and specific information and ideas we are interested in.*"

Crookes and Schmidt (1991) pointed out certain factors related to motivation in the classroom "interest in and enthusiasm for the materials used in class;

persistence with the learning task, as indicated by levels of attention or action for an extended duration; and levels of concentration and enjoyment". It is important to remark that motivation is defined taking into consideration certain variables that are commonly neglected instead of defining it in terms of learners' enthusiasm, attention, action and enjoyment as essential as the main components of motivation.

It is important to remark that the notion of motivation as an intrinsic part of the advantages of the use of authentic materials in the classroom is crucial for the purposes of this study.

17. The use of magazines to teach Passive Voice

By way of introduction, we admit that there is no doubt that today English teachers have a lot of choices when it comes to teaching materials. We have to take into account that we should not only focus on students' attention on vocabulary and grammar structures, but also on real communication in which the knowledge of the target language culture is sometimes crucial. The use of authentic material can be helpful to contribute on this issue.

Authentic materials are designed for native speakers; they are real texts not designed with the purpose of teaching, but for the native speakers of that particular language. Basically, we can say that authentic materials provide benefits for our students, for instance; motivation to learn authentic cultural information, exposure to real context language, and a creative approach to teaching as opposed to the classical ESL/EFL approaches.

In relation to the support of the use of non-adapted material to teach a foreign language, Olson (1989) claims that *"Magazines have long been popular supplementary reading material in classrooms. Perhaps they appeal to students because they are visually attractive; provide high interest, contemporary articles that can be read in one sitting."* (p 708)

According to Olson (1989), "*Magazines can be used for more than recreational reading; they make excellent supplementary materials for learning content that is important to the curriculum. Many of them provide information that is specialized*". At the same time this author claims that *"Magazines carefully chosen can be an integral part of reading and learning content".* (p. 708)

A third notion that may play an important role is provided by Floris (as cited in Guo 2012 p. 197), "*the necessity for incorporating authentic materials in the course design because they are more motivating, and engaging, and relevant to students' lives*".

In authentic material is often found certain structures that may be difficult for the student to understand. Unnecessary vocabulary items and complex language structures are commonly used. The teacher must pay attention when choosing a magazine with teaching purposes.

A review of the literature suggests different uses for magazines related to content subjects for teachers who use magazines in the classroom. There are numerous alternatives to work with these materials. Olson suggests the idea that *"working from the suggestions of teachers in this sample who use magazines with children and young adults, we suggest the following activities for using magazines in content classes:*

1.   *Allow students to read magazines for recreation. Handle a wide range of magazines related to specialized areas for recreational reading.*

Magazines can be obtained in a number of ways. Moore and Moore (1983) suggest asking students to lend or donate their own magazines for the classroom. Students enjoy sharing what they have read with the class.

2.   *Ask a group of students to read articles of the same topic but from different magazines. Once each group has written a summary of what they have read, they can share their summaries and compare treatment of the topic.*

By doing so, they learn what the writer´s proposal about the topic is, students acquire background of experience, and point of view influence what is reported. Good discussions that include fact versus opinion and other critical reading skill can ensue.

3.   *To encourage students to evaluate what they read, obtain two articles with opposing views. Students then can be directed to evaluate the author´s credentials, currency of information, and thoroughness of treatment, purpose for writing, and sources of information.*

By comparing the articles, students learn to separate facts from opinions, distinguish between prejudice and reasons, and identify propaganda devices.

4.   Help students develop a strategy for reading that entails activating prior knowledge predicting what the article will discuss, and relating the content to their own experience.

Before the reading ask students to brainstorm what they already know about the topic and to predict what the article will discuss. As they read, they determine if their predictions were correct and noticed new information they have not expected to find. After reading, students can weigh, summarize new information, and evaluate how the information is relevant to their lives.

5.   Direct students to analyze a writer´s craft by examining the organization of the article, the function of the opening and closing paragraph, the author´s language, the author´s use of examples and illustrations, and other characteristics of the composition.

Well written magazines articles can be used to develop good writing skill. For example, giving a topic that could be developed in a similar fashion; they can write their own articles using the article they have discussed as a model.

In relation to magazines it has been observed that they are a great resource in terms of the diverse amount of activities that teachers can create in order to provide meaningful learning to students.

It is relevant to observe here that reading magazines can improve learner's critical thinking skills and work as a source of motivation. When a student masters the skill previously mentioned, he is able to figure out how to draw

inferences and evaluate what he has read. The use of mass media, including magazines, radio and television helps to motivate students to improve their reading and listening skills. Reading a story in a magazine about a certain topic and then hearing about it on television allows the learner to compare and contrast the information, complement and expand their knowledge. Students learn how to question and argue constructively. Therefore, the value of using magazines as instructional materials is clear to teachers who have tried them. Magazines provide stimulating and current information which is not always available in textbooks. Magazines allow teachers, to join student´s interests and reading abilities. By providing specialized magazines and guiding student´s reading, teachers can help students to discriminate some of the information sources they are likely to read throughout their lives.

Grundy (1993) states that one of the main reasons for introducing magazines and newspapers in the classroom is that *"they not only constitute authentic material, but also, our responses to the information given are authentic. In that sense, another essential reason for reading them is to enable the students to get in touch with certain cultural clues of the given country."* (p.8)

It is important to consider that students must be aware about the cultural hints as Grundy states, so that, the material given will be more current and attractive for students. It is essential that students are conscious about the last news and important things about the target culture.

18. The role of motivation in the acquisition of a second language through magazines

According to Harmer (2001) ESL/EFL students can distinguish a few aspects that motivate them in learning through reading newspapers and magazines:

• *Interest:* newspapers and magazines are always up to date and they reflect the very latest trends and learners' interest.

As Harmer points out, interest is absolutely important, so that students are always following the latest trends and other kinds of actual events. In addition, it is necessary to take into account their ages and notice the amount of girls and boys there are in the classroom in order to provide the students interesting texts to both genders.

• *Personalization:* newspapers and magazines promote a learner's independence. The students are encouraged to compare what they discover with their own experience.

It is important to encourage them to research for more and more information about any topic of their interests, and according to this, teachers will know what kind of material they have to use in the classroom.

• *Cultural information:* newspapers and magazines are the perfect tool for learning more about the culture of English-speaking countries.

Concerning the use of materials about the culture of English speaking countries. It is necessary that students become aware of the important facts and how English people use their own language.

• *Cross-curriculum*: students develop their learning skills and their knowledge of other curriculum subjects, all at the same time.

It is necessary to incorporate other curriculum subjects in the English lesson, so that students need to develop all their skills, and thus the learning process will be easier for other teachers at the moment to teach their own corresponding subjects.

• *Vocabulary*: students develop their vocabularies, from basic words to the latest terms and expressions.

Students develop their own vocabulary. Taking into consideration that this issue depends on the teacher and the time teachers spend working with vocabulary and how relevant it is for them. For the sake of completeness, if students learn from basic words to the latest terms and expressions, they will be able to communicate and develop their skills easily, incorporating what they have learnt in the classroom.

• *Reading*: newspapers and magazines encourage students to improve the often neglected skill of reading, which is essential for effective language learning.″

Reading is crucial in English lessons. If teachers encourage students to read interesting material, their language will improve. It all depends on the teachers'

strategies. If an activity is focused on vocabulary related to the text and some keys are given, the activity will be successful and learning is going to be more effective.

High or low student´s motivation can be influenced by internal and external factors such as student´s social life, teachers, environment, etc. *Motivation* is a critical component in *learning.* It is important in getting students engaged in academic activities. It is also important in determining how much students will learn from the activities they perform or the information to which they will be exposed to.

Another point to take into consideration is the student´s own interests according to age or gender. Girls enjoys certain topics such as fashion, pop music singers or pets. On the other hand, boys enjoy sports, action movies, cars or video games.

Classroom environment is another important matter. If students experience supportive classroom environment, a place where they feel encouraged, with values and respect, the process of learning will be more beneficial for them.

According to Campus (2004) there are ways to enhance intrinsic motivation in the classroom:

1) Arouse interest: It is important to convince our students of the importance and interest level of the material that is about to be presented, to show that the knowledge to be gained will be useful.

2) Maintaining curiosity: A skillful teacher will use a variety of means to further arouse or maintain curiosity in the course of the lesson. The use of demonstrations helps to make students want to understand.

3) Use a variety of interesting presentation modes: The motivation to learn is enhanced by the use of interesting materials, as well as by a variety in the way that material is presented. For example a teacher can use films, guest speakers, demonstrations and so on, in order to maintain interest in a subject. However, all of these different materials need to be carefully planned and should all focus on the course objectives and complement each other.

4) Help students set their own goals: People will work harder for goals that they have set for themselves, than if they were set by others.

5) Express clear expectations: Students need to know exactly what they are supposed to do, how they will be evaluated, and what the consequences of success will be. Failure often stems from confusion about what was asked of them.

6) Provide clear feedback: Feedback can serve as an incentive. It can be an adequate reward in some cases. Feedback must be clear and specific and given close in time to the performance. It should be informative and motivational and help by giving them suggestions for future success.

7) Increase the value and availability of extrinsic motivators: Students must value incentives that are used to motivate them. For example, some students may not be all that interested in receiving teacher praise and grades, but might value notes sent home to parents, more recess time or special privileges.

19. Ministerio de Educación de Chile

In this section, particular attention is paid to what the Ministry of Education states about the use of authentic material. There is a link between the fundamental objectives and the use of authentic material.

•   Students develop the capacity of extract general and specific information from different text types, authentic, simples, or adapted.

•   Understand the topics, important ideas, and details in different oral texts authentic or adapted, (MINEDUC, 2004).

In other words, MINEDUC values the use of authentic material in classes to develop comprehension and to extract the information needed. Therefore, the teacher must make use of authentic sources of information.

An additional point needs to be made about "Contenidos Minimos Obligatorios" (MINEDUC, 2004), the teacher is supposed to use authentic or adapted material according to extension, semantic and grammar complexity. These texts have to suit students' interests and needs; they need to relate to work, academic, cultural and recreational activities. Some of these kinds of texts are:

•   Comics

•   Songs

•   Letters

•   Recipes

- Dialogues

According to Gilmore (as cited in Guo, 2012 p. 197), authentic materials are believed to generate greater interest among teachers, students and even publishers than do traditionally structured materials. The wide variety of authentic materials ranges from literature, CDs, DVDs, news, movies, TV programs, even to brochures and menus.

Other researchers like Sánchez, Pèrex, & Gomes (2010), claim that "*authentic materials provide opportunities for language use in a more relevant and communicative way*". Littlewood (as cited in Guo, 2012 p.197) pays attention to several considerations in the adoption of authentic materials: *"learners' needs, their interest in topics, language situations and functions students would find useful"*

20. Conclusions

Authentic materials are a powerful source to expand the possibilities for an ESL/EFL meaningful context of teaching. The wide range of such materials allows teachers to work the different aspects and structures that grammar combines.

The literature shows that the idea of using authentic material in the classroom is supported by how helpful they can be in order to achieve meaningful learning.

Disadvantages in the use of non-adapted materials have been presented in this study, but it has been stated that choosing the correct materials, taking into

account the students' level of knowledge, and the appropriate guidance provided by the teacher, weakness can be overcame.

Chapter 3

Methodological Framework

1. Introduction

This chapter will deal with the methodological issues concerning our study, in other words how the research was carried out.

Firstly, the general background of our study it was carried out at Liceo Comercial Particaular de La Cisterna, a coeducational and subsidized school in La Cisterna. The students under study were 12th grade C students from this school.

Bearing in mind, our methodological procedure, we can say that this research was based on a quasi- experimental approach, where the pre-test/post-test non-equivalent group is used and it is also to say, that in order to avoid the equivocality of interpretation that could emerge from a pre-experimental design we have added a control group which is a non- equivalent group since the experimental and control group have not been equated by randomization (Cohen, Manion & Morrison, 2007).

| Experimental | O1 | X | O2 |

- - - - - - - - - -

| Control | O3 | | O4 |
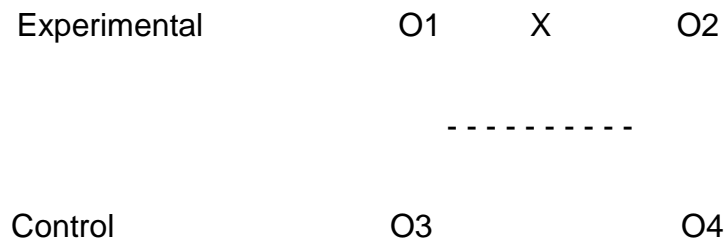
> "The dashed line separating the parallel rows in the diagram of the non-equivalent control group indicates that the experimental and control groups have not been equated by randomization – hence the term 'non-equivalent'." (Cohen, Manion & Morrison, 2007).

Another issue to highlight is that the main objective of this research is to identify the use of passive voice in different context by using extracts from a specific kind of authentic material: Magazines. We must also take into account the relation between two variables: (1) an independent variable which deals with the use of magazines for teaching standard passive construction sentences in present and past simple and the dependent variable (2) is whether the student can achieve or not the correct use of passive constructions in different exercises in context.

Once we have stated what our methodology tool of investigation is about, we will proceed on explain the different methodological steps we have made in order to carry out our study.

2. **Methodological steps**:

Step 1 = Designing the research, formulating the general specific objectives, the research questions and the hypothesis.

Step 2 = Selecting the experimental and control group and studying the variables.

Step 3 = The Design of an evaluation tool: a pre-test and a post-test to be applied to the experimental.

Step 4 = Designing an activity to teach the experimental group the standard passive constructions in present and past simple, through authentic magazines according to students interests and needs.

Step 5 = Applying to the experimental and control group a pre -test on passive voice at the beginning of the teaching period.

Step 6 = Teaching the experimental group the standard passive constructions in past and present simple, through the selected pieces of authentic magazines

Step 7 = Applying to the experimental and control group a post - test after the teaching period

Step 8 = Processing and analyzing the pre – test and post- test findings and comparing experimental and control group performances

Step 9 = Validating the hypothesis.

Step 10 = Final study conclusions

3. Grammar Contents:

The nine lesson plans and their corresponding handouts were made up with the purpose of teaching the passive voice structures through the magazine articles presented in each lesson.

<u>Week 1:</u> (21-10/25-10)

	Passive Voice Structures
Pre – test *(21-10-2013)*	"The great pyramid **is made** up of approximately to 2.300.000 stones."
	" **It is believed** that stones **were floated over the Nile River** during flooding and brought to the edge of the desert."

	"But there continues to be controversy as how these extremely heavy bricks **were placed** with such precision…"
	"Originally the pyramids **were covered** with a protective coating of polish lemon stone…"
	"The coating gave off such a shine from the hot desert that they could **not only be seen from the Israeli mountains** hu8ndreds of miles away, **it is said that the glare** would have been visible from the moon!."

	Passive Voice Structures
Handout N° 1 *(24-10-2013)*	"…**These wonders were built** as mortuary monuments for three different Pharaohs of the 4th Dynasty in the Old Kingdom…"
	"…The largest, "The Great Pyramid", **was built** for Cheops and originally stood the tallest at approximately 146 meters…"
	"…The Great Pyramid's faces **are positioned,** almost exactly, in the directions of the four cardinal points…"
	"…**It is also built** at the exact center of the earth's landmass, which means that it lies in the center of all the worlds land area…"
	"It just so happens that the pyramid **is built** directly on top of a flat solid granite mountain, which easily supports its immense weight…"

Week 2: (28-10/31-10)

- No classes according to School schedule.

	Passive Voice Structures
Handout 2 **(04-11-2013)**	"…When they take off in Sara's speed boat towards her lake house, no time is wasted upon arrival as they immediately get the party started…"
	"…a series of terrifying attacks follow, but group is sho9cked by their discovery of the reason the lake is infested with sharks…"

	"**Thousands of people were killed** when a massive earthquake near Sumatra caused a massive tsunami…"
	"…the entire coastal area of the bay of Bengal **was affected** as buildings and whole villages **were destroyed by the huge waves…"**
	…"the exact number of casualties **cannot be confirmed**."
	"… Most of the buildings on the coast **are said to be in ruins**, **lots of hospital were badly damaged**."
	"...The area **is not often threatened by** tsunamis."

Week 3: (11-11/15-11)

	Passive Voice Structures
	"In order to see the falls in all its glory, you'll need to visit the Park, **which was created in 1934** to preserve the biological diversity…"
Handout 4 **(11-11-2013)**	"**It was declared** a Natural Heritage of Humanity in 1984 and spans an area of approximately 660 square kilometers…"
	"… However **be prepared to be drenched** by the powerful spray coming off the falls. "

	Passive Voice Structures
	"…**When a local girl is murdered,** Lo is irrevocably drawn to find the killer"
Handout 5 *(14-11-2013)*	"**17:** Lo suffers from an extreme case of OCD, **was this inspired by someone in particular?**"
	"**KE: A lot of that was inspired by my cousin,** who I grew up really closely with…"
	"…**I'm also trained as an actor** so I felt myself getting into her body"

	"17: <u>Are there any other characters that are based off</u> people in your life? "
	"KE: <u>Flynt was based off this boy that I met</u> when I used to live in Baltimore."

Week 4: (18-11/22-11)

	Passive Voice Structures
Handout 6 ***(18-11-2013)***	"… over 300.000 workmen, criminal and political prisoners **were dragged off to build the wall"**
	"… it is rumored that some of the dead **were buried in the foundations of the wall** to guard off evil spirits…"
	"… in the desert, **the wall was built using sand, pebbles and grass."**
	"…but some says that **the wall was really built to satisfy the emperor's paranoia…**"
	"… **it was refortified and in the 13th century A.D, the Mongol invader Genghis Khan** took two years to break through it."
	"Today, **the wall is considered one of the great wonders of the world."**

	Passive Voice Structures

Handout 7 *(21-11-2013)*	"Another awesome candy option is UNREAL Candy, **which was started by a 13-year-old boy in an effort to "unjunk" the candy world."**
	Similarly to Andy's Dandy Candy, all of UNREAL **Candy's is made without corn syrup, artificial flavors, synthetic colors, or hydrogenated oil.**
	Andy's Dandy Candy Bars are sold at grocery stores or online at Amys.com, and you can find UNREAL Candy at Target and major grocery stores nationwide.

Week 5: (25-11/29-11)

	Passive Voice Structures
Handout 8 *(25-11-2013)*	**"Written and directed by Training** Day screenwriter David Ayer…"
	"… **and produced and financed by** Exclusive Media's Nigel Sinclair…"

	Passive Voice Structures
	"The great pyramid **is made** up of approximately to 2.300.000 stones."
	"It **is believed** that stones **were floated over the Nile River** during flooding and brought to the edge of the desert."

Post– test **_(28-11-2013)_**	"But there continues to be controversy as how these extremely heavy bricks **were placed** with such precision…"
	"Originally the pyramids **were covered** with a protective coating of polish lemon stone…"
	"The coating gave off such a shine from the hot desert that they could **not only be seen from the Israeli mountains** hundreds of miles away, **it is said that the glare** would have been visible from the moon!."

4.   **Intervention timetable:**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00/8:45				Intervention	
8:45/9:30				Intervention	
10:00/10:45					
10:45/11:30					
11:40/12:15	Intervention				
12:15/13:10	Intervention				
14:00/14:45					

5. Pre-test Analysis:

This study was carried out at Liceo Comercial Particular de La Cisterna, a coeducational and subsidized school in La Cisterna. The students under study were 12th grade C, treatment group and 12th B, control group.

Pretest

The test was designed to evaluate the use of passive voice construction. Reading and writing were integrated in the pre-test. The test consists in 11 items.

The following displayed images corresponded to the items developed on the pre-test.

First item: Students have to read a text. This image is taken from an actual Magazine.

Tues, Dec 03, 2013

faze
magazine

Canada's #1 Student Magazine
Celebrating 15 Years in Print and Online

Limited Time Offer: 10 issues for $19.95!

The Pyramid of Giza

The Great pyramid is made up of approximately to 2,300,000 stones, and the average weigth of each stone is between 2 and 10 tons. It is believed that stones were floated over the Nile River during flooding and brought to the edge of the desert. But there continues to be controversy as to how these extremely heavy bricks were placed with such precision: the pyramids have a near perfect square base, with sides that differ by no more than inches.

Originally the pyramid were covered with a protective coating of polished lemon stone. The coating gave off such a shine from the hot desert sun that they could not only be seen from the Israeli mountains hundreds of miles away, it is said that the glare would have been visible from the moon!

Second item: Answer the following questions according to the text.

1What is this text about?

_____

2-Where are the pyramids located?

_____

3-Where are the stones from?

_____

4- According to the text, how many stones did they need to build the pyramids?

_____

74

Third item: Students have to read the text again and underline the passive voice structure they find.

Fourth item: (multipart choice) Students have to choose the best option, there is a sentence and they have to pick the best verb alternative.

1) Harry Potter and the Goblet of Fire _____ by J K Rowling.
a) was written
b) written
c) wrote

2) J K Rowling _____ Harry Potter and the Goblet of Fire.
a) was written
b) written
c) wrote

3) The judge _____ Smith to five years in prison.
a) sentenced
b) was sentenced
c) are sentenced

4) Smith _____ to five years in prison for robbery.
a) sentenced
b) was sentenced
c) are sentenced

5) BMW cars _____ in Germany and the Czech Republic.
a) is made
b) are made
c) is make

6) In Hong Kong, many shops _____ at around nine in the morning.
a) is open
b) are open
c) are opened

7) Helmets must _____ past this point.
a) wear
b) are worn
c) be worn

8) This house _____ in 1970 by my grandfather.
a) was built
b) built
c) was build

9) This airplane _____ a robot.
a) is drive by
b) **is drove by**
c) is driven by

10) She _____ a dog yesterday.
a) was bit
b) was bitten
c) **was bitten by**

Fifth item: (multipart choice) Students have to choose if the sentence is in passive

or active voice.

1-Bingo is played in Australia

    a) Active voice   b) Passive voice

2-These cars are produced in Italy

    a) Active voice   b) Passive voice

3-John likes playing soccer

    a) Active voice   b) Passive voice

4-Cristopher Columbus discovered America

    a) Active voice   b) Passive voice

5-America was discovered by Christopher Columbus

    a) Active voice   b) Passive voice

6-Mary Jane is reading an interesting book

    a) Active voice   b) Passive voice

7-David is depressed every day

    a) Active voice   b) Passive voice

8-Cheese is made in the south of the country

    a) Active voice   b) Passive voice

9-Mary wrote a song

    a) Active voice   b) Passive voice

10- The poem was written by Pablo Neruda

    a) Active voice   b) Passive voice

11-The Brazilian soccer team won the match

    a) Active voice   b) Passive voice

12- Mary is stressed these days

    a) Active voice   b) Passive voice

13- The movie was boring

    a) Active voice   b) Passive voice

14-The teacher is checking homework

    a) Active voice   b) Passive voice

15- Her shoes were clean

    a) Active voice   b) Passive voice

16-The trees were damaged in a storm

    a) Active voice   b) Passive voice

17-Her sister is in love

    a) Active voice   b) Passive voice

18-Martin gave me a present

    a) Active voice   b) Passive voice

19- Santiago was founded by Pedro de Valdivia

    a) Active voice   b) Passive voice

20-The pyramids are tall buildings

    a) Active voice   b) Passive voice

Sixth item: Students have to rewrite the sentences, from active to past passive voice.

1. The police arrested the thief.
   _____

2. Our manager took the decision.
   _____

3. The government built a new bridge.
   _____

4. An earthquake destroyed the town.
   _____

5. John Mathews built this house in1960.
   _____

Seventh item: Students have to rewrite the sentences from active to present passive voice.

1. People speak English all over the world.
   _____

2. Ms. Sullivan teaches us English.
   _____

3. I clean my house once a week.
   _____

4. My mother cooks dinner everyday.

   _____

5. His brother drives his car.

   _____

Eighth item: (circle the form) Students have to read a text and choose the best option in each case.

The building in front of you **(is called /was called)** the Summer Palace. It **(is build /was built)** in 1728 and nowadays it **(is considered / was considered)** one of the finest examples of baroque arquitecture in the country. The south façade of the building **(is restored / was restored)** several times since 1728, but the rest of the building **(are kept /were kept)** unaltered. Today the Palace **(is owned /was owned)** by the town hall and for the last ten years it **(is used/ was used)** as a home for the Art Museum. Last year, one of our most valuable paintings **(is stole /was steal)** from the museum. At the moment, a new wing **(is added / was added)** to host the contemporary art collections, with special security conditions.

Ninth item: Students have to complete a text using the correct form of the verb.

blow   fly   destroy hit   injure take damage   kill   throw

Tornado hits Kentucky.

On   Sunday   evening   the   state   of   Kentucky   in   the   USA (1)_____by a huge tornado. Winds in the town of Providence reached over 80 miles per hour. Thirty-two

Homes   (2) _____ and   a   hundred   and   fourteen (3)_____.

Fortunately no one (4)_____but twelve people (5)_____,   most of these (6)_____ to hospitals near Providence but one man (7) _____ by helicopter to a hospital in Indiana. 'I've never seen such damage,' said 52-year-old George Schultz. 'The roof of the local public school (8)_____ off and my car (9) _____ ten meters into the air'.

Tenth item: Students have to write a sentence in present passive voice.

Eleventh item: Students have to write a sentence in past passive voice.

Pretest results experimental group.

The pretest was applied on Monday 21st, October to treatment group. There were 34 students in the classroom. The next chart shows the marks and final averages:

Student 1	2	Student 18	2,2
Student 2	1,8	Student 19	1,7
Student 3	2,2	Student 20	1,8
Student 4	1,8	Student 21	2
Student 5	1,7	Student 22	1,1
Student 6	2	Student 23	1,8
Student 7	1	Student 24	2,3
Student 8	2,4	Student 25	2,1
Student 9	1,9	Student 26	1,6
Student 10	2	Student 27	1,7
Student 11	2	Student 28	2,1
Student 12	1,8	Student 29	1,8
Student 13	1	Student 30	2
Student 14	2,2	Student 31	2
Student 15	2,1	Student 32	2,3
Student 16	1,9	Student 33	1,8
Student 17	2	Student 34	2,2
Final Average		1,89	

The obtained marks were above 4,0 between 1,0 and 2.0. As a conclusion, none of the students passed the test.

The pre-test experimental group results

Pre test Results

100%
1,0 - 2,5
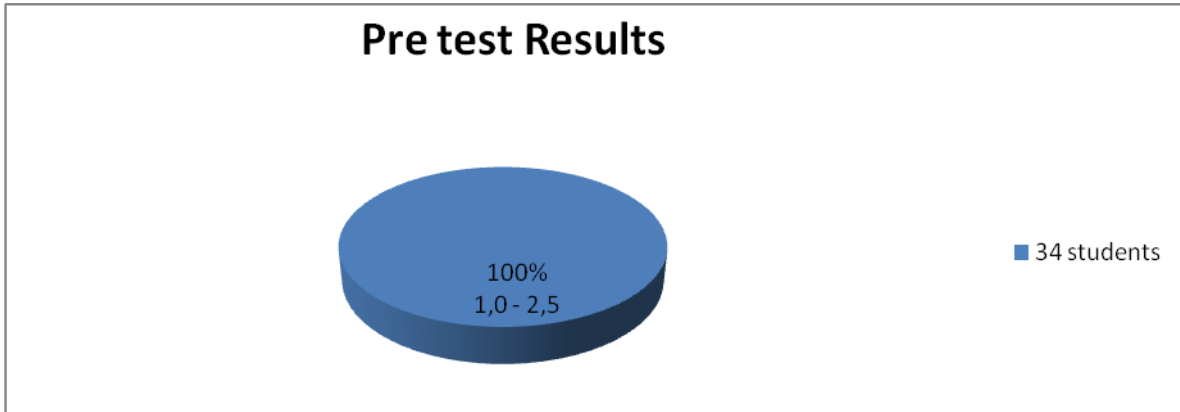
■ 34 students

Discussion of the items results

Item N° 2: As the graph shows, 23 students obtained 0 points and 8 students obtained 2 points. Merely 3 students obtained 1 point where as the real score was 4 points.

In this item, it can be observed that students tried to answer the questions.

Item 2

8,8%
1 pt

0%
4 pts

23,5%
2 pts

67,7%
0 pts

■ 23 students
■ 8 students
■ 3 students
■ 0 students
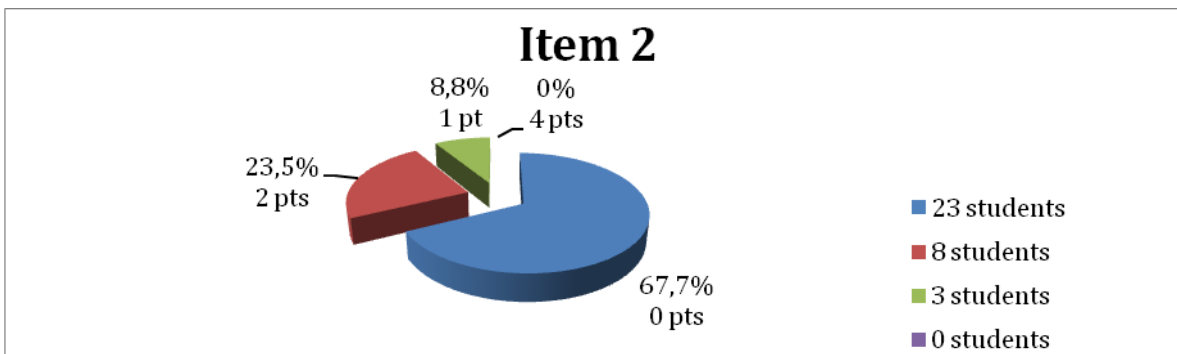
Item N°3: All of them obtained 0 points. The real score was 7 points and in this item students were unable to identify passive voice constructions, even less to understand an authentic material like magazines. We infer that students may not have tried to answer the item due the amount of 0 points obtained by them.

Item 3

0%
7 pts

100%
0 pts

- 34 students
- 0 students
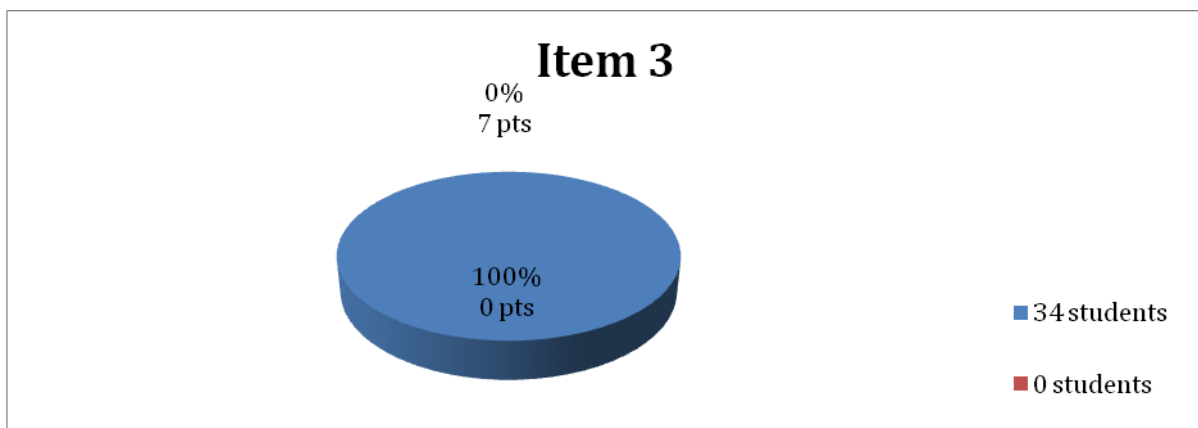
Item N° 4: Around 32 students obtained between 0 and 5 points and only 2 students obtained between 5 and 10 points. The real score was 10 points. Students were not competent to choose the best answer. We infer they did not

Item 4

5,8%
5 - 10 pts
0

94,2%
0 - 5 pts

- 2 students
- 32 students

2
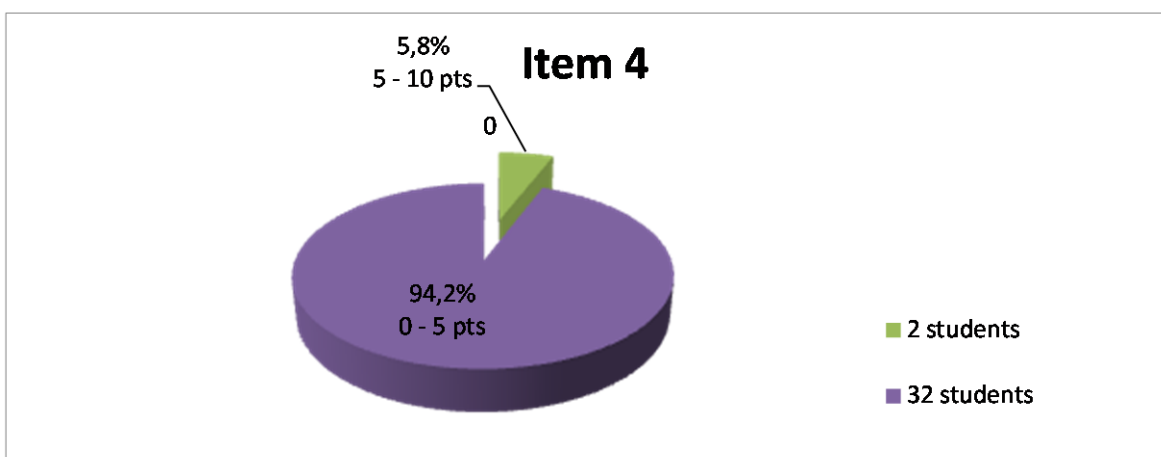
understand passive voice, because of the lack of correct answers.

Item N° 5: Surprisingly 19 students obtained between 10 and 15 points and 11 students obtained between 5 and 10 points. Only 3 students obtained between 0 and 5 points. Unexpectedly 1 student obtained between 15 and 20 points.

The real score was 20 points. In this item students had to identify if a sentence was passive or active, but the results showed that students did not recognized the difference between the two forms.
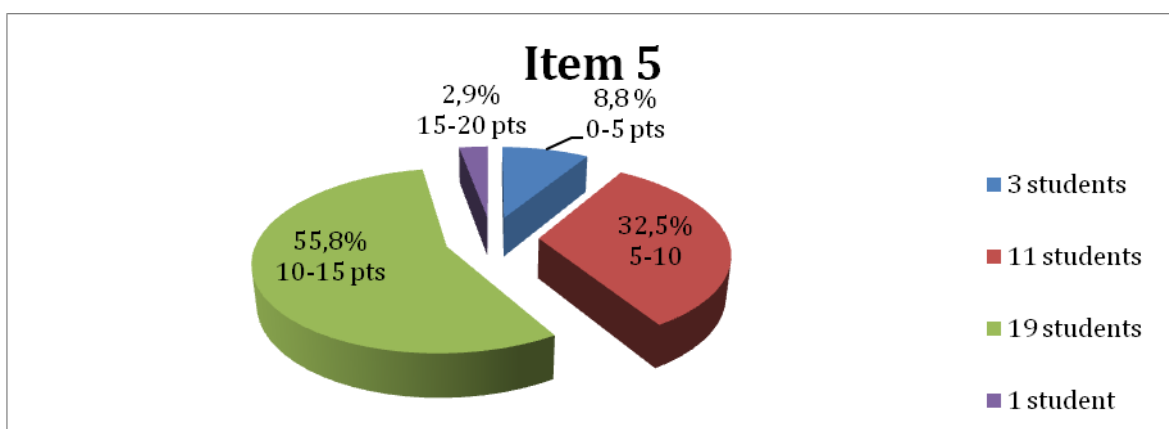
Item N° 6: Around 33 students obtained 0 points and 1 students obtained 0,5 points. In this item the real score was 5 points where students did not recognize passive voice patterns. They did not use the verb to be in past tense and verb in past participle also they did not identify the subject and object.

Item 6

3%
0,5 pts

0%
5 pts

97%
0 pts

■ 33 students

■ 1 student
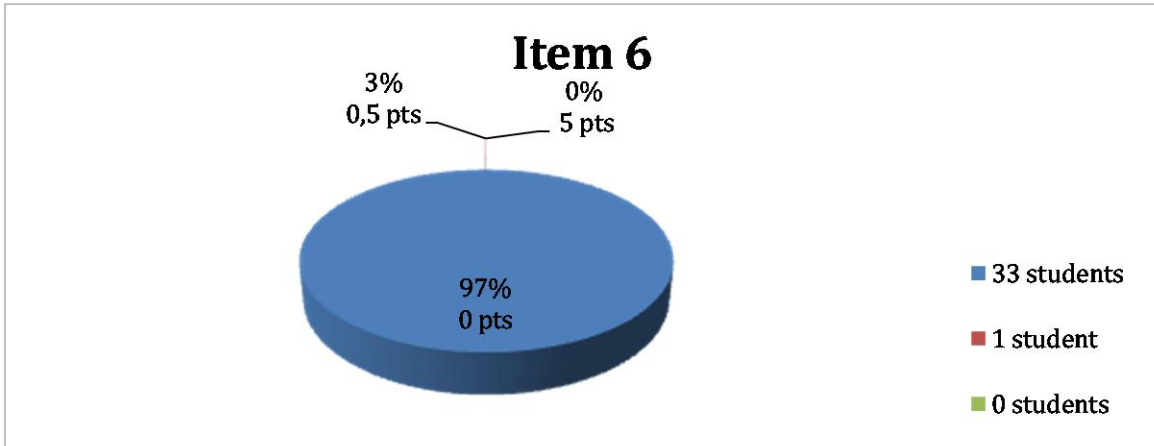
■ 0 students

Item N° 7: Almost 34 students obtained 0% and the real score was 5 points. We reflect that students did not understand English, because they neither use the verb "to-be" in present tense nor recognized between subject and object. They didn't attempt to try, as they did not write anything.

Item 7

0%
5 pts

100%
0 pts

■ 34 students
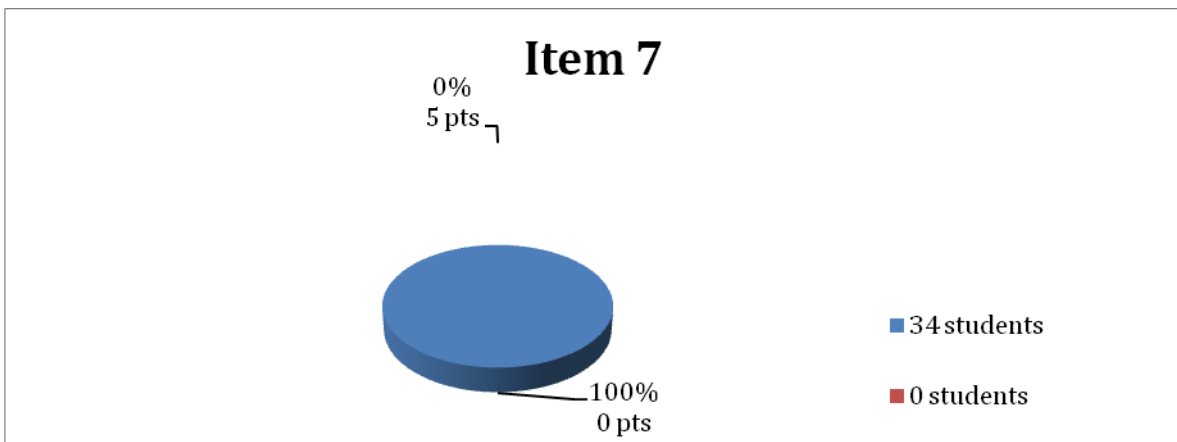
■ 0 students

Item N° 8: 100% of the class obtained 0 points and the real score were 7 points. Thus students did not read or they did not understand English, none of them try to complete the activity.
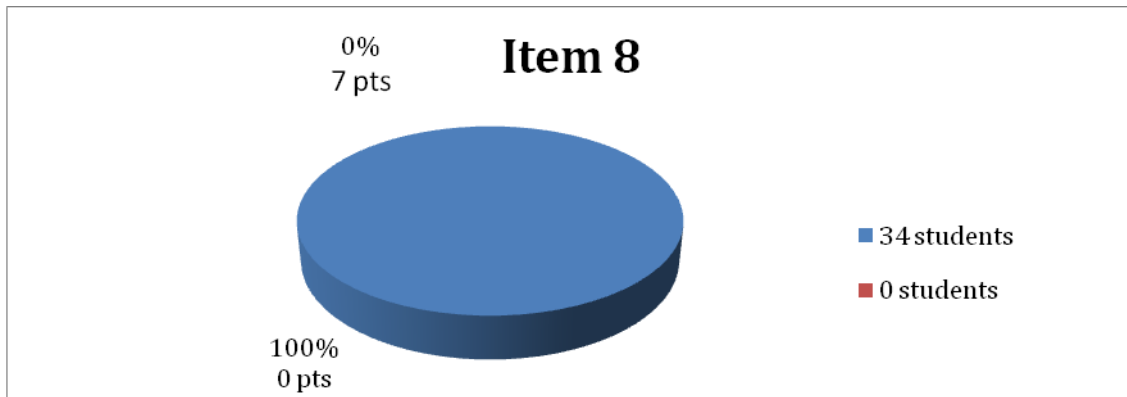
Item N° 9: None of them accomplished the item so the results were of 0 points. And the real score was 9 points. They tried to answer the activity but they failed. To summarize students just did it unconsciously even when they did not understand English.
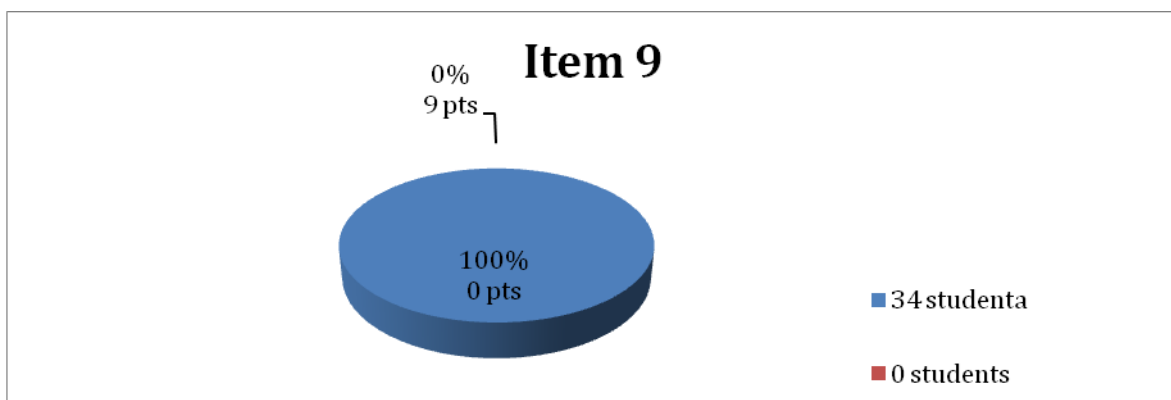
Item N° 10: 34 students obtained 0 points were the real score was 2 points. Hereabouts students were unable to produce present passive sentences. They did not try to do it.
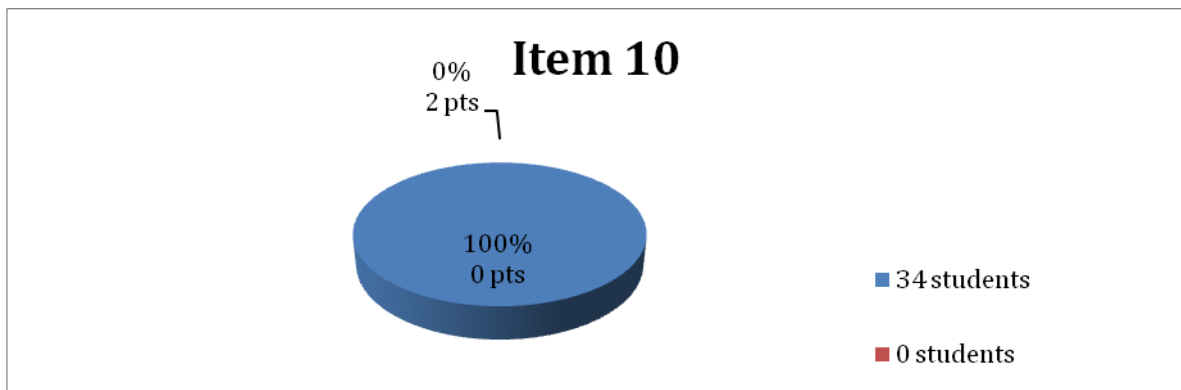
Item N° 11: The whole class obtained 0 points where the real score was 2 points. Students were unable to produce past passive sentences. In other words, they were not able to identify or produce Passive Voice sentences.

Item 11

0 %
2 pts

100%
0 pts

■ 34 students
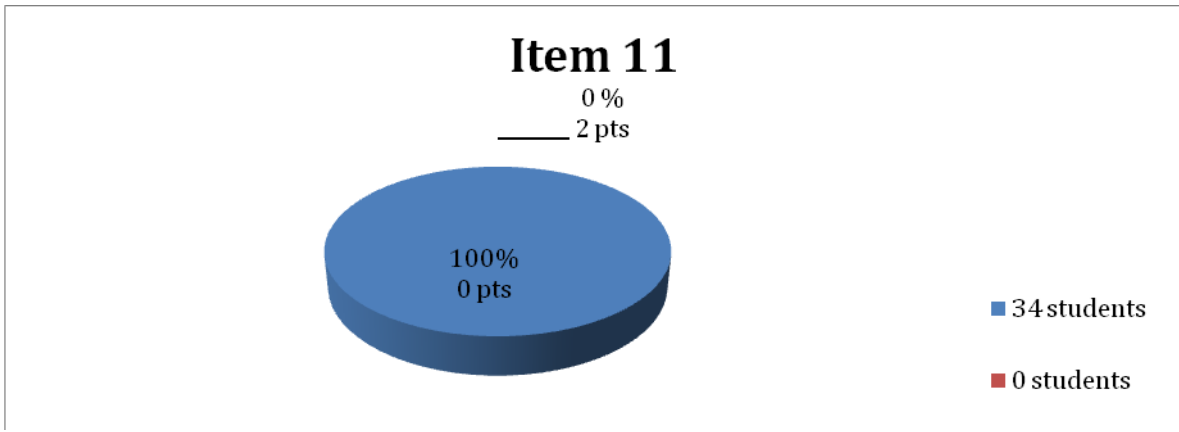
■ 0 students

Pretest analysis control group:

We took the pretest on Monday 21st, October to the control group, 2 B. There were 29 students in the classroom. The next chart shows the mark and final average.

To conclude none of students passed the test.

Student 1	2	Student 15	1,6
Student 2	1,6	Student 16	3,5
Student 3	1,8	Student 17	1,9
Student 4	2,1	Student 18	2,1
Student 5	2,1	Student 19	1,8
Student 6	2	Student 20	2
Student 7	1,8	Student 21	2,3

Student 8	2,2	Student 22	2,1
Student 9	1,6	Student 23	1,6
Student 10	1,6	Student 24	1,9
Student 11	1,1	Student 25	2,1
Student 12	2,1	Student 26	1,6
Student 13	2,3	Student 27	2,1
Student 14	1,6	Student 28	2,2
Final Average	1,94	Student 29	1,6
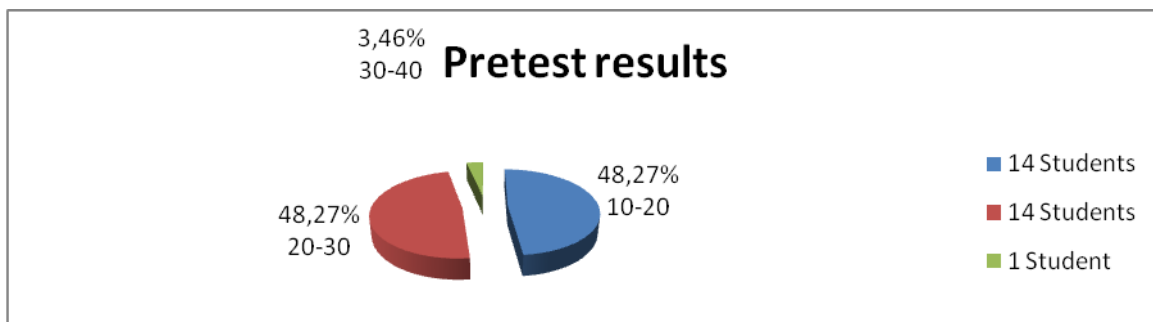
Items results

Item 2: Around 20 students obtained 0 points. Only 6 Students obtained 2 points, at the same time 2 students obtained 3 points. 1 student obtained 4 points. The real score was 4 points. As we could observe students were not able to understand the text.

Item 2

- 20 Students
- 6 Students
- 2 Students
- 1 Student

6,30% 3 pts — 3,00% 4 pts
20,70% 2 pts
70% 0 pts
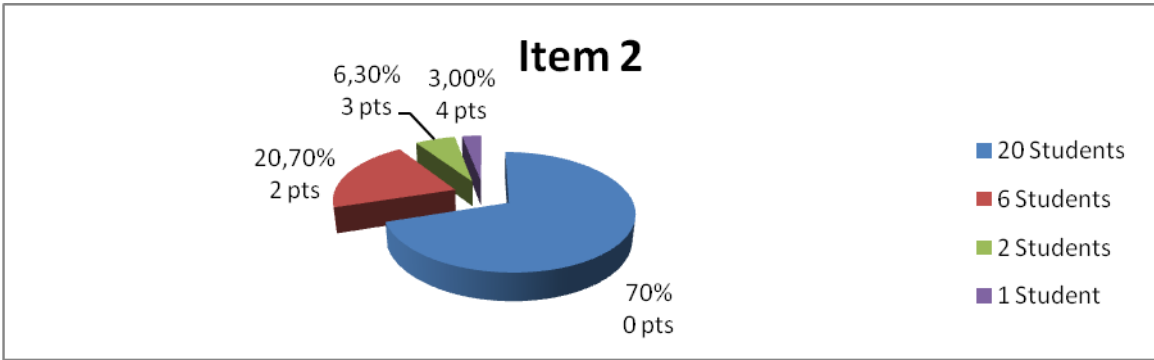
Item 3: As we can observe almost the whole class failed, thus 29 students obtained 0 points and the real score was 7 points. Students were not able to identify passive voice structure in context.

Item 3

- 29 Students
- 0 Students

0% 7 pts
100% 0 pts
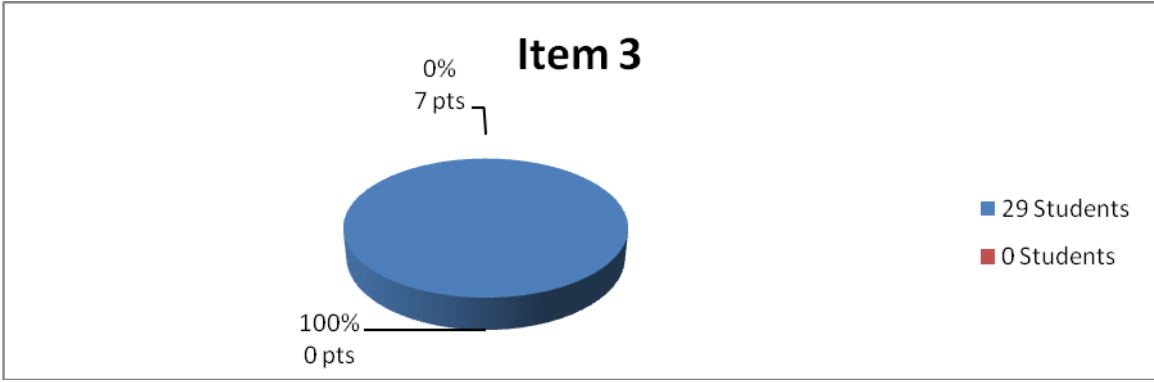
Item 4: Just 23 students obtained between 0 and 5 points and 6 students obtained between 5 and 10 points. The real score was 10 points, so we stated that most of the students were not able to recognize between a passive voice structure and an active voice structure in context.

Item 4

20,69%
5-10 pts

■ 6 Students
■ 23 Students

79,31%
0-5 pts
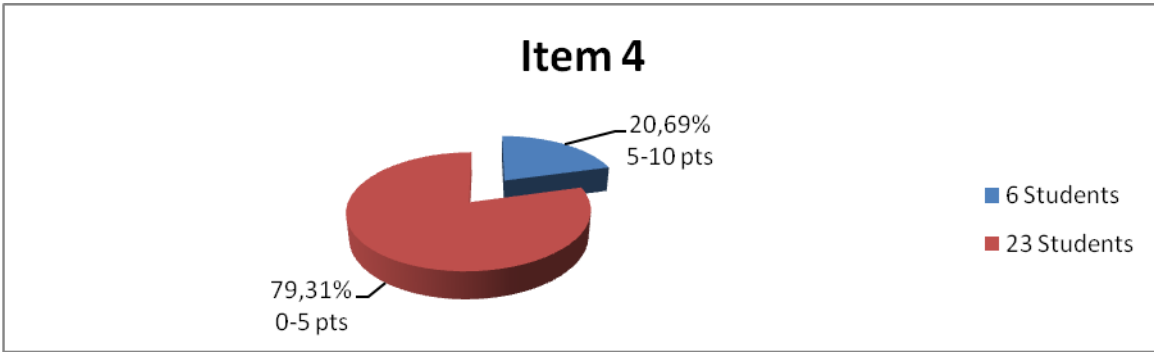
Item 5: This item showed that following results: 12 students obtained between 10 and 15 points. At the same time 13 students obtained between 5 and 10 points. Only 2 students obtained between 15 and 20 points. 2 students obtained between 0 and 5 points. The real score was 20 points. Most of the students were confused at the moment of completing a sentence in passive voice.

6,80%
0-5 pts

Item 5

6,80%
15-20 pts

41,40%
10-15 pts

■ 12 Students
■ 13 Students
■ 2 Students
■ 2 students

45%
5-10 pts
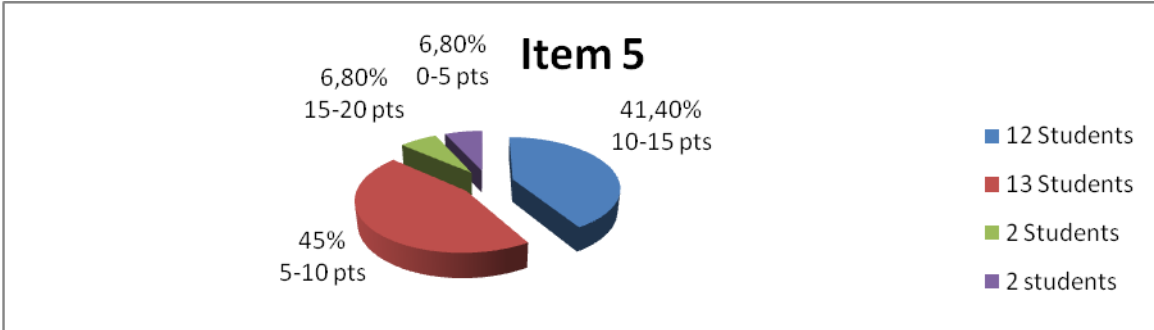
Item 6: As we could observe the 100% of the students 29 students obtained 0 points. The real score was 5 points. Consequently students were not able to transform a sentence from active to past passive voice.
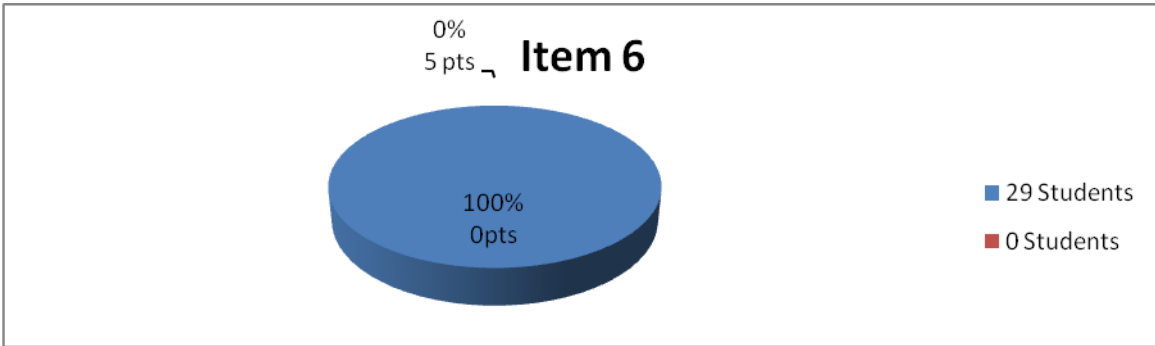
Item 7: As we could observe 29 students obtained 0 points. The 100% of the score was 5 points. Students were not able to transform a sentence from active to present passive voice.
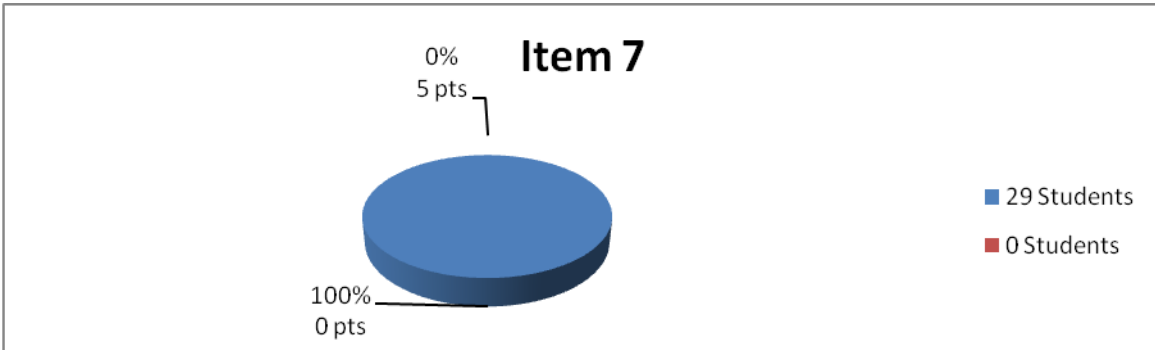
Item 8: Just 24 students obtained 0 points. That is 5% of students, at the same time obtained between 0 and 7 points. The real score was 7 points. Most of the students were not able to discriminate a passive voice structure.
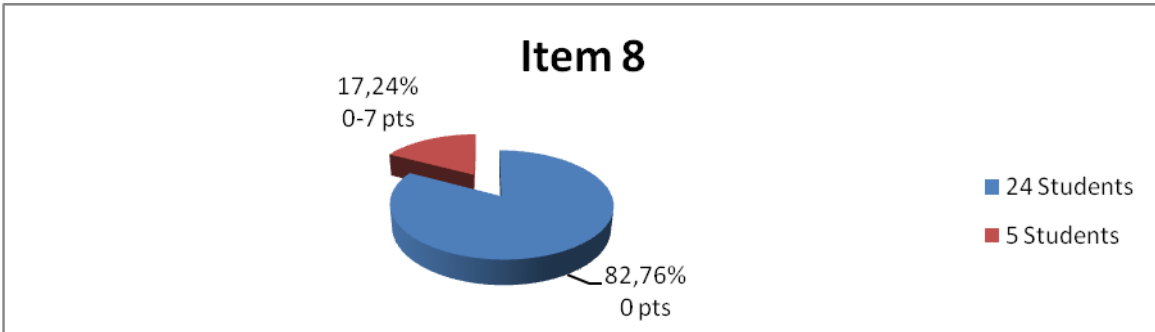
Item 9: As we observe, 29 students obtained 0 points. The real score was 9 points. Students were not able to complete sentences using passive voice.
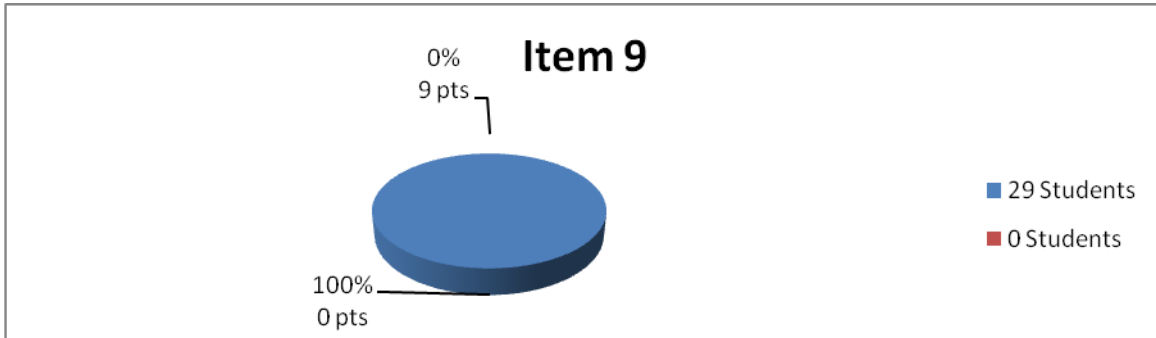
Item 10: The 100% of the students obtained 0 points. The real score was 2 points.

Students were not able to write their own ideas using passive voice.
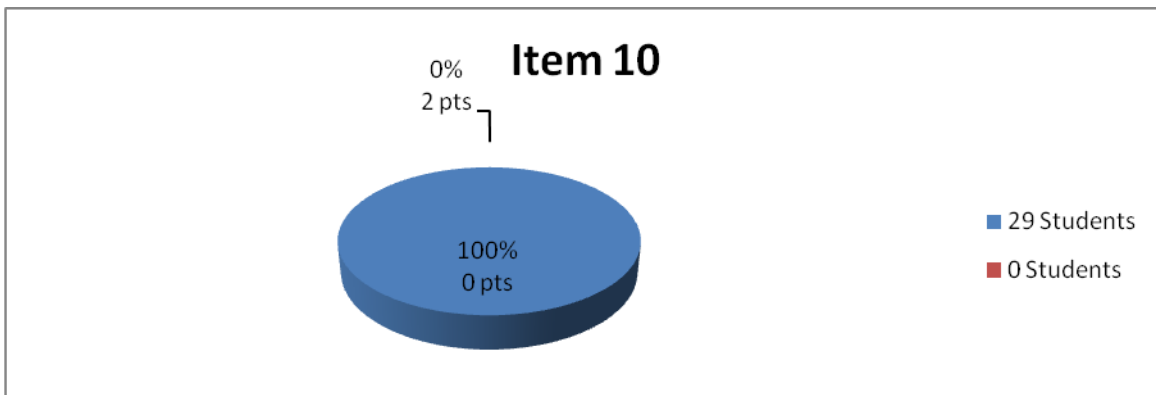
Item 11: The whole class obtained 0 points. The real score was 2 points. Students

were not able to write their own ideas using passive voice constructions in context.

Item11

0%
2 pts

■ 29 Students
■ 0 Students

100%
0 pts
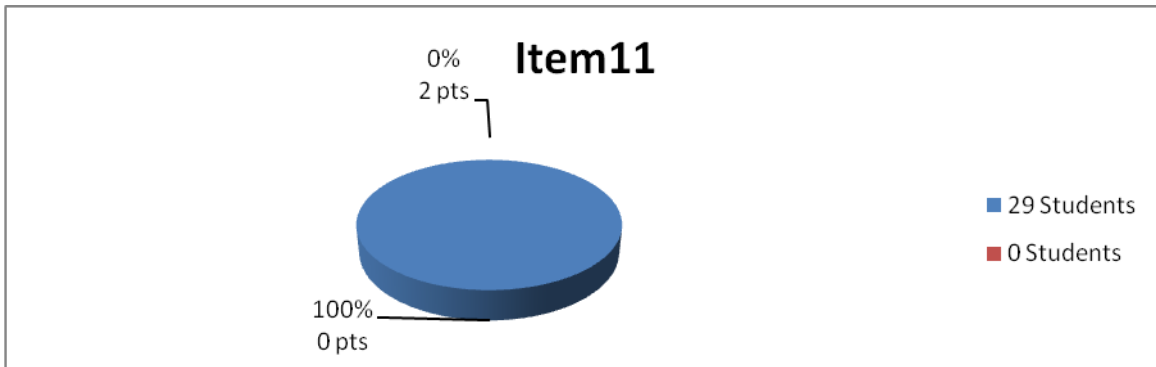
6. Final pretest conclusion

At the beginning of the study, both groups (control and experimental), already had the same level of Passive Voice understanding as we could see from the pre-test results. The two of them were taught in the classical school method, which is Grammar Translation Method.

After these tests we stated that students did not understand Passive Voice. We recalled that the problem itself results to be the misinterpretation of the structure by the students. Further, it was not only this aspect, but also the knowledge of the verb to be, which was sort of the main importance of Passive Voice formulae. Also, there was a permanent confusion between present and past tense which leads us to infer that they mix regular and irregular verbs, or did not recognize past participle; and a continue misused of subject and object in the sentence.

According to our assumptions, it is indispensable to say that it was the traditional teaching what did not work properly. We noted this fail in the following features displayed on the item from the pre-test:

- Identify

- Re-write sentences

- Conversion from Active to Passive sentences (and the other way around)

- Production

In conclusion, all of these issues made us produce a teaching period based on a technique whose procedure we will clarify on the next section.

7. Methodological Class Approach

Teaching Period:

In this section we will describe the teaching period devoted to passive voice construction and the use of magazines.

It was an eight class period time, which can be summed up as one month and a half of intervention in the classroom with our Study group consisted of 12th Grade C of Liceo Comercial Particular la Cisterna beginning on (24/10/2013) to (28/11/2013).

All this information might function as an introduction of our teaching period, which was explained as not been based on any method, due the nature of our study which was grounded on a technique, one which was endorsed by the post method era.

The teaching period might be described as follows:

Lesson Nº 1:

1. Introduction (Warm up): We introduced the passive voice structure.

The first thing that has to be mentioned in this section is that the teaching period started with the exposure to students about the passive voice structure, starting with the differences between Active Voice Structures And Passive voice formulae, using given information. Therefore, we raised the students awareness on the grammatical differences.

Afterward the teacher explained the main differences between active and passive voice, he gave the grammatical structure giving a remarkable emphasis on the passive voice using the authentic material: "Magazines" as shown on the following section.

Must be stated that in every one of our handouts we followed the three steps for reading comprehension.

2. Introduction to Handout Nº 1:

Practice Study: A text taken from a magazine as authentic material:

a) **Pre-reading item:** it consist of discussing the key words we can find in the text that could have been difficult for students in order to understand the context of the text itself; for example:

Stone – Wonders – Positioned – Cardinal Points – Foundation – Weight –

Chambers.

b) **While reading item:** it is required to highlight or underline the passive voice

structures they could find within the text.

c) **Post Reading item:** They had to choose the best title for this text according

what they had read.

d) **Unscramble Sentences item:** As the name of the item says, student had to

unscramble sentences containing passive voice structures.

e) **Production item: (wrap up):** There were two kind of production exercises: (1)

to make a conversion from Active voice sentences into Passive voice sentences,

(2) and to produce by themselves two sentences using the passive voice structure.

Lesson Nº 2:

1. Introduction: (warm up)

•   A summary was delivered of the passive voice structure to set up the class.

•   Subsequently exposed the passive voice summary, the teacher proceeded

on giving Handout Nº 2 consisting on:

2. Practice study: A text taken from a magazine as authentic material, by:

a) <u>Pre – reading item</u>: Keywords are introduced by the teacher, to ease the vocabulary on the handout in order to understand the context of the text given in Handout N° 2 for example:

Speed boat – Lake House - Wakeboarding – Shark – Shocked –

Discovery.

b) <u>While reading item</u>: Students had to recognize by highlighting or underlining the passive voice structures they could found within the text.

c) Post Reading item: Students had to choose the best title for this text according what they had read.

d) <u>Recognizing the action within a given sentence item</u>: it dwells on identifying what action was done within a given sentence by recognizing the verb.

e) Production item: (wrap up): There were two kind of production exercises: (1) Students had to make a conversion from Active voice sentences into Passive voice sentences, (2) Student had to produce by themselves two sentences using the passive voice structure.

<u>Lesson N° 3</u>

1. <u>Introduction (warm up):</u>

- It is presented to the students a summary of the passive voice structure at the beginning of the class.

- After exposing the passive voice summary, the teacher proceeds on giving Handout N° 3 consisting on:

2. <u>Practice study:</u> A text taken from a magazine as authentic material, by:

a) **<u>Pre – reading item:</u>** once again, key words are conveyed due the possible difficulty to students to understand the context of the text given in Handout N° 3 for example:

Earthquake – Coast – Buildings – Villages – Waves – Casualties –

Richter scale – Ruins – Theat.

b) **<u>While reading item:</u>** Students were demanded to highlight or underline the passive voice structures they could find within the text

c) **<u>Post Reading item:</u>** quite simple, students had to answer questions about the text.

d) **<u>Multiple choice exercise items:</u>** it is about choosing between the correct passive voices structures within a given active sentence.

e) **<u>Fill in the gaps item:</u>** Now they were needed to fill in gaps with the correct passive voice structure (past or present).

f) Production exercise item: as the last one, it consisted of conversion between active voice sentences into passive voice sentences.

Lesson Nº 4:

1. Introduction (warm up):

•   It followed the same pattern, where the teacher presented the students a summary of the passive voice structure at the beginning of the class.

•   Once it is done the passive voice summary, the teacher proceeded on giving Handout Nº 4 consisting on:

2. Practice study: A text taken from a magazine as authentic material, by:

a) Pre – reading item: key words appearing on the text are given with each meaning. Hence once they read them in context.

Falls – Northern - Throat – Diversity - Rainforest – Butterflies – Sights – Drenched.

b) While reading item: It was about to recognize by highlighting or underlining the passive voice structures they could find within the text

c) Post Reading item: is a multiple-choice activity involving information about the text and also writing a title for the it.

d) Matching activities item: It was demanded to them to match some information with passive voice constructions.

e) Production item: (wrap up): There were two kinds of production exercises: (1) Students had to make a conversion from Active voice sentences into Passive voice sentences, (2) Student had to produce by themselves two sentences using the passive voice structure.

Lesson Nº 5:

1. Introduction (warm up):

• The teacher unwrapped a summary of the passive voice structure on the white board at the beginning of the class helping the students to acquire vocabulary.

• Later on, that it was presented the passive voice summary, the teacher proceeded on giving Handout Nº 5 consisting on:

2. Practice study: A text taken from a magazine as authentic material by:

a) Pre – reading item: teacher introduced key words that might be difficult for students in order to understand the context of the text given in Handout Nº 5 for example:

Sleuthing– OCD (Obsessive Compulsive Disorder)– Butterfly – Clues – Grief – Cousin - Doorknob – Compulsion.

b) While reading item: Consist in highlighting or underlining the passive voice structures they could find within the text.

c) Post Reading item: multiple-choice exercises involving information about the text where the goal is to choose the correct answers.

d) Fill in the blanks item: consisted in sentences completion with the present passive voice (am-is-are).

e) Unscramble the sentences item: As the name of the item says, student had to unscramble sentences containing passive voice structures.

f) Production exercise item: students aimed to make a conversion between active voice sentences into passive voice sentences.

Lesson Nº 6:

1. Introduction (warm up):

•   The teacher displayed a summary of the passive voice structure at the beginning of the class so the students could have a previous idea of the text.

•   Once given the passive voice summary, the teacher continued on giving Handout Nº 6 consisting on:

2. <u>Practice study:</u> A text taken from a magazine as authentic material by:

a) <u>Pre – reading item:</u> teacher introduced key words the most difficult ones, in order to understand the context of the text given in Handout Nº 6 for example:

Fortifications – Square metres – Malnutrition – Exhaustion – West – Rock – Terrain - Hills – Trouble – Enemies – Emperor – Dynasty – Wonders.

b) <u>While reading item:</u> as in the previous handouts, the exercise was around recognizing and highlighting or underlining the passive voice structures they found in the text.

c) <u>Post Reading item:</u> multiple-choice exercises involving information about the text, where is needed to choose the correct alternative.

d) <u>Choose between Active or passive item:</u> consisted in identifying whether the sentence is active or passive voice.

e) <u>Production item: (wrap up):</u> Students were shown a series of images involving an action. They had to write the action in active voice and then in passive voice.

<u>Lesson Nº 7:</u>

1. <u>Introduction (wrap up):</u>

• As we had mentioned before, it began with a review of the passive voice structure at the beginning of the class.

• Once reviewed the passive voice content, the teacher proceeds on giving Handout Nº 7 consisting on:

2. <u>Practice study:</u> A text taken from a magazine as authentic material by:

a) <u>**Pre – reading item:**</u> teacher introduces key words that might be difficult to students in order to understand the context of the text given in Handout Nº 7for example:

Sweet tooth – Junk food – Organic – Craving – Syrup – Peanuts.

b) <u>**While reading item:**</u> As it was done before, this consisted of highlighting or underlining the passive voice structures they could find within the text.

c) <u>**Post Reading item:**</u> Were the multiple-choice exercises presented again, regarding information from the text. Students had to choose the correct answer.

d) <u>**Multiple Choice exercise item:**</u> Choosing between the correct passive voice structures for a given active sentence was the fourth item.

e) <u>**Matching exercises item:**</u> This matching, correspond of matching the passive voice sentence with a given image.

f) Production item: (wrap up): finally, the last item was about unscramble sentences in passive voice.

Lesson Nº 8:

1. Introduction (warm up):

•   As it happened before, the teacher gave the students a summary of the passive voice structure at the beginning of the class.

•   After exposing the passive voice summary, the teacher delivered Handout Nº 8 consisting on:

2. Practice study: A text taken from a magazine as authentic material by:

a) Pre – reading item: key words introduced by the teacher, which might be difficult to students in order to understand the context of the text given in Handout Nº 8. As an example:

Co-star – Wire - Sweater - Thriller - Odd – Couple – Car chase – Enforcement- Job – Script – Month.

b) While reading item: over again, students had to recognize by highlighting or underlining the passive voice structures they could found within the text.

c) <u>Post Reading item:</u> it corresponded with multiple-choice exercises regarding information from the text. Students had to choose the correct answer.

d) <u>Fill in the gaps item:</u> as it said in the title, students had to fill in the blanks with the correct verb form (present or past) in passive voice.

e) <u>Multiple choice item:</u> this time, students had to match the image with the correct passive voice action.

f) <u>Production item (wrap - up):</u> the last of the items corresponded to make a conversion between active voice sentences into passive voice sentences.

After the given information of the class methodology, we say that it fulfilled our expectations, meaning that the class responded according to what we aimed during this particular period. The students, most of the time were into the activities. As it was said by them "it was a new and completely different way of working in class".

Now, in order to put these expectations in numbers, the post- test analysis goes as followed:

8. Post-test Analysis experimental group

We applied the post-test on Thursday 28th, November to the treatment group. There were 34 students in the classroom. The next chart shows the mark and final average.

Student 1	2,1	Student 18	2
Student 2	2,2	Student 19	3,7
Student 3	3,1	Student 20	3,3
Student 4	2,5	Student 21	2,5
Student 5	2,8	Student 22	3,6
Student 6	1,9	Student 23	2,3
Student 7	4,7	Student 24	2
Student 8	4	Student 25	3,7
Student 9	3,5	Student 26	3,1
Student 10	2,7	Student 27	3
Student 11	5,1	Student 28	3,8
Student 12	2,8	Student 29	3,7
Student 13	3,2	Student 30	3,2
Student 14	3,3	Student 31	3,5
Student 15	3,5	Student 32	3,2
Student 16	40	Student 33	3
Student 17	3	Student 34	3,5
Final Average	3,16		

The post-test experimental group results

Post test results

2,90% 50-60
8,90% 40-50
32,40% 20-30
55,80% 30-40

■ 1 Student
■ 3 Students
■ 11 Students
■ 19 Students
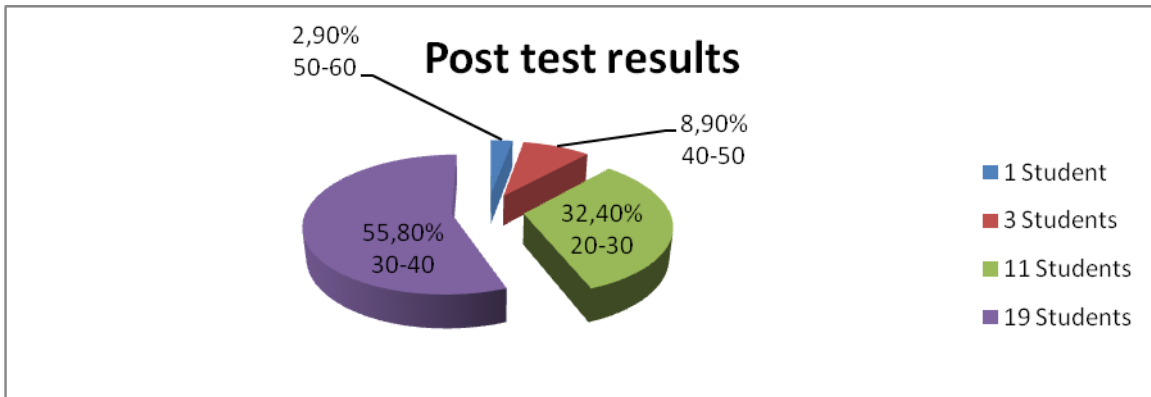
Discussion of the items results

Item 2: 19 students obtained 1 point. At the same time 3 students obtained 2 points, then 3 students obtained 3 points and also 3 students obtained 4 points. Finally 6 students obtained 0 points. The real score 4 points.

In spite of not having all the answers correct, there is an obvious improvement because only six of them had 6 points instead of 23 as it happened in the Pre-Test.

Item 2

8,80% 4 pts
8,80% 3 pts
8,80% 2 pts
17,70% 0 pts
55,90% 1 pt

■ 6 Students
■ 19 Students
■ 3 Students
■ 3 Students
■ 3 Students
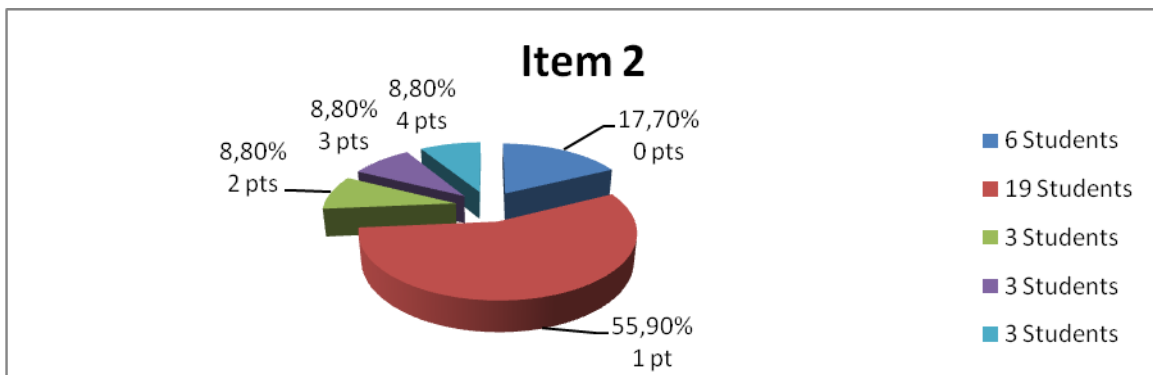
Item 3: About 16 students obtained 0 points whereas 1 student obtained 1 point. Then we cipher 2 students, which obtained 3 points. Just 6 students obtained 4 points. Around 4 students obtained 5 points and 5 students obtained 6 points. Real score was 7 points. To sum up, students had to highlight the Passive Voice form and in the Pre Test none of them were capable to do so. Now, 5 of them did it correctly.
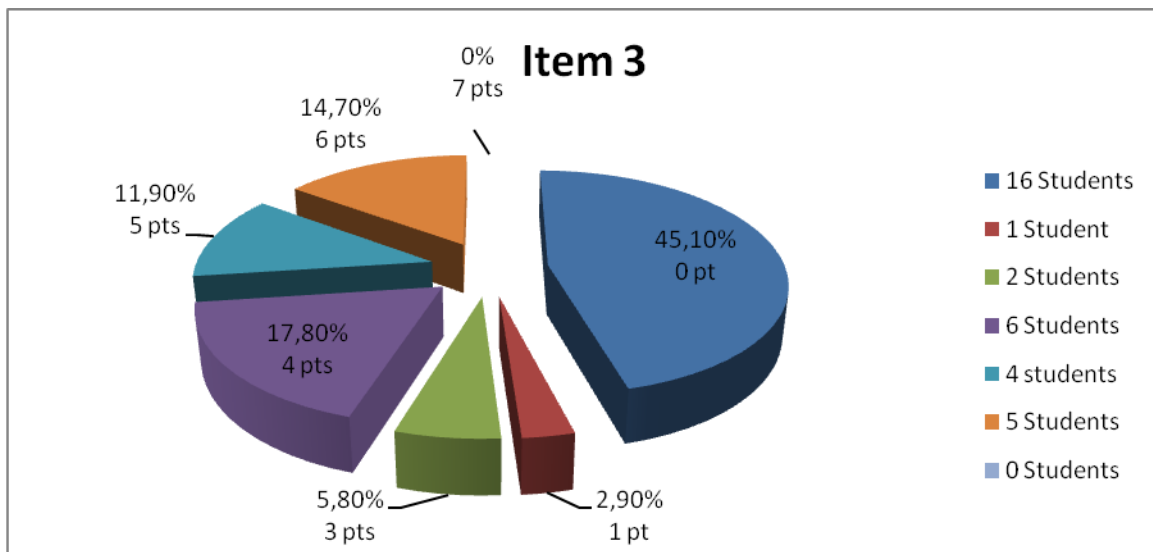
Item 4: To begin with, 20 students obtained between 0 and 5 points. Then only 14 students obtained between 5 and 10 points. The real score was 10 points, so at this point, students seemed to be able to identify when the constructions are passive or active.
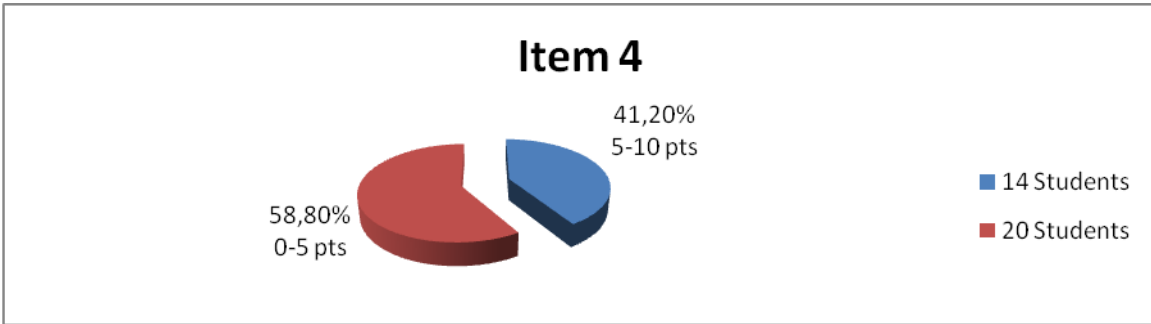
Item 5: None of the students obtained 0 points but 5 students obtained between 5 and 10 points. Then 15 students obtained between 15 and 20 points, where the real score was 20 points. Therefore students achieved the understanding of the Passive Voice formula due this; they were able to recognize it properly.
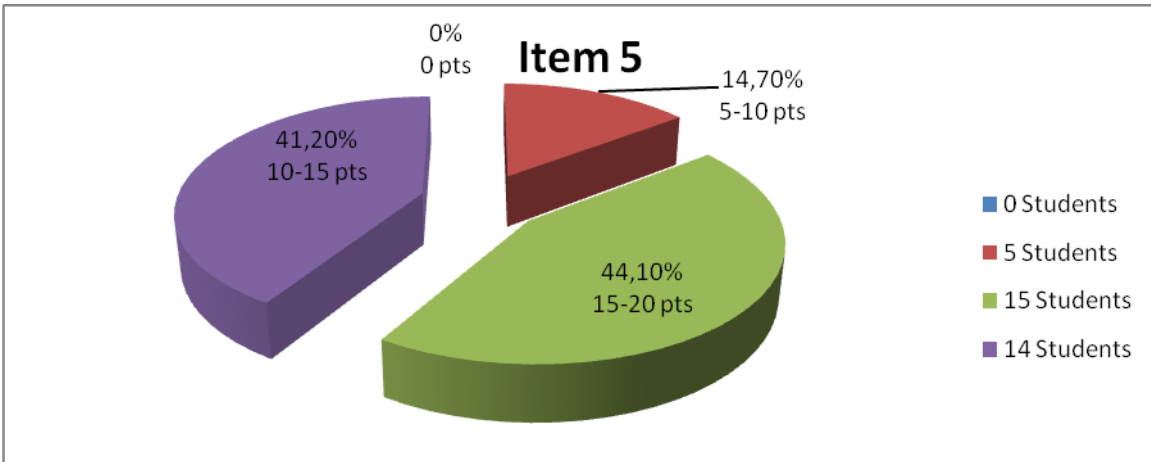
Item 6: Around 18 students obtained 0 points and 3 students obtained 2 points. We interpreted that 3 students obtained 3 points but 5 students obtained 4 points. Finally 5 students obtained 5 points. The real score was 5 points. In this item, students were capable to transform sentences from its Active form to the Passive one.

Item 6
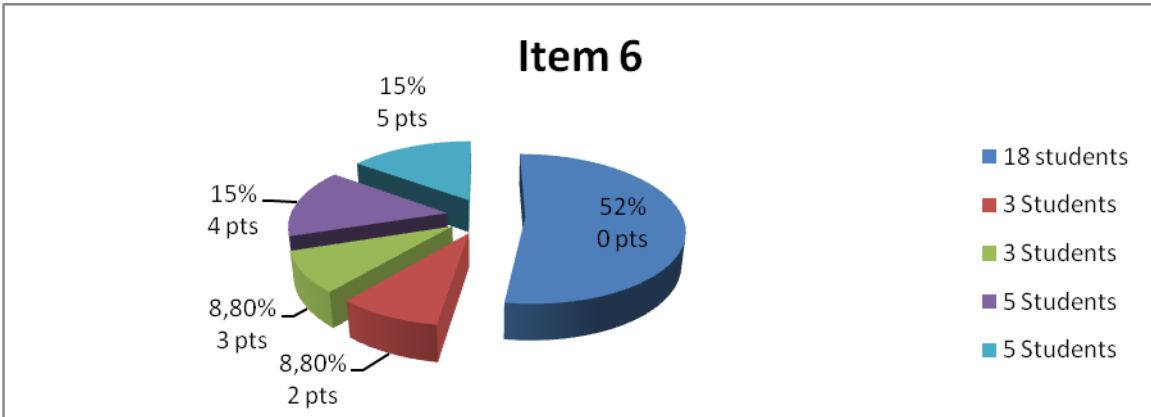
Item 7: The totality of 24 students obtained 0 points when 1 student obtained 5 points but 3 students obtained 4 points. So far, 3 students obtained 3 points and 3 students obtained 2 points. The real score was 5 points.

The comprehension of Passive Voice is almost acquired to all of the students, since more than one scored the 5 points of the item.

Item 7
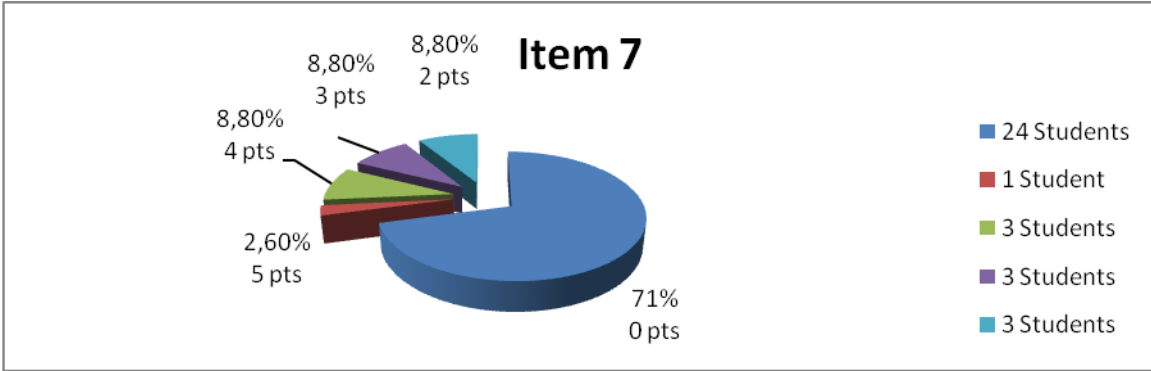
Item 8: Around 10 students obtained 0 points but 6 students obtained 3 points. Consequently 10 students obtained 4 points where 5 students obtained just 5 points and finally 3 students obtained 6 points. The real score was 7 points.

There is a clear improvement in this item, where they had to discriminate between the correct forms to complete the paragraph. This demonstrates that students understand Passive Voice Patterns.
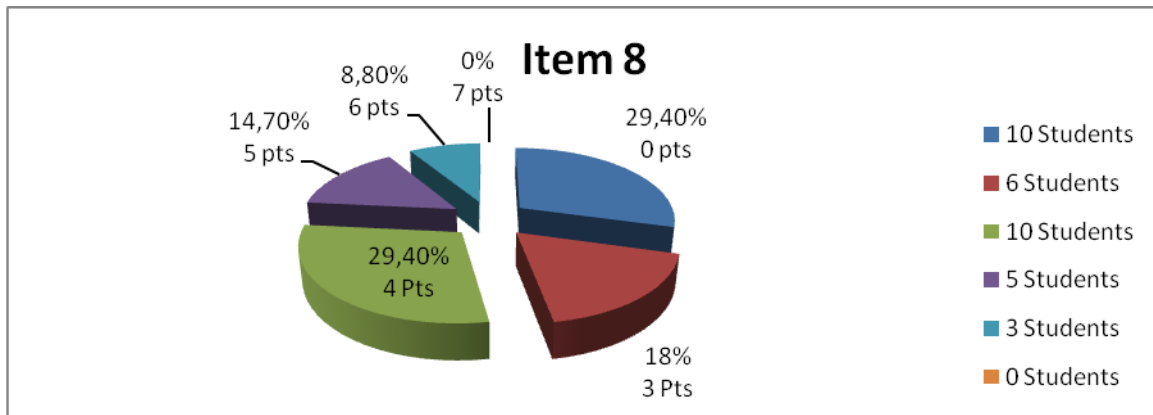
Item 9: The number of 32 students obtained 0 points and only 1 student obtained 1 point. Unexpectedly 1 student obtained 2,5 points.

The real score was 9 points. We speculate that because this item was before the last one from the post-test, students did not answer or answered wrong the whole item. May it be by tiredness or unclear instructions, it remains as a mystery.
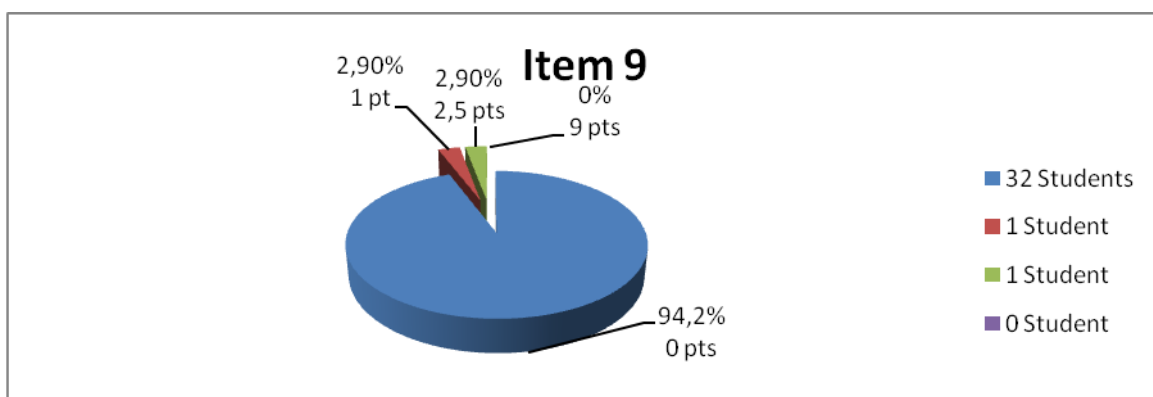
Item 10: About 28 students obtained 0 points where 6 students obtained 2 points. The real score was 2 points. This item consisted completely of reproducing their own ideas in Present Passive Voice.
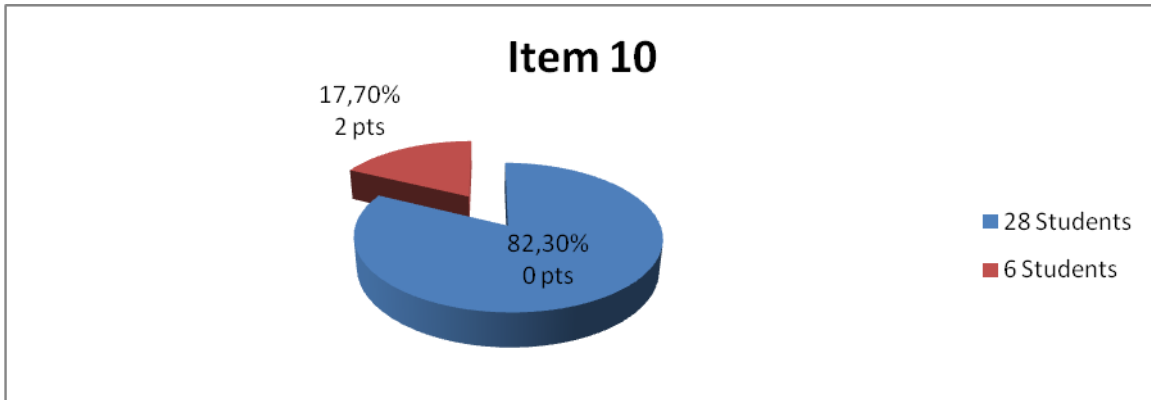
Item 11: Only 27 students obtained 0 points and 7 students obtained 2 points. Like in the previous item, seven students actually understood and produced Past Passive Voice sentences.
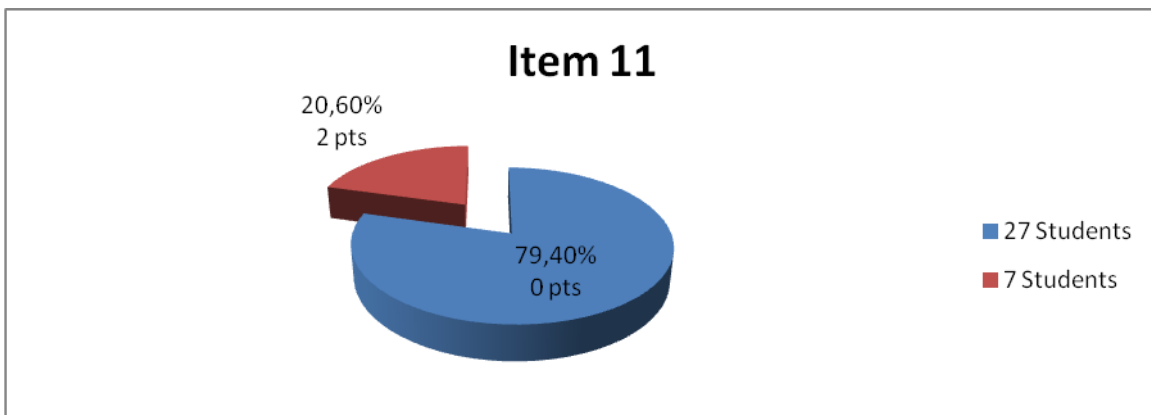
The Post-test analysis control group results

We applied the post-test on Thursday 28th, November to control group. There were 29 students in the classroom. The next chart shows the mark and final average.

Student 1	2,6	Student 15	2,1
Student 2	2,1	Student 16	2,1
Student 3	2,3	Student 17	2
Student 4	1,6	Student 18	3,7
Student 5	2,3	Student 19	2,1
Student 6	1,6	Student 20	2
Student 7	1,8	Student 21	2,1
Student 8	1,6	Student 22	1,8
Student 9	1,9	Student 23	2,1
Student 10	2	Student 24	2,1
Student 11	1,7	Student 25	1,9
Student 12	1,9	Student 26	1,9
Student 13	1,9	Student 27	1,8
Student 14	2,3	Student 28	2,1
Final average	2,03	Student 29	1,7
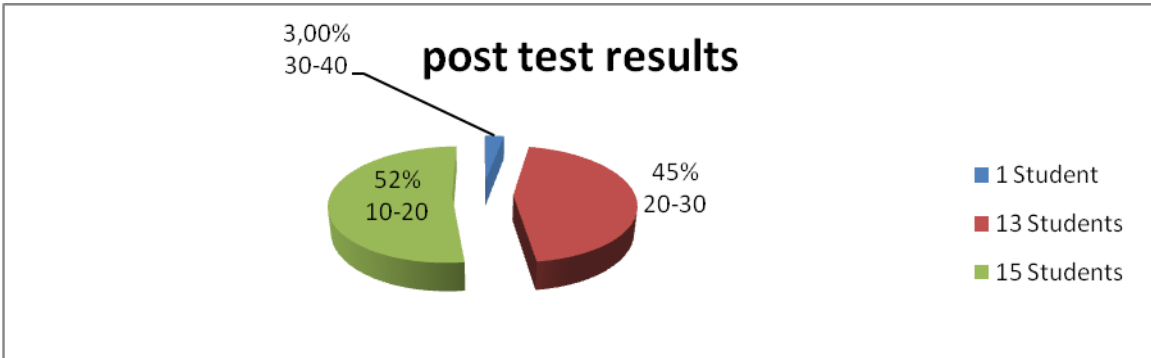
None of the students passed the test. All of them obtained above 40.

Discussion of the items-result

Item 2: About 20 students obtained 0 points and 5 students obtained 1 point. Just 2 students obtained 2 points and finally 2 students obtained 3 points. In this item, the real score was 4 points thereby students were not able to reading comprehension.
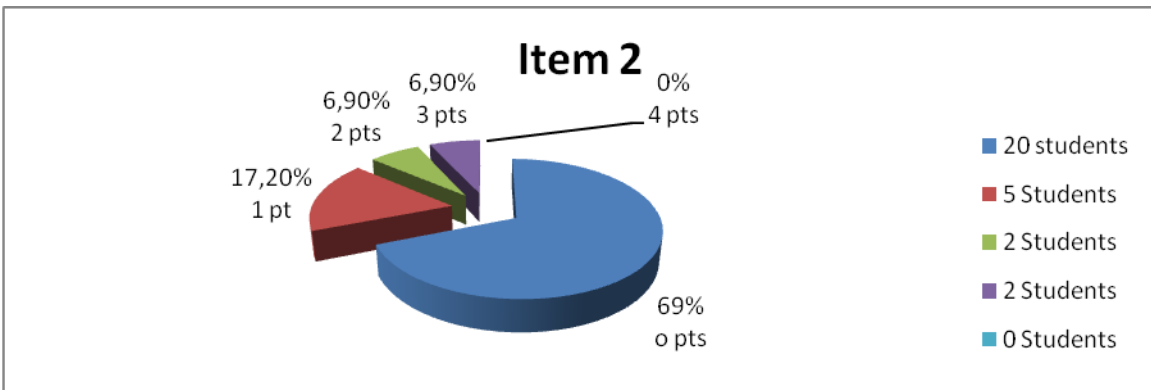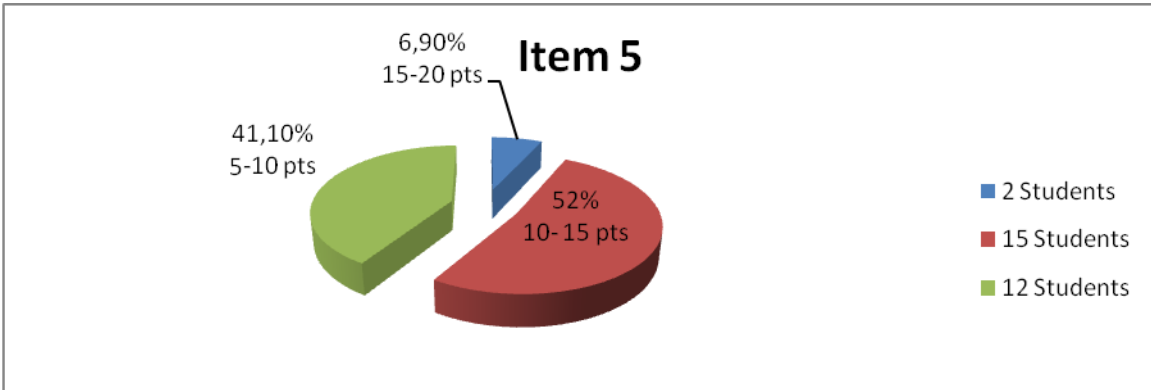

Item 3: The overall of 29 students obtained 0 points when the real score was 7 points. Therefore Students were not able identify passive voice structure.

Item 3

0%
7 pts

■ 29 Students
■ 0 Students

100%
0 pts
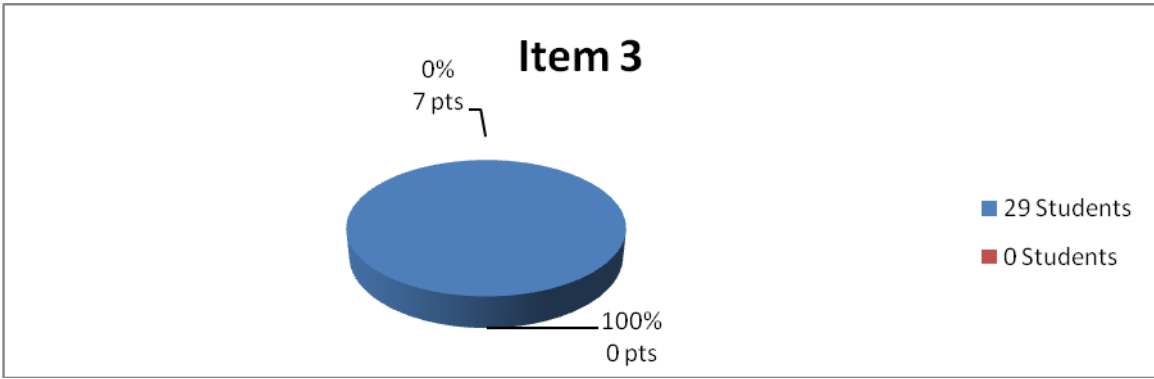
Item 4: Nearly 26 students obtained between 0 and 5 points and 3 students obtained between 5 and 10 points. Hence most of the students were not able to discriminate between a passive voice and an active voice structure.


Item 4 8,2
5-10 pts

■ 3 Students
■ 26 Students

90%
0-5 pts
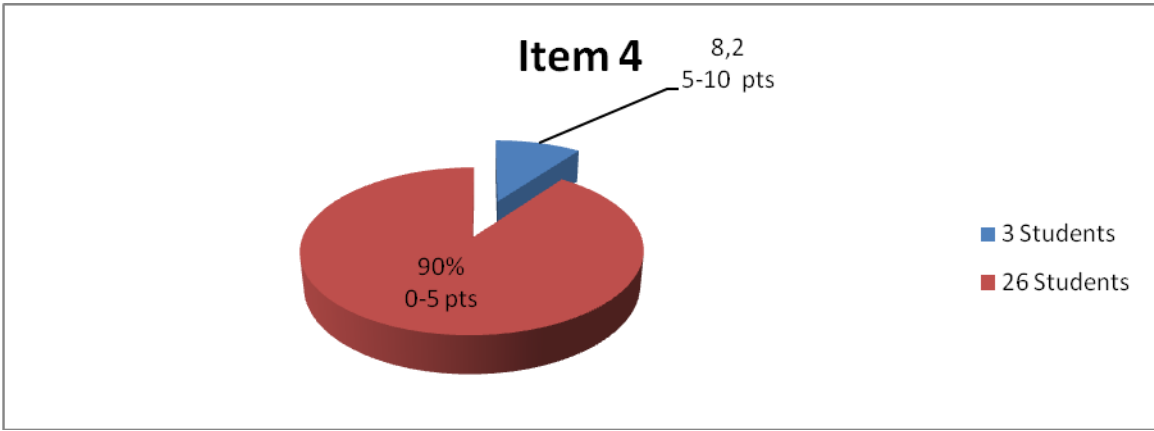
Item 5: About 15 students obtained between 10 and 15 points whereas 12 students obtained between 5 and 10 points. Only 2 students obtained between 15 and 20 points and the real score was 20 points. Thence, most of the students were not able to complete a passive voice sentence.

Item 6: The amount of 28 students obtained 0 points and just 1 students obtained 1 point. The real score was 5. To sum up students were not able to transform from an active sentence to past passive voice sentence.
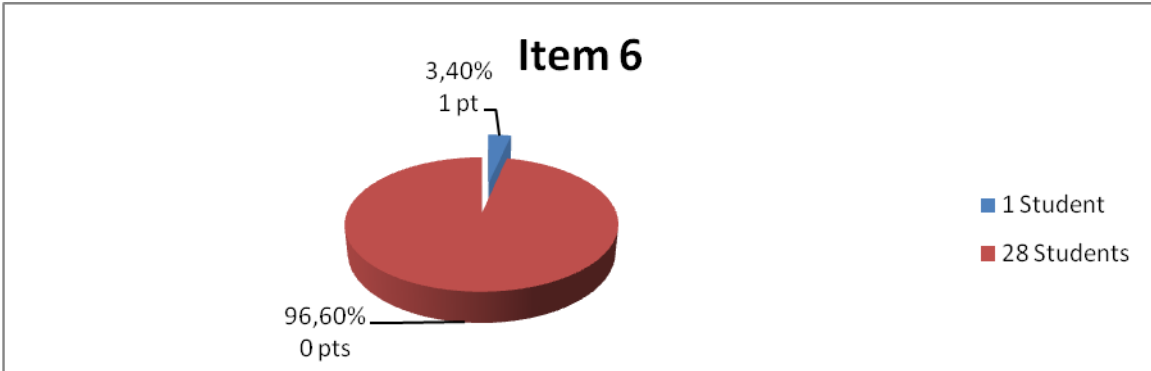

Item 7: The whole class obtained 0 points. The real score was 5 points hence students were not able to transform a sentence from active voice to present passive voice.
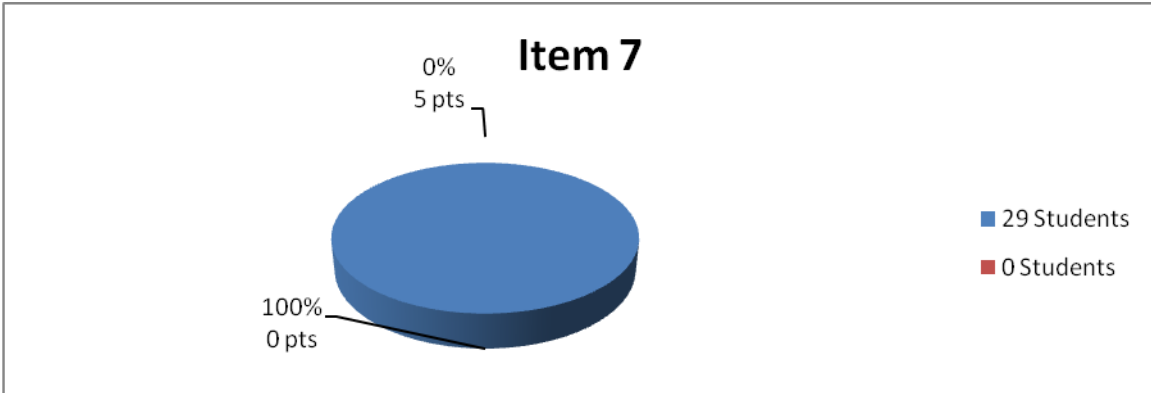
Item 8: All of them obtained 0 points but 1 student obtained 5 points and just 1 student obtained 3 points. The real score was 7 points; therefore most of the students were not able to understand a passive voice structure.
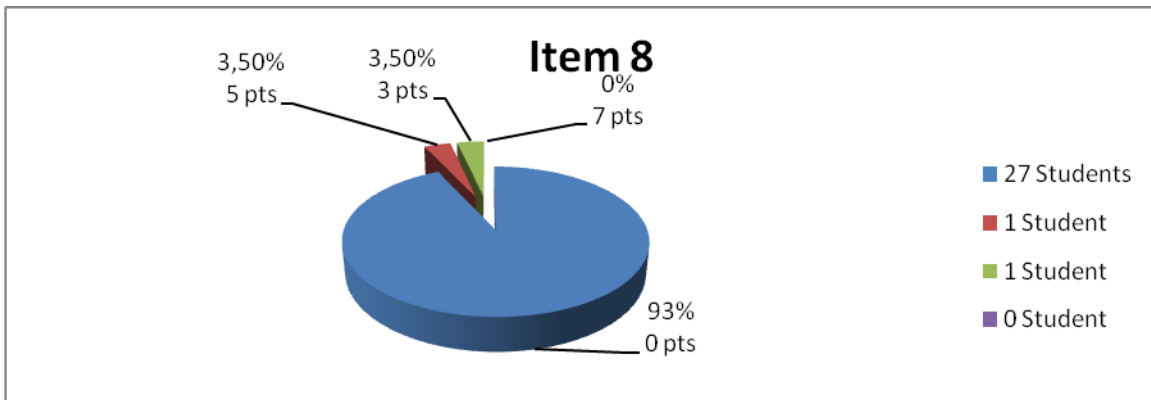

Item 9: All the 29 students obtained 0 points forasmuch the real score was 9 points. To sum up, students were not able to complete sentences using passive voice.
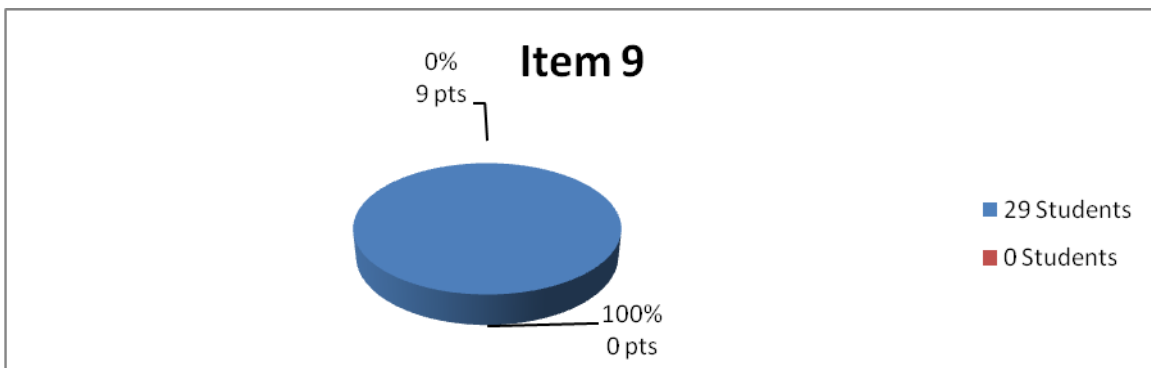
Item 10: The complete class 29 students obtained 0 points. Real score was 2 points. To recapitulate students were not able to write sentences using present passive voice.
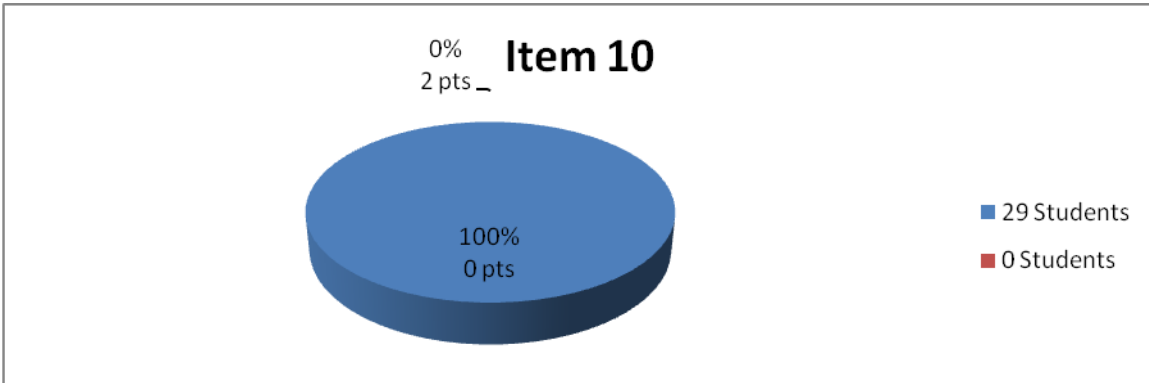
Item11: The total of the 29 students obtained 0 points. And the real score was 2 points and it seemed that the students were not able to create sentences using past passive voice.
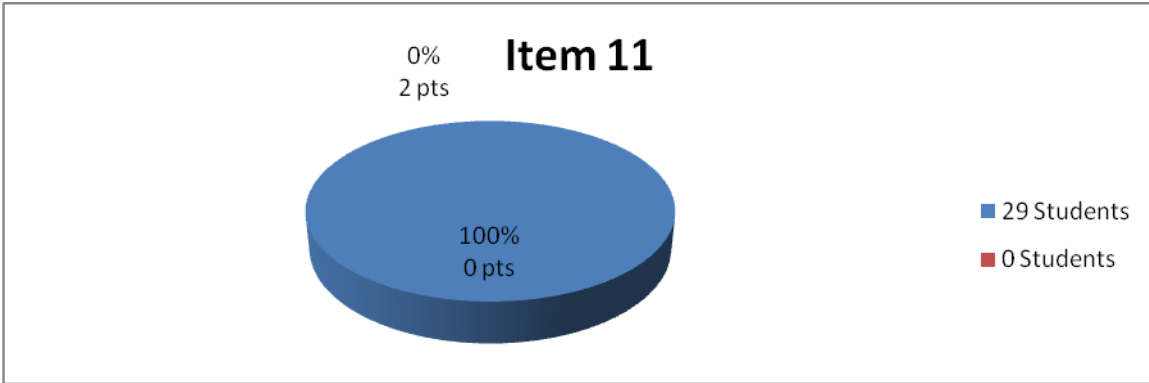
9. **Final post-test conclusion**

Taking into account the revealed results in the post-test and comparing them to the pre-test, we can say that (the post-test) the treatment group improved their marks in contrast with the control group, which marks did not change. Also, this was proved during the analysis plus all the given information throughout the

results from the teaching period and post-test. According to Bloom's taxonomy, in the post-test there were some amended abilities in counterpoint with the pre-test.

For the sake of completeness of this research we will proceed on contrasting information regarding other researches based on the use of magazines as attractive material and their results.

Chapter 4

Discussion between similar studies about

Authentic material.

In order to fully understand the results of our study, we went through other documents and investigations of how the Authentic Material is used; and furthermore, how this topic affects English in its learning process.

We had already said that our hypothesis is about Passive Voice Learning through authentic material. Nonetheless, the studies to compare ours are not exactly related to our same topic, but compared to the relevance of Authentic Material. The study to compare is *'The use of Authentic Materials in the Teaching of Reading'* by Sacha Anthony Berardo, who is an ESOL Tutor at the University of Basilicata in Potenza (Italy). She teaches English on the Mass Media Studies degree course and collaborates with University of Cambridge. We took her study into account, because her area of research is mainly focused on students' motivation and the use of authentic materials in classroom.

In Berardo's study, the use of authentic text inside the classroom is the main idea, quite related to our own research. Along her study, we found positive and negative aspects of Authentic Material, which led us to comprehend its necessity in Language Teaching. It is said that this kind of source is highly motivating to students, proving them to be able to achieve understanding in another tongue.

When considering the use of authentic materials, Widdowson (1990) wrote:

"It has been traditionally supposed that the language presented to learners should be simplified in some way for easy access and acquisition. Nowadays there are recommendations that the language presented should be authentic" (Widdowson

1990).

By knowing this, we now proceed to compare both works, showing that in general all the points where correlated to each other.

DISCUSSION

1.a. In the first study to compare (Berardo's), we use the Authentic Material was focused on Teaching of Reading. She realized that the use of pictures was quite helpful to students to get context of the text itself.

1.b. As we also did, the use of pictures from magazines (that we incorporated) was really supportive to students to have a better idea of what was the text about.

2.a. It got demanding to know if the authentic material for the classroom was reasonably challenging for students and if this material was somehow modified from its natural form.

2.b. As it was exposed in that study, we followed ours in the same direction she did. We wonder many times if it was necessary to change any part of the text, knowing that this alteration may or not mislead our purpouse.

3.a. It was important to clarify the purpose of bringing authentic material to the classroom. Berardo stated that once students knew what they were doing they would feel more secure. All of this of course, accompanied by pedagogical strategies.

3.b. In our study we took the same approach, never forgetting that Passive Voice was the main structure to focus on. They, never primarily noticed the matter of authentic material.

4.a. When students begin to read, it is suggested to assign them tasks. Berardo mentions three of them: Pre-reading, While-reading and Post-reading.

4.b. All of the handouts which our quasi experimental group was given, had the same pattern of developing. We clarified the exercises in this order from the start. Knowing that vocabulary would present some difficulties to understanding, we provided help in this subject when needed; which we must say, was demanded in every class.

To sum up, in Berardo's study almost every class had the participation of the teacher. Must be said that her role was not really important, due to the fact that her study was carried on a group of students whose level of English was advanced. This is the main difference to ours, in which the role of the teacher was indispensable. She did have to give advice though, but we can infer, never in the same level as we did. This, clearly, states a distinction between our own study and others. It is said in her article, that students did find interesting and motivating the use of Internet articles as an instrument of learning. Here, we can affirm that the result was the same one to ours.

Berardo concludes the article that authentic material in the classroom will be effective to students, because they are presented to real language that they can easily find outside the classroom, what lead us to highlight the fact that the

Language inside the classroom stops being artificial to them (once is presented as authentic material). It turns into something meaningful because what was presented to them it is actually used in the real world.

This, what Berardo states as the positive features of authentic material, is by far one of the main aspects of our thesis, since to the aim of our quasi experiment is to prove how authentic material may (or not) end up being helpful to acquire Passive Voice comprehension. As Berardo did, we quote Davies:

"It is not that a text is understood because it is authentic but that it is authentic because it is understood. ...Everything the learner understands is authentic for him." (Davies, 1984)

The second study to compare was called 'Effective EFL Education Through Popular Authentic Materials'; from Caroline C. Hwang, who has an M.A. in Comparative Literature and a Ph.D. in Applied Linguistics from the University of Texas at Austin.

This article addresses the topic of her personal experiences teaching as well in Taiwan as in U.S. and England. She states that materials from mass media are more natural and interesting for students than actual academic books. As Berardo (2006) said, authentic materials are actually appealing to students due to its nature of having ready-to-use language and relevance; which is quite similar to Hwang's study developed.

Hwang (2005) establishes that in Taiwan EFL education is not appealing to students, unless its possible usage in life is previously explained. She herself was taught English in her native country, but discovered the positive aspects of reading magazines once she was abroad. She began to incorporate authentic materials (tv-shows, best sellers, etc.) in her classes instead of typical academic books.

Following this same line of understanding, we quote Shrum and Glisan (1994): Empirical studies have confirmed the positive results gained by listeners and readers who are given opportunities to interact with authentic oral or written texts.(p. 116)□Videotexts...bring the living culture right into the classroom. (p. 117)

As Hwang discovered through experimentations in her own classroom, the incorporation of authentic material in her experience brought an insight quite similar to the one we obtained.

Nonetheless, Hwang in her study names just one student in particular from her Linguistics classes. This subject didn't receive any special treatment (as authentic material) but traditional Taiwan's English education and had never studied in an English-speaking country. She called him 'miracle student'. As comparison, we had a similar subject inside the treatment group: this person was better than the rest of the group, but not enough to be called 'a miracle student'. Seems like in every group there would be an individual who will make the difference.

DISCUSSION

1.a. During her teaching experience Hwang suggests a *'self-created "English Language Environment." This endeavor is even more strategic in EFL learning, where no built-in day-to-day contact with the language is provided'* (C.Hwang, 2005)

1.b. This same idea is the one we got into while realizing our study. We noticed that the treatment of Passive Voice through magazines was a different environment that students felt curious about.

2.a. Hwang considers that the role of the teacher ends up being the one of a "coach" who provides lexical and grammatical explanations. After the intervention of the teacher, the rest of the process is carried on by the students.

2.b. In the eight classes where we carried on the treatment, the teacher had the same role Hwang explains before. It was the lexical aspect (sometimes even more than the grammatical) the one we covered every time during the procedure. Must be pointed out, the teacher (in our study) did proceed to explained the grammatical contents. Nonetheless, it was just in the beginning as a manner of presenting the topic. Eventually, all the development of the contents (as exercises) were slightly supported by the teacher.

Hwang ends up by confirming that when EFL education is accompanied with

Authentic Materials the results of the learning process brings an effective, and genuine communicative competence.

These examples provided from the works of Berardo and Hwang, are important because they point out differences and similarities of our own research. They presented both sides of Authentic Materials usage helping us to clarify the ambiguity of this sort of research.

Chapter 5

Conclusions

The experience we have lived through our practicum led us to look for new ideas to put into practice in the classroom. If we consider the lack of motivation and actual ways of teaching grammar in context, its results it is no more than meaningless learning process. In each of the classes we observed, a repetitive delivery of contents based on the traditional grammar-translation method took place.

Our research tried to teach in a more accurate real context; therefore in the teaching period students were capable to discriminate between passive voice and similar structure, not just as a pattern but also as a whole.

Through these lines we are expected to give an account of the research questions we have proposed at the beginning of our study:

As future teachers, how could we show students an innovative way to learn passive constructions in context?

Could the use of magazines provide a meaningful context to make the learning of standard passive voice constructions in present and past simple?

Are magazines a useful tool to provide grammatical patterns and encourage the production in passive voice?

In order to answer our research questions, it has been observed that we, as future teachers, could show them innovative activities in the teaching-learning process taking into account the well-established principles that teachers are supposed to apply in the post method era. (Celce-Murcia 2013)

We wanted to base our study on our beliefs and working from a post-method era educator's point of view i.e. avoiding transmitting an "established" body of language but taking into account student´s beliefs, voices and visions in order to develop their critical thinking skills.

According to our research and some other studies Olson (1989), which deals within the same area, it is proven that students react positively when being exposed to current native materials.

It is relevant to observe the teachers' role in this situation. Instead of being protagonist of the process, the teacher tends to play more the role of a facilitator. They are provided a handout devoted to the teaching of passive voice in context by promoting the macro-strategies described above in order to make the teaching process more meaningful.

From the very beginning we needed to know if the use of magazines was meaningful or not. From our point of view, after carrying out our research we can say that they were. This statement is supported by saying that the students that have been working during the teaching period with the handouts provided, which were created based on magazines as a way of expose them to everyday context, made the difference between the traditional formulae and real English in use that we had thought in the research period. An additional point that is imperative to consider is the reading comprehension section within the handouts in order to trigger meaningful learning to the students and integrate reading and writing skills. As we could observe, the handouts contributed to reinforce the structure of

learning, not in isolation, but in a native context. Besides reading comprehension, students were absolutely depending on vocabulary, which was presented to them to underpin the main aspects of each activity.

As a result, we could describe the learning environment as a non-mechanized opportunity for learning.
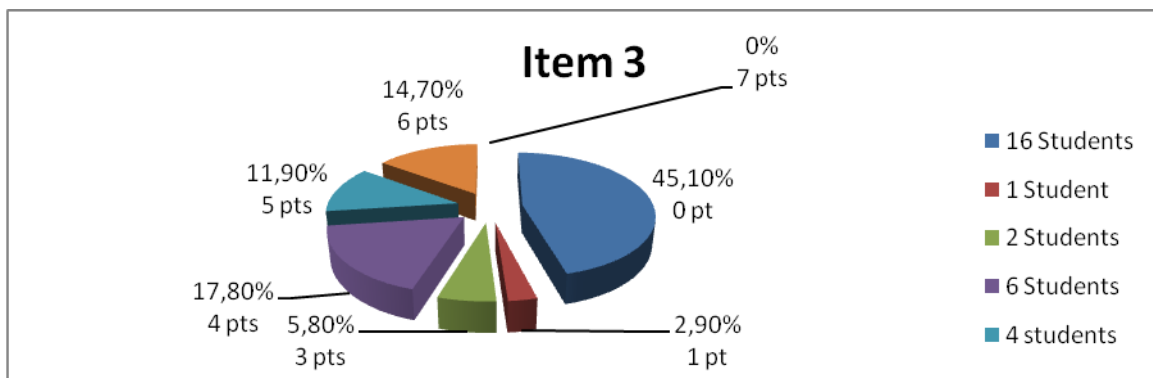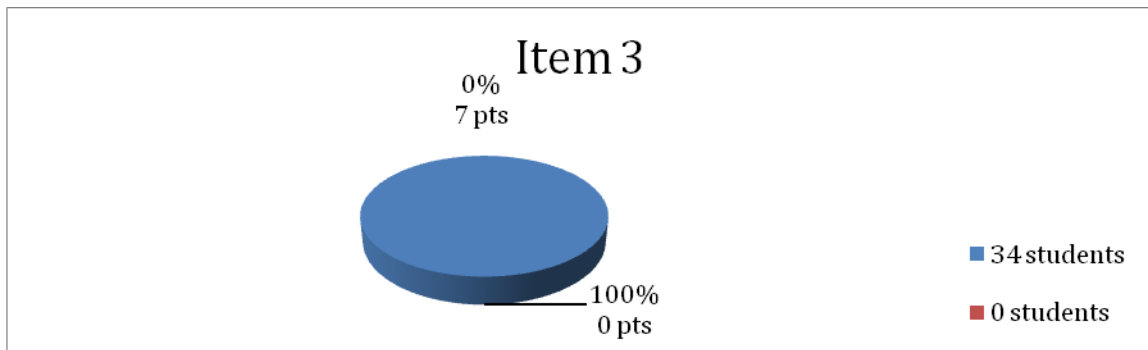
This first graph presents the results of the Pre-Test Treatment Group and the second one exhibits the results of the Post-Test Treatment Group. Both items are the same one, which was assessed in two different periods (as the name implies). Students had to recognize the passive voice structure in context. Half of the class was able to recognize the structure provided and 6 students recognized

six structures inside the item. The obtained results after the Teaching Period, where every handout was conducive to our purpose.

The present study has shown that magazines were completely appropriate to provide meaningful context to make the learning of standard passive constructions in present and past easier. We can confirm this due the previous graph, the Nº3, which consisted of highlight the passive voice structures contained in the magazine extract. It was not particularly the teaching period what only helped: in that case, students would have acquired more and other grammatical structures; such as present simple and past simple (of verb to be).

Concerning the last question of this study, a notion that may play an important role is the concept of grammatical pattern. According to Greenbaum, Leech and Svartvik (2008) grammatical pattern is defined as "*words must be combined into larger units and grammar encompasses the complex set of rules specifying such combination*".

The teaching period was focused on how magazines as authentic material would promote the learning of Passive Voice structure. As a matter of fact, students were not only able to identify and use passive voice constructions, but also they used new words and they could integrate reading comprehension activities in a more systematic way.

Furthermore, magazines due to their natural and spontaneous native nature, make the students be aware of the real usage in everyday language what supposedly led them to infer specific grammatical rules related to passive voice,

and learn the formal properties of this foreign language. In this point, we could illustrate the role of the teacher as a facilitator.
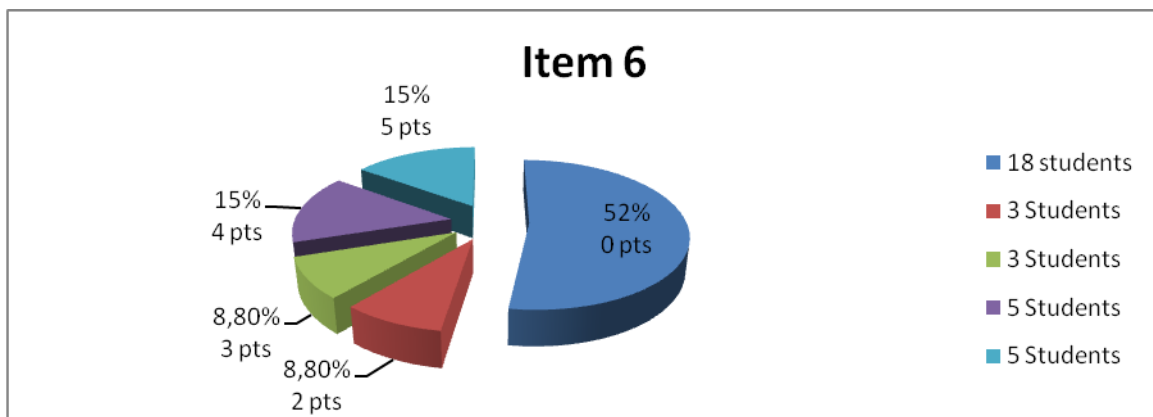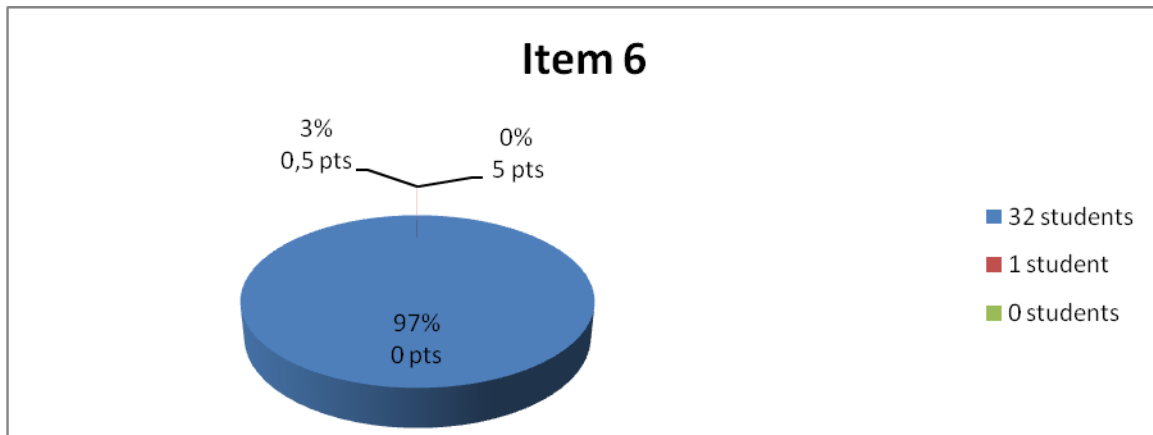
For the sake of completeness, magazines were a useful tool as it was shown in the previous graph, none of the students achieved successfully any of the tasks focused on rewriting the sentences from active to passive voice at very beginning but, after the Post-Test, 15% of the students solved successfully the

previously mentioned task. Again, such change happened as a result of the teaching period.

This research aims to prove the effectiveness of the use of Magazines as authentic material to teach and use standard passive voice constructions in context in 12th grade C students at Liceo Instituto Comercial Particular in La Cisterna. For further explanation, it is a must to clarify what the meaning of the word 'effective' is in this context. Following the previous idea, we quote Cambridge Dictionary, which defines *'Effective' as: "successful or achieving the results you want".* If what we wanted was to show if students would acquire Passive Voice knowledge through the use of extracts from magazines as authentic material, we can conclude after analyzing all the items results, that it was effective.

During the teaching period, students were exposed to the handouts twice a week, 45 minutes each class. This period was helpful for them, having every opportunity to learn and practice different exercises related to Passive Voice. Taking into account that the backbone of every task and exercise was extracted from magazines, we can state that this kind of help guided them to understand Passive Voice as they (the handouts) were immersed in context, not in isolation. As they were exposed to different texts from magazines they were encouraged to notice the use of passive voice in a more pragmatic way.

A second notion that may play an important role is to identify the different mistakes related to the use of passive voice in grammar exercises made by the

students. In our study, what caught our attention were the several issues that can be shown as followed:

- Use of the verb as the subject

- Use of the participle

- Omission of the verb 'to-be' in the passive constructions

- Misuse of the object pronoun (use of her instead of his)

If we compare those mistakes, which happened at the beginning of the study to those that students made at the end of the handouts, we can state that they were diminished notably. This fact could be seen as a result of the teaching period students were exposed to.

Through the mistakes made by the students, (which we took them into account) we designed meaningful activities such as:

- Production of their own sentences

- Unscramble sentences in passive voice

- Multiple choice

- Underline the Passive Voice from the text

- Fill in the gaps

- Matching Activities

- Conversation from Active to Passive and vice versa

To sum up, it was all done to improve the handouts so we could anticipate those mentioned mistakes.

We tried to prove if the activity especially designed for the teaching of standard passive voice structures has a positive or negative influence on students under research. We state that the results are all positive enough to consider this proposal as successful.

Additionally, we support our ideas by showing the following standard deviation chart:
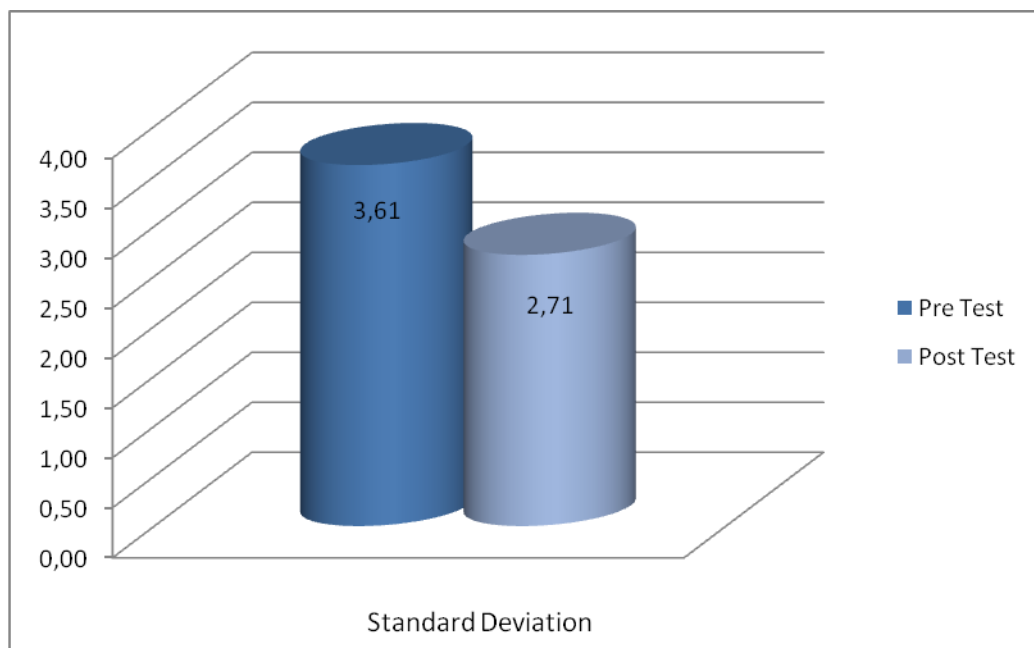
As it can observe, the vertical numbers in the standard deviation in which the highest the number wider is the distance between the number and the maximum score of 7.0.

On the other hand, the lowest the number the narrowest would be the distance between the number and 7.0.

In the Pre-Test, the deviation was 3.61 which considerably changed if it is compared to the Post-Test, where the deviation was neither the same nor higher. The deviation degree of 2.71 confirmed expectations that the learning process was fulfilled and students reduced the distance of their grades in order to have the closest mark to 7.0. It is again proven, that all the activity caused a positive reaction to the students.

After all our discussion in terms of the final conclusion we could get after this study, we can state that our hypothesis: " *the use of magazines help 12th grade EFL students at Liceo Instituto Comercial Particular La Cisterna School understand passive voice constructions"*, was proved according to the post test results after the teaching period. Additionally, we were witnesses of the student's enthusiasm through class to class. As an anecdote, one of the students from the treatment group asked us if as time went by, the handouts were becoming easier or he was actually learning. Finally, we can conclude the use of authentic material, in these case, magazines are a great source of real language in context.

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Appendix