



Facultad de Educación

Escuela de Educación en Inglés

ACTIVIDAD DE TITULACIÓN

THE IDEAL CHARACTERISTICS OF THE CLASSROOM ENVIRONMENT TO
ENHANCE ORAL PRODUCTION: A COMPARATIVE STUDY

Trabajo de Investigación para optar al Grado de Licenciado en Educación y al Título
de Profesor de Inglés para Educación Básica y Media

Seminar Director: Mireya Aguilera Munizaga

Authors: Kevin Javier Aguilar Rivas

Andrea Antonia Herrera Basualto

Yoselin Andrea Urra Mira

Patricio Miguel Villarroel Pérez

SANTIAGO DE CHILE

2021

Index

Introduction	1
1. Theoretical Framework	5
1.1 Oral production	5
1.2 Classroom environment	8
1.3 Approaches related to Krashen’s affective filter hypothesis.	11
1.4 Teacher's role	13
2. Objectives and Research Questions	16
2.1 General Objective	16
2.2 Specific objectives	16
2.3 Research question	16
3. Methodological Framework	17
3.1 School Background	17
3.2 A characterization of the participants	18
3.3 Criteria for participants selection	19
3.4 About students’ orality	20
3.4.1 Oral Participation	20
3.4.2 Proactive Participation/ Attitude	21
3.4.3 Reactive Participation/ Attitude	21
3.5 Data collection	22
3.6 Sample Test and items	22
3.7 Levels of English	24
3.8. Methodologies and strategies to be used	25
3.9. Design of interventions	26
3.9.1 First intervention: November 15th, 2021.	27
3.9.2 Second intervention: November 29th, 2021	28
3.9.3 Third intervention: December 6th, 2021	29
3.10 Comparison of Classes	30

3.10.1 What do we consider a traditional class?	31
3.10.2 What do we consider a hybrid class?	32
3.11 Lesson plans of the classes and interventions	33
4. Data collection analysis	54
4.1 Observable features that contribute to the classroom environment	54
4.2 Class planification and orientation	55
4.3 The teacher and the role.....	56
4.4 The activities	56
4.5 The Material	57
4.6 Technological resources	58
4.7 Placement Tests analysis	58
4.7.1 Initial Placement test in face-to-face and online context	59
4.7.2 Exit Placement test in face-to-face and online context	61
4.8 Placement test summary	64
5. Discussions	65
6. Considerations for further studies	68
Referential	69
Appendices.....	71
Appendix 1: School’s situations	71
Appendix 1.1: Carolina Llona	71
Appendix 1.2: CEMAR.....	71
Appendix 2: Interest Test	73
Appendix 3: Sample Test.....	76
Appendix 4: Checklist	86
Appendix 5: Annual lesson plan.....	88
Appendix 5.1: Traditional Class Lesson Plan	98
Appendix 6: Intervention’s PPTs	103
Appendix 6.1: First intervention.....	103
Appendix 6.2: Second intervention	113
Appendix 6.3: Third Intervention.....	125

Acknowledgments

The completion of this comparative study could not have been possible without the expertise of Mrs. Mireya Aguilera Munizaga, our beloved research adviser, her guidance, and advice carried us through all the stages of writing our project. We would also like to pay our deep sense of gratitude to Mr. Sergio Verdejo and Mrs. Natalia Azócar, for taking the time to read our comparative study and give us advice to improve our project. We are very much grateful to CEMAR, for giving us the place and the opportunity to accomplish our study in its establishment.

Kevin Aguilar Rivas

First and foremost, I would like to thank all my colleagues with whom this research was made. Secondly, to thank my family and friends for always supporting me and believing in my projects. Finally, thanks to all those people who taught me throughout my learning process since this knowledge, not only academically, is what has inspired and instructed me as a person.

Andrea Herrera Basualto

Personally, I would like to give recognition to all members of my family, specially my grandparents. My best friends Nicolás Herrera and Lukas Galaz played an important role in this process with their emotional support; thanks for always believing in me. To my parents, Paola Basualto and Antonio Herrera, for being supportive throughout my educational and personal development, the person I have

become today and all my success is because of you; thanks for your true love. Lastly, I would like to thank Harry Styles, his art and music always supported me. Thank you, Harry; we'll be alright.

Yoselin Urra Mira

At first, I would like to give acknowledgement to my mother Viviana Mira and my boyfriend Pablo Villalobos for supporting me through this difficult time. Their constant reinforcement helped me to continue until the end of this process, thanks for your deep love. Also, I would like to thank Milenka Arce, who helped me emotionally during this process, believing in me and encouraging me to continue. Last but not least, I would like to give recognition to Kwon Ji Yong, his music was an essential support in difficult times. I love you so much, thanks for your existence.

Patricio Villarroel Pérez

I would like to acknowledge all the people who helped me through the most difficult moments throughout my university career. In addition, I would like to give a great appreciation to my family for giving me this opportunity to show who I am and to my girlfriend for giving me her support and understanding throughout this process.

Abstract

In the following research, students' response from a specific school to different changes that were applied within a classroom and in the online context was observed. The changes used within the classrooms were essential for the meaningful learning of the young people, since the vast majority deal with the management and control of the behavioral aspects and the interpersonal relationships that they maintain between the student and the teacher. On the other hand, all these changes had a specific role in controlling certain elements based on the Krashen affective filter hypothesis (1988), where characteristics such as anxiety, attitudes, and interpersonal relationships could be addressed. However, our main objective was to establish a method where we can see an increase in the use of English, either short or complex sentences, taking into account the educational aspects that lead to a much more comfortable class or, in simple words, to create a conditioned classroom climate so that students could feel free to use a second language without the nervousness or shyness that is reflected in more straightforward practices within a school community.

Other factors affect the learning process of oral production of a second language, which in this particular case is English. For example, the situation takes place within an oral presentation where the classmates' reaction is manifested before the completion of this exercise, causing a complex problem that could generate distrust in the student about the knowledge of it.

The following research took into account the conditions that must be presented within a classroom for the proper use of the verbal ability in the English language, since it is

the main engine to adapt students in comfortable situations to reduce stressful situations, generating in this way, more participation and events conditioned for better oral production, ignoring factors such as anxiety and eventual emotions involved in the use of a second language in young learners.

Another variable that is no less essential to understanding this research is the role of the teacher within the classes, for the correct performance of activities where the use of English must be applied. Since the teacher must be the main protagonist and guide, so students can demonstrate their skills. Adding knowledge and getting the proper feedback without taking away their self-esteem or confidence. In addition, the teacher must be the one who can create valuable resources to achieve much more playful and participatory classes, providing students with different ways of using a second language.

Keywords: Classroom Climate, Krashen affective filter hypothesis, Oral Production, Online Context, Role of the Teacher, Participation.

Resumen

En la siguiente investigación, se observó la respuesta que tienen los estudiantes de una escuela específica ante diferentes cambios que se aplicaron dentro de un aula y en el contexto online. Los cambios que se utilizaron dentro de las aulas fueron esenciales para el aprendizaje significativo de los jóvenes, ya que la gran mayoría se ocupa del manejo y control de los aspectos conductuales y las relaciones interpersonales que mantienen entre el alumno y el docente. Por otro lado, todos estos cambios tuvieron un papel específico en el control de ciertos elementos a partir de la hipótesis del filtro afectivo de Krashen, donde se pudieron abordar características como la ansiedad, las actitudes y las relaciones interpersonales. Sin embargo, nuestro principal objetivo fue establecer un método donde podamos ver un aumento en el uso del Inglés, ya sea en oraciones cortas o complejas, teniendo en cuenta los aspectos educativos que conducen a una clase mucho más cómoda o, en palabras simples, a crear un clima del aula condicionado para que los alumnos se puedan sentir libres de utilizar una segunda lengua sin el nerviosismo o timidez que se refleja en las prácticas más sencillas dentro de una comunidad escolar.

Otros factores inciden en el proceso de aprendizaje de la producción oral de una segunda lengua, que en este caso particular es el inglés. Por ejemplo, la situación se desarrolla dentro de una presentación oral donde la reacción de los compañeros se manifiesta ante la realización de este ejercicio, provocando un problema complejo que podría generar en el alumno desconfianza sobre sus conocimientos.

La siguiente investigación tomó en cuenta las condiciones que deben presentarse dentro de un aula para el uso adecuado de la habilidad verbal en el idioma Inglés, ya que es el motor principal para adaptar a los estudiantes en situaciones cómodas para la disminución de situaciones estresantes, generando de esta manera más participación y eventos condicionados para una mejor producción oral, ignorando factores como la ansiedad y las eventuales emociones involucradas en el uso de una segunda lengua en la juventud.

Otra variable que no es menos imprescindible para entender esta investigación es el rol del docente dentro de las clases para el correcto desempeño de actividades donde se debe aplicar el uso del inglés, ya que el docente debe ser el principal protagonista y guía para que los alumnos puedan demostrar sus habilidades. Al añadir conocimiento y obtener la retroalimentación adecuada sin quitarles la autoestima o la confianza.

Además, el docente debe ser quien pueda crear recursos valiosos para lograr clases mucho más lúdicas y participativas, brindando a los estudiantes diferentes formas de usar una segunda lengua.

Introduction

For more than two years, during our teaching practice, we have been able to observe that one of the most common situations that have been generated in both face-to-face contexts and during the so-called online classes is the difficulty of encouraging students' constant participation; this impediment has been one of the main factors that limit us when teaching English. Due to the COVID-19 virus pandemic, education in our country has taken up the idea of continuing education with the support of the different technologies we can find today; as a result of this, online classes were created, which have been the substitutes for face-to-face classes for a long time.

In our role as researchers and as teacher trainees, we have been able to experience the decrease in the use of English inside the classroom, and in the face of this problem, we will try to analyze exhaustively why this situation arises and what its causes would be. It is essential to highlight that this research revolves around situations where the classroom is the main element affected since, due to the significant change produced by the pandemic, it has been reflected in profound educational changes.

Notably, different teaching methods in the classroom have been changed, complicating the educational aim. Thus, generating a type of unprecedented methodology that has not been developed and applied effectively in the best possible way, considering the difficulties of the pandemic context.

We have entered a vast world related to interpersonal relationships/interactions between students and teachers in this same way. Trust, attitudes, and an ideal

classroom climate could be the main developing elements of constant participation and correct use of a second language as a way of learning.

Nowadays, one of the main problems in Chilean classrooms regarding learning English as a foreign language is related to students' oral production. We can affirm this due to the little participation that we have observed within the teaching practice in the different schools in which we have participated. Hence, one of the aims of this investigation directly addresses identifying the different factors that affect the students' oral production, either negatively or positively, within the classroom environment.

First, the main subject of this investigation affects the students significantly during the development of essential abilities such as oral production. Therefore, the classroom climate no longer allows the student to successfully progress in the subject as expected, which leads to limitations not reaching the required level.

Additionally, by identifying this weakness, new knowledge is provided on coping with similar situations in possible future scenarios. Finally, as stated above, as part of the educational system, it is essential to know if there is an ideal classroom environment to facilitate teaching and learning for our students to feel comfortable when practicing and developing the oral production ability in EFL.

The problem which we will investigate in the following research has been analyzed in the Affective Filter Hypothesis by Krashen. In accordance with Krashen's perspective (1998), his hypothesis tells us that there are four main elements to highlight for meaningful learning, which would imply interpersonal manners that would

progressively improve learning methodologies in different contexts. From this point of view, we want to address the ideal classroom climate, whose purpose would lie in increasing students' participation, allowing an increase in oral production in the foreign language, despite taking into account the different types of relationships between students and teachers, where the teacher would be the developer of these situations which would give a place to future interactions with a greater degree of participation. Likewise, according to Tayebbeh Zarezadeh (2013), the emotional intelligence of the learners must also be considered for the correct learning of the contents seen; therefore, the teaching role could be the main factor and the initial support for adequate learning that involves interpersonal relationships which can significantly improve the different types of external conflicts that can occur inside or outside the classroom. Considering Tayebbeh's words, it is indisputable that teachers must use tools and methodologies that allow students to feel comfortable within their space, seeing that their emotional intelligence has not been passed on but rather taken into account through the use of didactic activities that are close to them.

Throughout this document, six main points will be found. The number one is the Theoretical Framework where four topics will be addressed regarding oral production and classroom environment, as well as approaches and the role of the teacher. Next, point number two regards the Objectives of the study, presenting the general objective and the three specific objectives. Following, the third point includes the Methodological Framework, describing the school background and the process of sampling the participants as well as evaluating them. Alongside with it, the

methodologies and strategies are defined with a description of each intervention. Immediately, the data collection analysis takes place, analyzing results of the tests and the factors that contribute to the classroom environment. Additionally, to conclude, the discussion item includes our reflections as researches. In the end, the considerations for further studies can be found. Lastly, the appendices are at the end of the document with the material used, like PPT's, tests and checklists.

1. Theoretical Framework

We observe different dimensions within this research project, which are subdivided into sections. The relevant topics will be about how oral production will be taught, its methodologies, and its strategies. In addition, the concept of classroom climate and its implications in teaching will be known due to the internal and external management that would make a class adequate to carry out meaningful learning. On the other hand, we will focus on Krashen's affective filter hypothesis, which allows us to identify specific aspects of teaching vital for sound learning, giving us concepts such as self-confidence and anxiety as one of the main issues that would affect our students. Likewise, the role of the teacher will be emphasized as a determining factor due to its overall effect on the learners, since they will be in charge of guiding and controlling the appropriate events to achieve the most comfortable and close learning together with the students.

1.1 Oral production

Oral production is one of the most relevant skills when learning English; as expected, some learners reach the goal and develop better in this process. It has been proven that the student's learning process is affected by different factors; therefore, this element is in constant change due to external and personal agents. As Mercer & Williams (Mills) (2014) stated, "human behavior is collectively influenced by personal agency, self-beliefs, and external environmental factors" (p.7). For this reason, in the field of learning English as a foreign language, the oral production of

the student is directly negative. Due to this, students are exposed to different contexts in the collective sphere, such as their motivation and beliefs about their abilities.

Along with the environment where they develop; and the adverse/positive reaction of their peers versus their performance.

Oral production is one of the skills that we have observed from our experiences in different schools as one of the most difficult to improve due to the complexity of different emotional and external factors found within the classrooms. In the words of Lightbown and Spada (2013), “Other researchers investigating learner anxiety in second language classrooms see anxiety as dynamic and dependent on particular situations and circumstances” (p.85). This allows distinctions to be made between, for example, feeling anxious when giving an oral presentation in front of the whole class but not when interacting with peers in group work. Whatever the context, anxiety can interfere with the learning process; as stated by Brown & Lee (2015), “One of the major obstacles learners have to overcome in learning to speak the anxiety generated over the risks of blurting things out that sound ignorant, embarrassing, or incomprehensible” (p.348) meaning that a student can be perfectly prepared for an oral presentation. However, these anxious thoughts can considerably interfere with their performance when presenting and beginning their speech, causing the momentary loss of knowledge already acquired, which generates insecurity in the student, leading towards demotivation in the learning process and uncertainty about their future performance in this skill.

Nevertheless, it is also essential to emphasize that positive emotions can lead the learner to perfect their oral production; as reported by Mercer & Williams (2014), “positive emotions may raise efficacy beliefs and contribute to the expectation of future successful performances ...” (p.9) that is, the individual's emotional circumstances have a significant impact during the oral production and learning process, which leads the student to believe in themselves and generate certain positive expectations about his future oral performance. In agreement with Brown & Lee (2015), “The goals and the techniques for teaching conversation are extremely diverse, depending on the student, teacher, and overall context of the class.” (p.346) because these together give meaning to the class, both students and the teacher do their part to generate a conversation in a learning context.

Both the student, the teacher, and the environment begin to play an essential role in the classroom, since the constant accompaniment and emotional support to the students and their beliefs about their abilities when learning to speak English as a foreign language significantly interfere with their process, “self-efficacy refers to an individual's beliefs in his/her ability to perform a designated task or complete an activity, and may be used as a predictor of future performance” (Mercer & Williams, 2014, p.8), for instance, when talking about 'future performance,' it can be referred to as exemplified by if the student has a negative performance due to his low self-efficacy. Subsequently, this same performance can be reflected in future similar situations and challenges in the context of oral production due to the lack of motivation and insecurity that this generates. However, something similar happens in

the opposite case; the student positively develops thanks to their self-efficacy, thus achieving future levels of optimal oral production. Just as the student plays a vital role in his development as a learner, the teacher takes place where stimulation and encouragement are concerned., “Teachers, in particular, can enhance students' self-efficacy with credible feedback and guidance that encourages and motivates students” (Mercer & Williams, 2014, p.8) On the other hand, the variable 'Environment' is not far behind since it is necessary to maintain an adequate environment for the correct development of students' skills; based on experiences as teachers and students, the classroom climate has a considerable influence on the levels of oral production, as Brown & Lee (2015) claim “Our job as teachers is to provide the kind of warm, embracing climate that encourages students to speak, however halting or tentative their attempts may be” (p.348), students must manage to feel welcomed, comfortable, and free to express themselves orally in English without difficulties and negative emotions generated by an environment that interferes with their full development.

1.2 Classroom environment

The classroom environment directly affects how students express themselves and play an essential role in their performance.

Kiatkheeree (2018) study stated the following:

It is noted that a learning environment has a significant effect on the level of language proficiency of learners. For example, students' and teachers' interaction in a

classroom, as part of the learning environment, is regarded as an important factor in promoting students' achievement. (p. 391)

In other words, the environment within the classroom drastically changes the student's oral production, and oral productivity is diminished in an environment in which motivation is not promoted, and nervousness and anxiety are predominant factors.

From Tracey Garret's perspective (2014), the classroom environment has been seen as one of the main factors affecting the student's productivity; in fact, classroom environment and classroom management have been researched from multiple perspectives to find the most effective approach. However, most perspectives on this problem offer similar solutions in which the teacher plays a significant role. With this in mind, how the classroom environment affects the students depends directly on the teacher's approach to the subject. Thus, teachers must understand that most of their management activities are directed at preventing misbehavior rather than responding to it. The more skilled a teacher is at preventing behavior problems, the fewer problems will arise (Garret, 2014).

Traditionally, viewed as a matter of exerting control over the learners, but more recently, classroom management has been perceived as the art of establishing a good climate and managing instruction effectively (Ming-tak & Wai-shing, 2008). In other words, classroom management nowadays is perceived as the teachers' ability to create

a classroom environment or climate that allows students to effectively develop their skills and capabilities, as in this investigation, the oral production skill.

The teacher's ability to create an effective classroom environment may vary depending on the subject they want to address. For example, the teacher can change the students' desks' arrangement to have a different approach. On the other hand, the teacher may want to enhance the student's confidence; in this case, the teacher would take a more affective perspective.

Commonly, in the actual context that we were working with, the environment within the classroom changed directly how the students behave and how much they can use the English language orally. The classroom environment was constantly affected by different factors; for example, the most noticeable aspect was the students themselves, since they did not respect the speaking times. Therefore, the voices and commentaries were overlapped by each other. Although different students were proactively speaking, this kind of students' participation changes how they perceive their surroundings; moreover, even though different students were using the English language to speak out loud, the speech content is not fully understood, giving more importance to the high tone of voice rather than the correct pronunciation of different English sounds.

1.3 Approaches related to Krashen's affective filter hypothesis.

According to Krashen (1988), many factors affect the learning process. Some of them have a considerable amount of interpersonal relationships or may even be due to the behavioral aspects of the learners. Characteristics such as low self-esteem, anxiety, and attitude problems, which can reflect students in typical situations such as presenting a job or project in front of a crowd, would indicate weakness within education. For this same reason, the classroom environment is a fundamental entity component to avoid all these types of consequences. The teacher must be the leading developer of a healthy and comfortable environment where students or learners can express themselves in the best way possible without submitting to the existing complexities. For example, in learning a second language, all skills must be covered, whether it is writing, listening, reading, and the one that would cause conflicts at emotional levels, verbal ability, since within this verbal ability all the factors that influence an excellent oral production according to Krashen (1988) are considered.

For Rodgers (2014), there are different ways to explain the definition of teaching; one of the meanings of teaching emphasizes the trust between the students and the teacher. Trust would achieve a significant advantage for meaningful learning, since the student would be able to reflect on the different contents seen within a subject, so much so that it could lead to the creation of a debate with the teacher at some point. In the words of Rodgers (2014), "The ability to form close interpersonal relations with students is highly valued, and there is a strong emphasis on individual learner

creativity and independent learning.” (p.39). We can consider that the behavioral aspects within a classroom are crucial for the realization of classes. However, the teacher is in charge of achieving a conditioned space for exchanging ideas and dialogues that allow learning much more personally, drastically avoiding those factors that would enable the development of insecurities and stressful situations for students.

From a perception as researchers and at the same time as future teachers of English, we have been able to witness many qualities that influence within the classrooms. For example, it is known in practice that many of the students who are pressured to perform dedicated tasks to oral production face conflicting situations either due to shyness or insecurities. These situations make the most straightforward activities become a high-stress process for students. The series of emotional events produced in conditions in which the students must develop knowledge would generate a problem for both teachers and students. On the one hand, teachers face the dilemma of carrying out more participatory classes without having these conflicting facts for meaningful learning. On the other hand, we have students who see the oral production process as a challenge that they cannot exercise due to interpersonal and personal factors.

1.4 Teacher's role

There is one agent responsible for making learning happen inside the classroom in education: the teacher. Through time, the teacher's figure has been criticized and modified on the roles, responsibilities, and styles supposed to use. Furthermore, the use of diverse pedagogical approaches, for instance, the behaviorist approach, states that the role of the teacher is to manipulate the environment to shape the behavior of the learners. Therefore, the process of learning a second language is based on the imitation of sounds, among other perspectives, through the years.

Despite the many approaches and diverse visions of the role of the teacher, whether it follows a specific form of thinking or postulates a particular pedagogical approach, all of them have one thing in common; finding the best possible way for learning to take place.

In particular, the role of the teacher comes across as an essential and active agent in this study; as stated by Lightbown & Spada (2013), the figure of the teacher impacts on multiple factors inside the classroom, from students' performance, the classroom climate and the motivation inside the classroom, acting as a domino effect. If the teacher does not make students comfortable enough to learn, there may be a high possibility of not learning happening inside the classroom.

As stated in the previous section, the teacher has the duty of making the student comfortable to learn, while also making the classroom an appropriate and adequate space for learning to take place.

Lightbown & Spada (2013) stated:

Teachers can positively contribute to students' motivation to learn if classrooms are places that students enjoy coming to because the content is interesting and relevant to their age and level of ability, the learning goals are challenging yet manageable and clear, and the atmosphere is supportive. (p. 88)

With this in mind, the teacher's role is how students will perceive them and, therefore, the content itself, affecting even the subject as a whole. If the teacher decides to take an attitude that is different for a particular group of students, it will have different reactions that, as previously mentioned, can directly affect the subject and its perception.

Brown (2015) stated:

Something quite unsettling about a teacher who is a sympathetic friend to some students and a dispassionate authority figure to others. Such waffling in playing out your roles can set students against each other, with many feeling shut out from an inner circle of "teacher's pets. (p. 304)

When giving feedback, the teacher's role can have a meaningful impact on the student's progress and their way of seeing the subject. According to Lightbown & Spada (2013), the immediate reaction from the teacher to the students when an error

occurs in oral communication may discourage and embarrass the students, not making them feel comfortable when speaking.

Hence, the part the teacher takes among the reaction it may have towards the students' progress in the subject impacts various factors affecting the students and the classroom environment itself.

In conclusion, since the teacher is the figure, the students see and reflect learning on, as mentioned above, the "domino effect" happens. In consequence, generating on students a feeling of being uncomfortable or unmotivated; therefore, not having motivation for learning. Perhaps producing disinterest on the topic of the class and the subject, originating a feeling of obligation on the action of learning, not making it something that can be enjoyable.

2. Objectives and Research Questions

2.1 General Objective

To expose students to a set of teaching strategies to identify the main facilitating features of the classroom environment, which encourage students' oral participation in the class.

2.2 Specific objectives

- Select a set of teaching techniques to expose students to determine the main facilitating features in the classroom.
- Apply a standardized entry placement test to the participants to establish their current level of English.
- Compare and contrast the results of the students' oral production in comparative classroom environments through a standardized test.

2.3 Research question

What are the facilitating classroom environment features that make students participate orally and collaboratively in the classroom?

3. Methodological Framework

The primary focus of the study involves testing the oral skills of students in classes and how facilitating the classroom environment can play a favorable role when practicing oral skills. Therefore, the interventions will be taken in contexts where students are conditioned to a specific environment where they can feel comfortable when speaking.

Once the criteria for the selection of students is set, the next step is applying a standardized test¹ to the students, given by the University of Cambridge in the third week of November, to have knowledge on how advanced our students are in terms of English. Therefore, the interventions can take place. However, since the two groups of students are coursing different levels, the interventions will change contents; according to the current contents and units the students are studying, respectively.

3.1 School Background

The investigation is working with two groups from the same school, CEMAR², located in Av. Rinconada 3120, Maipú, RM. The educational institution is characterized for having a high rate of vulnerability among the students; for instance, the percentage of vulnerability fluctuates between 89% (IVE-SINAE 2021)³.

Moreover, the educational establishment qualifies as a state-subsidized institution,

¹ The Standardized test can be found on Appendix 3.

² CEMAR: Colegio Educacional Maipú Anexo Rinconada.

³ IVE-SINAE extracted from JUNAEB (Junta Nacional de Auxilio Escolar y Becas).

covering from primary school to secondary school. The number of students attending the school is approximately three thousand five hundred and twenty-two students.

3.2 A characterization of the participants

The investigation is developing with two groups, the first one being the fifth grade A with online learning and the second being fifth grade C with face-to-face learning. Both levels are working with a blended learning modality; however, the first group, fifth grade A, was considered an online group due to the number of students attending the online classes. This heterogeneous class is characterized by having forty-four students in total, with the age range varying from ten to eleven years old, approximately. On the contrary, the second class fifth grade C was considered a face-to-face class in the context of this research since the students attended classes in-person, completing the maximum capacity of the classroom.

As a consequence of the actual sanitary conditions established in our country, the attendance to classes in a face-to-face context has been limited due to the maximum capacity settled by the Plan Paso a Paso⁴ ruled by the Chilean government. Hence, in a face-to-face context, the maximum capacity is twelve students plus the teacher, completing a total of thirteen people inside the classroom.

⁴ The Plan Paso a Paso is a plan established by the Government of Chile for sanitary control, which controls the maximum capacity of the establishments in general.

3.3 Criteria for participants selection

Note:

Concerning the criteria for selecting the participants, we faced plenty of complication⁵ in the course of our investigation, which obligated us to change the educational institution we were working with.

In order to select the participants of the investigation, the main research subjects for this study will be chosen by specific criteria of attendance to the classes.

First, it is essential to note that both research groups initially worked in a blended or hybrid modality. Nevertheless, the groups were divided in a face-to-face and online context to stick with the original plan despite the investigation context. The first group, “5 °C”, was considered to be evaluated in a face-to-face context since a high rate of students attended school. Oppositely, in the second group, “5°A”, chosen as the online group, most of the students attended online classes.

In this investigation, we will consider a convenience sample due to the circumstances in which the test is taken.

In this situation, since the two main groups of students observed in this investigation are coursing the same scholar level, the interventions encapsulated the same contents. However, if both groups have a significant amount of difference in terms of level and comprehension of English, the classes will be adapted to their needs to make the comprehension of contents better.

⁵ More information about the school’s situations can be found on Appendix 1.

3.4 About students' orality

In the subsequent investigation, we refer to different terminologies relevant to understanding our point of view and what we are referring to in those specific circumstances. Those terms are closely related to research, since it is understood that they play a decisive role both in the interventions and in what we want to focus on. Within these terms, we find the orality of the students, the proactive participation, and the reactive participation. Mainly, these terms are being disclosed since they are a part of a checklist ⁶used to document the observations of each intervention.

3.4.1 Oral Participation

Due to the lack of English oral activities for students inside the classroom, they did not have active oral English participation during the classes at the start of the research, which was a repetitive tendency mainly found in the online context. The use of Spanish at the moment of giving answers was notable during the learning process, marking an important point that exemplifies the absence of the use of English. Because of that, students do not have the capacity to answer using complex sentences in English, just simple words; despite that, we can find active participation from students during the classes.

As teachers, we want to achieve English oral participation from the students, both in the face-to-face classroom and online classroom. While aspiring to get short answers making use of the vocabulary, the contents, and the grammar structures taught.

⁶ To see the checklist, go to Appendix 4.

3.4.2 Proactive Participation/ Attitude

For the sake of this investigation, when talking about proactive participation or attitude from the students, we will refer to any students' participation that is not a result of a question or petition made by the teacher; more specifically, it is a voluntary answer. Similarly, spontaneous participation in answers or questions will also be identified as a proactive attitude. In addition, as proactive participation, the fact that students can infer quickly through the use of previously seen resources is pointed out, managing to create cognitive processes in an optimal way.

3.4.3 Reactive Participation/ Attitude

When implying reactive participation or attitude from the students, we will refer to any students' participation that responds to a direct question or petition made by the teacher; therefore, a non-voluntary answer. Nonetheless, open questions will not be taken into account as a reactive reaction since, when asking open questions to the students, as teachers, we expect an honest answer. To recapitulate, the reactive participation or attitude is considered a non-voluntary answer to a specific student's aimed question.

3.5 Data collection

In order to obtain the investigation data, some steps will precede the application of the interventions in the classroom. First, an “Interest Test”⁷ will be applied to the students; this test will be available online for both CEMAR students of fifth grade A and fifth grade C.

The test consists of a set of four questions regarding the possible interests of students like music genres, books, movies, and activities they like to do in their free time. It is essential to point out that this test will be applied to all the students.

Once that step is done, the results will be analyzed to collect the needed information. Therefore, the students' primary interests will be known and can be applied as a topic to the interventions.

3.6 Sample Test and items

The second step is applying the sample placement test⁸ given by Cambridge to know our students' English level and the average English level of the groups. The application of the test will be online and also on paper.

The explained test consists of 15 questions assessing listening, speaking, and reading skills. Each question is considered one point; therefore, the test has 15 points in total. In the first section of the Placement test, we find three multiple-choice questions that students must answer by observing the images and their respective relationship with

⁷ The Interest Test can be found on Appendix 2.

⁸ The Sample Placement Test can be found on Appendix 3.

the answer. The first three questions of the test consist of looking at diverse pictures about different objects such as fruits, animals, and weather, where students must choose the best answer regarding what is shown in the pictures. Next, students will be presented with another item in which they will have to fill in the blanks taking into account a brief text, this item has four spaces to complete. The purpose of this item is to evaluate the coherence and understanding of the students to form complete sentences with a logical and adequate meaning. The last item of the placement test consists of five questions where students must listen to an audio for each question and answer correctly within the options that it has.

Students must read short sentences from questions four to six and choose the most appropriate answer to the statements. The following questions from seven to ten are all combined inside a text, where students must complete in a “fill in the gaps” style, with three options for each number inside the text.

Finally, eleven to fifteen students will hear some recordings taken from the Cambridge test from questions. Then listen and choose the image that represents the answer to the question.

Particularly, students will be given this initial test which will measure their level of English, providing us with information to develop the adequate material according to their results, either by the mode or the average that is statistically presented based on the initial test. In this way, students can be in sync with the content presented and molded to their abilities and skills in English. Equally important, we would guarantee results that may vary as progress, decrease, or maintenance of the obtained results.

Again, the same test is applied in the last and third intervention as an "Exit test"; to check if any progress occurred. Admittedly, we consider that in three interventions, there cannot be great results or an advance in terms of levels of English due to the few variables that we have. Nonetheless, we carry out this exit test to see if a significant change is reflected in the students' learning. Although the variables are few due to the small number of interventions, we could find an interesting response due to the conditions that occurred in the classroom to increase the safety of the students, thus achieving an increase in the level of English of the students.

3.7 Levels of English

Within this test, there are three levels of measurement for English, where Cambridge classifies them at these three levels corresponding to a school for young learners of a basic level: Pre-A1, A1, A2. The first belongs to the most basic level in English, where we are told that the student is just beginning to learn English. The second shows us the level A1 in which we are told that they belong to those students who have a little more knowledge or advantage over basic knowledge, and finally we have the last level A2, which is ideal for all schools because, at this level, students would have a significant advantage over learning the English language. Once the results are obtained, they will be analyzed by the score table also given by Cambridge.

Number of correct answers	Level of English (CEFR)
0 - 5	Pre-A1
6 - 10	A-1
11 - 15	A-2

3.8. Methodologies and strategies to be used

Considering that the investigation will proceed with two different groups with different ages and proficiency levels, the strategies and methodologies to be used in the interventions will mainly seek to have a widespread impact on the students; therefore, some strategies can be applied to large groups of students.

To start, the use of technological resources can highly stimulate the students, benefiting all of them. According to Brown (2015), “Use technological aids. Take advantage of a multitude of stimuli available on the Internet. All proficiency levels can benefit from electronically delivered review and practice exercises, often suggested in textbooks and curricular materials” This strategy was agreed to be used since all students can benefit from the use of technological aids. Additionally, it acts as an extra input that can be useful for all students since they have different learning styles and techniques, having a significant impact on them when complemented with their interests, making the class more engaging and comfortable.

In the same way, a technique is given by Brown (2015) called the direct method, in which characteristics are stipulated that pose a significant help for the teaching of verbal ability in English. For example, the direct method would help us practice speaking in English in short classes where the primary function is modeling and practicing. It is very similar to what it would be like in learning speech in English as activities of speech repetition where the students would proceed to carry out repetition activities, considering the functioning of the language taught by the teacher. Likewise, each class teaching vocabulary will develop in an optimal environment, easy to learn and identify. In addition, this method emphasizes grammar learning with the general or fundamental principles of a language in particular. Moreover, as teachers, by making the students work in a step-by-step method, we can have a clear view by noticing the steps that need to be reinforced or that confuse our students to achieve new goals in class or develop their speaking skills effectively.

3.9. Design of interventions

The interventions will take place after applying the initial standardized test and recognizing the level of English of the groups of students.

As we mentioned before, it is essential to note that the investigation is working with the same two grade levels in different classrooms and contexts, the first one being the fifth grade A, and the second being the fifth grade C, both from CEMAR, in Maipú.

These interventions are two sets of three classes for each group that will take place in three weeks, having a total of six interventions when counting both groups of

students. Importantly, by applying diverse methodologies to make the content more exciting, we can create a different classroom environment for the students to work in, fully oriented in the goal of enhancing their levels of oral production inside the classroom.

3.9.1 First intervention: November 15th, 2021.

Notably, the first intervention is expected to occur in the third week of November. For this intervention, the material and class were designed following unit number four, 'What is the weather like?' from MINEDUC⁹.

Coupled with the results obtained from the interests that anime was the primary common interest among most students.

In the first part of the intervention, twenty minutes were used to apply the Initial placement test¹⁰ given by Cambridge; in order to know their level of English. The class starts after doing the test, students will have to answer introducing questions to the topic of the class. Afterwards, a YouTube video will be presented about clothing. Having watched the video, images about different types of weather will be shown, for example, sunny, rainy, cloudy, snowy, and windy, expecting students to say out loud the type of weather. In the second part of the intervention, students will be asked to answer, "how is the weather like today?" Next, the student's vocabulary is presented to the unit, including clothes and objects related to weather and seasons. Along with

⁹ MINEDUC: Ministerio De Educación de Chile.

¹⁰ The Sample Initial Placement Test can be found on Appendix 3.

the previous activity, students are asked to repeat the corresponding name of each cloth or object. Upcoming, a matching activity has to be done, pairing clothes with the type of weather. Subsequently, short questions about the use of clothing and weather are asked, students are supposed to answer with a "because it is a... day". In the following, the second main activity consists of reading shorts situations related to clothes, where students have to choose the correct alternative by choosing the weather in which the clothes are used. Finally, a YouTube video about weather will be shown, and students have to repeat the vocabulary in the video.

3.9.2 Second intervention: November 29th, 2021

Additionally, the second intervention is expected to occur in the fourth week of November. The material was also designed for this second intervention following unit number four, "What is the weather like?" from MINEDUC¹¹. To begin, presenting the first part of the class consists of stating the aims of the class, recognizing different months and the relation between weather and seasons, and expressing opinions about months. Next, students have to answer some questions about seasons and weather orally to make connections between the previous content and the new content.

Afterward, a YouTube video is shown with a song about months, where students have to sing along to it. To continue, a slide with content about months is explained, showing that there are twelve months with different seasons. In the following, the

¹¹ MINEDUC: Ministerio De Educación de Chile.

first activity is presented, where students have to reorganize the letters to write the correct month; again, they have to repeat the names. The following content presented is “My favorite month is...”, explaining the answer to the question “What is your favorite month?”, additionally, students will have to provide some examples using the sentence: “My favorite month is...”. Following, students have to complete a table by answering which month it is from some pictures alluding to specific festivities, such as spiders, a pumpkin, and a skeleton, referring to Halloween. Lastly, to check the comprehension of the relation between seasons and months, students will have to answer multiple-choice questions like the following: “In which month could it snow?”. To finish, students will play an online game using their phones on the platform Quizziz; students have to reorganize letters to find the correct month and choose the appropriate answer. In order to check knowledge and express their opinions, students will have to answer some metacognitive questions related to their favorite month and their birthday.

3.9.3 Third intervention: December 6th, 2021

The third and final intervention is expected to take place in the fifth week of November; this intervention covers the contents of seasons and months. At the beginning of the class, students have to find which months are missing between the start and finish of each season. Immediately, content about the clothes to wear in each season, where one of the students has to read the statements of each season and their classmates have to say out loud what they think that means. Later, students are

expected to remember the vocabulary seen in previous classes; they have to say aloud what they remember. To finish, a book activity is done where students must read aloud a short text about a girl and her liking, and then students have to answer some questions related to the text made by the teacher.

In the last 25 minutes of the class, the Exit Placement test is taken. This test is the exact same test as the Initial placement test, with the purpose of checking if any progress has been made because of the application of the interventions.

By applying diverse methodologies to make the content more exciting, we can create a different classroom environment for the students to work in, fully oriented in the goal of enhancing their levels of oral production inside the classroom.

3.10 Comparison of Classes

We must consider the different types of classes used within the study, including the traditional and intervention classes with methodologies. As the main objective of this comparison, we want to find out what the main differences are between the “traditional” classes and the modified classes. All of this, while searching for the ideal classroom. Also, under which factors the traditional classes are limiting the interaction opportunities, for students and teachers; leaving aside factors such as self-confidence, nervousness and positive attitudes to improve participation in oral activities.

3.10.1 What do we consider a traditional class?

We consider a class “traditional” when the contents are determined by the Ministry of Education's curriculum and a lesson plan. That lesson plan stipulates the number of pedagogical hours, the class's objectives, functions, and abilities developed.

Furthermore, in these traditional classes, the five conventional stages are prioritized:

Engage/ Warm-Up, Study, Presentation, Practice/Guided Practice,

Activate/Production, and Closure/Wrap-up. The first stage centers on the attention

from either a concept or mini-activity. The second stage presents the contents that

will be taught in the lesson; in the third stage, some activities focus on the

comprehension of the contents, that being helped by the teacher or "testing" exercises

in order to make sure that the contents are being understood. Afterward, in the

activate stage, students must demonstrate their knowledge by working on activities

applying the contents autonomously. Finally, the closure emphasizes clarifying

contents via metacognition questions or short activities that reflect the complete

comprehension of the lesson's contents.

Nevertheless, in the traditional classroom, the teacher is the center of the class,

moderating and regulating its flow. The lesson expects the teacher to explain the

content or activities while the students play a secondary role, only focusing on the

teacher acting as an instructor.

3.10.2 What do we consider a hybrid class?

In this investigation, when we talk about hybrid classes, we refer to those classes in which a phenomenon occurs within education that results in the mix of face-to-face classes with online classes. We have been able to experience these phenomena in our way, caused by an imminent pandemic where education was highly affected, primarily face-to-face classes, where the measures used to resolve this event were mediated by online classes, however, through the evolution of the pandemic and its control, we were able to observe how the different schools were able to return to face-to-face classes with certain restrictions on the capacity of people and hygienic care. The product of this progressive return is how we were able to experience the hybrid classes in the first person, whereby the educational establishments' determination would be given in different ways but always respecting both the face-to-face and online modality as a model to be followed together.

In literature, “hybrid classes” are denominated as “Blended classes.” Currently, one of the most recent definitions for this concept, according to Bakerson et al. (2015) blended classes as indicated as a learning approach that offers potential when improving social interaction, content, and collaborative learning.

There is no doubt that every approach or way of learning; has advantages and disadvantages. Notably, those advantages and disadvantages have been more than discussed over the recent years, when the sudden appearance of this way of teaching took place immediately with the pandemic of COVID-19, having to adapt quickly

and find solutions to problems that appeared with the new way of learning, as it had many differences with the traditional classes held until COVID-19.

As reported by Bakerson et al. (2015), one crucial difference between online and blended learning is the inability to read students' body language while missing non-verbal cues that may help check understanding or comprehension on the students' part. This disadvantage can also extend when talking about the comprehension and use of technological devices or platforms where learning takes place. In addition, the lack of communication and sense of community in blended or online learning is more substantial since not all parents know how to use technology either and are adapting to this new scenario.

On the other hand, the advantages of these classes are the augmentation of the use of technology in the educational sphere by making students more involved in other areas of technology; learning how to use new platforms and technological resources for different purposes. Furthermore, families are also involved in the learning process while learning how to use technology and platforms where the classes take place since school meetings are now also being developed under those new modalities.

3.11 Lesson plans of the classes and interventions

Different types of lesson plans will be presented in the following pages to contextualize the following interventions.

On the first two pages, the lesson plan given by CEMAR for annual classes will be presented. Then, the lesson plans for a traditional class will be presented on the

following pages. Finally, the lesson plan for the interventions can be found for each group online and face-to-face, respectively.



Grade Level or age: 5th grade - CEMAR

MINEDUC unit: Unit 4: What's the weather like?

Can-Do-Statement: Students can use a variety of vocabulary to describe seasons of the year.

Main Objective: The student is able to correctly complete at least 3 of a total of 6 questions by using vocabulary related to the unit in each answer, and also, recognizing a variety of aspects of the topic “Seasons of the year”, describing the weather; for example: today is sunny / cloudy; express tastes and preferences; for example: I like / don't like.

Subsidiary objective/aim: To participate in dialogues between students and teachers by expressing likes and dislikes orally.

Cross-cutting objectives (transversal): Work responsibly in a proactive and collaborative way with a common goal, and showing respect for the interests and ideas of others.

Key Activities:

- Fill in the blanks

Contents

Skills:

- Speaking

Lexis:

- Weather vocabulary.
- Clothes.
- Months of the year

Grammar:

- Simple present
- Like / don't like

Function:

- Expressing opinions on a specific topic based on their tastes.

	<ul style="list-style-type: none"> - Specific vocabulary of the unit. 		
<p>Assumptions:</p> <p>It will take time for the students to understand and apply the rules of present and past simple by themselves.</p> <ul style="list-style-type: none"> - Add “ES”, when the verb ends in “CH, SH, SS, Z, X, O”. - Change “Y” into “IES”, when the verb ends in “Consonant + Y” - Add an “S” in most verbs at the end of the verb. - The verb to be in negative is “don’t” (for I, you, we, they) or “doesn’t” (for he, she, it). 			
Stages	Interaction	Materials/Timing	Assessment/Evaluation

Engage/ Warm-up	Students will proceed to observe the objective of the class, then the teacher tells them what the activities of the day will consist of and proceeds to start the class with a set of open questions to activate prior knowledge (What do you think the unit is about? How many seasons do we have? What clothes do you know?)	<p>-PPT What's the weather like?</p> <p>-Computer</p> <p>-Data</p> <p>-Whiteboard</p> <p>Time: 10 minutes</p>	<p>Formative Evaluation</p> <p>Students participate constantly and ask questions according to instructions.</p>
Study / Presentation	<p>A set of pictures of different seasons of the year will be presented to the students with the objective to identify which climate it represents and its characteristics.</p> <p>Additionally, clothes of each season will be presented</p>	<p>-PPT What's the weather like?</p> <p>-Computer</p> <p>-Data</p> <p>-Whiteboard</p> <p>-Time: 15 minutes</p>	<p>Formative Evaluation</p> <p>Students participate constantly to clarify the content related to the seasons of the year and its characteristics.</p>

	with their corresponding climates in order to recognize and identify them.		
Practice/guided practice	On this stage, instructions of a guided activity will be presented to the students where they will have to match different sets of clothes to their corresponding climate by identifying each one of them separately. The students will complete this activity with help of the teacher and by using their knowledge about the unit.	<p>-PPT What's the weather like?</p> <p>-Computer</p> <p>-Data</p> <p>-Whiteboard</p> <p>-Time: 15 minutes</p>	<p>Formative Evaluation</p> <p>Students carry out their activities responsibly and request help when necessary.</p>
Activate/ Production	The students carry out a new activity of 6 questions where a sentence will be read, and the students will have to complete the sentence by choosing from 3	<p>-PPT What's the weather like?</p> <p>-Computer</p>	<p>Formative Evaluation</p>

	different possible answers depending on what climate the phrase refers to by identifying specific aspects of each season, such as, clothes, weather, and actions.	-Data -Whiteboard -Time: 20 minutes	Students complete at least 4 out of 6 items by connecting their recently acquired knowledge to sentences about a real context.
Closure/ Wrap-up	To finish, students are asked to watch and listen to a video of a nursery rhyme in which vocabulary from the unit and the class will be used to exemplify each season of the year. The students will have to state which season is referred to on each part of the video.	-PPT What's the weather like? -Computer -Data -Whiteboard Time: 10 minutes	Formative Evaluation The students participate actively and orally throughout the course of the video by listening and distinguishing the different climates.

****Lesson Plan of the first intervention for school CEMAR.**

Grade Level or age: 5th grade - CEMAR

MINEDUC unit: Unit 4: What's the weather like?

Can-Do-Statement: Students can recognize the months of the year.

Main Objective: The student is able to contrast 5 of 7 different months of the year by making distinctions based on different events, activities and qualities of each month.

Subsidiary objective/aim: To compare months of the year depending on their characteristics.

Cross-cutting objectives (transversal): Work responsibly in a proactive and collaborative way with a common goal, and showing respect for the interests and ideas of others.

Key Activities:

- Identify the months based on specific phrases.

Contents

Skills:

Speaking

Lexis:

- Weather vocabulary.
- Clothes.
- Months of the year
- Specific vocabulary of the unit.

Grammar:

- Present simple
- My favorite month is...

Function:

Identifying months of the year in everyday contexts.

Assumptions:

It will take time for the students to understand and apply the rules of present and past simple by themselves.

- Add “ES”, when the verb ends in “CH, SH, SS, Z, X, O”.
- Change “Y” into “IES”, when the verb ends in “Consonant + Y”
- Add an “S” in most verbs at the end of the verb.
- The verb to be in negative is “don’t” (for I, you, we, they) or “doesn’t” (for he, she, it).

Stages	Interaction	Materials/Timing	Assessment/Evaluation
Engage/ Warm-up	The class starts by asking students to complete today’s date in English and expressing how the weather is today by also expressing how they feel about that, in order to start activating their knowledge of the class. The date is	-PPT -Computer -Data -Whiteboard	Students participate actively, proactively and orally in the warm-up activities

	formed by the name of the day, day number, and month. Then, a set of questions about the seasons of the year are made in order to connect the contents of the previous class to the new contents.	Time: 10 minutes	
Study / Presentation	In this segment, the students will watch a musical video about all the months of the year. Subsequently, an explanation about the different months of the year will be presented to the students, explaining “how many months has a year” and “every month has different weathers”.	-PPT -Computer -Data -Whiteboard Time: 15 minutes	Students reproduce orally the vocabulary of the unit and take notes in their notebooks.
Practice/guided practice	Students will complete an activity where they will have to re-organize the letters to complete the name of the respective months. In addition, students will have to	-PPT -Computer -Data	

	create a short sentence using the structure “My favorite month is...” to express their opinion.	-Whiteboard Time: 15 minutes	Students carry out the activity and make questions if it is necessary.
Activate/ Production	Students will have to read and identify the month referred to in the sentence, based on the aspects described.	-PPT -Computer -Data -Whiteboard Time: 20 minutes	Students complete at least 5 out of 7 questions by identifying the different months described.
Closure/ Wrap-up	Students will develop an online activity (quiz) on twelve (1 for each month of the year) multiple-choice questions in which they will observe disordered words	-PPT - https://quizizz.com/ -Computer	

	(related to the names of the months) and then choose the correct order of each one from four answers.	-Data -Whiteboard Time: 10 minutes	Students play a game to demonstrate their knowledge about the content.
--	---	---	--

***Lesson Plan of the second intervention for school CEMAR.**



ESCUELA DE EDUCACIÓN EN
HUMANIDADES Y CIENCIAS
Pedagogía en Inglés

LESSON PLANNING ESA-PPP (2015-2020)

Grade Level or age: 5th grade- CEMAR

MINEDUC unit: Unidad 4: What's the weather like?

Can-Do-Statement: Students can identify specific vocabulary from the unit.

Main Objective: Students are able to identify at least 4 of 8 months of the year that are related to the seasons of the year, in addition, the students will be able to recognize specific vocabulary of the unit.

Subsidiary objective/aim: Identify seasons of the year according to their month and use the vocabulary from the unit.

Cross-cutting objectives (transversal): Work responsibly in a proactive and collaborative way with a common goal, and showing respect for the interests and ideas of others.

Key Activities:

-Fill in the blanks.

Contents

Skills:

- Speaking

Lexis:

- Months of the year
- Specific vocabulary of the unit.
- Weather Vocabulary.

Grammar:

-Present simple

Function:

- Identifying vocabulary from the unit based on different contexts.

<p>Assumptions:</p> <ul style="list-style-type: none"> - It will take time for the students to understand and apply the rules of present simple by themselves. - Add “ES”, when the verb ends in “CH, SH, SS, Z, X, O”. - Change “Y” into “IES”, when the verb ends in “Consonant + Y” - Add an “S” in most verbs at the end of the verb. - The verb to be in negative is “don’t” (for I, you, we, they) or “doesn’t” (for he, she, it). - Expressing clear opinions. 			
Stages	Interaction	Materials/Timing	Assessment/Evaluation

Engage/ Warm-up	<p>Students look at the objective of the class and the title of the class. Students will answer questions related to the months of the year aloud.</p> <p>The questions will be of the type:</p> <ul style="list-style-type: none"> - How many months is the year? - What is your favorite month? why? - What is the month you like the least? why? 	<p>-PPT</p> <p>-Computer</p> <p>-Data</p> <p>-Whiteboard</p> <p>Time: 10 min</p>	<p>Formative Assessment</p> <p>Students constantly participate by answering metacognitive questions and providing diverse opinions.</p>
Study / Presentation	<p>Students will have to remember information from past classes and will have to answer the following question:</p> <p>What months are left in this season? This activity consists of identifying the remaining months, taking the weather season as a clue.</p>	<p>-PPT</p> <p>-Computer</p> <p>-Data</p> <p>-Whiteboard</p> <p>Time: 15 min</p>	<p>Formative Assessment</p> <p>The students identify the different months of the year according to the weather season</p>

Practice/guided practice	<p>After the previous activity, the students remember more vocabulary from the unit by using specific questions, and the students must also answer specific questions related to the weather seasons. The questions will be related to the activities that one can carry out in the different seasons of the weather and the clothes that can be used in those seasons.</p> <p>The questions will be of the type:</p> <ul style="list-style-type: none"> - What can we do in Spring? - What do we wear in Spring? - What can we do in Summer? 	<p>-PPT</p> <p>-Computer</p> <p>-Data</p> <p>-Whiteboard</p> <p>Time: 15 min</p>	<p>Summative Assessment</p> <p>Students are able to answer at least 4 out of 8 questions related to the activities of the different seasons of the weather and clothes that can be used in those seasons.</p>

	<ul style="list-style-type: none"> - What do we wear in Summer? - What can we do in Autumn? - What do we wear in Autumn? - What can we do in Winter? - What do we wear in Winter? 		
<p>Activate/ Production</p>	<p>Next, the students will proceed to read a text from the MINEDUC book, where after reading it aloud, they will have to answer some questions related to the text also aloud. What is Luisa's favorite season? What does he like? What did you see in the text that caught your</p>	<p>-PPT -Computer -Data -Whiteboard - MINEDUC book Time: 20 min</p>	<p>Formative Assessment</p> <p>Students actively participate orally by answering questions related to the text.</p>

	attention? What do you like to do in your favorite season?		
Closure/ Wrap-up	To finish the students, answer the following question aloud: What season of the year could you live forever and why?	-PPT -Computer -Data -Whiteboard Time: 10 min	Formative Assessment Students actively participate orally by answering the specific question.

***Lesson plan for the third intervention for CEMAR.**

4. Data collection analysis

In this section, we present the graphs with the initial and final results of the placement test. In addition, the score for each of these students symbolizes the level of English according to Cambridge. Our focus is centered on the different characteristics that influence the classes for the best oral production in students, whose factors are subject either to interpersonal behaviors or through the handling of classified/class materials. The most important points to reflect an increase in the use of English and even participation in itself would be the ability of the teacher to create optimal classes for the understanding of specific content and that, at the same time, it is the students who are the main actors for their learning.

Number of correct answers	Level of English (CEFR)
0 - 5	Pre-A1
6 - 10	A-1
11 - 15	A-2

*Scoring table of Cambridge Test for Young Learners.

4.1 Observable features that contribute to the classroom environment

As researchers, we have delved into the different essential factors within a classroom, which provided us with information to understand the different characteristics that facilitate oral production, seeking to create an ideal classroom climate in different fifth-grade student groups. It is no less important than the

main objective of this research is to identify the facilitating aspects for obtaining an adequate classroom climate that allows and encourages students' oral participation in different classroom contexts due to the country's health situation. It is how there are two different contexts, face-to-face classes and online classes, where the teacher will be the one who must make decisions both in interpersonal relationships with students and the optimal organization of the material so that students can obtain all the content in a meaningful way and mold to teaching methods such as the direct method which explains the role of the teacher as who gives instructions and the students would show their capabilities.

4.2 Class planification and orientation

Given that the objective of our research is to encourage and seek the oral participation of students, from the beginning, the planning carried out for each intervention had an orientation inclined towards the development of the student in their own educational process. For that reason, each lesson planning was executed in a student-centered way. This lesson planning model allows the student to develop their skills more effectively since it is intended that the students generate a large part of the interventions; at the same time, the teacher takes a secondary but no less important role, since this is in charge of being a guide and support for the student. With this teaching model, we intended to create independent and responsible students. Likewise, it benefited us in different aspects by generating students capable of expressing themselves and articulating ideas, since they were constantly using their problem-solving skills in constant and proactive work.

4.3 The teacher and the role

The teacher's role factor, we could observe that it was essential for the development of the class and thus achieve an adequate classroom climate to reach the proposed objectives. Particularly within the classes, the teacher who made the interventions directly affected the students' behavior and how the planned activities were developed.

In this case, the role that was implemented was often the role of a facilitator teacher, where there was stimulation towards the students, with constant use of questions and immediate positive feedback. Similarly, the proactive attitude of the teacher was replicated in the students, which was visible in their way of participating. Finally, the relationship with the students allowed them not to feel uncomfortable or anxious to participate in the class.

Additionally, the professor established interpersonal relationships with his students, which was visible in the treatment of both parts, which could be described as sociable and with a high level of communication. Thus, creating a certain level of trust within the classroom, both with the teacher and their classmates.

4.4 The activities

The activities carried out in the interventions were characterized by seeking the participation of the students and encouraging their immediate response by asking open questions. At the same time, due to the interest test carried out in order to recognize the likes of the students at the course level, the activities managed to be interesting for the students by including their interests, thus better capturing their

attention and the motivation to participate. In addition, including the opportunity to express their opinions and personal likes excited students to respond. Similarly, the activities carried out were dynamic and contained various visual and auditory stimuli, which were highly attractive to the students. Surprisingly, on multiple occasions, we saw an increase in student-derived oral participation; Multiple times, we got reactions full of enthusiasm, where the students were exalted shouting the answers or getting up from their seats to respond more quickly. Thus, we observed that the form of the activities facilitated the oral participation of the students, capturing their interests and increasing their motivation.

4.5 The Material

To ensure that students pay attention to the content being taught, class material that was appealing to their tastes had to be created. An interest test was carried out prior to the interventions to collect information related to students' hobbies, as mentioned above. Once we had the data collected, we elaborated material with details in both designs, a considerable increase in images and interactive activities. We received comments from the students related to the developed material, considering it as attractive and fun. Hence, the students, upon receiving this proposal, wanted to continue with this type of more playful activities and with constant stimuli, which caused the students to be interested in the contents and the activities to be carried out; leaving in evidence an increase in the motivation and participation of the students.

4.6 Technological resources

The use of technological resources for the development of classes and activities played the role of an essential factor in this process. Due to the current context that we face as a country, technology has been an ally in the learning and teaching process. Not only thus allowing the implementation of online and hybrid classes; Rather, it serves as an improvement tool for learning.

On the other hand, the school had various technological resources within the classrooms, such as fully equipped computers, data show, cameras, and wireless microphones; in addition, the students had permission to carry their cell phones, which was complemented by the existence of different interactive platforms that provide games, thus generating an interactive environment for the development of the classes.

4.7 Placement Tests analysis

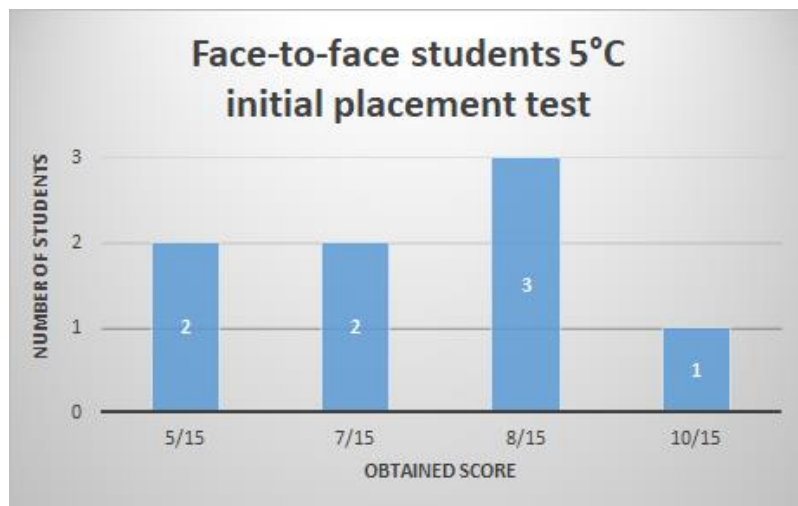
The following result belongs to the initial and exit tests of the students of fifth grade A and fifth grade C. Each graph represents two different variables: the number of students, and the other is the total score obtained from the placement test. Within this investigation, we proceeded to carry out an initial and exit test for both the face-to-face classes and the online classes; in this way, we would observe the viability of developing classes with a focus on the classroom, and if their level of English decreased, it was increasing or increased through the interventions carried out. In the same way, the average English level of each course will be shown, to be later compared with the level of the exit test.

4.7.1 Initial Placement test in face-to-face and online context

Within what we can highlight, the average of the Initial placement tests for both fifth A and fifth C were the same, obtaining an average score of 7.2 points; meaning that the average level of English of both groups is A1.

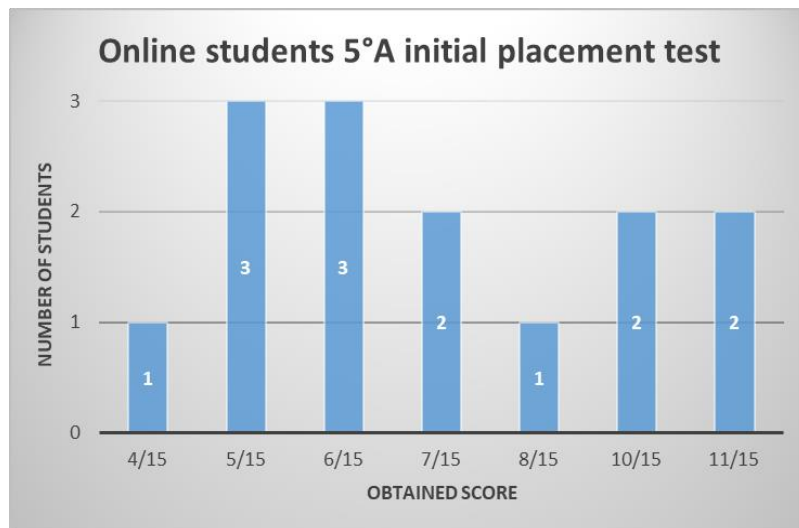
FACE TO FACE STUDENTS 5°C INITIAL PLACEMENT TEST

5/15=	2 students	PRE-A1
7/15=	2 students	A-1
8/15=	3 students	A-1
10/15=	1 student	A-1



ONLINE STUDENTS 5°A INITIAL PLACEMENT TEST

4/15=	1 student	PRE-A1
5/15=	3 students	PRE-A1
6/15=	3 students	A1
7/15=	2 students	A1
8/15=	1 student	A1
10/15=	2 students	A1
11/15=	2 students	A2

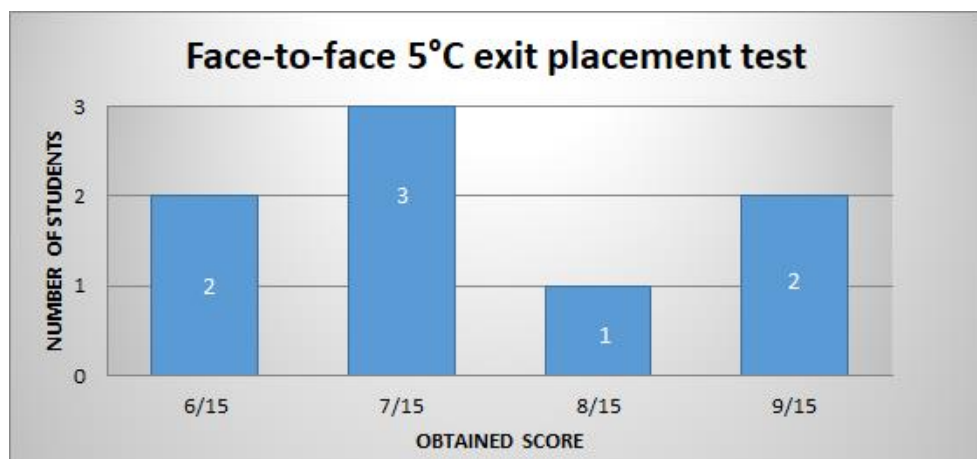


4.7.2 Exit Placement test in face-to-face and online context

The results for this exit test showed a change on the average for both groups. In 5 °C, with a face-to-face context, the average increased only from 7.2 to 7.3, keeping the A1 level. Here, most students maintained their scores, showing that their performance stayed neutral. Nevertheless, we are aware that it is nearly impossible to progress and increase the levels of English with only three classes. Based on these results, we can infer that by having long term classes or a high number of interventions; the score or English levels could be benefited.

FACE TO FACE STUDENTS 5°C EXIT PLACEMENT TEST

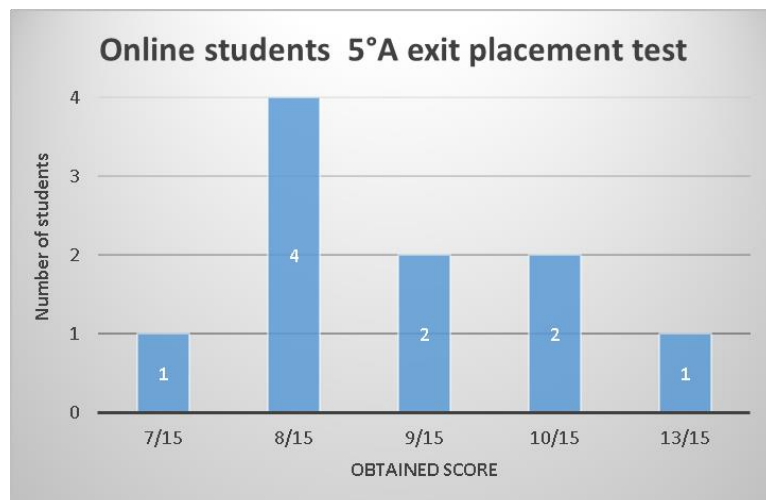
6/15=	2 students	PRE-A1
7/15=	3 students	A-1
8/15=	1 student	A-1
9/15=	2 students	A-1



In contrast, 5°A, with an online context, showed an improvement in their scores. The average increased from 7.2 to 8.4, having an increase of 1.2 points. Based on the results, their level stayed the same as an A1. Nonetheless, we obtained major progress within the process.

ONLINE STUDENTS 5°A EXIT PLACEMENT TEST

4/15=	1 student	PRE-A1
7/15=	1 student	A-1
8/15=	4 students	A-1
9/15=	2 students	A-1
10/15=	1 student	A-1
13/15=	1 student	A-2



In the following paragraph, we are showing the questions that the majority of students of both groups answered wrongly in the initial placement test and also the exit test. To our surprise, it was the same question in both the initial and exit placement tests.

Question 6: I love this photo of your family, David!

- a) Yes, please! b) If you like! c) So do I!

In total, when taking into account the percentage from both groups of students, only 16% of students answered correctly by choosing the letter “C) So do I!”. On the other hand, 62% of students answered wrongly by selecting the letter “B) If you like!”. In the same way, 22% of students answered wrongly by selecting the letter “A) Yes, please!”.

When analyzing the results, we noticed that the most selected alternative was “B) If you like!”, with 62%, as mentioned above. Consequently, we decided to ask students why they decided to select said alternative; most students answered by stating that the word “Love”, was similar to “Like”. As a result, since they saw the word “Love” in the question number 6, they decided to select alternative “B”. Therefore, we concluded that students can associate verbs and their meaning; however, there was a misunderstanding regarding the context of the question, causing a confusion on students, leading them to select the wrong alternative.

4.8 Placement test summary

When contrasting both tests, we observed specific characteristics that would reveal information regarding the adaptation of the classes. For instance, using didactic material and the role of the teacher as a facilitator of knowledge through the use of interpersonal relationships, thus placing students' vision inside the classroom.

Regarding the results obtained, we observed three variables, the first being the level of English obtained by the placement test. As mentioned above, both courses demonstrated an A-1 level of English before applying the interventions. At the end of the interventions, both courses remained at the A-1 level of English.

However, the students reflected significant changes when obtaining the score which would assign their English level, whereas at the beginning of the placement test, they reached 7.2, whose level corresponds to A-1. For the exit test, we could observe differences between the scores since in fifth grade A, obtaining 8.4 points, which also corresponds to A-1; in other words, fifth grade A reflects an increment of 1.2 points compared to the initial test. On the other hand, we have fifth grade C that had a score of 7.3 points and also an increase of 0.1 points in contrast to the initial test.

At the same time, we were able to identify that regardless the results obtained by both courses, there was a significant evolution in terms of general knowledge in both groups regarding their use of English in the classroom. Hand in hand with the use of English in the classroom, progress was perceived in the orality of our students, who, after the interventions, expressed themselves with greater fluency and vocabulary related to the contents.

5. Discussions

During the research, we identified various characteristics confirming that indeed, there are factors that have a direct influence in classroom climate within the class, thus creating a facilitating environment for students' oral production. As researchers, we reaffirm our idea and foremost objective by collecting data from the initial and exit tests with their respective contrast. Which, showed that it is possible to increase students' oral production through various adaptations, both of material, context, and use of methodologies that allow generating a more appropriate class climate. On the other hand, the use of technological resources was a facilitating tool, so multiple of the characteristics could fulfil their purpose; in the same way, it significantly helped the creation of interactive and dynamic materials applied in the interventions; the result of which influenced the increase in oral participation of the students. Additionally, the resources and technological tools at our disposal played a fundamental role in implementing classes, following the protocol given by the Ministry of Education due to the country's health situation—facilitating the execution of classes in different contexts in a relatively “normal” way.

Concerning learning contexts, whether in an online or face-to-face context, we could identify that different methodologies do not affect both situations in the same way. Among the interventions carried out, we were able to identify that one of the main factors for this situation to happen, is a result of the interaction between peers present in a face-to-face classroom. Specifically, the “5th grade C” group located in a face-to-face context tended to be more receptive to distractions within the classroom during the interventions. Unlike “5th grade A”, located in an

online context. Although there were distractors, they did not have direct contact with them, since most of the time, they did not occur in their environment (home). However, returning to the context of “5th grade C”, it was identified that their distractions decreased as interactive activities were implemented within the classroom, such as games and quick activities, which required less concentration. Finally, answering our research question, the main facilitating features that make students participate orally and collaboratively are having a student-centered classroom, and lesson plans that includes activities involving questions where students can participate, as well as selected material involving students' interests to make the lesson more attractive to them. In the same way, as mentioned above, the use of technological resources that allow the use of multiple platforms to improve learning. Lastly, and most importantly, having a teacher who takes a non-dictatorial role by allowing students to lead the class when necessary.

Another essential point to finalize our research is to highlight the role played by the multiple situations that occurred in the course of our project, which multiple times forced us to change how the interventions were to be developed. Mainly, the change in the context that the classes were given. We firmly believe, that several variables could change our results, precisely the number of students present in each class. By working with a more significant number of students, the classes would probably have had a higher or lower percentage of participation; in the same way, it could have been more challenging to deal with the distractions presented within the classroom.

Regarding implementing a test of interests in a larger group, we would have to take into account a more general vision of the group, where unintentionally, we could leave aside a large part of it when planning the class.

We are aware that the number of interventions applied was not ideal for measuring a significant change in the students' learning and their level of English. Probably, by having more classes at our disposal, we could have obtained a considerable increment in their level of English. While being able even to change the level in which they were if the classes had been applied for an entire year.

Likewise, another aspect to take into consideration, was having the opportunity to have technological aids that made it easier for us to implement long distance classes. Online classes were essential for some students, considering the country's sanitary context, which helped by giving us tools that facilitated the use of teaching materials and different platforms within the classroom, being able to bring our vision to life.

6. Considerations for further studies

Some considerations that must be taken into account for the investigation of future instances within the classroom, is to keep in mind the type and size of the samples. Based on our results, we can determine that by having a higher number of sample subjects, we could achieve an exponential evolution, obtaining more rigorous data. Future research could be handled with more than two groups belonging to the same scholar level, in order to achieve greater clarity of the effectiveness of implementing different methodologies and adaptations in the classrooms. Likewise, another version of this investigation could be done with courses of different levels; it would be interesting to investigate the way the methodologies and adaptations of materials affect groups of students with different ages.

Referential

Brown, H. D. & Lee, H. (2015) *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (Fourth Ed.) Pearson Education, Inc.

Brown, H. D. (2007) *Principles of Language Learning and Teaching*. (Fifth ed.) Pearson Education, Inc.

Gardner, H. (2011). *Frames of mind: The theory of multiple intelligences*. BasicBooks.

Garrett, T. (2014). *Effective Classroom Management: The Essentials*. Teachers College Press.

Kiatkheeree, P. (2018). *Learning Environment for Second Language Acquisition: Through the Eyes of English Teachers in Thailand* (Fifth ed., Vol. 8). International Journal of Information and Education Technology.

Krashen, S. D. (1988). *Second Language Acquisition and Second Language Learning*. Prentice-Hall International.

Mercer, S., & Williams, M. (2014). *Multiple Perspectives on the Self in SLA*. Multilingual Matters.

Ming-tak, H., Wai-shing (2008). *Classroom Management: Creating a Positive Learning Environment*. Hong Kong University Press.

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (Third ed.). Cambridge University Press

Spada, N., & Lightbown, P. M. (2013). *How languages are learned* (Fourth ed.). Oxford: Oxford University Press.

Tayebeh Zarezadeh. (2013). *The Effect of Emotional Intelligence in English Learning*. Procedia-Social and Behavioral Sciences

Appendices

Appendix 1: School's situations

When starting with the thesis project, we decided to work with two schools located in the commune of Maipú, where two authors of the thesis were doing their professional practice. Carolina Llona would work with 9th graders in person and CEMAR with 5th graders online. In the same way, it would work with a different level in each school. However, during the end of October and the beginning of November, we faced some difficulties, which forced us to stop working on our thesis.

We were forced to change the school with which we were working from these situations. At the same time, there was an alteration on the date of application of the interventions, thus having to start approximately a month later with other courses and content.

Appendix 1.1: Carolina Llona

Due to the current situation in which the teachers of the Carolina Llona school were working, they decided to carry out a strike which began on October 19 and ended on November 16. During the strike period, the school's activities were paralyzed both online and in-person, not carrying out the activities as teachers in practice.

Appendix 1.2: CEMAR

As mentioned above, we were forced to work only with CEMAR. The three interventions were scheduled to take place on Mondays of weeks

three, four, and five. However, due to the presidential elections on November 21, this school was named a polling place. As a result, the classes scheduled for week four, corresponding to November 22, were affected and had to be rescheduled due to the sanitation of the educational establishment.

Additionally, due to the rescheduling of the week four class, all subsequent interventions were affected by being rescheduled for a week later. Thus, leaving the intervention of week five located on the first Monday of December, thus coming up against the students' last week of classes.

This week's schedules were altered, as one course was taught at 8 am and the other at 12:25 pm. The school decided to stop school activities early, ending at 11 am. Consequently, the third and last intervention of the second group, 5 ° A, could not be carried out, leaving only two interventions in that group.

Appendix 2: Interest Test

This appendix contains the Interest test applied to the students before the interventions, to collect data of their common interests to be applied in our classes.

Test de intereses

El siguiente cuestionario será aplicado para identificar los diferentes intereses dentro del aula con la finalidad de recolectar datos para un proyecto de investigación de tesis de la Universidad Católica Raúl Silva Henríquez. Responde con sinceridad cada pregunta, pues el cuestionario no afectará tu situación académica (sin nota).

***Obligatorio**

1. Nombre y Apellido *

2. ¿Te gustan los dibujos animados?

Marca solo un óvalo.

Sí

No

3. ¿Cuáles son tus favoritos? Menciona dos.

4. ¿Te gusta el anime?

Marca solo un óvalo.

Sí

No

5. ¿Cuáles son tus favoritos? Menciona dos.

6. ¿Te gustan las películas?

Marca solo un óvalo.

Sí

No

7. ¿Qué tipo de película? (acción, superhéroes, romance, terror, etc).

8. ¿Cuáles son tus favoritas? Menciona dos.

9. ¿Qué tan seguido escuchas música?

Marca solo un óvalo.

Siempre

Casi siempre

A veces

Nunca

10. Si escuchas música, ¿cuál género es tu favorito? (rap, reggaeton, trap, k-pop, romántica, etc.)

11. ¿Cuál es tu banda/cantante favorito? Menciona dos.

12. ¿Qué tan seguido lees libros/cómics/revistas/otros?

Marca solo un óvalo.

- Siempre
- Casi siempre
- A veces
- Nunca

13. Si lees, ¿cuál género es tu favorito? (romance, ciencia ficción, juveniles, terror, etc)

14. ¿Cuál es tu libro/cómic/revista/otros favorito? Menciona dos.

15. Entre las categorías mencionadas anteriormente, si pudieses escoger la temática de la clase de inglés, ¿cuál escogerías?

Marca solo un óvalo.

- Dibujos animados
- Anime
- Películas
- Música
- Libros/cómics/revistas/otros

Appendix 3: Sample Test

This appendix contains the Sample test by Cambridge, used as the initial and exit placement test. The application of this test had the objective of identifying the level of English proficiency of our students.

Test de nivel de inglés

Realiza el test con tus conocimientos.

***Obligatorio**

1. Nombre *

2. Curso *

Marca solo un óvalo.

A

B

C

3. Correo electrónico *

4. Choose your answer *

1 punto



Marca solo un óvalo.

- this is blue
- this is yellow
- this is red

5. Choose your answer *

1 punto



Marca solo un óvalo.

- These are bees.
- These are bears.
- These are birds.

6. Choose your answer *

1 punto



Marca solo un óvalo.

- It's a sunny day
- It's a rainy day
- It's a windy day

7. Did you enjoy the party, Clare? *

1 punto

Marca solo un óvalo.

- Yes, me too.
- Yes, you did.
- Yes, very much.

8. What's your new teacher like, Carla? *

1 punto

Marca solo un óvalo.

- She teaches us English and music.
- She likes playing table tennis.
- She's very nice and friendly.

9. I love this photo of your family, David! *

1 punto

Marca solo un óvalo.

- Yes, please!
- If you like!
- So I do!

Read the text and choose the best word for each gap: Look up at the sky when it's dark. If there ____ (7) no clouds, you will see the moon. There is no sound, air, wind or other kinds ____ (8) weather on the moon. Tourists can't visit the moon yet, but rockets have ____ (9) astronauts there. The first person ____ (10) walked on the moon was Neil Armstrong in 1969.



10. Look up at the sky when it's dark. If there ____ (7) no clouds, you will see the moon. *

1 punto

Marca solo un óvalo.

- was
- be
- are

11. There is no sound, air, wind or other kinds ____ (8) weather on the moon * 1 punto

Marca solo un óvalo.

- of
 for
 from

12. Tourists can't visit the moon yet, but rockets have ____ (9) astronauts there. *

Marca solo un óvalo.

- took
 take
 taken

13. The first person ____ (10) walked on the moon was Neil Armstrong in 1969. *

Marca solo un óvalo.

- whose
 that
 what

14. Where's Dad now? (Audio 11) *

1 punto

Marca solo un óvalo.



Opción 1



Opción 2



Opción 3

15. What will Natalie wear to the party? (Audio 12) *

1 punto

Marca solo un óvalo.



Opción 1



Opción 2



Opción 3

16. What's Ellie doing now? (Audio 13) *

1 punto

Marca solo un óvalo.



Opción 1



Opción 2



Opción 3

17. What's the girl's favourite birthday present? (Audio 14) *

1 punto

Marca solo un óvalo.



Opción 1



Opción 2

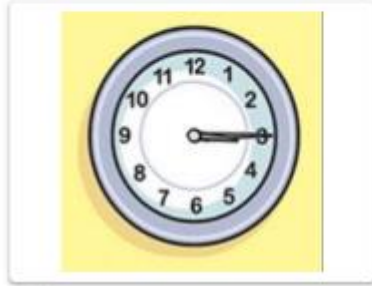


Opción 3

18. What time is the football match? (Audio 15) *

1 punto

Marca solo un óvalo.



Opción 1



Opción 2



Opción 3

Appendix 4: Checklist

This appendix contains the checklist used in the observations of the interventions, used to evaluate and identify different factors related to oral production and students' attitude in the interventions.

Aspects to evaluate	Yes	No
Students are capable to understand the instructions		
Students follow the instructions given by the teacher		
Students are capable of producing short answers orally		
Students show a proactive attitude towards the variety of contents presented.		
Students actively participate in most of the class		
Students attend the class		
Students are respectful in the class.		
Online students participate in the class		
Students respectfully take turns when speaking		
Students understand the vocabulary presented in class		
Students can relate previous knowledge with the contents covered in class		

Students show respect towards other classmate's English.		
Students use English sounds when talking.		
Students express their points of view regardless of their pronunciation skills.		

Appendix 5: Annual lesson plan

This appendix contains the annual lesson plan used in the school CEMAR. This lesson plan is an extract of the original document given by the school.

PLANIFICACIÓN PRIORIZACIÓN CURRICULAR - NIVELACIÓN 2021

ASIGNATURA: Inglés	CURSO: 5to
TIEMPO ESTIMADO: 3 semanas	HORAS SEMANALES: 2
PROFESOR: Leslie Morales Peña	PROYECTO VALORES: respeto por la diversidad, Salud y Autocuidado, Convivencia escolar, ecología y medio ambiente, juventud y solidaridad, educación

	cívica, amor y sexualidad responsable, paz y no violencia.
UNIDAD: 3 “What we eat”	PROYECTO MEDIO AMBIENTE: El Agua, La Tierra y nuestra Salud, Diversidad Biológica y Reciclaje, Día Mundial del Medio Ambiente, Conservación del Suelo, Eficiencia Energética Flora y Fauna de Chile, Tenencia responsable de Animales, Instituciones relacionadas con la protección del Medio Ambiente.
PERIODO A REALIZAR LA SEMANA DE: (Feria científica, olimpiadas, etc.)	

N° GUÍA A	OBJETIVOS DE APRENDIZAJE (OA) 2020	ACTIVIDAD(ES) (destacando con negrita las habilidades y/o indicador de logro)	EVALUA CIÓN (detalle el tipo de evaluación , a utilizar)
--------------------------	---	--	--

<p>G uía a Nº 13</p>	<p>OA5. Leer y demostrar comprensión de textos adaptados y auténticos simples no literarios, que contengan palabras de uso frecuente, familias de palabras, repetición de</p>	<p>Identificar vocabulario a través de actividades de reconocimiento de imágenes del vocabulario de: comidas, alimentos y verbos relacionados a las recetas.</p> <p>Leer y comprender un texto sobre distintas recetas del mundo.</p> <p>Utilizar vocabulario para crear oraciones siguiendo un modelo para crear una receta.</p>	<p>Evaluación formativa, control de vocabulario a través de Quizizz.</p>
---	---	--	---

palabras y frases,
estén
acompañados de
abundante apoyo
visual y estén
relacionados con
los temas y
funciones del
año.

OA14. Completar
y escribir, de
acuerdo a un

	<p>modelo y con apoyo de lenguaje visual, textos no literarios (como postales, minilibros, listas de compras) y textos literarios (como rimas, tiras cómicas) con el propósito de compartir</p>	
--	---	--

	información en torno a los temas del año.		
--	---	--	--

<p>Gu ía Nº 14</p>	<p>OA1. Escuchar y demostrar comprensión de información explícita en textos adaptados y auténticos simples, tanto no literarios (textos expositivos, diálogos) como literarios (rimas, canciones,</p>	<p>Escuchar diálogo sobre la comida favorita de cada protagonista y responder preguntas.</p> <p>Expresar gustos y preferencias; por ejemplo: I like/don't like... utilizando vocabulario y orden de oración correspondiente.</p>	<p>Evaluación formativa de forma oral.</p>
--------------------------------	---	--	--

	<p>cuentos), que estén enunciados en forma clara, tengan repetición de palabras y apoyo visual y gestual, y estén relacionados con las funciones del año</p>		
--	--	--	--

	OA12. Participar en diálogos con pares y profesores		
Gu ía Nº 15	OA 01 - OA 05 - OA 12 - OA 14		Evaluación sumativa : Google forms.

* Extracto de planificación anual quinto básico - CEMAR

Appendix 5.1: Traditional Class Lesson Plan

This appendix contains the traditional class' lesson plan used in the school CEMAR. This lesson plan corresponds to an example of a class carried on the school.

Grade Level or age: 5th grade - CEMAR

MINEDUC unit: Unit: What we eat?

Can-Do-Statement: Students can recognize different types of meals.

Main Objective: The student is expected to develop vocabulary acquisition activities focused on different types of meals.
Subsidiary objective/aim: To identify vocabulary of different types of meals.
Cross-cutting objectives (transversal): Students
Key Activities: Classify food in each different group completing a table.

Contents			
Skills: Writing	Lexis: Grains, dairy products, drinks, vegetables, meats, fruits.	Grammar: -Specific vocabulary of food. -Present simple.	Function: Understanding different types of meals.
Assumptions:			
Stages	Interaction	Materials/Timing	Assessment/Evaluation

Engage/ Warm-up	Students will watch a song video that they saw last class about fruits and vegetables with the purpose of remembering vocabulary.	<p>-Song video about fruits and vegetables.</p> <p>https://www.youtube.com/results?search_query=fruits+and+vegetables+singing)</p> <p>-Data</p> <p>-Computer</p> <p>-Time: 5 minutes</p>	Students repeat the vocabulary loudly and take notes in their notebooks.
Study / Presentation	Students will see a presentation with the last content reviewing the vocabulary about food. Then students will see new content classified in groups like grains, dairy products, fruits, etc. Using images with its means.	<p>-PPT</p> <p>-Data</p> <p>-Computer</p> <p>-Notebooks</p>	Students reproduce orally the vocabulary and take notes in their notebooks.

		-Time: 25 minutes	
Practice/guided practice	Students will complete a table divided into different types of meals, using the vocabulary learned previously and the new vocabulary learned during the class.	-PPT -Data -Computer -Notebooks -Time: 15 minutes	Students carry out the activity and make questions if it is necessary.
Activate/ Production	Students will play an online game about food and types of meals taken from an online page of quizzes. Students have to compete between them to reach first place.	-Online game (https://quizizz.com/join/search/food) -Data -Computer -Cellphones	Students play a game to demonstrate their knowledge about the content.

		-Time: 10 minutes	
Closure/ Wrap-up	Teacher congratulates students that reach the first three places and explains what they have to do in the next class. Finally, the teacher checks the list of attendance.	-Data -Computer -List -Time: 10 minutes.	The teacher verifies if students did the activity.

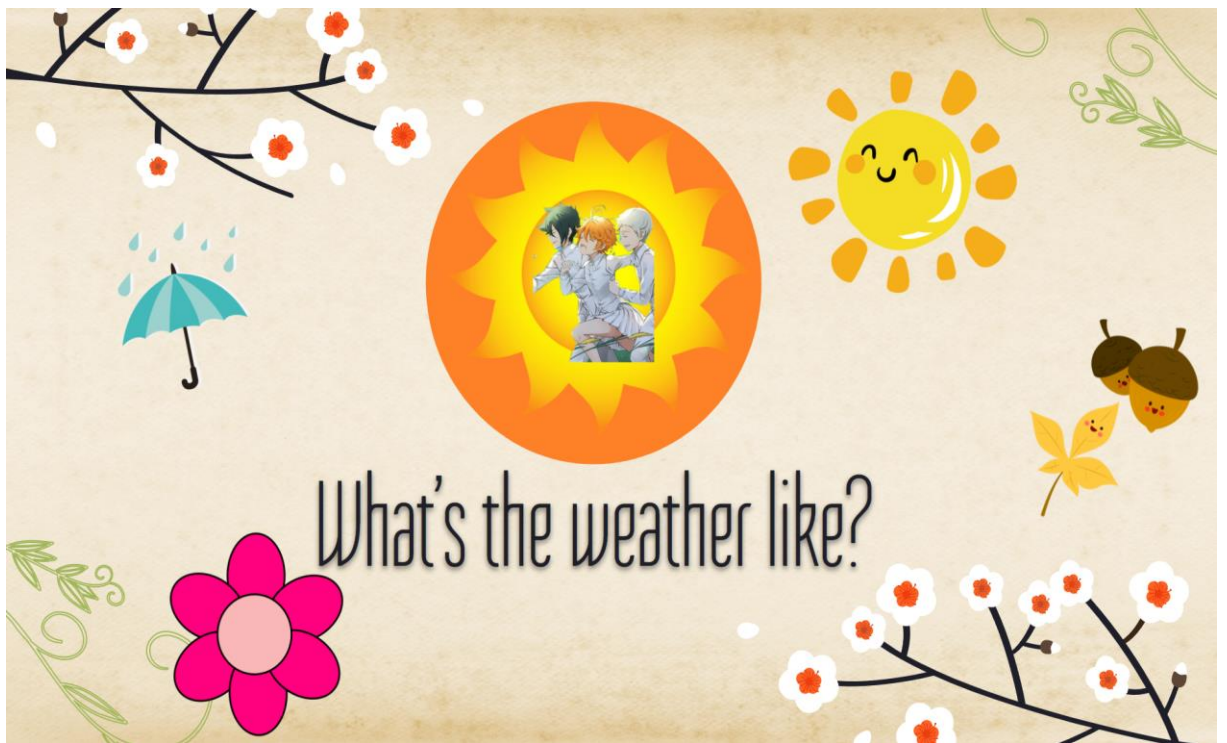
***Lesson Plan of the traditional class of school CEMAR**


Appendix 6: Intervention's PPTs

The following appendices contain the PPTs used in the interventions for CEMAR.

Appendix 6.1: First intervention

This appendix contains the PPT used for the first intervention, covering the weather and the types of clothes related to the seasons.






Answer the following questions:

- What do you think is the unit about?
- How many seasons we have?
- What clothes do you know?

Let's watch a video!

<https://www.youtube.com/watch?v=pHer1COWyrQ>





It's sunny



It's rainy

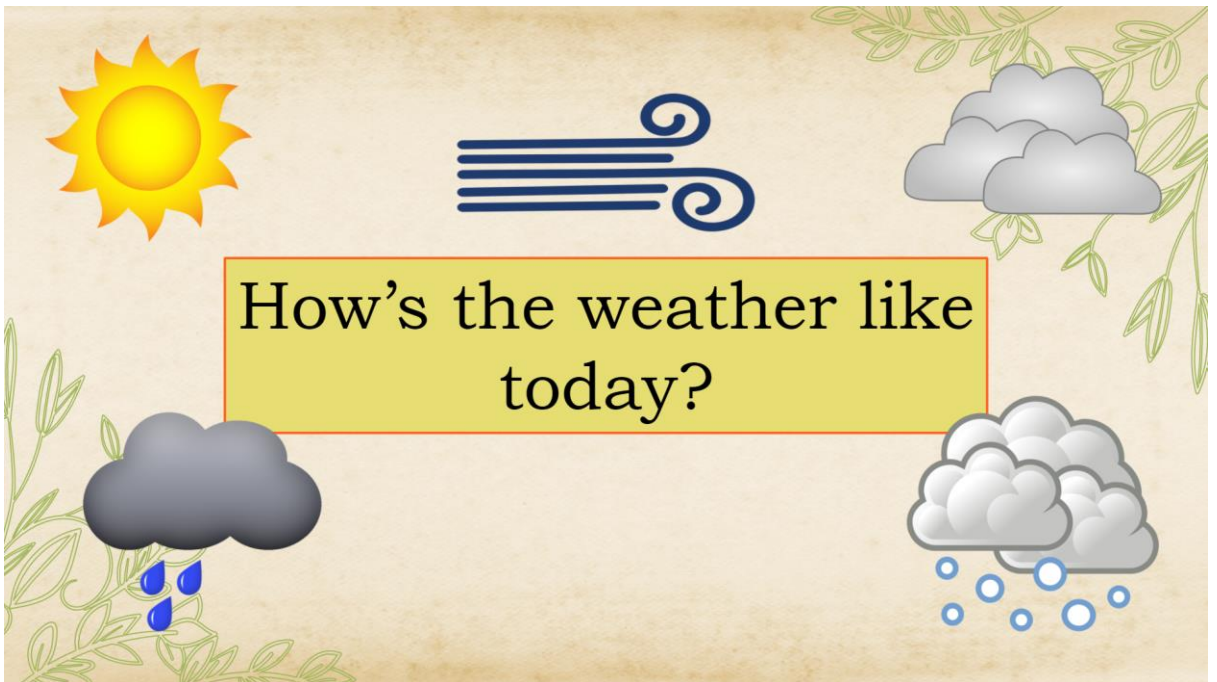




Kircekkleri.com
Facebook Beautiful Gifs



It's cloudy



How's the weather like
today?



Activity

Match the clothes with their respective weather.

1.



2.



3.



4.



A.



B.



C.



D.

Activity

Match the clothes with their respective weather.

1.



2.



3.



4.



A.



B.



C.



D.




Why do we use an umbrella?
Because It's a rainy day



Why do we wear sunglasses?
Because It's a sunny day

Activity 2:

Read the situation and choose the correct alternative



Today is a hot day, I am wearing a T-shirt, shorts and sunglasses because it is a...

Snowy day

Windy day



Sunny day

Activity 2:

Read the situation and choose the correct alternative

Today is a cold day, I am wearing gloves, pants and a warm coat because it is a...

Sunny day

Snowy day

Cloudy day

Activity 2:

Read the situation and choose the correct alternative

Today I am wearing a raincoat, rain boots and I carry my umbrella because it is a....

Rainy day

Sunny day

Cloudy day

Activity 2:

Read the situation and choose the correct alternative

Today I am wearing a sweater, pants, and I carry my kite to take advantage of the wind because it is a...

Cloudy day

Windy day

Sunny day

Let's watch a video!



Appendix 6.2: Second intervention

This appendix contains the PPT used for the second intervention, covering the months related to festivities and weather.



The graphic features a central teal shape containing text. To the left are icons for an 'ABC' card, a pencil, and a ruler. To the right are icons for a globe and a beaker with orange liquid. The text inside the teal shape reads:

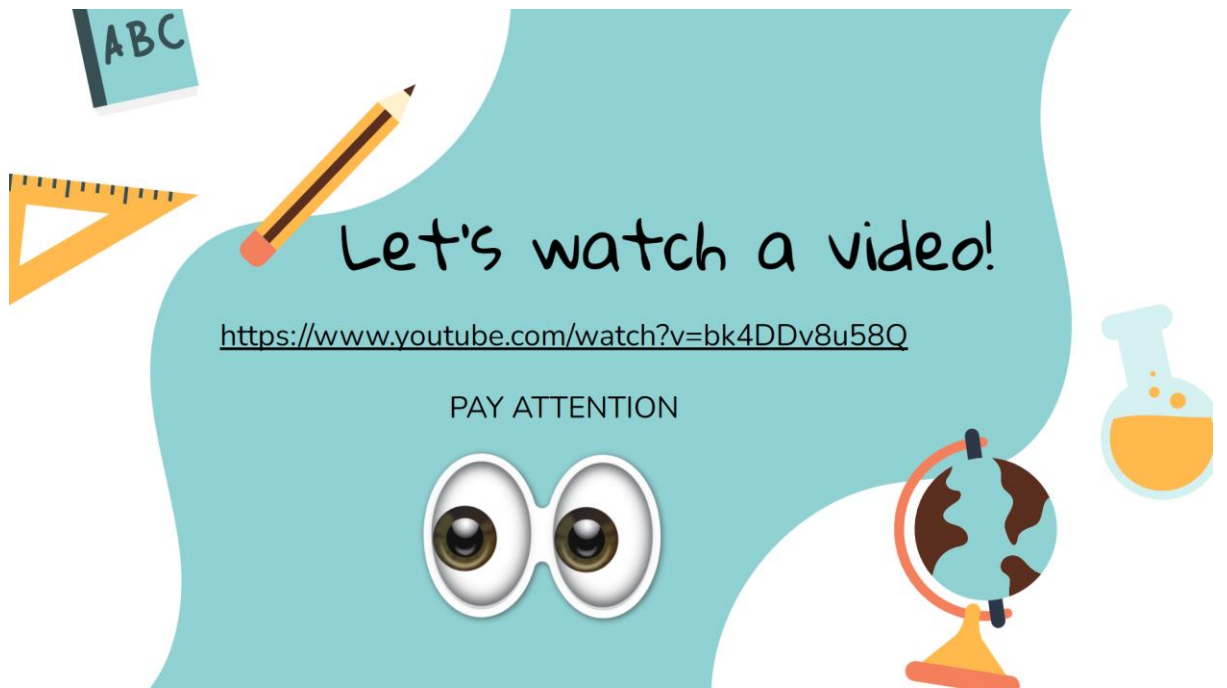
Today's aims:

- At the of the class you will be able to recognize different months and relate it to weather, clothes and seasons.
- At the end of the class you will be able to express your personal opinion about months.

Answer the following questions:

- Do you remember how many seasons we have?
- What's your favorite season?
- What do you wear in your favorite weather?
- How many months do you know?
- Can you tell one month that you know?



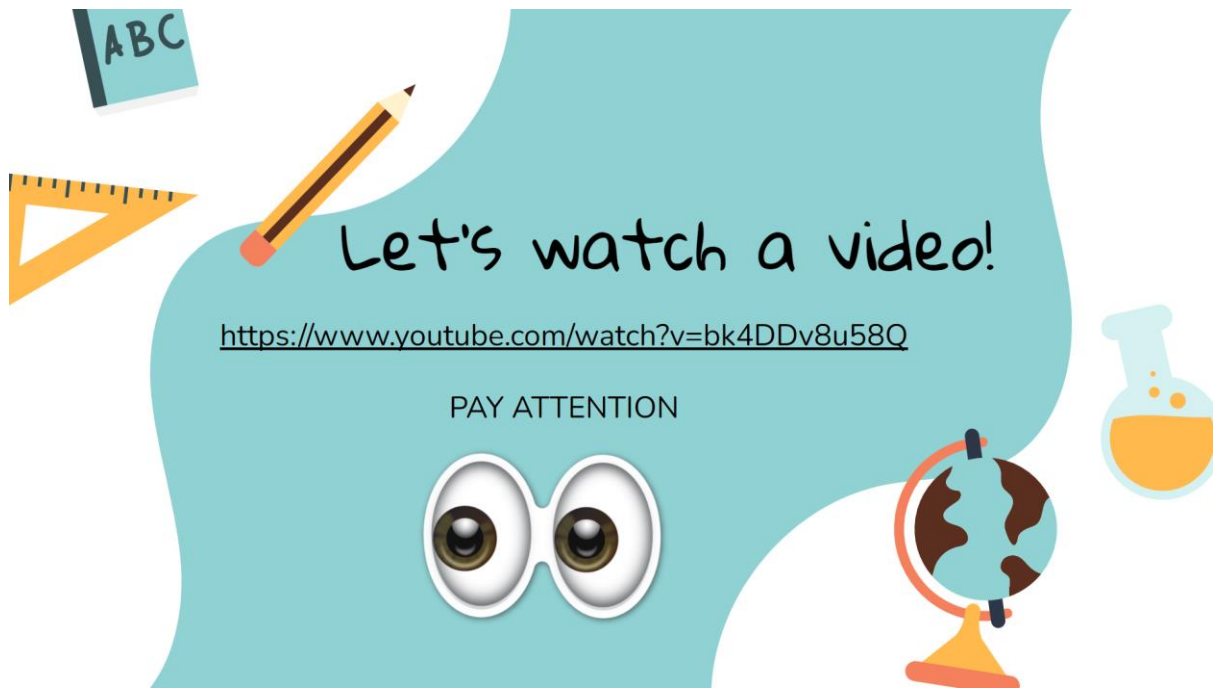


ABC

Let's watch a video!

<https://www.youtube.com/watch?v=bk4DDv8u58Q>

PAY ATTENTION



How many months has a year?

During a year exists twelve months, where seasons pass, and different weathers occur during the days.



Activity: Reorganize the letters to find the correct month!

L R P I A

Which month contains these letters?



APRIL

M E B N R O V E

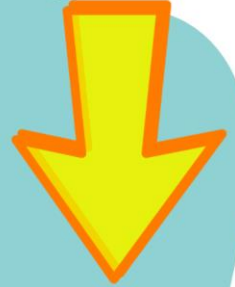
Which month contains these letters?



NOVEMBER

U S G A T U

Which month
contains these
letters?



AUGUST

B R T O C E O

Which month
contains these
letters?



OCTOBER

What is your favorite month?

When someone ask us “what is your favorite month?” we will answer like this:

My + favorite month is + month

Examples:

My favorite month is April.

My favorite month is December.



Complete the table: watch the images and answer their favorite month using the structure learnt before.

A girl with red hair stands next to a Christmas tree decorated with lights and ornaments. Above her is a sign that says "MERRY CHRISTMAS".	A boy with brown hair runs happily. Around him are Halloween-themed items: a skull, a spider, a jack-o'-lantern, and a sign that says "HALLOWEEN".	A boy in a sombrero and a girl with her arms raised. Above them is the Mexican flag and a colorful kite.	A boy with blonde hair runs happily. Around him are school supplies: a backpack, a notebook, and a sign that says "BACK TO SCHOOL".

Activity: Answer the following questions.

In which month could it snow?

March

July

December

Read the situation and choose the correct answer

In which month is it very cold?

August

April

May

Read the situation and choose the correct answer

In which month is it very hot?

July

February

June

Read the situation and choose the correct answer

When does summer start?

January

February

December

Read the situation and choose the correct answer

In which month we celebrate Halloween?

October

September

November

Read the situation and choose the correct answer

When we celebrate mother's day?

June

September

May

Read the situation and choose the correct answer

In which month do you fly a kite?

September

August

January

Read the situation and choose the correct answer

What do you wear in February?

Short

Sweater

Jacket

Read the situation and choose the correct answer

What do you wear in July?

Swimsuit

Dress

Jacket

Let's play a game!

In this game you have to choose the correct answer! Reorganize the letters and pay attention to the answers 👁️

<https://quizizz.com/admin/quiz/5ab01a68f582a5001fa3cbce/months-of-the-year>

Answer the following questions:

1.- What's your favorite month?

2.- What do you do in your favorite month?

3.- In which month is your birthday?



Appendix 6.3: Third Intervention

This appendix contains the PPT for the third intervention, covering the contents for seasons, types of clothes and months of the year.



Objective of the class: To identify seasons and clothes of the year according to their month

WHICH MONTHS ARE
MISSING IN THIS
SEASON?

FROM:
September 21st

TO:
December 21st



WHICH MONTHS ARE
MISSING IN THIS
SEASON?

FROM:
December 21st

TO:
March 20th



WHICH MONTHS ARE
MISSING IN THIS
SEASON?

FROM:
March 20th

TO:
June 21st



WHICH MONTHS ARE
MISSING IN THIS
SEASON?

FROM:
June 21st

TO:
September 21st



DO YOU REMEMBER
THE VOCABULARY
SEEN LAST CLASSES?

What can we
do in Spring?

We can **play**
outside.

We can **smell**
the flowers.



SPRING



What do we
wear in
Spring?

We wear a
t-shirt.

We wear a
dress.

What can we do in Summer?

We can **swim** in the pool.

We can **go** to the beach.



What do we wear in Summer?

We wear **shorts**.

We wear a **swimsuit**.

What can we do in Autumn?

We can **see** the fall of the leaves.

We can **play** with the leaves.



What do we wear in Autumn?

We wear a **sweater**.

We wear a **scarf**.

What can we
do in Winter?

We can **play**
in the snow.

We can **drink**
hot
chocolate.



What do we
wear in
Winter?

We wear
gloves.

We wear a
coat.

LET'S WORK ON A
BOOK ACTIVITY!



Hello! I'm Luisa.
My favourite season is spring.
I like flowers and baby animals.
I wear shorts.
I ride my bike and fly a kite in
the park.



My favourite
season is...

