UNIVERSIDAD ANDRÉS BELLO
Facultad de Educación
Carrera de Pedagogía en Inglés

EFL TEACHING THROUGH ENGLISH-PRACTICE WORK STATIONS (EPWS) TO ENHANCE PARTICIPATION AND INTERACTION IN ENGLISH FOR THIRD GRADE LEARNERS.

TESIS PARA OPTAR AL TÍTULO DE PROFESOR DE INGLÉS PARA EDUCACIÓN BÁSICA Y MEDIA Y AL GRADO DE LICENCIADO EN EDUCACIÓN.

Autores:
CONSTANZA CARRASCO FALCÓN.
CATALINA LAGOS QUEVEDO.
MARIANA MORENO CARVAJAL.

ProfesorGuía:
EDUARDO GONZÁLEZ ACEVEDO

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INTRODUCTION

Teachers all over the world are constantly searching for new activities, new strategies and methodologies that can help them make their lessons more satisfying for their learners and making it possible to enhance their learning process as well as their results. This has become a titanic effort for those teachers who do not count on the amount of time necessary for their lesson planning and to design their activities. But there are numerous Internet websites or teachers on social networks that are willing to give and share ideas.

While doing the previous research for this thesis the authors came across with Debbie Diller's book "Literacy Work Stations: Making Centers Work" (2003), where she explains how Literacy Work Stations (henceforth, LWS) work. After reading vast information about this method, there are several aspects presented that are very similar to the one seen at pre-elementary school by two of the authors were this methodology consisted of working in stations during short periods and rotating between them, so learners can work on different subjects. The researchers think that this kind of methodology is the one that generated faster and deeper development of the four skills of the English language for the two of them.

And so the main purpose of this research is to foresee its usefulness and to propose an innovative strategy to enhance participation and interaction, not only in Spanish but mainly in English, inside an English as a Foreign Language (henceforth, EFL) lesson.

The topic of this research is related to the implementation of a different strategy in elementary grades called English-Practice Work Stations to enhance participation and interaction during EFL lessons.

CHAPTER I

1.1 Research Problem

Based on common knowledge, it is well-known, almost as a fact, that learners and especially the ones in vulnerable schools have problems regarding interaction and participation. Most of the researchers'́ classmates who are doing their practicums mentioned that their learners do not participate or interact constantly during English lessons, especially when they had to speak in such language. However, as this is just common knowledge, the researchers wanted to go deeper into this issue and research this to support this problem, which is the learners' lack of participation and interaction using the English Language in peer interaction and teacher-student interaction, during an English lesson.

For that reason, as a pre-research, a survey was conveyed to support the problematic situation, in which the researchers' classmates from Universidad Andrés Bello were asked about their experiences concerning this problem (See Appendix 1). According to this survey, the results obtained from the first question were that 2 out of 26 of the classmates, stated that less than half of their learners participate in their English lessons, 18 out of 26 of the classmates mentioned that half of their learners participate during their lessons, and 6 out of 26, manifested that more than half of their learners participate in their lessons (See Figure 1).
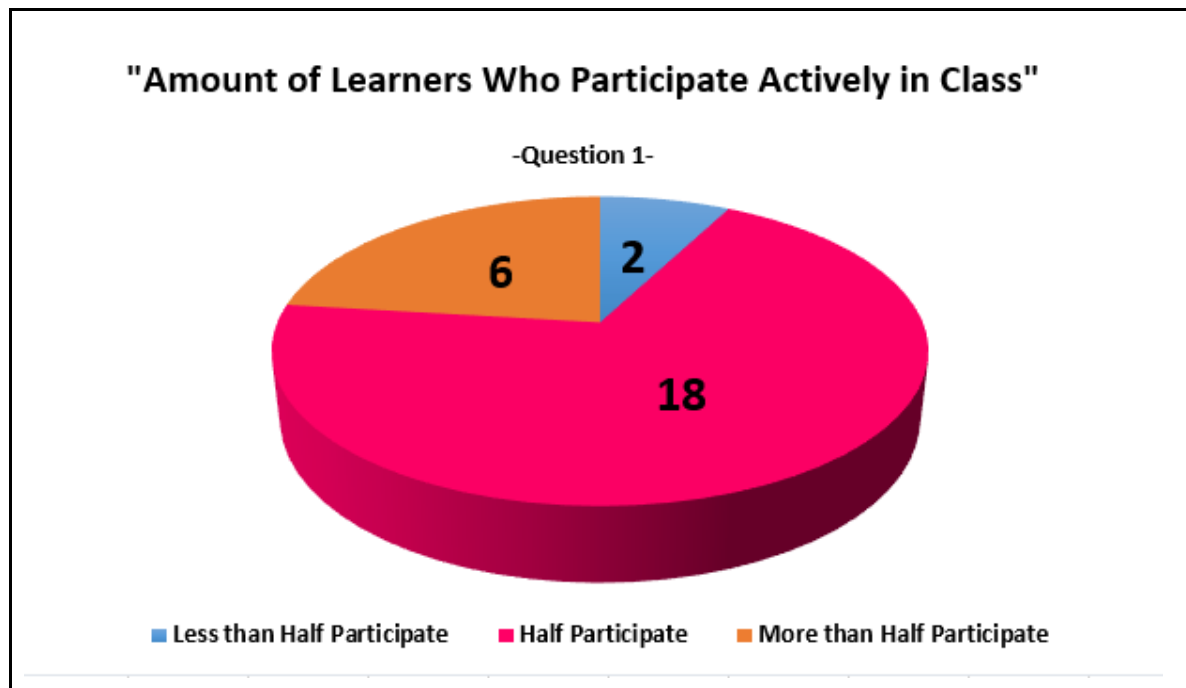
Fig. 1

In relation to the second question, the results obtained expressed that 19 out of 26 of the classmates mentioned that less than half of their learners interact using English language during their lesson, 6 out of 26 stated that half of their learners interact using English language in their lessons, and only 1 of the classmates mentioned that more than half of his learners interact using the English language during their lessons.

It means that the expected participation and interaction in English in an English lesson should be almost the whole class but in both cases here, was less than half of the class. But, there was a small number of learners that interacted and participated using the English Language in class. These results obtained in the survey, support the problematic situation, in which the English lessons of the classmates did not reach the ideal expectations of an English class in their practicum (See Figure 2).
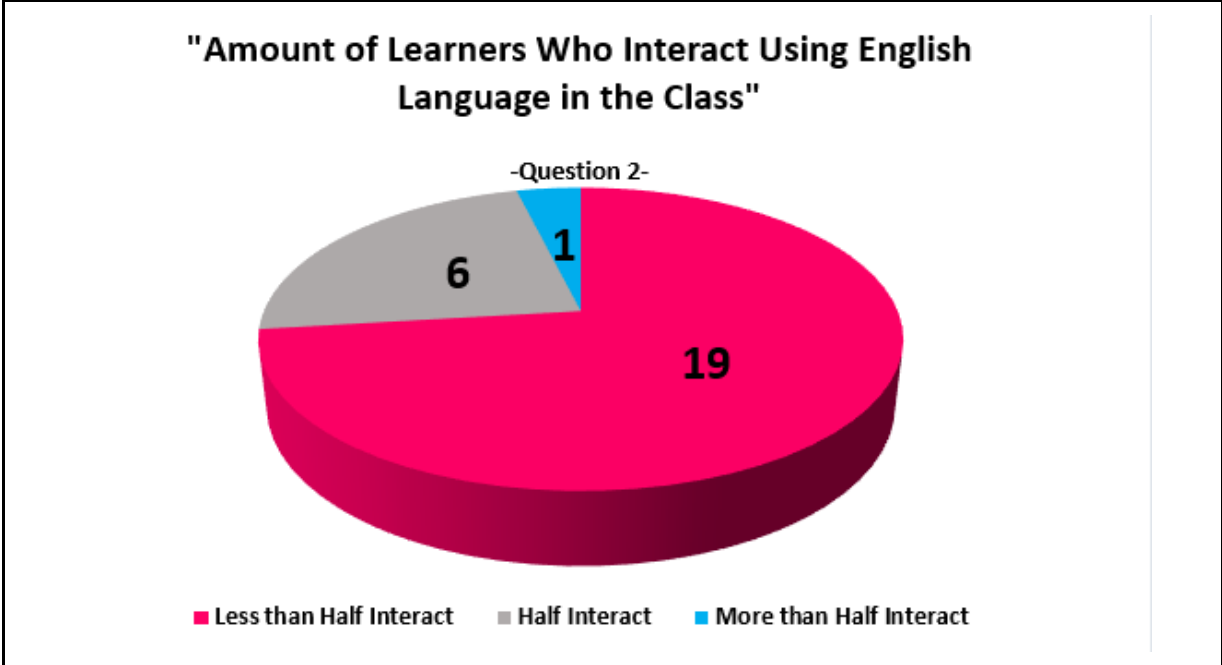
Fig. 2

The results obtained from the third question expressed that 3 out of 26 of the classmates knew about LWS, but none of them had ever implemented it. Then, 5 out of 26 of the classmates mentioned that they had a vague idea on what LWS are, or they were not so sure what it is. Finally, 18 out of 26 of the classmates stated that they had no idea what LWS is (See Figure 3).
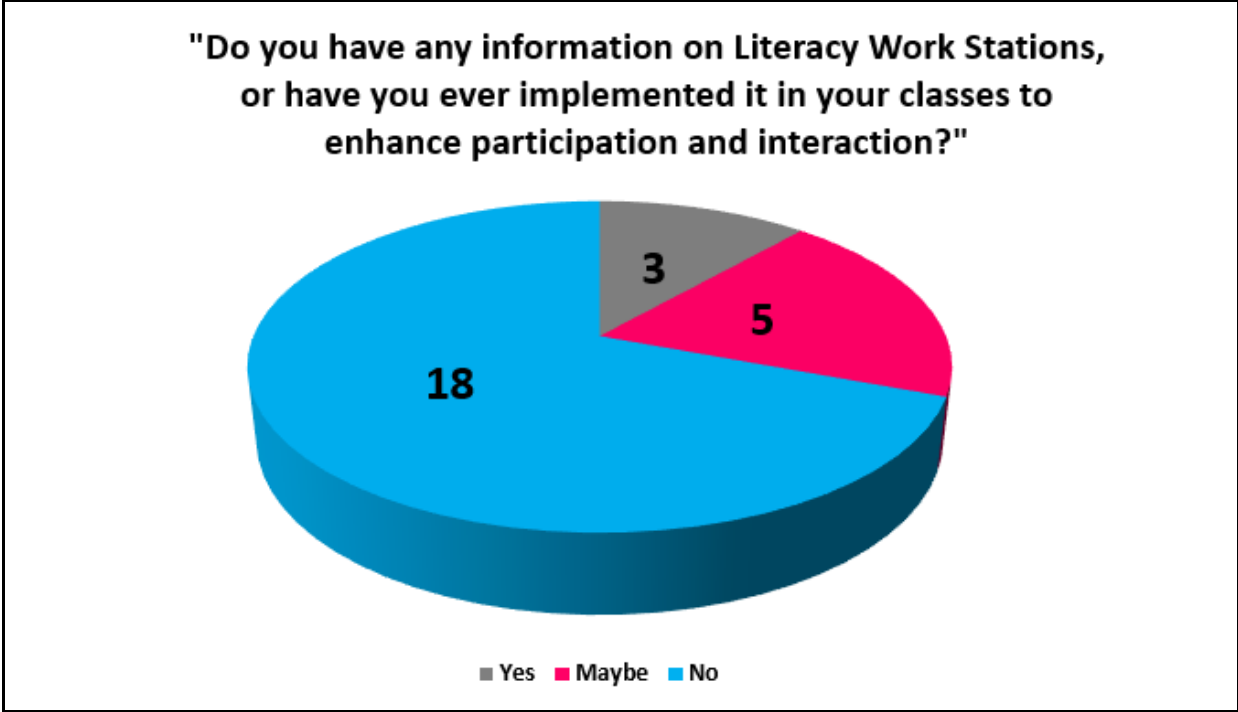
Fig. 3

Our problematic situation can be compared in several aspects to the ones expressed by author Wenli Tsou in the research "Improving Speaking Skills Through Instruction in Oral Classroom Participation" (2005). Though she focused on classroom interaction and the development of oral participation, she mentioned that getting learners to participate in an L2 lesson is a challenge most language teachers must face. She also mentioned that some learners may go through a silent period when undergoing a Second Language Acquisition (henceforth, SLA) lesson, which is something natural, as learners only express sentences as if a whole phrase were a word and without using creative language (Krashen, 1985), this phenomenon is due to lack of comfort and confidence of the learner.

1.2 Research question

For this thesis, the researchers wanted to find out if there is a possibility that by modifying the LWS methodology, into an effective strategy only focused on English, that would be known as English-Practice Work Stations (henceforth, EPWS), participation and interaction, between peers and teacher-learner, would be enhanced with the implementation of this innovative strategy. Therefore, does EPWS enhance participation and interaction during the lesson, between their peers and the teacher?

1.3 Assumption

To answer the research question, the researchers assume that by implementing this strategy, which is EPWS, at Colegio Esperanza in Quilpué, the levels of participation and interaction of learners may be enhanced while using English, instead of only Spanish, during an EFL lesson.

1.4 Objectives

1.4.1 General Objective

The general objective is to explore if EPWS can be effective to enhance participation and interaction, in an EFL third grade class of a non-bilingual school.

Since the researchers have already experienced the LWS method when they were between the ages of 5 to 8, they know how the methodology is applied and based on the idea of stations, it was decided to focus just on English skills.

1.4.2 Specific objectives and Task:

i. To explore and analyse the definition of EPWS.

ii. To explain EPWS as an innovative strategy stemmed from LWS.

iii. To compare the results of videotaped lessons that do not have the same content, but are part of the same unit.

iv. To analyse the results obtained by the use of EPWS in a third-grade elementary class at Colegio Esperanza in Quilpué, once the authors have the results of the interviews, videos, checklists and observations.

CHAPTER 2

THEORETICAL FRAMEWORK

2.1 Introduction

LWS is a methodology used in many bilingual schools in the United States who are part of the Foreign Language Immersion Programs, which was created by the Center for Applied Linguistics in 1981, United States. This program classifies bilingual schools in three groups, Total Immersion, Partial Immersion, and Two-Way Immersion. The Total Immersion group has all of the subjects from K2 up to grade 6 in the foreign language; Partial Immersion has up to 50% of the subjects in the foreign language and in some schools those subjects are reinforced in English, and the Two-Way Immersion programs have equal emphasis in English as in Non-English language, as one to two thirds of the learners are native speakers of the non-English language (Center for Applied Linguistics, 2011).

In the case of Chile, most bilingual schools which are part of the Association of British Schools in Chile (henceforth, ABSCH), teach all of their subjects in EFL from Playgroup up to 4th Grade (ages 3 to 10), following their mission which is "to encourage and support member schools in their endeavour to provide an education of quality that reflects the best of British practice, in cooperation with one another, and with Chilean and British educational authorities" (Association of British Schools in Chile, 2018).

An example of these schools is Colegio Británico St.Margaret's S.A., where two of the authors of this thesis are former learners and where a similar methodology to LWS is used, from kindergarten to elementary education, as a methodology to teach all subjects in English in an EFL context. This methodology has the positive aspect that keeps every learner working focused into the content of a subject for a short, making the process of learning easy as every learner has no time to get distracted while working. This dynamic work was useful for us, as young learners, as the concentration span of children is shorter and the variety of activities provided kept the learners

active from beginning to end, making it easier to learn English.

However, this is not the reality in all Chilean schools, as mentioned before. Some schools which are not part of the ABSCH have started to implement this LWS-based methodology at elementary levels not only to immerse learners into the English language but to teach Spanish mainly as a first language. The focus of this thesis is the reality of a subsidized school in which English is taught traditionally at younger levels. Due to this reality, in the authors' opinion, this methodology may be adapted to teach English at a subsidized school, reducing it to a strategy which may enhance participation and interaction.

The strategy that was conceived has been denominated EPWS and it is an adaptation of LWS which can be used in non-bilingual schools to teach English in an EFL context, for example at Colegio Esperanza in Quilpué.

2.2 Analysis of Participation:

In 2007, Penny Ur stated that an interesting stimulus is needed for learners to get engaged in a task. She adds that the use of collaborative and individual work has a positive effect on the learning process and active participation, in contrast to a lesson where teacher-led verbal interaction is used from beginning to end, and where only a small number of learners have the opportunity to contribute with something during the lesson, reducing the number of learners participating actively during the lesson. It can be inferred that the occasions where peer interaction takes place during the lesson, might be the interesting stimuli the learner needs.

In an essay entitled The Effects and Importance of Classroom Participation, written by an education student for UK Essays, participation in the classroom is described as "...an important method of teaching. It provides the learners' opportunity to receive input from fellow learners"

(Maznevski, 1996 in UK Essays, 2018). This means that learners participate more during the lesson when they are involved in activities in which they can exchange meaningful information with each other; for example. When learners join in discussions, make comments, ask questions, etc.

2.3 Analysis of Interaction:

In relation to interaction, author Francisca Ferro, in her thesis Teaching Speaking in a Motivating Way, mentions the definition done by author Douglas Brown where he describes the concept of Interaction as "the collaborative exchange of thoughts, feelings or ideas between two or more people, resulting in a reciprocal effect on each other" (Brown, 2001 in Ferro, 2012). This refers to learners exchanging information in a collaborative way that can be essential for both parts, and in the development, in this case, of a Second Language. She also makes a reference to a description made by author Penny Ur in relation to classroom interaction where Ur points out that "the initiative does not always have to be in the hands of the teacher and interaction may be between learners or between a student and the material" (Ur, 2007 in Ferro, 2012) Ferro, explains that in order to share and acquire meaningful information, interaction should start from learners, so that they can develop knowledge in their way.

2.4 Literacy Work Stations

The teaching methodology called LWS was created and presented in 2003 by author Debbie Diller in the book "Literacy Work Stations: Making Centers Work". In her second book "Practice with Purpose: Literacy Work Stations for Grades 3-6" (2005), Diller presents the components of this methodology and mentions that LWS is meant to work for all types of learners, especially those who struggle with traditional pencil-and-paper tasks, as it meets all of their needs.

The main components of this methodology are Modelling, Gradual Release of Responsibility, Risk-free Environment, Independent Work Level, and Clear and Explicit Expectations.

Modelling refers to teachers modelling proper behaviour, tasks, activities, or materials, many times before learners start working on their own, these demonstrations will promote learners' independent learning,

Gradual Release of Responsibility explains that to be successful in this method, teachers need to release knowledge gradually. Modelling, in this case, is the first step when talking about teaching, for instance, a certain task. After modelling the task, the teacher shares the task with learners explaining all the steps, after that, the teacher guides learners through the task where they try to do it on their own, while the teacher checks what they are doing. Finally, when the teacher is certain that learners are capable of doing the task on their own, learners can move to the independent task. Through this Gradual Release of Responsibility, it is essential to build learners' confidence and independence in their learning.

Risk-free Environment refers to learners' approximation to tasks. Teachers need to encourage learners to get involved in the tasks in a way that they feel secure in doing so, for example, by working with a peer or avoiding grades in some cases.

Independent Work Level means, that to develop a task independently, the purpose of the activity needs to be clear and the teacher has to check its difficulty and the learners' thorough understanding of the task. Misbehaviour during the lesson or teacher interruptions, have to be avoided and teachers need to be aware of how difficult a task is, or whether learners understand or not a certain instruction or activity.

Clear and Explicit Expectations refer to how clear the tasks have to be, what the learners are going to do in each station, and what are the expectations for the tasks. The teacher has to

explain the activity and observe each station to check if learners understand or not. To have clear expectations on what learners can do in each of the stations, they can have an "I Can" list that might give them the guidelines for their expected learning process.

Diller has presented a further work on the LWS methodology, presented in three other books, "Making the Most of Small Groups: Differentiation for All" (2007), "Spaces and Places: Designing Classrooms for Literacy" (2008), and "Growing Independent Learners: From Literacy Standards to Stations K-3" (2016). Although the methodology is mainly intended to teach how to read and write in the L1, it may be modified to fit any foreign language at any level required by the school. The books and her way of presenting the methodology make it easy for teachers to implement it in their classes.

2.4.1 Definition & Description of LWS

LWS is defined and described by Diller as "small areas within the classroom where learners work alone or interact with one another, using instructional materials to explore and expand their literacy. It is a place where a variety of activities reinforce and/or extend learning, often without the assistance of the classroom teacher. It is a time for learners to practice reading, writing, speaking, listening, and working with letters and words" (Diller, 2003). In other words, LWS are specific places within the classroom, in which learners work to develop certain skills. These stations are in specific locations inside the classroom where learners rotate and independently practise a task previously taught and explained by the teacher. A more practical way of explaining LWS for Diller is to do a parallel image with a gym lesson. When all the learners have learnt the exercise and how to do it, the teacher will separate the learners into groups. These groups will work together in stations and repeat their exercises assigned by the teacher. After some time, the teacher will make the learners rotate through all the stations. This system facilitates the work the

teacher does, making it easier to focus on each exercise and how the learners are progressing individually.

An example of the use of this methodology is teacher Paula Petrowisch's lessons at Frederick Douglass Elementary School. This is a bilingual school which has a dual language program where literacy is taught in both Spanish and English from Pre-Kindergarten up to 4th grade (Frederick Douglass Elementary School, 2019), in Virginia, United States. She applies this methodology not only to teach English as a first language but to also teach Spanish as a second language. She was recognized in 2018 with the "Teacher of the Year" award from Winchester Public Schools. She uses a social networking service (Instagram) to show the way she works with her learners using LWS. Through this network, she presents her activities for each station she has in her classroom. She also uploads material related to LWS and gives ideas on how to work with it. The researchers found on her website an example of her classroom which gave the authors an idea on how to organize the classroom for the strategy (See Appendix 3).

2.4.2 Theoretical Core Background

To break down the theories that assemble this methodology, four authors with theories related to the basis of LWS have been considered: Jean Piaget's Learning Theory and Cognitive Development, Lev Vygotsky's Cultural-historical Theory of Cognitive Development, Stephen Krashen's Theory of Second Language Acquisition: Input Hypothesis, and Merrill Swain's Theory of Comprehensible Output Hypothesis.

2.4.2.1 Lev Vygotsky:
Cultural-historical Theory of Cognitive Development

Vygotsky's Social Learning Theory argues that to have cognitive and conscious development, there must exist social interaction. Vygotsky's theory is also one of the foundations of constructivism, in which learning is seen as an active and constructive process where the learner creates its information to build knowledge. This theory is divided into three major themes:

a. Social Interaction: It explains that social learning precedes cognitive development. "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level, first between people, and then inside the child" (Vygotsky, 1985). He explains that social interaction is fundamental in the process of cognition, therefore to develop this cognition, first, there must exist socialization.

b. The More Knowledgeable Other (henceforth, MKO): MKO refers to anyone who has a better understanding or a higher ability level than the learner, concerning a particular task, concept, or process. The MKO is normally a teacher or an older adult. However, it can also be peers, a younger person, or even computers.

c. Zone of Proximal Development (henceforth, ZPD): The ZPD is explained by Vygotsky as learning occurring in a specific zone. ZPD is the distance between a learner's ability to perform a task with an adult's help or peer collaboration and the learner's ability to solve the task on its own. He refers to this as a zone in which "The child is able to copy a series of actions which surpass his or her own capacities, but only within limits. By means of copying, the child is able to perform much better when working with adults than when left alone and can do so with understanding and independence. The difference between the level of solving tasks that can be performed with adult guidance and help and the level of

independently solved tasks is the ZPD" (Vygotsky, 1985). By saying this, he explains that learning would occur because of the interaction within the environment, and in order to learn, learners must be presented with tasks that are out of reach of the current ability, so help from others is needed to accomplish the tasks, and after that, learners will, eventually, be able to do the tasks on their own.

Application of the theory: Most of the schools include instructional models, in which the teacher is in charge of transmitting information to the learners. Vygotsky believed that learning was a process that needed to be reciprocal between teacher and learner, in this way, learners would play an active role in learning. He believed that teachers should collaborate with their learners to help facilitate the construction of meaning in them.

2.4.2.2 Jean Piaget:

Learning Theory and Cognitive Development

Jean Piaget saw intellectual development as a process of adjustment to the world. This process was reduced to four stages called the Sensorimotor Stage, the Preoperational Stage, the Concrete Operational Stage and the Formal Operational Stage (Piaget, 1958).

a. Sensorimotor Stage: This stage is the first one where children from ages 0 to 2 first discover the world. During this stage, the main aim is to achieve the Object permanence, where a child has to understand that even though they cannot see the object it is still there.

b. Pre-Operational Stage: This stage is developed during the 2-7 years of the child. Here children should start thinking of words more symbolically, to make words represent something else apart from what they mean.

c. Concrete Operational Stage: This stage is crucial in the child's development from 7-11

years. Here they start processing information more concretely and logically. Every child must learn that number, mass and weight don't change according to how they are distributed. The typical example is moving water from one glass to another without varying the amount of water, only the shape of the glass.

d. Formal Operational Stage: This stage begins approximately at eleven years old and lasts through adulthood. In this stage, the most important development is the ability to think about abstract ideas.

For Piaget is it crucial that these developmental changes are caused by Assimilation and Accommodation (Piaget, 1952). Assimilation is understood as using an internal system or knowledge that already exists to explain new information. And Accommodation is considered to be the situation that develops after there is no existing system to deal with new knowledge and it has to change.

2.4.2.3 Stephen Krashen:

Theory of Second Language Acquisition: Input Hypothesis

The Input Hypothesis (henceforth, IH) assumes that language is acquired by understanding messages (Krashen, 1989). This hypothesis is one of the most significant, considering its theoretical and practical importance to try and answer the question of how learners acquire language. This hypothesis states that learners have to move from one stage of learning into another. The IH makes the following claim: a necessary (but not sufficient) condition to move from stage i(the knowledge already acquired)to stage $i+1$ where the acquirer understands input that contains $+1$, where "understand" means that the acquirer is focussed on the meaning and not the form of the message (Krashen, 1985). In other words, it is easier to acquire language when what is learnt

is a little beyond the already obtained knowledge. There are 4 parts to the IH:

a. The IH relates to the acquisition, not learning. This hypothesis contrasts to what it is applied in language teaching, where supposedly students are learning structures before applying them in communication. It supports the idea where the language is acquired when there is meaning to what is learnt. (Krashen, 1985)

b. By understanding language that contains structure is acquired, as it is beyond the current level of competence ($i+1$). This is done with the help of context or extra-linguistic information. (Krashen, 1985) Without the help of them, it is very complex to understand the structure of the new language.

c. When communication is successful, the input is understood and there is enough of it, $i+1$ will be provided automatically (Krashen, 1985). With this Krashen means that after every element of the lesson is revised, it may be possible that the input given was achieved without any special effort.

d. Production ability emerges, it is not taught directly (Krashen, 1985). For Krashen, production comes after understanding and applying the new structures acquired of the new language.

2.4.2.4 Merrill Swain:

Comprehensible Output Theory

By Comprehensible Output Theory, Swain (1995) wanted to refer to the meaningful learning of language done through a reflection of what was apprehended. The author states that the learner, during 1 or 2 lessons, approximately, goes through a process in which he or she becomes aware of a linguistic problem they are going through when using their L2 and reading for a solution to that problem.

It is stated by Swain and Lapkin (1995) that learners who are immersed in an L2 environment, develop listening and reading to a native speaker level C2 while writing and speaking skills are not yet developed as native speakers. Though this group of immersed learners can communicate their needs in their target language, in a fluent way, they are not able to communicate in a large extent using their target language.

Concerning the frequency in which learners of L2 use their target language, they become aware of a gap in their knowledge. This noticing process makes learners consciously recognize their linguistic problems and find a way to improve their accuracy in the target language, gaining accuracy over time (Nobuyoshi and Ellis, 1993 in Swain and Lapkin, 1995). For this process of improving accuracy, Swain presents three steps when making use of the L2 target language: Noticing, Testing, and Metalinguistic Function.

a. Noticing: This is the first step in which the learner, immersed in an L2 environment and making use of their target language, becomes aware of a gap of knowledge that is generating a linguistic problem when producing in L2. In this step, to find an answer or solution, learners consult books, dictionaries, peers, teachers, or note themselves to pay

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attention to the following lesson (Swain, 2000).

b. Testing: In this second step, the learner seeks the answer to improve the use of their target language, by testing some hypotheses and experimenting with new structures or forms. This process not only will get to the answer of the problem, but it will also help the learner expand and exploit their interlanguage resources (Pica et al, 1989 in Swain and Lapkin, 1995). In other words, this step focuses mainly on learners taking risks with the interlanguage system in attempting to communicate (Liu, 1991 in Swain and Lapkin, 1995).

c. Metalinguistic Function: The final step is the learner becoming aware of all the process it took from noticing a linguistic problem, to finding an answer to arrange it. The interlanguage system of learners becomes permeable and open to change (Tarone, 1993, in Swain and Lapkin, 1995), as the learner must go through several options before getting to the correct one. The learner goes through a process of knowledge building, as it was able to identify a linguistic problem and was able to seek out this problem by looking for a solution for it (Swain, 2000).

Since learners during a lesson are immersed in an environment where social and cognitive activities, it provides the learner with the incentive and means to seek for a solution to their problem (Swain, 2000). These solutions are most of the times not related to a syntactic or morphological awareness, but, as Krashen points out, "we do not utilize syntax in understanding, we often get the message with a combination of vocabulary, or lexical information plus extra-linguistic information" (Krashen, 1982 in Swain and Lapkin, 1995).

Finally, Swain points out the function of a Collaborative Dialogue. She defines this concept

"as a cognitive and social activity that develops linguistic knowledge building, as it is what allows performance to outstrip competence and is where language use and language learning can co-occur" (Swain, 2000). This concept allows peers to first go through a phase called "negotiation", explained by Pica (1994 in Swain, 2000) where this negotiation is explained as the repetition or rephrasing of a message done by a learner for another learner to understand better. In SLA, learners who have comprehension problems are perceived and anticipated by interlocutors, leading to this modification or reconstruction of the message, though having learned as a result has not been proved, negotiation does help with input. Swain (2000) states that Collaborative Language between learners, helps them engage with solving their linguistic problems and develops knowledge-building together. It makes both learners have further exploration of the problematic situation they are going through, as they seek for solutions through social interaction.

2.5 Literature Review

2.5.1 Literacy Centers: A Way to Increase Reading Development. Burke & Baillie, 2011.

This research was used to complement that fact that Literacy Work Stations can be modified in case there is a problem on developing Emergent Literacy, which are the necessary skills for individual reading and writing. The study states that the use of Working Stations help learners with delays have differentiated instruction and can learn through an activity that does not leave them behind compared to their peers. Burke and Baillie also present a table of 10 different learning centres with its corresponding group of target skills as a suggestion for teachers to use when implementing Working Stations. The authors explained that even if the young learner has a learning disability or developmental delay, the teacher can modify the learning centre and focus it

on the skills the learner is lacking, developing their weaker skills at the same pace as their peers are learning.

2.5.2 Putting literacy centers to work: a novice teacher utilizes literacy centers to improve reading instruction. Stout, 2009.

This article explains how a novice teacher wanted to improve their first graders' reading skills by implementing LWS and then contrasting it with the previous teaching method she was forced to use by "her school". The main findings on this article were the improvement in the reading levels of her class, measured by the Developmental Reading Assessment, the engagement of learners during the centre activities and the improvement in the learners' participation and interaction. Moreover, the author explained how LWS helped her develop a learner-centred approach focused on the learners' interests, needs, and abilities.

2.5.3 Using literacy stations to manage small group instruction. Kracl, 2012.

The objective of this research was to identify how 4 teachers were able to apply this strategy and what they found out in their lessons. The main findings include that there must exist the creation of the "I can list", to take into consideration Scheduling, in terms of interruptions that may occur during the lesson and the number of learners that have to be in each group. Each finding connected "work stations" with the amount of participation the learners had with each teacher.

2.5.4 Differentiated Instruction: Three Teacher's Perspectives. Bailey & Williams-

       Black, 2008.

This research focuses on the number of teachers using differentiated instruction when doing literacy and their perspectives. Their problematic situation is that it is being said by teachers over the years that it is hard for them to make instructions that fulfil the learners' needs in them. Differentiated Instruction is defined by Tomlinson (1995, in Bailey & Williams-Black, 2008) as a flexible approach of teaching in which the teacher plans and carries out varied approaches to the content, the process, and/or the product in anticipation of and in response to learners' differences in readiness, interests, and learning needs. This Differentiated Instruction helps learners take responsibility in their learning and it is focused on children with multiple-intelligences, high-order thinking, and different learning styles. In their discussion, Bailey and Williams-Black (2008) point out that concerning the 3 perspectives given by the teachers, the three of them made different types of activities intended to motivate, challenge, and excite learners at the same time. And also that the three teachers used grouping methods in their lessons, extra scaffolding, and the use of working centres. Bailey and Williams-Black's research relates to this topic as the intention is to apply working stations in an EFL lesson and will be using differentiated instruction.

2.5.5 What Are the Rest of the Students Doing? Literacy Work Stations in Two

       First-Grade Classrooms. Worthy et al., 2015.

This research focuses mainly on the engagement of learners when doing an activity while the teacher is with a reinforcement group during a lesson using LWS, for example in reading. Worthy et al. (2015) state that for some teachers who have few years of experience in a classroom and use LWS, the methodology becomes a bit complex as seatwork is not always as engaging as

it should be. This is not due to the activity itself, but because the group of learners who are not engaged in that activity have a different level of achievement and may need more help than other learners. This means that high-achieving learners understand the instructions, and if they come across a doubt or problem they can solve it by themselves, whereas low-achieving learners have troubles with understanding the instructions in the first place and need external help when coming across a doubt or problem, so they mainly focus on finishing the activity instead of understanding it and learning from it. The authors state that apart from having low-achievers, there is also a group of learners that interrupt small group reading, argue, and avoid doing seatwork. They also mention that many times, instructions given in LWS are misunderstood, too challenging, not challenging enough, or result in learners' disengagement, and this is also argued by Stout (2009) and Kracl (2012) in their research.

CHAPTER 3

METHODOLOGICAL FRAMEWORK

3.1 Research Design

3.1.1 Qualitative Research

According to Hernandez Sampieri (2006), qualitative investigators use techniques to collect data in a non-structured observation, with open interviews, group discussions, personal experience evaluations, records of life stories and interaction with communities. The researchers used qualitative instruments such as observation and checklists, to interpret those results, instead of using statistics or any other system that measures numbers.

3.1.2 Educational Action Research

This research is identified as an Educational Action Research as it is "conducted by and for those taking the action" (Sagor, 2000), the authors of this thesis and the participants. For this thesis, the researchers followed a few steps presented by Richard Sagor in his book Guiding School Improvement with Action Research (2000) as a guide for their work. The steps consisted of selecting a focus, looking for theories to support their work, stating a research question, collecting data such as recordings and interviews, analysing this data, reporting the results, and making a discussion on the outcome.

As it is mentioned in the web page of the Association for Supervision and Curriculum Development, the mission of the researcher is to help the educator to be more effective, and that was the researchers' focus on this thesis. The researchers implemented this innovative strategy to create a change in the levels of participation and interaction of the third-grade class that was lacking between peers, and between the teacher and the learner. The implementation of this strategy was not only meant to enhance the levels of participation and interaction but ended up being an instrument that made the researchers reflect on their teaching methods and their social reality.

3.1.3 Exploratory Approach

This approach prepares the field for other types of research because it deals with the examination of a topic with little research or none at all. In this case, the researchers developed the EPWS as an innovative strategy by focusing on working with the four skills in an EFL lesson. As this strategy has never been used by others apart from the researchers, the idea is to develop further investigation for other teachers who have other problems in their classrooms and want to try a new way of solving or treating them.

3.1.4 Quasi-experimental

The research was a quasi-experimental because the subjects were chosen based out of convenience rather than randomization. This resulted from the schedule the novice teacher was given for her practicum, which only fitted this class.

3.1.5 Participative

This research was a Participative one, considering that the researchers involved themselves in the planning of the lessons and how they were applied. The authors of this thesis also took part in the checklists and implemented the lessons inside the classroom.

3.2 Population

The population or full set was Colegio Esperanza, where its subset 1 was 3°grade level (A and B), and the subset 2 was 3° grade A chosen with no randomization. The school was non-bilingual, but both levels had previously had English lessons before, starting in Playgroup. In this population, gender and age were not relevant for evaluation.

3.3 Sample

The sample, 3° grade A or subset 2, consisted of 31 learners. The class had 13 boys and 18 girls, between ages 8-9. Their English lessons were scheduled on Tuesdays at 09:45 to 11:15 and on Fridays at 11:45 to 13:00.

This intervention had a special character as it was an inclusive intervention. The class has 5 Special Education (henceforth, SPED) learners diagnosed with Autistic Spectrum Disorder or Attention Deficit Hyperactivity Disorder. These learners were later evaluated with the material by a psychologist.

3.4 Participants

Throughout this research, the authors worked with a class of 31 learners, from Colegio Esperanza in Quilpué. They participated in the research as they took part in the checklists that were applied, and one of the researchers was also inside the classroom doing the lessons. The English teacher from the school was also a participant as she was inside the classroom during regular lessons and while the strategy was applied, and she gave her perception of the results of the lessons. After the fieldwork, the researchers showed the recordings of the lessons to a Psychologist, so she could give her professional opinion on whether she noticed or not any improvement in Participation and Interaction, after the implementation of the EPWS strategy.

3.4.1 Collaborators

For this research, the authors worked with the English teacher of the third grade of the school. Miss NixceAliquintui was involved in the development of the lessons that one of the authors did. She was interviewed to know if she had any knowledge about LWS, how they would

be useful for English lessons and whether she thought that it could improve or enhance participation and interaction.

The Psychologist Constanza Del Villar worked with the authors by observing the videos and analysing the behaviour in terms of participation and interaction of the learners, contrasting the regular lesson and the lessons were EPWS was used. She answered three questions concerning participation and the interaction between peers and teacher-learner.

3.5 Instruments

3.5.1 Observation

The first instrument was an observation. This instrument was applied during the recording sessions of the regular lesson and the EPWS lessons. As a result of these observations, field notes were gathered by the teacher who applied the strategy, which included quotes by learners, description of the environment, and learners' behaviour during the lessons.

3.5.2 Interviews

The second instrument were the interviews done to the English teacher of the class and the psychologist, both interviews with open questions. The first interview was done before recording the lessons of this strategy as it was meant to be done to avoid the variable of previous knowledge, which means that the main idea was to find out if the teacher knew something related to LWS, how useful they are, and if the EPWS strategy could be useful for English lessons.

The other interview was done to the Psychologist, to obtain her professional opinion in terms of interaction and participation inside the classroom, and whether she saw any changes or not, by using the EPWS strategy.

3.5.3 Recordings

The third instrument was the recordings of a regular lesson without EPWS and three lessons with EPWS. The idea behind this instrument was to have an impression of how the learners worked with and without EPWS. The idea behind the first recording was to contrast how learners interact and participate with each other without the strategy proposed by the authors. The second, third and fourth lessons were recorded using EPWS to show how it works.

3.5.4 Checklists

The fourth instrument was a checklist which was implemented for each lesson, and its posterior analysis. The checklist was done to evaluate learners' participation and interaction in four lessons, one without EPWS and three with it (See Appendices 11 and 12). This checklist included participation and interaction indicators to assess Effort (henceforth, **E**), Initiative (henceforth, **I**), Disruptive Behaviour (henceforth, **D**) and Inattentive Behaviour (henceforth, **N**).

3.6 English-Practice Work Stations

The strategy known as EPWS stems from the LWS methodology and it is supported on the theories presented before. EPWS is a strategy which consists of centres within the classroom in which learners rotate and participate actively to develop the four English skills, which are Reading, Writing, Listening and Speaking.

3.6.1 Basis

EPWS contains many original aspects from the LWS methodology, however, some of them have been changed or improved. The main difference of the strategy is that it has a place for each language skill to be developed, including other places in which learners can develop further interest in the language, immersing them into other cultures of English-Speaking countries.

The EPWS classroom design and organization was inspired by the classroom arrangement done by Teacher Paula Petrowitsch, mentioned before, and the organization presented by Debbie Diller in her books.

3.6.2 Description

The EPWS characterizes, just as LWS, for its use of stations and having enough information for the learner to develop its knowledge and interests on its own. The teacher decides which activities are going to be seen in the centre, considering the level of the learners, their capacities and their learning context. This strategy consists of a Speaking Centre, Listening Centre, Writing Centre, Game Area, Whole Group Area, Interactive Corners, and Guided Reading (See Appendix 4).

3.6.2.1 Speaking Centre

In this centre, learners get to work on their language production and communication skills. Activities can vary between vocabulary flashcards, telling stories, role-playing, recording themselves or similar ones. Learners can work in pairs, or with the group, as they need another partner to keep the activities going.

3.6.2.2 Listening Centre

In this centre, learners can improve their comprehension of the language and their pronunciation. It is important to work with audios from different nations, so the learners can get used to different accents and idioms improving their range of vocabulary. Here it is necessary to have a radio or a computer to reproduce the audios. Connector or adapters allow the teacher and learners to connect several headphones, so the background noise does not interfere with the listening activities. Some activities may include filling the gaps of a story with images, put into the correct order the scenes of a story, look for mistakes in a song or to find the correct answer

from alternatives.

3.6.2.3 Writing Centre

In this centre, the writing skills are developed through activities in which learners can express their ideas, feelings or opinions according to their contexts. The learners can work with activities such as filling the gaps, writing poems, letters, or short stories.

3.6.2.4 Game Area

In this area, learners can develop language by interacting within their group. Depending on the level of the class, learners can play games such as Hot Potatoe, Charades, Pictionary (with individual whiteboards), Vocabulary Puzzles, or Categories Charts.

3.6.2.5 Whole Group Area

In this area, learners sit together in the middle of the classroom with the teacher. The lesson begins in this spot and ends here as well. It is fundamental that, at the beginning of the lesson, the instructions are given here. It is a space where they interact all together and share their experience in each centre at the end of the lesson. This space can be marked with a carpet, tape or left as the area that is between the centres.

3.6.2.6 Interactive Corners

As the strategy is focused on schools which are not bilingual, the idea of having a cultural corner or English-Speaking countries corner, and a Reading corner is necessary to immerse learners in the foreign language culture. These interactive corners help learners find their interest concerning the English language, whether it is learning about an English-speaking country or reading a book related to culture, movies, or simple stories.

3.6.2.7 Guided Reading

Reading helps them build more vocabulary and improve their understanding of the language. Learners sit around the teacher's desk to work on their reading skills. The teacher focuses on pronunciation, intonation, pace and fluency. Guided reading is especially suited for learners who have just started with reading.

The EPWS strategy can be adapted by the teacher depending on the needs of the class and the requirements of the school. Especially guided skills/abilities area or station, and Interactive Corners.

3.7 Description of regular English lesson at Colegio Esperanza

3.7.1 Sitting arrangement:

Learners were sitting on three rows looking at the whiteboard, 2 rows of 5 pairs and 1 row of 6 pairs. There were 32 desks in the classroom but one desk was out of use and was placed beside the teacher's desk in order to sit a learner who had learning difficulties.

3.7.2 Timing:

The lesson was set to have three parts with different timings. The first part or Warm-up was set to be 10 minutes, the second part or Development was set to be 70 minutes, and the final part or Closure was set to be 10 minutes.

3.7.3 Lesson Plan:

The lesson was teacher-centred and characterized by following the activities of the book Oxford Big Surprise 3. The English program of the school was set to be this way, with different books by Oxford University Press, from first grade to fourth senior.

In this lesson, learners worked on the four skills, all at the same time and following the activities from the book, using in few occasions their notebooks to write grammatical rules and examples. The activities consisted of matching, finding, organizing, drawing, listening, reading, writing, circling, pointing, repeating, and watching, in a random way (See Appendix 7).

3.8 EPWS testing design and lesson description

Since the EPWS strategy can be arranged depending on the learners' needs, levels, and the school requirements, some changes needed to be made when organizing the classroom to apply the strategy (See Appendix 5).

In this case, the classroom arrangement consisted of Speaking Centre, Writing Centre, Reading Centre, Listening Centre, and, the one with a change, Arts Centre. The Arts Centre was implemented to replace the Game Area, as some school requirements were related to colouring rather than playing. From the original EPWS design, the Whole Group Area was kept, but places such as the Interactive Corners and Guided Reading, were not able to be applied, concerning timing and space.

As the strategy is being tested, the guided place, area or centre, would be implemented on the skill which needs guidance rather than individual work.

3.8.1 Sitting arrangement:

The desks in the classroom were divided into 5 groups, 4 made of 3 pairs of desks facing each other, and 1 made of 3 pairs of desks facing each other with a single desk for the computer.

3.8.2 Timing:

The lesson was set to have three parts: Warm-up, Development, and Closure. The Warm-up was set to be 5-7 minutes; the Development was set to be 75 minutes, 15 minutes per station,

this included the time in which learners move from one station to another and the correction of the material; finally, the closure was set to be 5-7 minutes, which included the time for learners to sit in the Whole Group area at the centre of the classroom.

3.8.3 Lesson Plan:

The lesson was learner-centred, as learners were working by themselves in every centre and doing peer tutoring. The activities were mostly taken out of the Oxford Big Surprise 3 book but others were also taken from other resources (See Appendices 8, 9, and 10).

The activities of the lesson consisted of matching, finding, organizing, drawing, listening, reading, writing, circling, pointing, repeating, and watching, in a random way. These activities were time-framed and were not developed as a whole group, they were done and corrected in centres. Learners only used printed material, in this case, scanned from their main Class Book and Activity Book, and every centre had the right amount of worksheets for each learner.

The lesson started and finished in the Whole Group Area in the middle of the classroom. In the Warm-up, learners review vocabulary and grammar having a discussion, and a conversation with their peers and the teacher. In this part of the lesson, learners also receive the instructions for each centre, as the teacher moves from centre to centre explaining the activities for that day. An in the Closure, learners end the lesson by singing one of the two songs or chants of the unit and watching the video of the song.

After the warm-up part is done, learners go to their corresponding groups, they sit down and take a worksheet. They start by writing their names and the date, after this, they proceed to answer the worksheet. They have 15 minutes to fill in their information, answer, and correct the activity. To finish the activity and move to the following station, the teacher says the phrase "Time's up!" out loud, which is also written on the board so learners do not forget the phrase and

only leave the centre with their pencil cases. Every worksheet stays in its corresponding centre, while learners are moving to the next centre, the teacher goes through every centre taking the worksheets used by the previous group and places them on the teacher's desk.

When the lesson is over, the teacher keeps every worksheet and clips the activities in a pile to its corresponding learner. This means that every learner has its pile with its work, finished or unfinished. Two lessons before the Pre-test lesson, the teacher hands out each pile to its corresponding learner, so they can finish their work, sitting in groups. In their groups, they will decide what worksheet they finish first, as they help each other to finish it.

3.9 Testing and assessing EPWS

The authors developed qualitative research as it was used qualitative instruments such as observation and checklists, to interpret those results, instead of using statistics or any other system that measures numbers.

During the intervention, 2 checklists were implemented, to find out the amount of participation and interaction during the English lessons. One was implemented after the first recorded lesson without using the EPWS strategy, and the second one was made after the recorded lesson using the EPWS strategy. After that, the results of both checklists were compared to see if any differences or improvements were using EPWS. These results were compared and contrasted with field notes obtained during the observation period.

A categorization system was used with 5 indicators, for participation and interaction. This gave a guide as to whether the amount of interaction or participation was enough or at least satisfying. For example: if learners raised their hands to ask a question to the teacher, the number of learners who did the action were categorized with the indicator Effort But if those same learners

interacted or participated using English between their peers, they were categorized with the indicator Initiative.

Also, an interview was performed to the English teacher of the corresponding level before the fieldwork was done, to find out if she knew something about the methodology, or, if she had used it before in a lesson with other levels, in previous years.

CHAPTER 4

RESULTS

4.1 Regular Lesson - Table 1

EVALUATION CHECKLIST FOR PARTICIPATION AND INTERACTION

E= Effort; I= Initiative; D= Disruptive Behaviour; N= Inattentive Behaviour.

Scale	Statement	No one	Less than half	Half	More than half	Everyone
		1	2	3	4	5
E	1. Learners pay attention in class.				x	
E	2. Learners work well with each other.		x			
I	3. They attempt to do their work thoroughly.			x		
D	4. They act restless, are unable to sit still.				x	
I	5. They participate actively in discussions.		x			
E	6. They complete the assigned work.				x	
D	7. They need to be reprimanded.		x			
D	8. They annoy or interfere with peer's work.		x			
E	9. They are persistent when confronted with difficult problems.			x		
N	10. They don't seem to know what is going on in class.		x			
N	11. They are withdrawn uncommunicative.				x	
E	12. They approach new assignments with sincere effort.			x		

I	13. They ask questions to get more information.			x		
D	14. They talk between each other about things not related to the lesson.		x			
N	15. They do not take independent initiative.			x		
E	16. They try to finish assignments even when they find it difficult.			x		
I	17. Raise hands to answer a question or volunteer information.				x	
E	18. They get discouraged and stop trying when encountering an obstacle, are easily frustrated.		x			

Checklist Based on: Cassar, A. & Jang, E. (2010). *Investigating the effects of a game-based approach in teaching word recognition and spelling to students with reading disabilities and attention deficits.* Australian Journal of Learning. Vol 15, 193-211. DOI:10.1080/19404151003796516

4.2 English Teacher Interview

An interview was applied to the English teacher of the third-grade level, Miss Nixce Aliquintui, after the recording of the regular lesson, to have a general idea of the knowledge that the teacher might have had on LWS (See Appendix 6). Regarding the first question, she mentioned that it resembles the methodology to corners where learners work in groups, simultaneously, and in which the teacher gives personalized instructions. Regarding the second question in which she was asked about the usefulness of this methodology for English lessons, she stated that she believed that LWS is a useful methodology. She explained that this methodology can be helpful with children who have different needs, such as discipline or learning problems inside the classroom. She also mentioned that she believed that by using this methodology the teacher can be aware of the difficulties that may arise in each learner. By implementing it, she mentioned, the learners can feel more confident and work in a more dynamically.

Regarding the last question, in which the teacher was asked about whether she believed or not that participation and interaction would be enhanced by working in stations, the teacher mentioned that she believed that interaction and participation could be improved by using this methodology, because by working in groups learners feel more confident, and the teacher can look for activities that help learners feel comfortable.

4.3 EPWS Lesson 1 - Table 2

EVALUATION CHECKLIST FOR PARTICIPATION AND INTERACTION

E= Effort; I= Initiative; D= Disruptive Behaviour; N= Inattentive Behaviour.

Scale	Statement	No one	Less than half	Half	More than half	Everyone
		1	**2**	**3**	**4**	**5**
E	1. Learners pay attention in class.				x	
E	2. Learners work well with each other.			x		
I	3. They attempt to do their work thoroughly.				x	
D	4. They act restless, are unable to sit still.		x			
I	5. They participate actively in discussions.			x		
E	6. They complete the assigned seatwork in each station.			x		
D	7. They need to be reprimanded.		x			
D	8. They annoy or interfere with peer's work.			x		
E	9. They are persistent when confronted with difficult problems.		x			
N	10. They don't seem to know what is going on in class.		x			
N	11. They are withdrawn uncommunicative.		x			
E	12. They approach new assignments with sincere effort.			x		

I	13. They ask questions to get more information.			x		
D	14. They talk between each other about things not related to the lesson.			x		
N	15. They do not take independent initiative.			x		
E	16. They try to finish assignments even when they find it difficult.			x		
I	17. Raise hands to answer a question or volunteer information.				x	
E	18. They get discouraged and stop trying when encountering an obstacle, are easily frustrated.		x			

Checklist Based on: Cassar, A. & Jang, E. (2010). *Investigating the effects of a game-based approach in teaching word recognition and spelling to students with reading disabilities and attention deficits.* Australian Journal of Learning. Vol 15, 193-211. DOI:10.1080/19404151003796516

4.4 EPWS Lesson 2 - Table 3

EVALUATION CHECKLIST FOR PARTICIPATION AND INTERACTION

E= Effort; I= Initiative; D= Disruptive Behaviour; N= Inattentive Behaviour.

Scale	Statement	No one	Less than half	Half	More than half	Everyone
		1	2	3	4	5
E	1. Learners pay attention in class.				x	
E	2. Learners work well with each other.			x		
I	3. They attempt to do their work thoroughly.			x		
D	4. They act restless, are unable to sit still.			x		
I	5. They participate actively in discussions.			x		
E	6. They complete the assigned seatwork in each station.				x	
D	7. They need to be reprimanded.			x		
D	8. They annoy or interfere with peer's work.			x		
E	9. They are persistent when confronted with difficult problems.			x		
N	10. They don't seem to know what is going on in class.		x			
N	11. They are withdrawn uncommunicative.		x			

E	12. They approach new assignments with sincere effort.			x		
I	13. They ask questions to get more information.				x	
D	14. They talk between each other about things not related to the lesson.			x		
N	15. They do not take independent initiative.		x			
E	16. They try to finish assignments even when they find it difficult.		x			
I	17. Raise hands to answer a question or volunteer information.				x	
E	18. They get discouraged and stop trying when encountering an obstacle, are easily frustrated.		x			

Checklist Based on: Cassar, A. & Jang, E. (2010). *Investigating the effects of a game-based approach in teaching word recognition and spelling to students with reading disabilities and attention deficits.* Australian Journal of Learning. Vol 15, 193-211. DOI:10.1080/19404151003796516

4.5 EPWS Lesson 3 - Table 4

EVALUATION CHECKLIST FOR PARTICIPATION AND INTERACTION

E= Effort; I= Initiative; D= Disruptive Behaviour; N= Inattentive Behaviour.

Scale	Statement	No one	Less than half	Half	More than half	Everyone
		1	**2**	**3**	**4**	**5**
E	1. Learners pay attention in class.				x	
E	2. Learners work well with each other.				x	
I	3. They attempt to do their work thoroughly.				x	
D	4. They act restless, are unable to sit still.		x			
I	5. They participate actively in discussions.				x	
E	6. They complete the assigned seatwork in each station.				x	
D	7. They need to be reprimanded.		x			
D	8. They annoy or interfere with peer's work.		x			
E	9. They are persistent when confronted with difficult problems.			x		
N	10. They don't seem to know what is going on in class.	x				
N	11. They are withdrawn uncommunicative.	x				

E	12. They approach new assignments with sincere effort.				x	
I	13. They ask questions to get more information.				x	
D	14. They talk between each other about things not related to the lesson.			x		
N	15. They do not take independent initiative.		x			
E	16. They try to finish assignments even when they find it difficult.			x		
I	17. Raise hands to answer a question or volunteer information.				x	
E	18. They get discouraged and stop trying when encountering an obstacle, are easily frustrated.		x			

Checklist Based on: Cassar, A. & Jang, E. (2010). *Investigating the effects of a game-based approach in teaching word recognition and spelling to students with reading disabilities and attention deficits.* Australian Journal of Learning. Vol 15, 193-211. DOI:10.1080/19404151003796516

4.6 Psychologist Interview

After filming all four lessons, regular and EPWS', an interview was performed to Constanza Del Villar, a Psychologist of Pontificia Universidad Católica de Valparaiso, to analyse the 4 recordings and share her professional point of view in relation to the improvement or enhancement of the levels of participation and interaction, contrasting both types of lessons (See Appendices 13 and 14).

Concerning the first question, she states that she observed an increase in the levels of participation with the use of EPWS, between peers and with the teacher. This is because, in the regular lesson, the learners who seat further from the board have a shorter concentration span than learners sitting in front of the board, diminishing the level of interaction during the lesson as well.

About the second question, she believes that working in groups does diminish the levels of anxiety and allows learners to feel more confident to interact with its peers and the teacher, as mentioned above, as the use of the regular lesson inhibits the interaction between peers. She also stated that learners who are not sure what is going on in the lesson or have doubts about their work can find a solution by looking at their peers or asking them when the teacher is not around.

Finally, in the final question, she agrees that there is an increase in the teacher-learner interaction and the relationship they develop. She stated that learners wanted to participate and ask questions more frequently, in contrast to the way they act during the regular lesson. She finally mentioned that the teacher can move freely through the classroom and has a better outreach to every group and every learner.

4.7 Field Notes

4.7.1 Regular Lesson:

During the regular lesson, a lesson that was focused on reviewing content for the unit test, there are a few aspects in this fieldnotes (henceforth, FN) to emphasize on.

FN 1: When starting the lesson, no learner had all three coursebooks with them on their desks, this made each learner go and fetch their books to their lockers or backpacks in the middle of the lesson interrupting the instructions or questions their peers could have. In some cases, the teacher had to reprimand them to fetch their material for the activity.

FN 2: Learners who had a good or outstanding performance in English were the ones who ended their activities first, following the teacher through the classroom trying to show their finished work. This acted as a distraction to others who have not finished yet.

FN 3: When doing activities in the coursebook, outstanding learners finished before their classmates and went on doing the following activity, finishing three activities straight away, leaving the rest of their classmates' behind. This was not a negative aspect but neither was a positive one, as it is good for them to complete their work, but the fast of finishing fast leaves these learners with the extra time they use interfering with the work of their peers.

FN 4: As learners are sitting by pairs and rows, they tend to chat with the person beside them. This is a constant distraction for them, and for the ones sitting around as they hear what they are chatting, making them feel as if they had to be part of the conversation as well.

FN 5: When doing activities in couples, they did not work as expected. This is because if any of the two did not understand something and could not explain themselves they left the activity aside and started talking about something else.

FN 6: Learners are still the whole lesson, 90 minutes, and tend to get bored easily. It is clear that 45 minutes is not enough time to complete many activities and 90 minutes is too much time to keep learners in the same position.

FN 7: The bell rings after 45 minutes, during a period of 5 minutes they should have some time to recreate, move their legs and burn some energy, to stay focus in the following 40 minutes.

4.7.2 EPWS Lesson:

During the period of 2 weeks in which the three EPWS lessons were recorded, several aspects can be highlighted positively and negatively.

FN 1: Learners help each other in their groups, they start having confidence in speaking in English, and liked the fact of having activities different from the coursebook.

FN 2: During the first lesson, a learner said "Can you lend me your rubber (sic) please?" as soon as she started working with her peers in the writing centre.

FN 3: Learners seem to have several problems related to discipline and independent work.

FN 4: During the first lesson, a pair of learners sitting in the same group had a fight, which ended up by them ripping up their worksheets in half. The teacher in charge took them apart from the group, talked to them, and made them apologise to each other.

FN 5: Some learners did not like sitting on the floor for the Whole Group Area work, though all the class was sitting on the floor, they (3-4 learners) sat on chairs.

FN 6: On the three lessons, learners required the help of the teacher to reproduce the recording for the Listening Centre, which should not be necessary, as a function of the groups is to work on their own. The ideal way of working in the Listening Centre is that the learner who is nearer to the computer is the one who reproduces the audio, as many times the group needs to hear it, without the help of the teacher or someone external to the group.

FN 8: The noise the Listening Centre makes during the lesson if no headphones are used, distracts other groups from their work. Using headphones and connectors solved this problem, at least it did in the final lesson.

FN 9: Because the methodology was new to them, and was only being done for the English subject, they tended to forget the group they belonged to, or what they had to do on each centre.

FN 10: There is some emphasis that should be made on the use of the coursebook. The activities done on each station caught the attention of the learners. This is because, for these lessons, external worksheets to the Oxford Big Surprise 3 program were used on each station, especially the activities of the Arts Centre. The instructions and format were completely different from what they are used to working in.

FN 11: At the end of the final lesson, a learner approached the teacher asking if, in the following lesson, the groups could start in a different order than the previous lessons, as that particular group never reached the Listening Centre and that they would like to be able to work at that centre.

CHAPTER 5

ANALYSIS OF RESULTS

5.1 Analysis

To fulfill the stated objectives at the beginning of this research, information was gathered from different sources, for interpretation and analysis. During this process, the researchers decided to use the triangulation method to collect data and assure the validity of the investigation. For this research, the definition of triangulation made by Jesús Leal Gutiérrez, a General-coordinator-researcher of the Educational Investigation Society of Venezuela, stated in his book (2005), that triangulation is a technique used when collecting data, and afterwards interpose those results to verify its truthfulness. He mentions as an example that as an initial process to collect information an interview has to be used so it can be contrasted with the group discussion and its observation (Leal, 2005).

The result analysis will be developed as follows. First, the researcher's triangulation of results, and then contrasting those results with the ones obtained from the interview made to the English teacher of the school and the results of the Psychologist's interview.

The results of the checklists showed that, during the regular lesson, in relation to **E**, more than half of the learners paid attention during the lesson, less than half learners work well with each other, more than half of them completed the assigned work, half were persistent when confronted with difficult problems, half approached new assignments with sincere effort, half tried to finish assignments even when they found it difficult and less than half got discouraged and stopped trying when encountering an obstacle and were easily frustrated. In terms of **I** half of them attempted to do their work thoroughly, less than half participated actively in discussions, half of them asked questions to get more information and more than half raised their hands to answer a question or volunteer information. Regarding **D** more than half acted restless and unable to sit still, less than half needed to be reprimanded, less than half annoyed or interfered with peers work and

less than half talked between each other about things not related to the lesson. In terms of **N** results, less than half did not seem to know what was going on in the lesson, more than half were withdrawn and uncommunicative and half did not take independent initiative (See Figure 4 below).
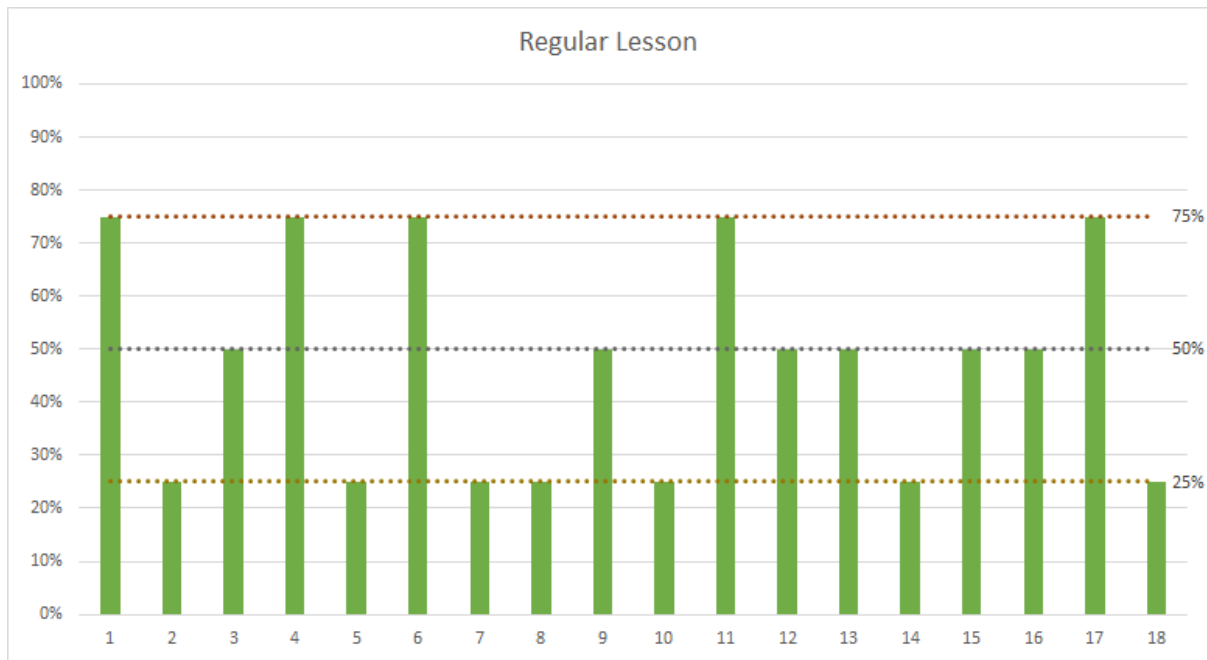

Fig. 4

Learners were more passive during their learning process and on a few occasions, it can be appreciated that they interact with each other. This reflects what is mentioned at the beginning of this thesis, that most novice teachers considered that there was not enough participation and interaction in their lessons. To contrast this lesson with Vygotsky's Social Learning Theory, it can be argued that there must exist social interaction to develop the cognitive process in young learners. He believed that learners should interact with their peers and their teachers to be more active during the lesson. During the regular lesson, it was difficult for learners to keep an active role in the class as the lesson was mainly focused on the book and they got bored doing the activities from it and sitting still the whole lesson, which is also an idea expressed by the Psychologist where she

mentions that the ones sitting at the back of the room are the ones who have a less active role during the regular lesson. According to Krashen's IH, it is extremely complex to try and acquire a new language when the input that learners receive is not significant for them, focusing only on learning, not understanding, and it does not let them move from one stage of knowledge into the other one.

As the strategy was applied, it became clear that, during the first two lessons using EPWS, learners needed more time, guidance and practice to be able to use EPWS. There was an obvious interest in what the teacher was proposing, as it was something different from what they were used to. This idea of a new dynamic in the class was previously expressed by the English teacher, where she mentions that learners get less bored with new things. As it was the first time where learners used this strategy, there was a void in terms of group work. The first two lessons with EPWS can be considered as a preparation for learners, on how they were expected to work during the time the strategy was going to be used. This can be compared to Piaget's Learning Theory and Cognitive Development as learners were presented the EPWS as a new way of working.

During the first lesson, learners had to go through a process of adjustment, as they never worked in centres before. Therefore, they learned this new dynamic without having previous experiences on the matter. In relation to **E** more than half paid attention in class, half worked well with each other, half completed the assigned work, less than half were persistent when confronted with difficult problems, half approached new assignments with sincere effort, half tried to finish assignments even when they found it difficult and less than half got discouraged and stopped trying when encountering an obstacle, were easily frustrated. In terms of **I** more than half attempted to do their work thoroughly, half participated actively in discussions, half asked questions to get more information and more than half raised their hands to answer a question or volunteer information.

Regarding **D** less than half acted restlessly and were unable to sit still, less than half needed to be reprimanded, half annoyed or interfered with peers work and half talked between each other about things not related to the lesson. In terms of **N** results, less than half did not seem to know what was going on during the lesson, less than half were withdrawn and uncommunicative and half did not take independent initiative (See Figure 5 below).
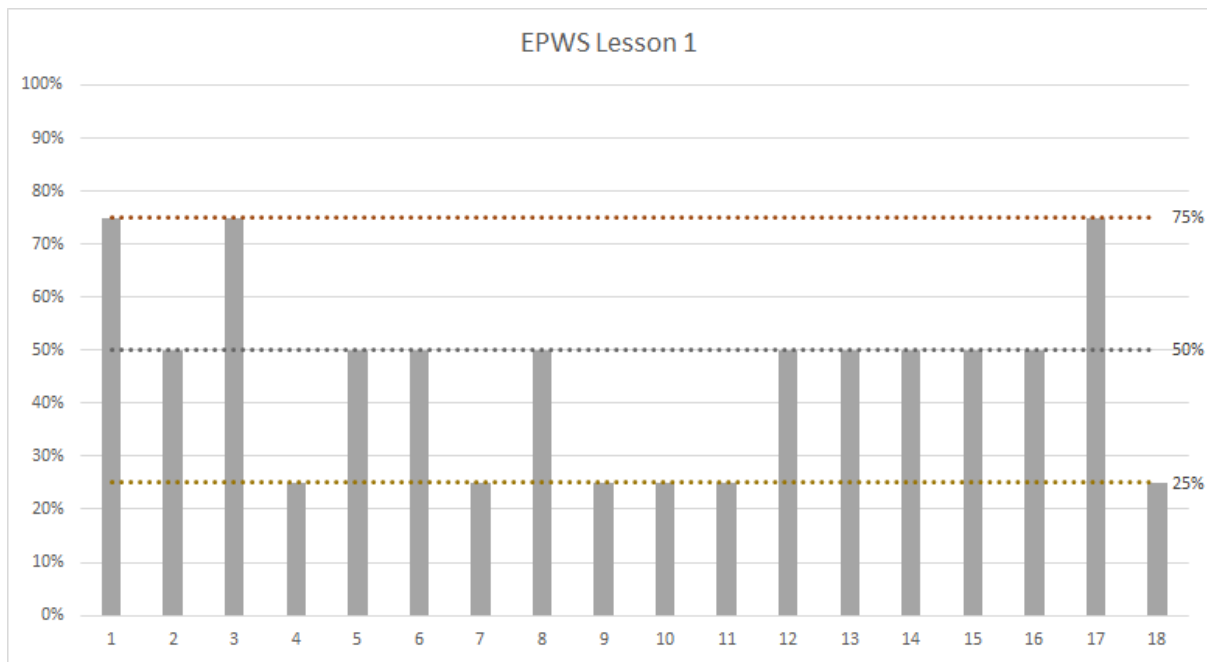

Fig. 5

Then, during the second lesson, the learners went through a process where they used their previous experience from the first class to develop new knowledge. In relation to **E**, more than half paid attention during the lesson, half worked well with each other, more than half completed the assigned work, half were persistent when confronted with difficult problems, half approached new assignments with sincere effort, less than half tried to finish assignments even when they found it difficult and less than half got discouraged and stopped trying when encountering an obstacle, were easily frustrated. In terms of **I** half attempted to do their work thoroughly, half

participated actively in discussions, more than half asked questions to get more information and more than half raised their hands to answer a question or volunteer information. Regarding **D** half acted restlessly and were unable to sit still, half needed to be reprimanded, half annoyed or interfered with peers work and half talked between each other about things not related to the lesson. In terms of **N** less than half did not seem to know what was going on during the lesson, less than half were withdrawn and uncommunicative and less than half did not take independent initiative (See Figure 6 below).
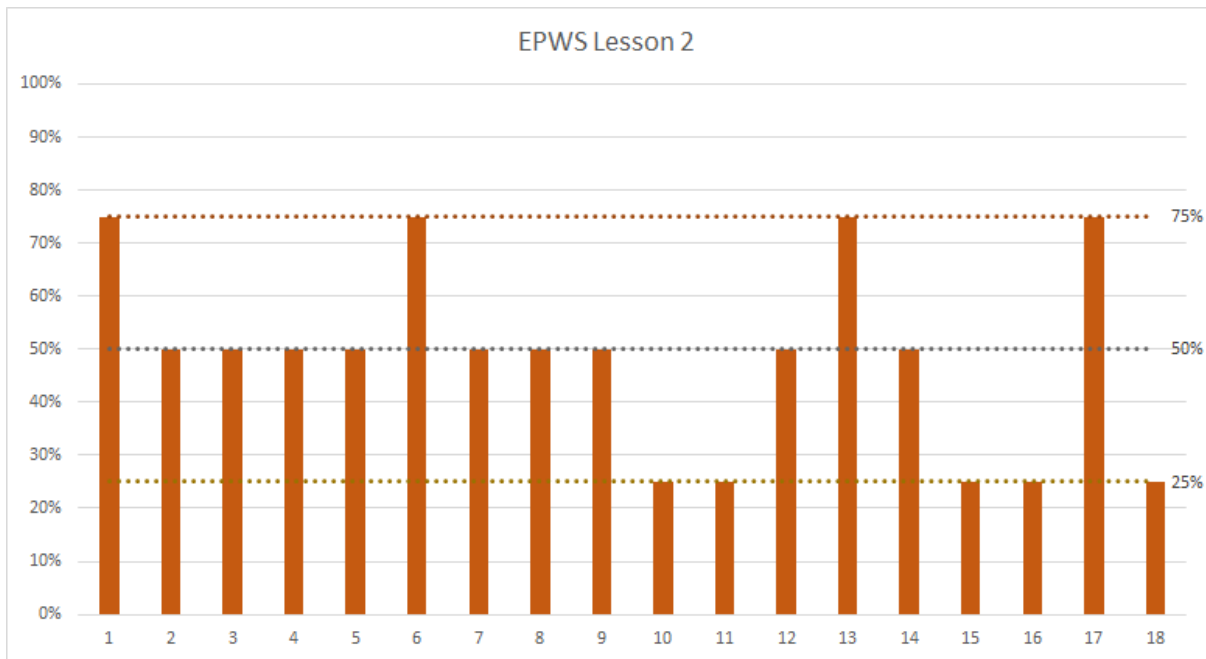
See Fig. 6

During the third lesson, there were some drawbacks because all the progress of learners, how they remembered their work in groups and what was the routine they had to follow during the lesson, was blurry. Approximately 10 to 15 minutes were needed at the beginning of the lesson to remind learners what they had to do during the lesson, which centre was which, and what was the dynamic of the lesson. Though this occurred mainly on the final lesson as a result of the time gap

in between both recordings, it did occur at a lower level during the first and second lesson of EPWS. The results of the third lesson with EPWS are: in relation to **E**, more than half paid attention in class, more than half worked well with each other, more than half completed the assigned work, half were persistent when confronted with difficult problems, more than half approached new assignments with sincere effort, half tried to finish assignments even when they found it difficult and less than half got discouraged and stopped trying when encountering an obstacle and were easily frustrated. In terms of **I** more than half attempted to do their work thoroughly, more than half participated actively in discussions, more than half asked questions to get more information and more than half raised hands to answer a question or volunteer information. Regarding **D** less than half acted restlessly and were unable to sit still, less than half needed to be reprimanded, less than half annoyed or interfered with peers work and more than half talked between each other about things not related to the lesson. In terms of **N,** no one did not seem to know what was going on during the lesson, no one was withdrawn and uncommunicative, and less than half did not take independent initiative (See Figure 7).
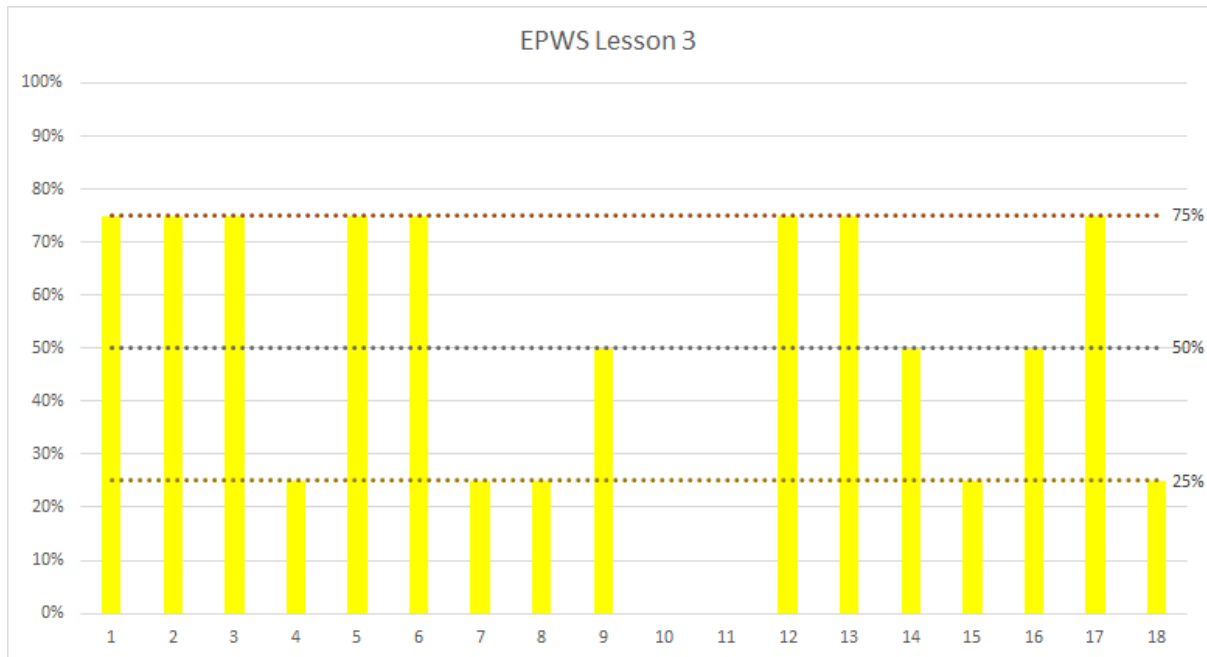
Fig. 7

Some learners were not so sure about what to do in some activities, though the instructions were given twice. As there are 31 in the class, the teacher is not able to attend to every learner's inquiry, this is where the opinion of the Psychologist and author Merrill Swain appear. The psychologist stated that when a learner did not know how to do an activity or was not so sure of what to do in the centre, they found a way out to solve their problem, by asking or by imitating peers, which is related to the Comprehensible Output Hypothesis presented by Swain. In this theory, there are a few steps the learner has to undergo when he or she comes up with a problem or inquiry, and a function to emphasize on which is Collaborative Dialogue. This function, also consists of some steps, in this case, the most important one is the Negotiation step, which is presented through the following idea "negotiation is explained as the repetition or rephrasing of a message done by a learner for another learner to understand better" (Pica 1994 in Swain, 2000). During the lessons, it was sometimes heard the phrase *"Mira se hace asi"*, which means *"Look, it*

is done like this" by some of the learners who tried to help their peers. Their explanation was very simple and short, done this way for its peer to understand, the learner put the instructions into his or her words, even though if it was in Spanish, the idea presented by Swain in Negotiation is reflected in this situations.

It can also be added to what the English teacher commented in her interview, that the LWS methodology can be more useful for every learner in the classroom as it would turn the lesson's environment into a more comfortable on, as learners feel more secure when they have to use the L2 in smaller groups. During fieldwork, differences were observed between learners who performed better in English with the one who did not. When doing Speaking in a small group, with the teacher near, they completed the whole activity by themselves and on a few occasions needed some guidance of the teacher but that the intention of completing the task. It also had a positive outcome for learners who have special needs, as they feel more confident asking questions to peers as many times as they need to, so to finish the task.

The interview with the psychologist showed that learners were more interested in making questions to move on with their work during the EPWS lesson rather than in the regular lesson. Though questions are done during the regular lesson, they are not as frequent as in the lesson with the strategy. The type of questions the learners asked can be compared to the "learner's ability to solve the task on its own" idea presented in the ZPD theory done by Vygotsky. In this theory is it explained that there is an adult or a peer who helps the learner to achieve his or her goal by giving little information for that learner to solve its problems. This idea also matches the one presented by the English Teacher and the Psychologist where they say that working in groups help learners move on with their work, as they have been immersed in a social and interactive environment the whole lesson.

5.2 Unexpected Results

One of the unexpected results was the performance of learners with SPED. Though focusing on these five learners was not the main goal, it was inevitable not to be aware of their performance making a comparison between both dynamics. As this group of learners were mentioned as being part of the population, there were some doubts and assumptions done about their performance, as if it was going to be a positive one or a negative one. The researcher that recorded the lessons pointed out which were the 5 learners with SPED, so while observing the recordings and applying the checklist it became clear that the learners were integrated. It turned out that this group of learners had no negative results, as they did better during the EPWS lessons when finishing their work and putting it into practice when being asked, in contrast with their performance during the regular lesson which was more passive and had a less active role. This is because their diagnosis makes them avoid sitting still during the lesson, and when doing so, they cannot perform as they should because of the lack of concentration. This lack of concentration they presented during the regular lesson was mainly because of them being prohibited to move through the classroom during the lesson, completely different in the EPWS lessons as they shifted from being stood up, to sitting down on the floor, to sit in groups and then move from centre to centre, keeping them in constant movement. The constant movement helped them focus more on the activity rather than focusing on suppressing their constant movements. Furthermore, when the psychologist was interviewed she did not emphasize on SPED learners, which can be inferred as a total integration into the lesson and activities.

And a second unexpected result was the use of a focus group on the last recording. When creating the EPWS strategy, a Reading focus group was going to be taken into consideration but was not done in the end because of the free space in the classroom, which was used for the Whole

Group Area. When recording the first two EPWS lessons, it was clear that most learners followed the instructions of the Speaking Centre up to a certain point, but after the teacher left the centre to the last centre, far away from them, they tended to play with the vocabulary flashcards rather than doing their task. On the last EPWS recording, the teacher realized this was happening again with the first group at the Speaking Centre, and decided to make a change in the centre, by making it a focus group with the second Speaking group. She asked some questions related to the vocabulary and prepositions, then showed a picture from the coursebook and asked *"Where is this?"* while showing the corresponding flashcard, learners had to answer using previous vocabulary and prepositions. It turned out better than expected, as the whole group participated.

CHAPTER 6

DISCUSSION

After analysing all the results gathered during the research, it is important now to consolidate all the founding and leave some aspects for further research.

In the General Objective of the research, it was stated the intention to explore the use of EPWS concerning the enhancement of interaction and participation, and how effective this strategy can be in an EFL third grade class of a non-bilingual school. Therefore, the discussion will be focused on the most relevant aspects of the gathered results of the research and see if the objective was fulfilled.

Regarding the results obtained from the research, it can be inferred that participation and interaction improved during the implementation of the strategy EPWS. Although the implementation of the strategy caused an improvement in participation and interaction, the first lesson was hard to implement because there were many disciplinary problems and learners did not pay attention to the instructions although, in the following lesson, learners got used to the strategy and they started to be more active and participative. There were still situations and moments of the lessons where discipline became an important matter. This is because the learners were not used to work in groups, they got distracted with each other during the minutes they were in the Whole Group Area, and they found it difficult to concentrate on the instructions given by the teacher.

In terms of the learners' characteristics, there were five learners with different Special Needs, these learners had no significant changes, but they improved their participation and interaction after the implementation of the strategy as the rest of the class.

Regarding the limitations that were encountered during the process, there were a number of them that can be considered drawbacks, one of them, due to the situation the country has been going through during the end of October and November, and which due date is uncertain. This resulted in a suspension of school days, leaving a period of one week between the second EPWS

lesson recording and the third one and it became impossible to continue recording. The second limitation and major drawback was discipline. This is because, on several occasions, most of the learners had problems with: staying still, interrupting peers and the teacher, fighting or hurting someone, and shouting or speaking very loud. The third limitation was the difficulty to find a Psychopedagogist to observe only learners with SPED but the Psychologist did not find any difference between them and the other learners.

Considering all these results it can be claimed that the General Objective is fulfilled because the levels of participation and interaction increased by implementing the EPWS strategy. It also demonstrated that if the strategy is applied from the beginning of the school year till the end, learners might get used to working in this way, increasing the levels of participation and interaction even more than they have already increased during the extent of this research.

CHAPTER 7

FURTHER RESEARCH

There are some tips taken from Penny Ur's book *100 Teaching Tips (2016)* as references for further research concerning the discipline limitation, advanced learners, and focus groups. The researchers chose these tips from the book as they were related to the field notes taken during the research and the limitations found. These tips can be helpful to those future teachers who have found similar drawbacks inside their classrooms and want to apply this strategy. These Penny Ur tips are:

Tip 7	*Use the coursebook selectively. The coursebook is a valuable tool, but that doesn't mean you have to use all of it. Choose in advance what you feel is essential to get through, and what can be skipped if you don't have enough time.*

This tip relates to something mentioned before in which it was explained that learners get bored when doing the same type of over and over through every unit. Choosing some activities of the coursebook and adding some new ones.

Tip 12	*Keep the lesson moving. The more fully occupied the students are in purposeful learning activity, the more likely they are to cooperate and work well. Boredom is a key cause of discipline problems.*

This tip relates to the behaviour of the class when it is slow, as they tend to get easily bored with them. When learners get bored chaos appears with it, like some of the situations mentioned in field notes. When learners have a better active role in the lesson, these discipline problems tend to lessen.

| Tip 14 | *Catch problems as they start. Don't ignore minor discipline problems thinking they'll go away by themselves. They usually won't.* |

Related to the conflict between two learners presented in field notes, if the action would not have been taken at that moment, the problem would have continued during the rest of the lesson, or could have affected their peers, as children tend to copy what their peers do.

| Tip 42 | *Give basic tasks plus options. Tell students: "Everyone has to do task A", (where task A is obviously doable by all the class); "Task B is optional for those who finish A".* |

As it was mentioned in field notes, several learners finished their tasks before their peers, leading to discipline problems as they go and interrupt their peers' work. Avoiding this by giving them another activity helps when working with the regular lesson methodology, whereas on EPWS time will give them another activity to do. But having extra activities as a plan B is never a waste of time.

| Tip 51 | *Keep activities short and varied. A lesson- unless it is very short - should normally be broken up into different activities. The use of short, varied activities prevents students from getting bored, and helps them to concentrate.* |

When using long activities, especially in writing and reading, learners tend to get bored easily. The idea is to avoid this type of activity, something that is completely needed when using EPWS, as time is the limit. Short activities leave learners proud of their performance in the activities, as they have enough time to finish it.

Tip 73 *Use group work. Inevitably there are some students who speak more and others less, in groups as well as in the full class. And groups that are not under your immediate supervision may lapse into their mother tongue some of the time, or do something that is not relevant to the task you have given.*

When the groups were made for EPWS, there were some learners to pay attention to when working in groups. SPED learners and advanced learners. It was important for these lessons to keep every learner from those two groups in different groups. But there was a Special Needs learner with an advanced learner in the same group so they can help each other when feeling not so sure.

Tip 93 *Use mother tongue to explain. It's much quicker than an explanation in English. It's much more easily understood. It usually gives a pretty accurate idea of the meaning of the item.*

Something that it is always mentioned in EFL lessons is that the mother tongue should not be used by anybody in the classroom. But Penny Ur mentions that when children do not know how to express themselves, they tend to get frustrated. During the EPWS the teachers tried to use English as much as she could, but when figuring out that some learners did not understand a word or concept or instruction, it was necessary to use the mother tongue to get over this problem as soon as possible to avoid frustration in learners.

Another topic to consider for further research is the use of LWS or EPWS in other levels, like senior years. The author Katherine McKnight stated that LWS can be used in upper levels, and not just elementary by presenting her own experience with middle school and high school,

over this, she expressed "Experience has shown that students actually tend to be more engaged in their learning when they work in centres. The combination of self-directed activities and short, specific tasks lends itself to the natural strengths of the developing adolescent" (2016). Researching on higher levels would bring other teachers the certainty that both LWS and EPWS work.

APPENDICES

APPENDIX 1

SURVEY

1. Answer the following poll according to your experience as a teacher in your practicums:

	1. Less than half	2. Half	3. More than half
What amount of your learners do you think participate actively in your lesson? Have in mind a lesson of one pedagogical hour (45 min.)	○	○	○
What amount of your learners do you think interact using English language in your lesson?	○	○	○

2. What strategy do you use to enhance learners' interaction and participation?

_____

_____

_____

3. Do you have any information on Literacy Work Stations, or have you ever implemented it in your lessons to enhance interaction and participation?

_____

_____

_____

APPENDIX 2

**VALIDATION OF MATERIAL
SURVEY**

Objective of this survey:

To explore the level of interaction and participation in an EFL class conducted by EFL trainee

teachers from fourth year at the English Pedagogy Program at Andrés Bello University.

To identify what strategies are used by teacher trainees from fourth year at the English Pedagogy

Program at Andrés Bello University to enhance participation and interaction.

To corroborate whether the strategy called Literacy Work Stations is known or implemented by

teacher trainees from fourth year at the English Pedagogy Program at Andrés Bello University.

Consider for answering the following definition:

According to Cavieres, Colina, Dureo (2016), Classroom interaction is considered important due

to the influence of Lev Vygotsky because it helps students to improve their knowledge and is vital

when learners and teachers have a good interaction in the class, thus improving the learning

process. Participation, on the other hand, helps learners to express their ideas in a way that others

can understand as well as enhancing their own understanding of a topic.

MISS PETROWITSCH'S ROOM

Example of:
Mrs. Petrowitsch's Room
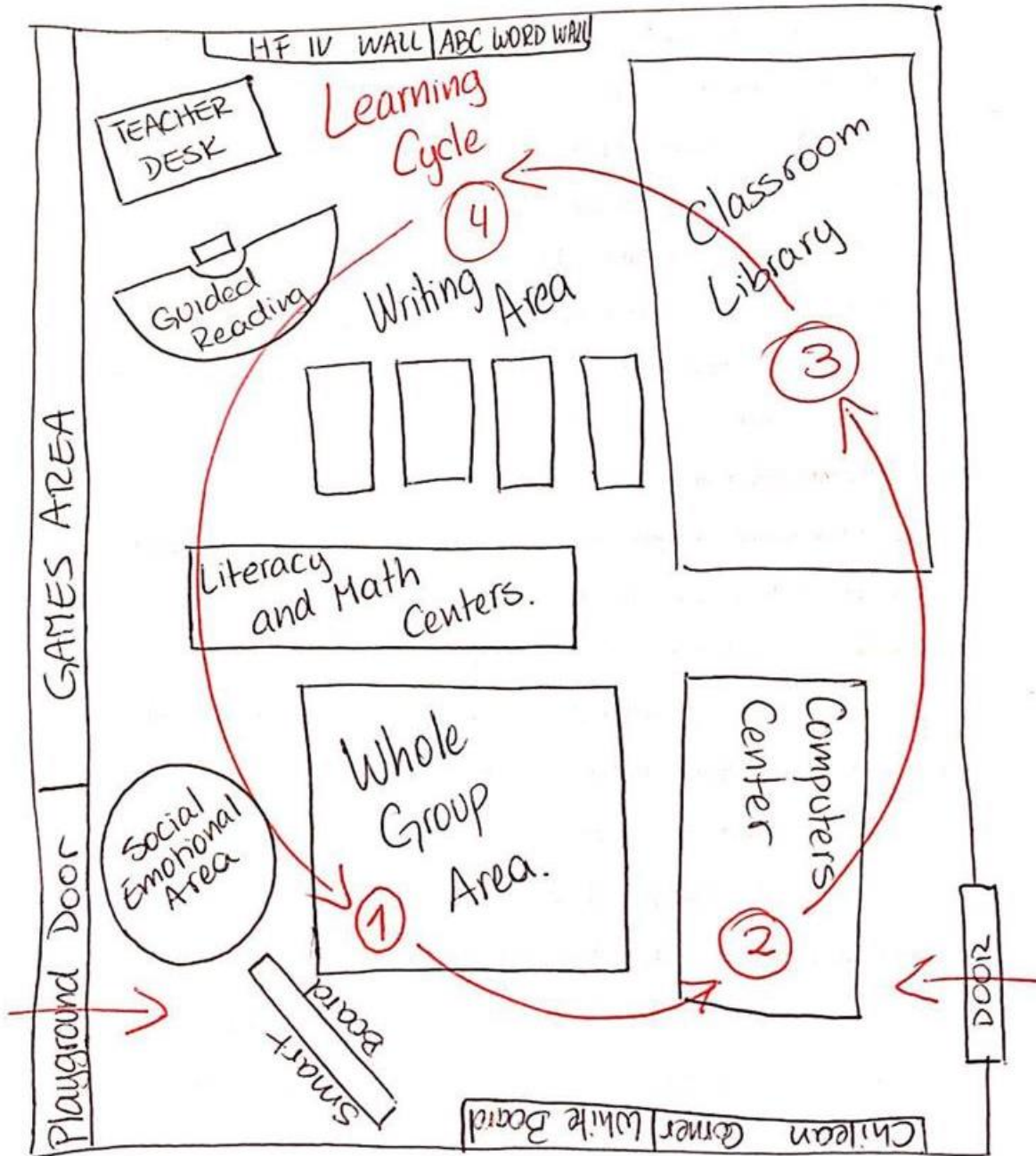
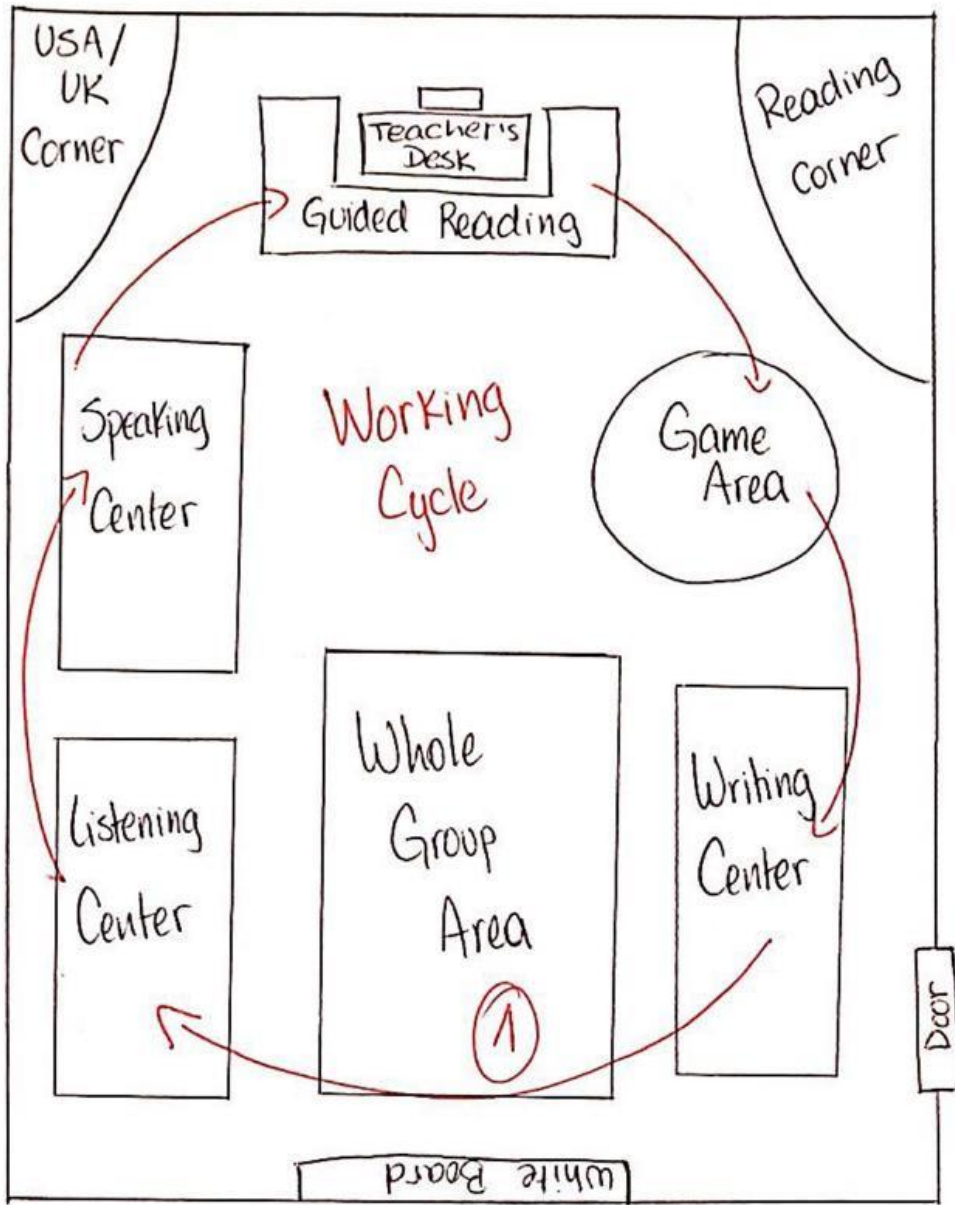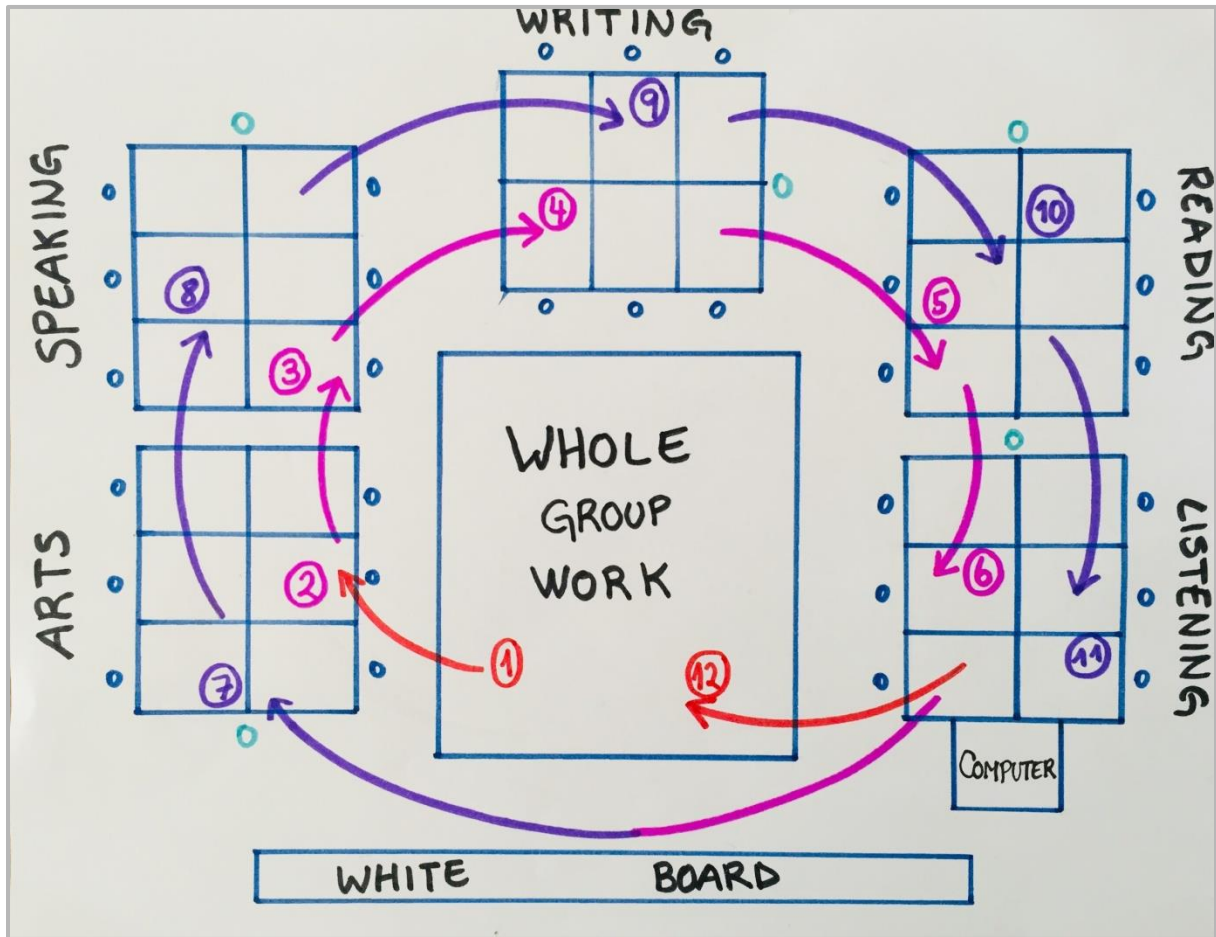**EPWS IDEAL CLASSROOM ARRANGEMENT**

EPWS CLASSROOM COLEGIO ESPERANZA

APPENDIX 6

INTERVIEW TO THE ENGLISH TEACHER OF THE CLASS - TRANSCRIPTION

Note: The interview could not be recorded as a person-to-person interview, but this is the written version done for this research.

1) **Have you ever heard of Literacy Work Stations or do you have an idea of what it is?**

   A: Something like corners. Yes, work in stations so you can divide the class into some groups, where you can personalize the instructions and change some of the activities. Simultaneous work.

2) **In case the answer is YES, do you think they would be useful for English lessons? Why?**

   A: Yes, definitely. Because you can work so much more activities at the same time you can work more class with children who have some issues, like discipline or learning problems. The class is more dynamic for children, as little children bore easily, so this can help with that. You can be aware of much more about the difficulty of the children in learning English, children can have maybe even emotional problems with the subject. You can work speaking easily with children they feel more confident to speak in smaller groups.

3) **Do you think the use of working in stations could improve or enhance participation or interaction, or both?**

   A: Yes, of course. It is the same idea, smaller groups make learners feel more confident. You can avoid how a girl or boy feels scared during the class.

APPENDIX 7

REGULAR LESSON PLANNING

Level: 3º Grade A	**Date:** Tuesday, October 8th
N° of learners: 31	**Unit 5:** The Robber's Clothes
Time: 90 min	**Coursebook**: Oxford Big Surprise 3
Objective	*Main:* To practice the vocabulary and produce grammar, in listening, speaking, reading and writing activities on unit 5 for the test on Friday 11th. *OAT:* - To demonstrate curiosity, interest and respect towards other realities and cultures, valuing ways of living and its diversity.
Activities	*Introduction* - Tell learners that today they will be preparing the content for their test on Friday, working in their activity book and skills book. Draw work meter on the board. (10 min) *Development* - Start with page 47 AB where there are exercises of vocabulary, grammar and listening as a summary of the unit. Correct on the board out loud. (20 min) - Go to page 75 AB to work on the reading and writing portfolio, where they have to read, colour, draw and write. To check ask 2 or 3 learners to read their work. (20 min) - Go to page 17 SKB, match, draw, and label vocabulary. Correct in the board and out loud. (10 min) - Go to page 18 SKB, Read, colour, draw, and write grammar. Correct in the board and out loud. (10 min) - Go to page 19 SKB, read, match, colour, and write reading and writing. Correct in the board and out loud. (10 min) *Closure* - To close, ask learners what were the clothes of the unit, colours and when to use A before the colour in a sentence. (10 min)
Materials	- Computer and Data. - Activity Book [AB] - Skills Book [SB]

EPWS LESSON PLAN 1.

Level: 3° Grade A	Date: Tuesday, November 15th
N° of learners: 31	Unit 6: The Haunted House
Time: 90 minutes	Coursebook: Oxford Big Surprise 3

General Objective: At the end of the lesson, learners will be able to identify furniture, locate furniture in places of the house, us the prepositions of place in, on, and under.	
Content: "There is a/an … in the …", "There isn't a/an … in the …", "Where is the …? It is in/on/under the …"	
Vocabulary: a cooker, a bed, a wardrobe, a bath, a cupboard, a sofa, an armchair, a fridge, a shower, a television, room, bathroom, kitchen.	

Stage	Station	Objective	Activities	Materials	Time
Introduction	*Whole Group*	**To identify vocabulary related to the new unit Haunted House.**	Look at the vocabulary on the board, find its matching word in Spanish, and repeat the words.	- Computer - Data - Speakers	6-7 min
Development	*Arts*	**To locate and sketch the furniture in their own bedrooms.**	- Read, tick and draw in relation to the paragraph given. - Draw and write about your bedroom in the box.	- Flashcards - Furniture, Places & Question Cards	15 min
	Speaking	**To match and describe furniture vocabulary.**	Match the picture with the words and answer the two questions: 1. *What do you have in your bedroom?* 2. *Where can you find these things?*	- Flashcards	15 min

Development	Writing	**To locate and name the place inside the house where the furniture is.**	Find the furniture in the picture and write the place where it is located *(Living room, Bedroom, Bathroom, Kitchen)*	- 7 worksheets	15 min
	Reading	**To read and relate the information from the text to answer true or false questions.**	- Read the story "*There's a ghost in the house* ". - Read the questions and answer *true* or *false*, re-read the story and check.	- 7 worksheets - 7 Class books	15 min
	Listening	**To sort the pictures of the story in the correct order in which they happened.**	Listen to the story twice and put the pictures in the correct order.	- Computer - 7 Headphones - Connectors - 7 worksheets	15 min
Closure	Whole Group	**To repeat a chant composed by the vocabulary of the unit and prepositions of place.**	- Listen to the chant "There's a scary, scary ghost…" - Sing the song out loud with the track.	- Computer - Data - Speakers	6-7 min

EPWS LESSON PLAN 2

Level: 3° Grade A	Date: Friday, November 18th
N° of learners: 31	Unit 6: The Haunted House
Time: 90 minutes	Coursebook: Oxford Big Surprise 3

General Objective: At the end of the lesson, learners will be able to identify furniture, locate furniture in places of the house, us the prepositions of place in, on, and under.
Content: "There is a/an … in the …", "There isn't a/an … in the …", "Where is the …? It is in/on/under the …"
Vocabulary: a cooker, a bed, a wardrobe, a bath, a cupboard, a sofa, an armchair, a fridge, a shower, a television, room, bathroom, kitchen.

Stage	Station	Objective	Activities	Materials	Time
Introduction	*Whole Group*	**To identify and label images related to the vocabulary of the unit.**	- Look at the board and number the objects in the house map. - Look at the pictures underneath and say what they are.	- Computer - Data - Speakers	6-7 min
Development	*Arts*	**To sort and repeat pictures and names of the vocabulary of the unit.**	- Look at the words and write them underneath. Paste the correct sticker on top of the box. - Look at the pictures, and place the correct name sticker on the box.	- 7 worksheets	15 min
	Speaking	**To discuss and identify vocabulary of this unit and previous units on the**	Look at the furniture in the picture. Write down some questions using *"Where is the…?"* form about the	- 7 Class books	15 min

Development		same picture when asking questions.	objects in the picture, and work as a group to find those objects.		
	Writing	**To draw and produce sentences using the vocabulary and prepositions of place.**	Draw 3 ghosts. Then write a sentence about each room or place.	- 7 worksheets	15 min
	Reading	**To locate and match vocabulary of the unit and its amount.**	- Read, count and join, using arrows, the amount with the furniture words. - Circle the furniture words between a mix of nouns.	- 7 worksheets	15 min
	Listening	**To analyse and solve in which part of the house the object is.**	Look at the picture and tick the correct one. Listen and check where the ghosts are.	- Computer - Headphones - Connectors - 7 worksheets	15 min
Closure	*Whole Group*	**To repeat a chant composed by the vocabulary of the unit and prepositions of place.**	- Listen to the chant "There's a scary, scary ghost…" - Sing the song out loud with the track.	- Computer - Data - Speakers	6-7 min

APPENDIX 10

<u>EPWS LESSON PLAN 3</u>

Level: 3° Grade A	**Date:** Tuesday, November 22nd
N° of learners: 31	**Unit 6:** The Haunted House
Time: 90 minutes	**Coursebook**: Oxford Big Surprise 3

General Objective: At the end of the lesson, learners will be able to identify furniture, locate furniture in places of the house, us the prepositions of place in, on, and under.
Content: "There is a/an … in the …", "There isn't a/an … in the …", "Where is the …? It is in/on/under the …"
Vocabulary: a cooker, a bed, a wardrobe, a bath, a cupboard, a sofa, an armchair, a fridge, a shower, a television, room, bathroom, kitchen.

Stage	Station	Objective	Activities	Materials	Time
Introduction	*Whole Group*	**To identify and label images related to the vocabulary of the unit.**	Look at each flashcard, and say the name of the furniture and in which part of the house it can be found.	- Flashcards	6-7 min
Development	*Arts*	**To locate and sketch furniture in the picture, following instructions.**	Follow the instructions containing furniture vocabulary, colours, and prepositions of place. Read, draw, and colour.	- 7 worksheets	15 min
	Speaking	**To discuss and identify furniture and previous units vocabulary on the same picture using prepositions of place.**	Look at the picture on page 62 of the Class Book. Identify the room. Identify the furniture on 1 room first. Say which objects are in, on, and under, sort them in groups.	- 1 Class Book - Flashcards	15 min

Development	*Writing*	**To draw and produce sentences using the vocabulary and prepositions of place.**	Match the words with the right images, by writing the correct number in the circle. Write sentences with "There is" and "There are" using the words above.	- 7 worksheets	15 min
	Reading	**To relate the information in the text with the information requested in the questions.**	Read the story "My House" and answer the 5 questions.	- 7 worksheets	15 min
	Listening	**To analyse and locate the mistake in the text.**	Circle 6 incorrect words. Write the correct words. Listen and check.	- Computer - Headphones - Connectors - 7 worksheets	15 min
Closure	*Whole group*	**To repeat a chant composed by the vocabulary of the unit and prepositions of place.**	Sing along to the music of the song "There's a scary, scary ghost…"	- Computer - Data - Speakers	6-7 min

APPENDIX 11

EVALUATION CHECKLIST FOR PARTICIPATION AND INTERACTION DURING A REGULAR LESSON

E= Effort; I= Initiative; D= Disruptive Behaviour; N= Inattentive Behaviour.

Scale	Statement	No one	Less than half	Half	More than half	Everyone
		1	**2**	**3**	**4**	**5**
E	1. Learners pay attention in class.					
E	2. Learners work well with each other.					
I	3. They attempt to do their work thoroughly.					
D	4. They act restless, are unable to sit still.					
I	5. They participate actively in discussions.					
E	6. They complete the assigned work.					
D	7. They need to be reprimanded.					
D	8. They annoy or interfere with peer's work.					
E	9. They are persistent when confronted with difficult problems.					
N	10. They don't seem to know what is going on in class.					
N	11. They are withdrawn uncommunicative.					

E	12. They approach new assignments with sincere effort.					
I	13. They ask questions to get more information.					
D	14. They talk between each other about things not related to the lesson.					
N	15. They do not take independent initiative.					
E	16. They try to finish assignments even when they find it difficult.					
I	17. Raise hands to answer a question or volunteer information.					
E	18. They get discouraged and stop trying when encountering an obstacle, are easily frustrated.					

Checklist Based on: Cassar, A. & Jang, E. (2010). *Investigating the effects of a game-based approach in teaching word recognition and spelling to students with reading disabilities and attention deficits.* Australian Journal of Learning. Vol 15, 193-211. DOI:10.1080/19404151003796516

APPENDIX 12

**EVALUATION CHECKLIST FOR PARTICIPATION AND INTERACTION DURING
AN EPWS LESSON**

E= Effort; I= Initiative; D= Disruptive Behaviour; N= Inattentive Behaviour.

Scale	Statement	No one	Less than half	Half	More than half	Everyone
		1	**2**	**3**	**4**	**5**
E	1. Learners pay attention in class.					
E	2. Learners work well with each other.					
I	3. They attempt to do their work thoroughly.					
D	4. They act restless, are unable to sit still.					
I	5. They participate actively in discussions.					
E	6. They complete the assigned seatwork in each station.					
D	7. They need to be reprimanded.					
D	8. They annoy or interfere with peer's work.					
E	9. They are persistent when confronted with difficult problems.					
N	10. They don't seem to know what is going on in class.					
N	11. They are withdrawn uncommunicative.					

E	12. They approach new assignments with sincere effort.					
I	13. They ask questions to get more information.					
D	14. They talk between each other about things not related to the lesson.					
N	15. They do not take independent initiative.					
E	16. They try to finish assignments even when they find it difficult.					
I	17. Raise hands to answer a question or volunteer information.					
E	18. They get discouraged and stop trying when encountering an obstacle, are easily frustrated.					

Checklist Based on: Cassar, A. & Jang, E. (2010). *Investigating the effects of a game-based approach in teaching word recognition and spelling to students with reading disabilities and attention deficits.* Australian Journal of Learning. Vol 15, 193-211. DOI:10.1080/19404151003796516

APPENDIX 13

INTERVIEW WITH PSYCHOLOGIST POST RECORDING SESSIONS
Original Version - Spanish

Note: The interview could not be recorded as a person-to-person interview, but this is the written version the professional sent for this research.

1) **Observa un incremento en el nivel de participación?**

Al observar la clase tradicional en comparación con las clases en modalidad grupal creo que se nota un aumento considerable en la participación. En ambas modalidades los niños que quedan atrás tienden a desconcentrarse mas, sin embargo este ítem disminuye en las interacciones grupales. Observo que la modalidad grupal pone a los niños en las mismas condiciones de aprendizaje en comparación a la modalidad tradicional, en donde quien se sienta en frente en general es el que más escucha o aprende. La modalidad grupal que se muestra permite una mayor interacción de cada niño de manera particular, así como con otros y con el profesor.

2) **Observa mayor interacción entre pares?**

La modalidad tradicional no permite interacción entre pares, a lo más con quien se tiene al lado. Sin embargo la modalidad grupal permite mucho más la interacción entre pares. Creo que de cierta forma el trabajo en grupo puede bajar la ansiedad del niño cuando no se sabe bien qué hacer, y puede utilizar a sus pares como reflejo para buscar soluciones a sus problemas, e incluso, para aprender nuevas formas de resolver el problema. Permite el aprendizaje mutuo cuando el profesor no está en el momento y el aprendizaje por imitación, así como también una regulación de comportamientos dentro del grupo.

3) Observa mayor interacción profesor alumno?

Si, siento una mayor cercanía e interacción en la relación profesor alumno. En la modalidad grupal da la sensación que el profesores más cercano con sus alumnos, quienes al parecer, se atreven más a participar y preguntar, a diferencia de la modalidad tradicional. Además, el trabajo en grupo permite un mejor desplazamiento espacial del profesor por el aula llegando mejor a cada grupo, y por ende, a cada niño.

APPENDIX 14

INTERVIEW WITH PSYCHOLOGIST POST RECORDING SESSIONS
English Translation

1) **Do you observe an increase in participation?**

By observing the regular lesson, in contrast to the EPWS lessons, I believe there is a considerable increase in participation. In both modalities the children who are left at the back, tend to lose more concentration, however, this item decreases during group work. I observe that the group modality settles the learners in the same learning conditions as in the traditional modality, where the ones who sit at the front, generally tend to listen and learn more. The group modality shown, allows a higher interaction from every child in a particular way, as well as with other and with the teacher.

2) **Do you observe more interaction between peers?**

The traditional modality does not allow interaction between peers, except for the one with the one who is sitting beside. However, the group modality allows more interaction between peers. I believe that in a sort of way working in group could lower the anxiety levels of the learners who are not sure what they have to do, and therefore they can use their peers as a reflection to find the solution to their problems, and even learn new ways of solving the problem. This allows peer learning when the teacher is not around and learning through imitation, as well as an adjustment in behaviour inside the group.

3) Do you observe more learner-teacher interaction?

Yes, I feel there is a closer learner-teacher relationship and interaction. In the group modality, it gives the idea that the teacher is closer with its learners, who seem to find the courage to participate and ask more, in contrast with the traditional modality. Moreover, group work allows a better teacher shifting around the classroom attending the needs of each group, and therefore, of every learner.

APPENDIX 15

VALIDATION OF MATERIAL
RECORDING AUTHORIZATION FOR PARENTS

Colegio Esperanza
Dirección 2019

Quilpué, 3 de Octubre de 2019

Señor Apoderado:

Junto con saludar, le informamos que durante las semanas del 8 al 22 de Octubre, se llevará a cabo la grabación de la clase de Inglés a cargo de la Profesora de Asignatura Nixce Aliquintui y la Alumna en Práctica de la Universidad Andrés Bello, Mariana Moreno.

Este video será presentado para su evaluación final de práctica docente y para su proyecto de tesis. Esta grabación solo será reproducida a los Docentes de la Carrera de Pedagogía en Inglés con fines académicos. Necesitamos contar con su consentimiento para poder tener una grabación generalizada de los alumnos y del trabajo que se realice durante la semana.

Sin otro particular, se despide atentamente

La Dirección

_____

CONSENTIMIENTO

Colegio Esperanza
Dirección 2019

Yo, _____ RUT _____,

Apoderado de _____ del curso _____ AUTORIZO la grabación con

fines pedagógicos que se realizará a mi hija/o durante la clase de Inglés en las semanas del 8 al 22 de Octubre.

Firma Apoderado: _____

Fecha: _____

Validación de Material

Nombre Profesor: Flora S. Mandiola Villalobos

Rol en la Universidad: Profesora Jornada Pedag. en Inglés

Fecha: 03-10-2017

Firma

APPENDIX 16

VALIDATION OF MATERIAL
INTERVIEWS

Objective of this Interview

To find out previous knowledge of the class's English teacher on Literacy Work Stations, and to assess our methodology, after it has been applied, with a specialist, a Psychologist. The first specialist will give us her point of view on participation and interaction on the whole class, and the second specialist will give us her point of view on both the same concepts but directed only to Special Needs Learners. Both specialist will watch the recordings of our lessons, one without our strategy English-Practice Work Stations, and three lessons applying the strategy.

Validación de Material

Nombre Profesor: Flora J. Mandiola Villalobos

Rol en la Universidad: Profesora Jornada Pedag. en Inglés

Fecha: 03-10-2019

Firma

APPENDIX 17

VALIDATION AND AUTHORIZATION OF MATERIAL
ASSESSMENT CHECKLISTS

<u>Objective of the checklist:</u>

To evaluate learners' level of Participation and Interaction in four lessons, one without our strategy English-Practice Work Stations and three with the application of the strategy. We will answer the checklist when watching all four lessons, one checklist per lesson. A Psychologist will assess our evaluation of the lesson after the lessons have been watched. They will give us their perspective on the levels of Participation and Interaction on the class as a group. After this assessment, an interview will be done to the Psychologist.

Though both checklists have the same statements and scales, there is one statement that varies, number 6 "They complete the assigned work in each station", when being applied for the assessment of the lesson without English-Practice Work Stations. The statement changes to "They complete the assigned work", as they will not be working in stations.

This checklist was taken from an investigation titled "Investigating the effects of a game-based approach in teaching word recognition and spelling to students with reading disabilities and attention deficits" by A. Cassar & E. Jang, done in 2010, and was arranged to fit our requirements of this evaluation for our research. As the checklist was arranged and not based upon the actual checklist to make a new from scratch, we asked for authorization of the intellectual property to one of the authors of the article, who gave us the authorization to use her material.

Author's Authorization

GLOSSARY

ABSCH	Association of British Schools in Chile
D	Checklist Code for Disruptive Behaviour
E	Checklist Code for Effort
EFL	English as a Foreign Language
EPWS	English-Practice Work Stations
I	Checklist code for Initiative
IH	Input Hypothesis
LWS	Literacy Work Stations
MKO	The More Knowledgeable
N	Checklist Code for Inattentive
SLA	Second Language Acquisition
SPED	Special Education
ZPD	Zone of Proximal Development

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