

VLRC (Virtual Language Resource Center) combined with Collaborative Learning, an approach
to increase motivation in A1 tenth grade English students inside two state schools in Santander,
Colombia

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Abstract

The aim of this research is to indicate how meaningful tasks, by using Virtual Language Resource Center (VLRC) combined with Collaborative Learning (CL), can increase English motivation inside the classroom. Therefore, the research was focused on the implementation of VLRC activities to support A1 tenth grade students to start motivating English through language learning activities.

This research was elaborated by two state English school teachers who have worked for ten years in Santander interested in adequate English teaching methods, focusing on different aspects related to motivation and the actions to empower students with the correct approaches required in order to become better language apprentices. According to John Dewey, the incorporation of VLRC everyday into our student sessions combined with collaborative learning will result in a more engaging learning environment. In Collaborative Learning, students are not considered an isolated part of the language learning process. There must be, according to Dewey, other aspects in where students interrelate with the context, which means the social environment, and also their parents.

Twenty students chosen in this research were taken from two - tenth grade - high school classes in Piedecuesta, IPS (Instituto de Promoción Social), and Girón, COLGALAN (Colegio Luis Carlos Galán Sarmiento), Santander. Over the last five years working in these state schools, we have realized how lack of motivation is seen as a reason why students do not accomplish successful results in English. As motivation is not an easy aspect to quantify and neither approach

is superior to the other (Shiang-Kwei, 2007) the availability of Internet and multimedia technologies expose learners to numerous sources of information among which they must make choices. For that reason, working on Virtual Learning Centers give the students new tools for developing their goals and also change their point of view about the previous concepts they used to have about education. VLC is focused on the learner; he/she is the center in where the learning process is distributed along the learning experience.

Thanks to VLRC, we could increase our students motivation due to they practiced not only in class but also at home using other virtual learning spaces. After collecting data the results showed that they improved in skills such as reading comprehension, grammar and writing activities. Also the interviews demonstrated that using VLRC combined with CL, the students were less reluctant to learn English.

Key words: Motivation, Virtual Language Resource Center (VLRC) Collaborative learning, teacher, language, state schools, teenagers.

Resumen

El objetivo de esta investigación es indicar cómo las actividades significativas, mediante el uso de Virtual Language Resource Center (VLRC) combinadas con Collaborative Learning (CL), pueden aumentar la motivación Inglés en el aula. Por esa razón, la investigación se centró en la realización de actividades VLRC para apoyar a los estudiantes de décimo grado, nivel A1 a motivarse en el aprendizaje del inglés a través de actividades de aprendizaje.

Esta investigación fue elaborada por dos profesores de inglés de escuelas públicas que han trabajado durante diez años en Santander interesados en métodos de enseñanza adecuados en inglés, centrándose en los aspectos relacionados con la motivación y las acciones para mejorar los estudiantes con los métodos correctos necesarios para llegar a ser mejores aprendices del idioma. Según John Dewey, la incorporación de VLRC todos los días en nuestras sesiones de estudiantes combinadas con aprendizaje colaborativo resultará en un entorno de aprendizaje más atractivo. De acuerdo con John Dewey, uniéndose VLRC en las sesiones de nuestros estudiantes junto al aprendizaje colaborativo, dará como resultados estudiantes cada vez más interesados en aprender lo más que puedan. En el aprendizaje colaborativo, los estudiantes no se consideran una parte aislada del proceso de aprendizaje de un idioma. Debe existir, según Dewey, otros aspectos en donde los estudiantes se interrelacionan con el contexto, lo que significa tanto el entorno social como sus padres.

Veinte estudiantes elegidos en esta investigación se tomaron de dos clases de secundaria, décimo grado, en Piedecuesta, IPS (Instituto de Promoción Social), y Girón, COLGALAN (Colegio Luis Carlos Galán Sarmiento), Santander. En los últimos cinco años de trabajo en estas instituciones

públicas, nos hemos dado cuenta de la falta de motivación como la razón por la cual los estudiantes no logran resultados exitosos en inglés. Como la motivación no es un aspecto fácil de cuantificar y ningún enfoque es superior al otro (Shiang-Kwei, 2007), la disponibilidad de las tecnologías utilizadas a través de internet y recursos multimedia expone a los estudiantes a numerosas fuentes de información, entre las que ellos deben tomar decisiones. Por esa razón, trabajando en los Centros de Aprendizaje Virtual se ofrece a los estudiantes herramientas nuevas para el desarrollo de sus objetivos y también cambiar su punto de vista acerca de los conceptos anteriores que solían tener sobre la educación. VLC se centra en el alumno; él / ella es el centro en donde el proceso de aprendizaje se distribuye a lo largo de la experiencia de aprendizaje. Gracias a VLRC, pudimos aumentar la motivación de nuestros estudiantes debido a que practicaron no solo en clase sino también en casa utilizando otros espacios virtuales de aprendizaje. Después de recopilar datos, los resultados mostraron que mejoraron en habilidades como comprensión de lectura, gramática y actividades de escritura. También las entrevistas demostraron que al usar VLRC combinado con CL, los estudiantes eran menos reacios a aprender inglés.

Palabras clave: Motivación, Centro de Recursos Virtual Language (VLRC), aprendizaje colaborativo, profesor, lengua, escuelas públicas, adolescentes.

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Chapter one: Introduction

1.1 Introduction to the study

“They aren’t successful with every student, but with a positive approach to motivation, they can influence many.”(Kauchak & Eggen, 2004)

The primary objective with this study consisted of analyzing and suggesting tools to motivate language learning through the use of a Virtual Language Resource Center combined with Collaborative Learning. VLRC When students feel they can make decisions regarding the topics they are going to learn and know, they become engaged with the learning process. (Johnson & Johnson, 1989, 1999)

The idea came into mind after observing students’ attitudes through the time we developed English activities at both state schools in Santander (IPS – COLGALAN). We could perceive a kind of “conformity” among tenth grade students in relation to the activities done in class, the final grades and the comprehension level they obtained at the end of the lessons. Students were inclined to participate as little as possible in lessons in order to acquire the minimum required score.

Our belief, as English teachers, comes to the fact that student behavior has always been greatly affected by the motivation they are provided at every level of their education. (Brunstein, 2005) we both believe that language is a critical aspect in order to develop communication across cultures. Knowledge of a specific or different language gives us the opportunity to perceive new possibilities, to think globally, and to increase our understanding of the world around us.

At this point, it was necessary to start recognizing the target population in IPS and COLGALAN state high schools. Students from both high schools mentioned love technology. They live around electronic devices and we, as a teachers could take advantage of it. On the other hand, a VLRC let the students check the contents at any place, at any time, twenty-four seven without feeling embarrassed if they need to study or repeat the lessons more than once.

Taking into account this point of view, it clearly demonstrates the importance of setting up and optimizing a VLRC in our context, since it helps teachers and students to transform the theory into practice, developing higher cognitive and social abilities. Furthermore, portraying the above definition as the core for building a VLRC, it can be said that Collaborative learning (CL) represents a significant change in the typical classroom where the teacher is the center of the process. That is to say, in this particular approach, language teaching lays on a learner centered perspective. In this way, both teachers and learners, interact and combine their efforts to attempt to understand, explore and resolve issues, generate ideas and design a collective product together. Students will be involved in tasks that have been designed to explore extra resources to enhance a particular skill. CL activities in the VLRC make students more active and responsible participants in the learning process.

After analyzing theories regarding VLRC together with CL, we focused on motivation and the concepts given by different authors. In addition, interventions and data analysis were addressed to compare students' development through the activities. During research activities, a relevant

aspect called teachers' attention about students' preferences which preferred working on computers with internet connection.

The researchers developed VLRC activities during real classroom time sessions; however, students could continue their learning process at home using the material presented by the teachers in class. Since each student was free to choose the time and the place to practice, we could observe their improvements and how their attitudes changed towards the research, giving them more confidence and increasing their motivation significantly.

1.2 Statement of the problem

The Colombian education system over the past decades has given both teachers and students incentives to empower and to motivate the correct use of English in classroom. Despite of the established strategies students do not achieve B1 level according to the SABER test. In addition, students inside the classroom must tolerate certain factors such as overcrowded classrooms, lack of multimedia resources, few English lessons per week, among others.

The circumstances described above affected our target population who are students located in Piedecuesta and Girón, Santander. We, as educators, observed their lack of motivation during the assignments developed in class. Interest in improving language skills decreased as same as the will to enhance their abilities. These and other reasons gave us the idea that understanding could not be the main reason for failure. We must apply new strategies that let our students to be exposed to the language and allow them to practice at home the topics studied in

the classroom. In this way, the percentage of the students who fail English at school will decrease.

1.3 Rationale

Keeping in mind the considerations previously stated, the rationale of this study is to suggest a proper A1 state school strategy which is the use of virtual language resource center activities combined with collaborative learning. The VLRC activities were created by the teachers using a familiar website tool. Having students from different performance levels working in groups help them to increase not only their motivation but also their English language proficiency.

1.4 Research question

Do VLRC (Virtual Language Resource Center) combined with Collaborative Learning, increase motivation at A1 tenth grade English students inside two state schools in Santander, Colombia?

1.5 Objectives

- To provide students with a learning environment that fosters the natural learning and practice of the language.
- To provide students with learning opportunities that address their learning styles.
- To demonstrate understanding of collaborative learning principles.
- To assess application of collaboration understanding to current teaching context.

Chapter two: Theoretical framework

2.1 Virtual Language Resource Center

Considering that “the reason for the existence of any VLRC is to respond to the needs of a specific group or groups of users” (VLRC project partners, 2003: 12), we selected the VLRC as a pedagogical strategy that encourages our students to enhance their process of acquiring the target language through the effective use of authentic materials based on their real context and online activities available to them in a web 2.0.

At the beginning learners might find it challenging to make use of the VLRC if they are not used to this type of resources. In order to guide learners in the process, one class will be devoted to guide learners in their exploration of the Center. The teacher will encourage students to discover the interaction tools available for them and how they can ask for support when they are working on their own.

In 2002, Paquette characterized a VLRC as a learning scenario which “tests on the networking of actors and resources, aims to provide access to learners, synchronously or asynchronously, to different resources: instructors and tutors, subject – matter experts, training managers and professors acting as designers”¹.

¹ Paquette, Gilbert, Visual Knowledge and Competency Modeling – From Informal Learning Models to Semantic Web Ontologies. IGI Global. 463 pages, 2010. Paquette, Gilbert, Instructional Engineering for Network-Based Learning.

According to Paquette, the availability of the internet and multimedia technologies exposes the learner to numerous sources of information among which he must make choices. For that reason, we considered to create a website with planned activities for our target population where they could continue developing their skills at home at the time and the place that they decide to do them. The VLRC allow students a better understanding due to the fact that they are exposed to the content and the activities in both, at school and at home using technology, a tool they enjoy the most. They also have the option to discover the information by themselves.

Taylor (2002) reminds educators that the longer processing time in the online environment is a benefit for students who need longer think time. Therefore, a great variability of resources should be implemented in the VLRC such as readings, videos, audios, website links, extra activities granted students get more engaged on their own learning experience.

Motivation plays an important role in students' education and it has become a serious issue that must be take into account when we plan our activities. Consequently, when we designed our VLRC, we keep in mind our students' needs, interests, background, proficiency level, sociocultural context in order to create an interesting technological website. When a students is motivated, they become eventually into an independent language learner.

2.2 What is motivation?

Motivation can be explained as the factors that stimulate or inhibit the desire to engage in behavior (Elliot, 1997). According to Cook (2000), three main factors explain the speed of learners' learning in second language acquisition: age, personality and motivation. He also stated that motivation is the most important among these three elements. In addition, Dornyei (2001) noted that 99% of language learners who show strong motivation were able to achieve a reasonable working knowledge regardless of their language aptitude. It demonstrates that if we can motivate our students to the VLRC combined with the Collaborative Learning, they will feel more confident and become active and independent learners.

2.3 Perspectives on Motivation

As educators we need to analyze the strategies we apply inside the class with the students. Lesson plans are essential in that process. Lesson plans are the product of teachers' thoughts about their classes; what they hope to achieve and how they hope to achieve it. According to the Common European Framework and also the students' needs in our school, we establish the topics to be covered through the scholar year. In addition to that and as a general statement, we set the lesson plans up in detail as a "time strategy" to not to lose time working with them. However, there are occasions in where time is not enough and we have to add it to finish an idea explained the class before. According to Robertson and Acklam (2000) it does not matter the level of experience though, it is very important that all teachers take the time to think through their lessons before they enter the classroom. Besides, there are some elements to be taken into account for a lesson plan such as variety and flexibility, which allow us to encourage them during the classes. It is time to think back to analyze strengths and aspects to improve. As it was

previously described, there are plenty of ideas which need to be checked by ourselves inside the classroom. A well designed lesson plan thinking in the real context and needs of our target population bringing them the appropriate material to provide relevance, it is certainly the main point to increase their motivation.

Abraham Maslow, an American psychologist explained four general perspectives of motivation which are *sociocultural, cognitive, humanistic* and *behavioral*. *Sociocultural motivation* is defined and applied by Lev Vygotsky (1896-1934) and his collaborators (Leontiev, A., Luria, A., Rubinstein, S., and Bakhtin, M.) in Russia in the 1920s and 1930s (McInerney, 2011, p. 3). They explained how history and society influenced the way that humans develop and learn. In ancient times, education took the shape of learning how to manage information around them. Generations passed down to the other ones lessons of constructions, hunting and gathering foods. Eventually, populations settled and grew in size. This change made inevitable the adjustment from hunting to farming and animal domestication. For a period of time, education remained with survival techniques. As the accumulation of even larger more stable populations emerged, specialization of skills appeared for the first time. In this sense, education became more diverse and concentrated.

As cultures progress through the time, different forms of education emerge. An example could be written language and arts. Written texts allow people to start becoming analytical and that process is still affecting today's people decisions. While the concept has become more abstract, it also helped to cultivate us socially. Now that survival is not a difficult aspect to us, the educational systems have become increasingly more intricate and our minds are free to deliberate about mathematics, music, language and science. Even now at the entrance of the twenty first

century, we continue to see more innovations in technology which enable us to change our education. The Internet and new technology in education have given us a new way to exchange our thoughts all over the world. Nowadays, information is so wide and endless; what we really need to understand this everyday information is to speak the language from here this information comes from and we know English is one of these tools to comprehend the world which surround us.

Cognitive motivation, according to Edward L. Deci in his 1975 book, "Intrinsic Motivation" is considered as a theory that explains why people act the way they do. "Cognitive" refers to thought processes and "motivation" analyses the behavior derived from those processes. The theory holds that cognitive motivation depends on information available combined with previous experiences. It assumes that people performed the way they do for some type of incentive or to avoid unpleasant occurrences. Rewards are common in the context where we work. Students tend to do their activities just thinking about in a prize that can be classified in grades, extra points. If not, they do not pay attention and prefer to do an extra activity different from the ones we share in class.

Humanistic motivation is focused on the learner as a whole person and examines the relationships among physical, emotional, intellectual, and artistic needs. According to Deci (1985) positive classroom climate and caring student–teacher relationship are essential to the development of student motivation. Maslow’s hierarchy, beginning with survival and safety

needs, progressing through belonging and esteem needs, and ending with intellectual and aesthetic needs, reflects the “whole person” that is central to humanistic views of motivation.

Behavioral motivation following Skinner's lead, devised techniques of behavior modification on the supposition that students are motivated to complete a task by being promised a reward of some kind. Generally the reward takes the form of praise or a grade. At other times the reward may be the privilege of engaging in a self-selected activity. Now, considering the different four general perspectives of motivation, we can conclude that we ourselves as well as our colleagues find ourselves basing the outcome of classroom activities on behavioral motivation. This conclusion is based on the everyday situations we face as teachers, when we have to give our students rewards (incentives) to keep them focus on the class activities. If not, they do not show interest for the activities and they focus their attention to other activities, which can be another task from a subject matter, or they show interest in their own personal activities such as social networks or using their mobiles. If we continue applying this kind of “motivation” in our students, we will continue receiving them with low grades and also a significant lack of motivation.

Operant conditioning interpretations of learning help to reveal why some students react favorably to particular subjects and dislike others. For instance, some students may enter a required math class with a feeling of joy, while others may feel that they have been punished. Skinner suggests that such differences can be traced to past experiences. He would argue that the

student who loves math has been shaped to respond that way by a series of positive experiences with math. The math hater, in contrast, may have suffered a series of negative experiences.

2.4 Collaborative Learning

In Dewey's point of view, learners do not learn in isolation; the individual acquires knowledge by being part of the surrounding community and the world as a whole. Dewey suggested a triangular relationship among the individual, the community, and the world. Dewey believed that ideas are meaningful only if they are:

- (a) Part of an acceptable theory,
- (b) Constructed by participants in society
- (c) Related to the guideposts or reference points provided by society.

In Dewey point of view, disciplined, reflective inquiry promoted by a community of learners (i.e., the knowledge community) helps to create meaning among seemingly unstable events.

2.5 Applications of Social Constructivism to Collaborative Learning in the L2 Classroom

The L2 learning process is located in a particular social context. It contains becoming part of the culture of the learning community. For the L2 learner, the immediate, close-at-hand learning community is the classroom. For example, if the atmosphere is nurturing and the proper assistance is available the L2 learning community should also extend beyond the classroom. L2 learning can be a global challenge that involves learning about, understanding, and identifying with another culture in which people use a different language.

2.6 Learning Styles Potentially Influencing L2 Classroom Interaction

Understanding the individual language learners and of any L2 class in general helps the teacher to design lessons that provide a range of activities suitable for all the people in the class, neither slighting nor favoring a particular set of individuals (Oxford, Hollaway, & Horton-Murillo, 1992; Oxford, 1996b).

An aspect of classroom interaction is group dynamics. The group, which is richer in resources than any single individual, affects members' attitudes, such as confidence and satisfaction, and these attitudes influence interaction. Groups provide guidelines for behavior within the group offer standards for self-evaluation, and help learners maintain energy. In the L2 classroom, the group can be considered the whole class of students and the teacher, but it can also be smaller groups or sub-groups of students working on specific tasks. Senior (1997) argues that L2 classes need to be transformed into united groups. For a class to become united, the typical stages in group life often occur. Frank and Brownell (1989) identify four stages of group life. The first stage is group formation; however the last three which are conflict, cohesion, and problem-solving are known as group development.

Chapter three: Research design

This section is focused on the features that the research was developed; in addition, context is considered an important aspect; for that reason, it was studied to give readers some insight where the research was done. Besides, mentioning the participants are considered relevant

in our study: students and teacher-researchers, as the researcher's role and the explanation about data collection instruments and procedures.

3.1 Type of study

We recognize that our own research practices were shaped by our discipline, by our perspectives as teachers, and by our desire to elaborate results that would help us to make appropriate classroom settings for our students and the collaborative procedures through which we arrived at our findings (Latour and Woolgar 1979, 273 – 286).

The research done was elaborated by using the action research approach which is a strategy focused on the concerns and needs that arose as a routine part of the activity “in the real world”.² Besides, action research was also seen as research specifically lead to changing matters, and also has persisted a core feature of the notion of action research. Linking research with practice, action research approach discards the concept of a two-stage process in which research is carried out first by researchers and then in an isolated second stage the knowledge made from the research is applied by experts or practitioners. Instead, the two processes of research and action are integrated (Somekh 1995:34). Collaborative learning is a method of teaching and learning in an environment where education institutions are being challenged to improve their rates of retention and quality of student learning, schools and universities are turning to collaborative learning strategies as an answer to those problems. Students which gain in thinking

² Denscombe, Martyn. *The Good Research Guide For Small-Scale Social Research Projects. Fourth Edition. Mc Graw Hill Open University Press. pp 125-126. 2010*

skills, communication skills, and mastery of content; and they become more attached to the institution and as a result are more likely to continue. Besides, taking into consideration survey results we selected qualitative studies, where the research is considered *an instrument of data collection* (Denzin & Lincoln, 2013). This means that data are mediated through this *human instrument* rather than questionnaires. Also the qualitative researcher needs to describe relevant aspects of self, including assumptions, experiences or expectations to qualify his or her ability to conduct the research (Greenback, 2003).

TABLE 1: The cyclical process in action research



3.2 Context

The target population in where the research project was developed is focused on students from tenth grade courses from public high schools located in Piedecuesta and Girón, Santander.

Promoción Social high school is a public institution located in Refugio, Km 3 Vía Guatiguará, Piedecuesta, Santander. There are two groups with approximately forty-six students in each one and we have three hours of English lessons per week. Sometimes this schedule cannot be done due to the fact that the school has prepared extra-curricular activities and the activities are prepared through the entire school day. Students' age are about fourteen and seventeen years old and there are twenty – one women and twenty – five men. Moreover, the institution does not have its own location. The main reason is the lack of establishment because Piedecuesta administration is working on a new structure to get students together in a new one. Now on, they are located in three different schools according to their level.

Luis Carlos Galan Sarmiento, a public high school located in Rio Prado, Girón; fifteen minutes away from the city center is a public institution where the community can find six different centers to offer education to children and young people. There, the students focused on this research are forty-two students who live nearby the school and they receive three hours of English classes per week. Also here, the extra – curricular activities are prepared through school days. At that grade we find twenty women and twenty men who are fifteen and seventeen years old. The school does not have enough spaces to practice sports. That is the reason why students have to practice sport activities outside school in a park or a soccer field away from the school.

3.3 Participants

3.3.1 Subjects and program description

The researchers, who are the teachers too, elaborated the study in two – tenth grade courses, one at Instituto de Promoción Social and the other one at Luis Carlos Galan Sarmiento high school. The course was offered to twenty students chosen in this research during six weeks. Tenth grade students were selected based on the topics we worked on at school, and also the process we have established through the last four years in where test methods have varied in relation with their needs. According to Wesche (1983), all tests are samples of behavior, intended to reflect whether the examinee possesses certain knowledge, or to predict whether he or she can perform certain acts. In addition to that, we can realize in our students the strengths and drawbacks which must be improved.

The total number of students, taking into account both state schools, are sixty. However, the authentic number of participants who contributed in the present study was twenty. One of the reasons and the main one was the absence of students at school. The participants' ages were from fourteen to seventeen. Most of the students belonged to a low socio-economic background. They considered learning English a good opportunity to increase their job probabilities in a near future. In addition, they have seen graduated relatives from state schools in a university where a foreign language is considered as a main requirement to obtain a diploma. Besides, some of the students who participated in the survey realized the importance of recognizing someone's thoughts about a specific topic. However, they have not been participants of an activity based on

the topics the project was about, related to virtual language resource center (VLRC) and collaborative learning (CL) inside a classroom. All the reasons previously described, give students an improper concept about learning a language, so they feel demotivated in order to learn a foreign language. As an evidence to prove students' English level, they have presented a proficiency test based on the four language communicative strands (listening, reading, writing, spoken production and interaction) at the beginning of the research. The test was based on the aspects they should manage according to the Ministerio de Educación Nacional.

TABLE 2: National Bilingual program MEN – Common European Framework

NIVELES SEGUN EL MARCO COMUN EUROPEO	NOMBRE COMUN DEL NIVEL EN COLOMBIA	NIVEL EDUCATIVO EN EL QUE SE ESPERA DESARROLLAR CADA NIVEL DE LENGUA	METAS PARA EL SECTOR EDUCATIVO A 2019
A1	Principiante	Grados 1 a 3	
A2	Básico	Grados 4 a 7	
B1	Pre intermedio	Grados 8 a 11	<ul style="list-style-type: none"> Nivel mínimo para el 100% de los egresados de Educación Media.
B2	Intermedio	Educación Superior	<ul style="list-style-type: none"> Nivel mínimo para docentes de inglés. Nivel mínimo para profesionales de otras carreras.
C1	Pre avanzado	Educación Superior	<ul style="list-style-type: none"> Nivel mínimo para los nuevos egresados de licenciatura en idiomas.
C2	Avanzado		

According to table 2, students evaluated in the proficient test should manage level B1 – pre-intermediate (tenth grade). However, results gave researchers an approach about they have

observed through the time they have worked with them. The proficiency test was elaborated and corrected by the researchers and administered to both tenth grade courses. (SEE APPENDIX 1)

The test was divided into the four communicative competences. Each one of the communicative strands has got five activities to be done. Its maximum score could be five (5.0) and the minimum score could be zero (0.0). Each one of the participants took the proficient test individually at classroom in forty – five minutes. According to the scores, researchers could identify students' level in A1, lower than the level they must obtain in a test according to the educative level researchers expected to appreciate in each language level. Results are classified in the following table.

TABLE 3: Students scores per language communicative strand

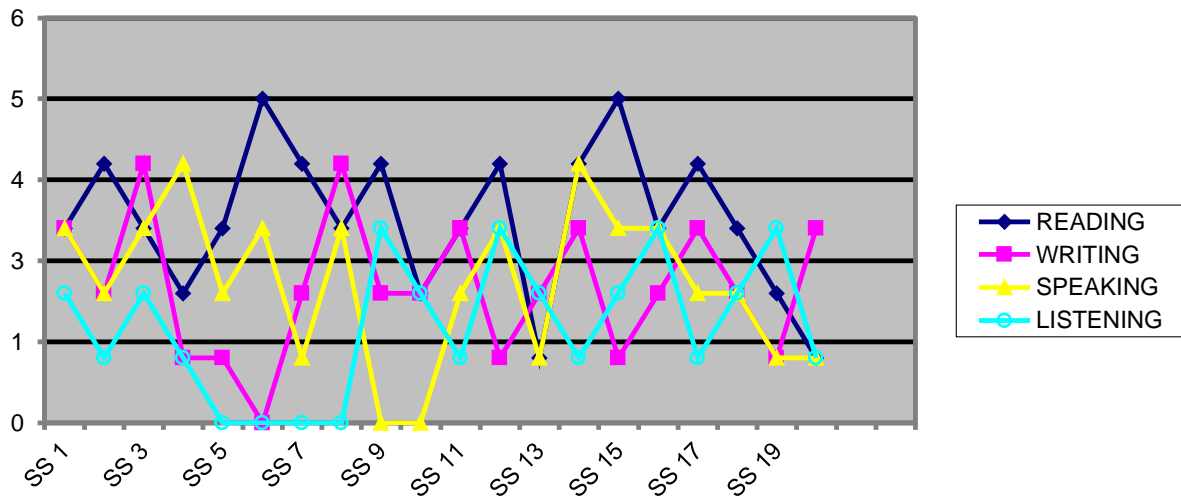


Table 4. Colegio Luis Carlos Galán Sarmiento: Students who attend the Proficient test.

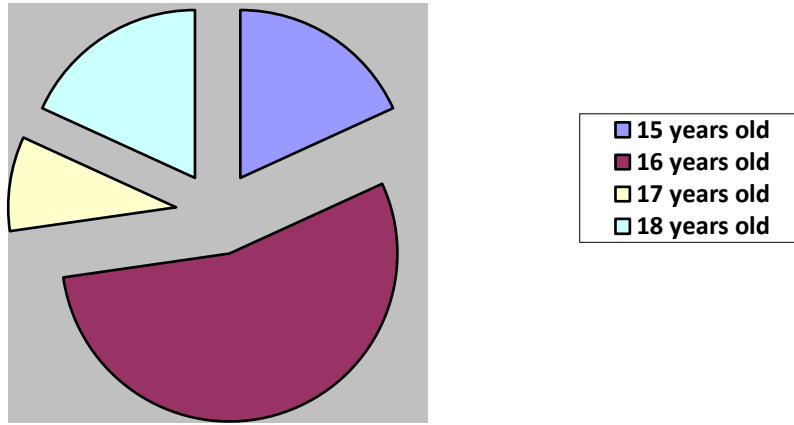
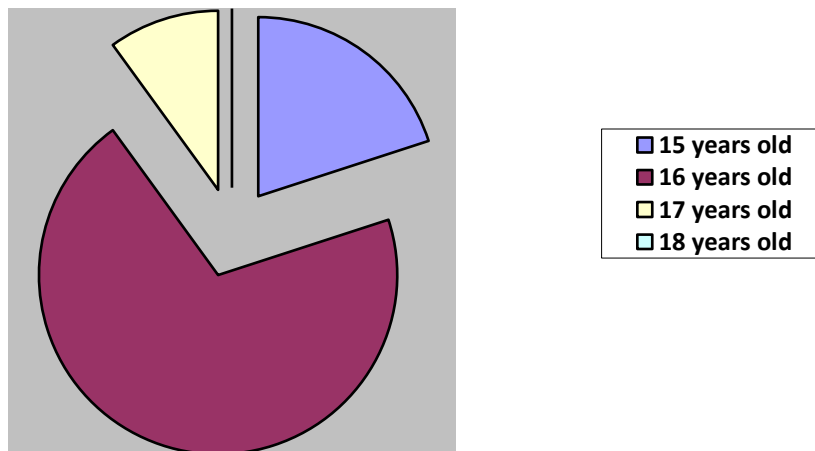


Table 5. Instituto de Promoción Social: Students who attend the Proficient test.



3.3.2 Researchers' role

According to Dr. Simon, in quantitative studies, the teachers' role is non-existent. Participants perform independently of the researcher as if he or she were not there. Quantitative studies ideally should be repeatable by other and under the same conditions, should obtain similar

results. In other kinds of research such as correlational, the data are collected without regard to the participants of the person collecting the data.

In qualitative studies, the role of the researcher is different. The research is considered *an instrument of data collection* (Denzin and Lincoln, 2003). This means that data are mediated through this *human instrument* rather than questionnaires. The qualitative researcher needs to describe relevant aspects of self, including assumptions, experiences or expectations to qualify his or her ability to conduct the research (Greenback, 2003)

Information was collected by using constant researchers' reflection on the students' activities and the results they obtained working on the events focused on the collaborative learning experiences they had inside the classrooms. In addition, in order to achieve our objective, we collected the data, designed pedagogical interventions as a tool to observe students' level of participation; (see appendix 4) also, classroom observation through the use of virtual language resource centers in accordance by collaborative learning gave the researchers more opportunities to interact with students in aspects such as amount of effort, motivation and teamwork, relevant in the language learning approach.

Chapter 4: Data collection instruments and procedures

4.1 Thematizing

Thematizing is focused on answer questions of what, why and how this is going to be studied. The answers to these questions will be the background for carrying on with fieldwork,

analysis and reporting. The research developed was established according to the previous proficient test and the answers given by the students.

4.1.1 Designing *Wesche's framework for writing exercise*

The test is divided into three categories (reading comprehension, grammar and writing) in where students will be able to develop their skills working on different activities. These activities will be part of my project which is focused on motivation inside the classroom.

According to Wesche's framework, students will find in the exam the following concepts:

- Stimulus material: Images about the paragraph.
- Task posed to the learner: Five questions about the story giving them the passage.
- Learner response: Students will choose the correct answer to the questions about the paragraph.

The design stage establishes the step where the methodological procedure is planned and prepared. The individuals, or the students, are chosen according to criteria taken from the research objective. Criteria are based on demographic variables, such as life style characteristics or presence in a specific context. It is believed that a researcher will need only a limited number of respondents. In fact, a very large number of respondents can be expected to hinder the researcher's ability to get "in-depth" and miss the opportunity of getting an understanding of each respondent. The exact number of respondents will depend on the subject evaluated. (**Kvale 1996**).

4.2 Population

The schools in where the project is going to be developed are called Luis Carlos Galan Sarmiento (S1) and Instituto de Promoción Social (S2). They are located in Girón and Piedecuesta Santander. The target population studies there from Monday to Friday in the morning. There are three tenth grade courses, for the purpose of this research; we choose to work with tenth-one in both schools. The course is composed mainly by women than men and they know each other for

about five or six years. Students in this course are from the ages of fifteen and seventeen and they live around the school. Through the scholar year there have been forty-four students, although some of them decided to drop out for different reasons and nowadays we count with forty students to work.

4.3 Questionnaires

At the beginning of the research project, students answered a questionnaire in order to check their likes and also dislikes. The answer data has motivated me to continue the research. In order to understand what a questionnaire is Dr. Martyn Descombe suggests a very concise definition about it.

There are many types of questionnaires. They can vary enormously in terms of their purpose, their size and their appearance. To qualify as a research questionnaire, however, they should do the following:

Be designed to collect information which can be used subsequently as data for analysis.

As a research tool, questionnaires do not set out to change people's attitudes or provide them with information. Though questionnaires are sometimes used for this purpose – for instance, as a way of marketing a product – it is not strictly in keeping with the spirit of a *research* questionnaire, whose purpose is to discover things.

Consist of a written list of questions. The important point here is that each person who answers the particular questionnaire reads an identical set of questions. This allows for consistency and precision in terms of the wording of the questions, and makes the processing of the answers easier. (Occasionally, pictures might be used instead of written questions.)

Gather information by asking people directly about the points concerned with the research. Questionnaires work on the premise that if you want to find out something about people and their attitudes you simply go and ask them what it is you want to know, and get the information ‘straight from the horse’s mouth’.

4.4 Interview

After analyzing questionnaires results, there should be a need to reinforce some specific issues inside the research project. According to Descombe, Questionnaires offer little opportunity for the researcher to check the truthfulness of the answers given by the respondents. Because the researcher does not meet the respondent and because the answers are given ‘at a distance’, the researcher cannot rely on a number of clues that an interviewer might have about whether the answers are genuine or not. The interviewer might see some incongruity between answers given by the same interviewee and be able to probe the matter. Or the interviewer might note a disparity between a given answer and some other factor (e.g. stated occupation and apparent level of income). In the case of the questionnaire, however, if a respondent states their occupation to be a

‘dentist’, it would seem at first glance that the researcher has little option but to accept this as true. Likewise, on matters of taste or opinion, if the respondent answers along a particular line, the questionnaire researcher would seem to have no solid grounds for challenging the answer. This is all the more true if the questionnaires are anonymous. For that reason, an interview was necessary in the process.

Interviews according to Descombe are an attractive proposition for project researchers. At first glance, they do not seem to involve much technical paraphernalia and they draw on a skill that researchers already have – the ability to conduct a conversation. The reality, though, is not quite so simple. Although there are a lot of superficial similarities between a conversation and an interview, interviews are actually something more than just a conversation. Interviews involve a set of assumptions and understandings about the situation which are not normally associated with a casual conversation (Denscombe 1983; Silverman 1985). When someone agrees to take part in a research interview:

There is consent to take part. From the researcher’s point of view this is particularly important in relation to research ethics. The interview is not done by secret recording of discussions or the use of casual conversations as research data. It is openly a meeting intended to produce material that will be used for research purposes – and the interviewee understands this and agrees to it.

- Interviewees’ words can be treated as ‘on the record’ and ‘for the record’. It is, of course, possible for interviewees to stipulate that their words are not to be attributed to them, or not to be made publicly available. The point is, though, that unless interviewees specify to the contrary, the interview talk is ‘on record’ and ‘for the record’.

- The agenda for the discussion is set by the researcher. Although the degree of control exercised by the researcher will vary according to the style of interviewing, there is a tacit agreement built into the notion of being interviewed that the proceedings and the agenda for the discussion will be controlled by the researcher.

4.5 Semi-structured interviews

With semi-structured interviews, the interviewer still has a clear list of issues to be addressed and questions to be answered. However, with the semi-structured interview the interviewer is prepared to be flexible in terms of the order in which the topics are considered

4.6 Interviewing

Through the interview researchers or interviewers, will take notes as a relevant complement to recordings. Later, the researcher will take notes by hand and some will later type and keep them as text files, others will use the notes written by hand. (E.g. Kvale, 1996). To use the research interview, the researcher contacts the respondents directly.

4.7 Verifying

Verification of the data analysis involves the previous steps. “Generalizability means that findings are generalized; reliability refers to the consistency of findings results, whereas validity refers to the fact that investigates what was proposed”. (Kvale 1996)

4.8 Reporting

Reporting protect the research process where he/she writes a report to present his/her findings. Once again, the researcher's influence is significant (Alvesson & Sköldberg, 2000). The researcher will be the one to judge how an explicit participant should be given voice or how perceptive the context will be according to a respondent's comments.

Chapter five: Pedagogical Intervention and Implementation

Taking into consideration students' reactions to English activities in class and the poor results obtained based on the language proficiency test, we could appreciate while we interacted with students that "knowledge" was not the main reason to not to obtain the results expected. As an option we preferred to take a look from another perspective to realize that motivation has been the major reason to fail in the proficient test. The most relevant places in where students receive daily motivation come from their homes and the school where they study and spend most of their time.

Intervention was planned to be developed with the participants among six weeks, from February to April 2013 three days per week, one hour each. (See appendix 3) However, due to different activities proposed to students by both state schools including holy week recess, last pedagogical interventions moved forward three more weeks in order to accomplish them successfully. Each one of the proposed activities based on the pedagogical interventions was analyzed based on the changes which were planned while being implemented in classroom. Information was analyzed and took in consideration for future analysis. These classroom activities were developed according to the following schedule.

Table 6. Summary of Interventions and participants per school

Institution	Colegio Luis Carlos Galán Sarmiento	Instituto de Promoción Social
Number of Interventions per school	6	6
Number of participants per schools	10	10

Activities designed and applied in the interventions were done as follows:

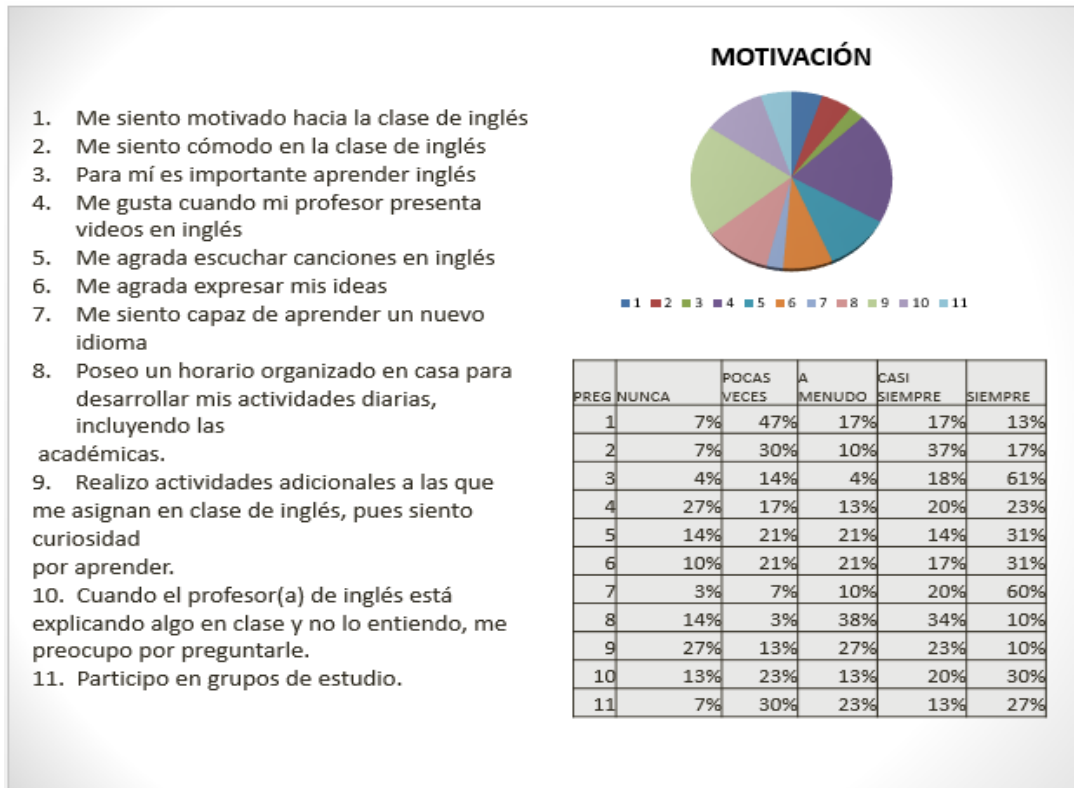
After analyzed students' test proficiency, teachers first decided to give the students possible topics to be selected. Together, teachers and students selected one which had a significant value not only for them but also for the society where they interacted every day. (See appendix 2) Next, Students participated giving their own information and asking their classmates about specific data. They listened to the answers and later they started reproducing similar information. After that, Students received teacher's support in relation with the proposals they had chosen. The teacher and the students had the required equipment to continue elaborating a suitable campaign in where they selected the best options to be put into practice. So, Students had teacher's support in relation with different questions related to fluency, vocabulary and grammar coherence. Introductions elaboration was held by the teacher supporting students' experience by creating remarkable phrases and quotations. At the end of the activity, together teacher and students determined the advantages and possible disadvantages the activities would have through the process. In addition, they received their final grade according to the importance of their collaboration with the activities proposed by

them and followed by the teacher. (See appendix 3) The aim of the activity is that students were able to elaborate a campaign against endangered animals in where they gave their teammate information about what to do starting at home in order to prevent their extinction. In addition, they described and also proposed solutions by using specific modal verbs such as should, must, can in a campaign to avoid animals' extinction. Students observed the animals considered in danger in different areas around the world, focusing especially in Colombia. After receiving the information and have concluded which animals are endangered, they discussed about the ones which were in Colombia. Students looked at the link and identify the species located in our context, paying special attention to the reason they are in danger. Based on an established web 2.0, students created a presentation in where they, based on the causes of the problem, gave possible solutions from avoid endangered animals. Choosing among the best presentation, students selected the best ones to prepare a live campaign at school. (SEE APPENDIX 4) There were more activities focused on becoming familiar with the use of web 2.0 tools as an option to express common ideas. This attempt to explain the methodology we applied in the interventions.

Chapter six: Results and data analysis

Through this segment educators elaborated activities starting from qualitative and quantitative data that were assembled through two questionnaires: one at the beginning of the research and another one at the end of the research. In addition, teacher-researchers elaborated students' learning activities and an interview. At the beginning of the research project, students answered a questionnaire as a tool to check their likes and also drawbacks.

Questionnaire before the research project activities



Questionnaire conclusions

- The 47% stated that they are not motivated towards the English class and 7% feel motivated just a few times the other 47% stated that almost always or always are motivated
- The 37% does not feel comfortable, 10% sometimes feels comfortable and the other 54% almost always or always feels comfortable in the English class.
- The 61% think that it is important to learn English.
- 47% always or sometimes likes when the teachers uses videos.

- 45% always or sometimes like listening English music.
- 48% likes to convey ideas.
- 60% feel that can learn a new language.
- The majority states having a schedule at home to develop the daily activities including the academic ones.
- 38% does additional activities to those of the English class because feels the necessity of learning.
- 50% always or almost always ask when does not understand something about the class.
- 27% participates in study groups 13% almost always, 30% a few times and 7% never.

As a research tool, questionnaires do not set out to change people's attitudes or to provide them with information. However questionnaires are sometimes used for this purpose – for instance, as a way of marketing a product – it is not strictly in keeping with the spirit of a *research* questionnaire, whose purpose is to discover things.

Data analysis methods and procedures section

After analyzing questionnaires results, there should be a need to reinforce some specific issues inside the research project. According to Denscombe, Questionnaires suggest little opportunity for the researcher to check the honesty of the answers given in this case by the students. Because the researcher does not meet the respondent and because the answers are given 'at a distance', the researcher cannot depend on a number of clues that an interviewer might have about if the answers are original or not. The interviewer might see some inconsistency between answers given by the same interviewee and be able to investigate the matter. Likewise, if the

respondent answers along a particular line, the questionnaire researcher would seem to have no solid grounds for challenging the answer. This is all the more true if the questionnaires are anonymous. For that reason, an interview was necessary in the process.

Interviews according to Denscombe are an attractive proposition for project researchers. At first look, they do not seem to involve much technical equipment and they draw on a skill that researchers already have – the ability to conduct a conversation. Although there are a lot of superficial similarities between a conversation and an interview, interviews are something more than just a conversation. Interviews involve a set of assumptions and understandings about the situation which are not normally associated with a casual conversation (Denscombe 1983; Silverman 1985).

There is agreement to take part. From the researcher's point of view is important in relation to research ethics. The interview is not done by secret recording of discussions or the use of casual conversations as research data. It is openly a meeting intended to produce material that will be used for research purposes – and the interviewee understands this and agrees to it. (Denscombe 1983; Silverman 1985). Although the degree of control exercised by the researcher will vary according to the style of interviewing, there is a tacit agreement built into the notion of being interviewed that the proceedings and the agenda for the discussion will be controlled by the researcher.

The most common form of interview is the one-to-one variety which, according to Denscombe, involves a meeting between one researcher and one informant. The most relevant

reason for its popularity is that it is easy to organize and to be elaborated. Also, a pro is that the point of view through the interview comes from the interviewee. In addition, one-to-one interview is relatively easy to control.

Semi-structured interviews

With semi-structured interviews, the interviewer still has a clear list of issues to be addressed and questions to be answered. Nevertheless, with the semi-structured interview the interviewer is prepared to be flexible in terms of the order in which the topics are considered, and to let the interviewee develop ideas and speak widely on the issues raised by the researcher. The answers are open-ended, and there is more emphasis on the interviewee elaborating points of interest. The interview was made taking into account the previous survey they made about their point of view about the English class. There were eight punctual questions to be answered in twenty students each (**TABLE 7**). The teacher gives the instructions to them and also gives them some recommendations such as being as honest as possible at the moment of answering the questions because of the importance it has for them as an option to know their thoughts about the English classes.

(TABLE 7) Interview Students' questions

1. ¿Te sientes motivado en la clase de inglés? ¿Por qué?
2. ¿Cuáles aspectos hacen que te sientas cómodo en la clase de inglés y cuáles no?
3. ¿Qué te gustaría aprender en la clase de inglés y por qué?
4. ¿Tienes un horario establecido para estudiar en casa? ¿Cuánto tiempo dedicas al inglés?
¿Por qué?
5. ¿Existen elementos externos que influyen en tu desempeño en la clase? ¿Cómo y por qué?
6. ¿Sientes que las actividades realizadas en inglés son de tu interés? ¿Por qué?
7. ¿Sientes que tú condición económica interfiere en tu desempeño académico, por qué?
8. ¿En algún momento has sentido que tus compañeros no te aceptan? ¿Por qué?

The questions were made in their native language for the reason that some students are not still able to understand important vocabulary in the target language they are studying.

Chapter seven: Conclusions and Pedagogical Implications

According to the goals of the study and the research question: To what extent does VLRC (Virtual Language Resource Center) together with Collaborative Learning, increase motivation at A1 tenth grade English students inside two state schools in Santander, Colombia? Researchers could observe the positive impact and extracted the following conclusions:

Having English in our social context is more important in today's educational circumstances. Due to the internationalization of the economy, multiculturalism, scientific and technological development, the student population must acquire the necessary tools to face the challenges of postmodernism and the dynamics of globalization. For that reason, the importance of learning a foreign language, which allows young students to appropriate their environment both in university life and in the workplace.

Modern life requires the student to be in a constant communication process. The accelerated advance of communications, the large amount of written material that frequently comes, creates the need to digest this information quickly; thus the importance of learning English, universal language. It also allows the learner to enrich his thinking by broadening his cultural horizon, to update himself in all fields of knowledge, to have more perspective to project himself into his environment for the benefit of the community.

On the other hand, Finocchiaro and Brumfit (1983) established some characteristics of the communicative approach, namely:

1. Contextualization is the essential premise within learning.
2. Learning a language is learning to communicate.
3. The effectiveness of communication should be required.
4. Any didactic aid is accepted, as long as it benefits the learner. It varies according to age, interests, needs, etc.
5. From the beginning, motivation is the effort to communicate.

6. The linguistic system can be better learned through the effort to communicate.
7. Communicative competence is the desired goal (the ability to use the linguistic system appropriately and effectively).
8. The linguistic variation should be a central concept in the materials and methodology used.
9. Teachers should work in a way that encourages students to use the language.
10. The student is expected to interact with peers.

7.1 Limitations

After observing the data results from the interview, there might be some aspects that need to be checked in order to contribute to our research project about motivation.

1. Students are interested in English and they considered the language as a relevant aspect which contributes them positively into their lives. Also they find the classes meaningful and the way the teacher interacts in the classes likes them.
2. There is a requirement about the students in order to improve classes. This is related to technology devices and multimedia activities. Unfortunately, there are not enough technological devices for each individual student and the teacher has to deal with the activities on their own. If the students want to listen to a song or a dialog in a learning activity, the educator must bring the appliances to develop it.
3. Students feel more confident if there is a good environment inside the classes. They do not consider appropriate to be constantly scolded by the teachers at school. They think that motivation starts from an aspect like this and communication with them is the key to motivate them.
4. English activities developed in class are considered satisfactory in order to learning a language. However and taking into account the previous conclusions, they insist on the use of multimedia devices in the classroom development as a strategy to improve their language skills.

7.2 Further research

These activities could spend several times per week and thus, contents may vary. At that point, educators should combined language acquisition strategies and classroom topics. Results should be taken into account for a next research activity. When the process stop, students will not find activities meaningful and lack of motivation may appear again. As a reminder, it is essential to keep students' enthusiasm during class room activities. If educators try to manage their lesson focused on that goal, eventually success would come and also, students would become autonomous in language learning.

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Original Test Development Project (Assignment Two):

Identifying the Students and Defining the Construct(s) You Will Assess

Students' identification

The test will be done in a public school located in Girón, Santander. Its name is Colegio Luis Carlos Galán Sarmiento, a school which is inside a neighborhood (Rio Prado); where teenagers and young adults from the ages of fifteen and seventeen years old who live close to the school and also study there at eighth and ninth grade will be evaluated. Due to our context and limited resources, our ways or mechanisms to scoring must be practical. When we design a test, it has to be according to the skills, process or knowledge we want to assess. We as educators need to know how to measure those traits. In addition to that, we can realize in our students the strengths and drawbacks which must be improved, especially the ones who are in relation with vocabulary, reading and grammar. In combination we have plenty of tools to assess students' language knowledge.

APPENDIX A

First draft of the original proficiency test

Original Language Test Development

OLGA LIZETH BARRERA ARDILA

LUIS AURELIO GOMEZ DIAZ

**I. LISTENING
COMPREHENSION (50 Marks)**

1. Listen and answer the questions. (25 marks – 4.17 each)

- a. What day is it?
- b. Where does Mo want to go?
- c. What sport do the London Mets play?
- d. What time is the match?
- e. Where does Storm work?
- f. What does Mickey want to go?

2. Richie is a student at the Ravenscourt Theatre School. Listen and complete the table below.

3. **READING COMPREHENSION (50 marks)**

1. Read the text then read the sentences 1 – 5 and decide if they are **True** (T) or **False** (F).
(25 marks – 5 each)

- a. *The text is about buying presents to help the poor.* _____
- b. *You buy a present for a friend but give it to someone in Africa.* _____
- c. *You have to spend a lot of money to buy the presents.* _____
- d. *\$16 can buy 300 trees.* _____
- e. *A laptop computer costs the same amount as a new classroom.* _____

GIVE PRESENTS WHICH HELP OTHER PEOPLE THIS CHRISTMAS!

Your presents can make a difference to poor people all over the world. Use your imagination and your presents can raise money and help starving people. How does it work? It's a simple idea. You buy presents for your friends but you give them to people in Africa who need them more. You send cards to your friends and tell them about their presents. You can spend a lot or a little. You can buy books for children for \$5.00 or a radio for a village for \$10.00 \$15.00 you can buy a desk and chair for a school and \$16.00 can buy 50 trees for a farmer. You can spend more money and pay \$64.00 to train a farmer. So, don't spend \$12.00 on a compact disc for your sister – spend it on school dinners for 200 children. Don't buy your brother another computer game – pay \$30.00 and train a teacher. Don't buy a laptop - you can buy a classroom with \$1,700!

1. Read about Read Nose Day and answer the questions. (30 marks – 5 each)
 - a. Why is it called Red Nose Day?
 - b. How often does it happen?
 - c. What is it for?
 - d. How much of the money goes to African charities?
 - e. What happens to the rest of the money?
 - f. Would you wear a red nose all day if your friends gave you money for charity?

THE DAY BRITAIN GOES COMPLETELY WILD

Every two years, Britain goes crazy for one day. It's called "Red Nose Day". Why? Because people buy red plastic noses and wear them all day! They also do lots of strange things – for example they sit in a bath full of ice cream or cut all their off.

School kids wear strange clothes and paint their faces; teachers wear school uniform. Celebrities perform on TV wearing noses – for example, Bono, Rowan Atkinson (Mr. Bean), David Beckham, Robbie Williams and Johnny Depp. They do all this to collect money for charity.

People pay

their friends to do something, like wearing their underpants outside their trousers or on their heads. It's a really great day, but very serious too – a lot of money is collected – many millions of pounds. A lot of the money goes to help people in Africa, and the rest of it is given to British charities.

2. WRITING 50 marks).

A. Vocabulary (20 marks)

1. Write the school subjects. (20 marks – 4 points each)

2. Language Use (30 marks)

1. Complete the sentences. Use the Present Simple or Present Continuous. (30 marks – 5 points each)

- a. My brother usually (work) _____ in a shop on Saturdays, but he (study) _____ today.
- b. I always (go) _____ home after school, but I (work) _____ in the computer room today.
- c. e usually (have) _____ math on Monday morning, but today we (watch) _____ a video.
- d. She always (meet) _____ her sister on Tuesdays, but today she (meet) _____ her friends.
- e. What (eat) _____ you?
- f. Look! They (tap dance) _____ today – they usually (do) _____ jazz dance on Thursday.

Second and final version of the original test

PLEASE, DO NOT WRITE ON THE BOOKLET.

WRITE YOUR ANSWERS ON THE ANSWER SHEET.

BOOKLET

✓ **Before answer the test, it is important to read the following requirements.**

- Write your name on the test.
- Read each question twice.
- Read all the answer choices for the question.
- Mark your answer in pencil.
- Check your answer

READING COMPREHENSION

1. Read the text and then answer the questions properly.

GIVE PRESENTS WHICH HELP OTHER PEOPLE THIS CHRISTMAS!

Your presents can make a difference to poor people all over the world. Use your imagination and your presents can raise money and help starving people. How does it work? It's a simple idea. You buy presents for your friends but you give them to people in Africa who need them more. You send cards to your friends and tell them about their presents.



You can spend a lot or a little. You can buy books for children for \$5.00 or a radio for a village for \$10.00 \$15.00 you can buy a desk and chair for a school, and \$16.00 can buy 50 trees for a farmer. You can spend more money and pay \$64.00 to train a farmer.

So, don't spend \$12.00 on a compact disc for your sister – spend it on school dinners for 200 children. Don't buy your brother another computer game – pay \$30.00 and train a teacher. Don't buy a laptop - you can buy a classroom with \$1,700!

Directions: Select the best answer using the information in the story.

1. The author's purpose is to invite people:
 - a. To spend money in Christmas.
 - b. To invest in expensive presents for poor people.
 - c. To share presents which help other people.
 - d. To give their best only in special seasons.

2. In order to help people in other countries, according to the author, you need:
 - a. A lot of money, because sharing with others requires extra money.
 - b. To give all your money to people who need it!
 - c. To share only a few in order to help others.
 - d. To travel to the country where you will invest your money.

3. It is important for the people to know that money will be invested in :
 - a. O
 - b. People's needs.
 - c. CD's and computer games.
 - d. Charity in your own country, the rest does not matter.
 - e. Furniture.

4. How much money do you need in order to train a teacher?
 - a. three-hundred dollars
 - b. thirteen dollars
 - c. three dollars and thirty cents.
 - d. thirty dollars.

5. According to the author, which could be the presents poor people need?
 - a. Books, bags and magazines.
 - b. Books, food supplies and toys.
 - c. Beverages, food and households.
 - d. Books, CD's and school dinners.

2. Read the conversations. Choose the best option.

1. **1** How old are you?

A I'm 9.

B Fine.

C Yes, I am.

2. **2** Have you got the time, please?

A It's too early.

B Yes, of course. It's six o'clock.

C I'm not sure.

3 What do you like?

A I like an ice cream.

B Sorry, I'm not wearing a watch.

C No, I don't.

4 When is your birthday?

A Fine, thank you. And you?

B I always get up at 5 o'clock

C It is on March.

5 What time do you have lunch?

A At noon.

B It's on the right.

C I eat some snacks at night.

GRAMMAR

1. Complete the text with the verbs below.

PUT – FIND - TOOK – PICK – THROW – LOOK – DO – TRY – WENT – FORGOT - RETURN

On Saturday my sister and I got up at 7:30 and went out early. We went shopping and we (1) at a lot of clothes. I (2) _____ up a jumper and (3) ___ on some jeans. I (4) _____ off my skirt and (5) on the jeans but I couldn't (6) _____ them up! My sister bought a red jacket. Luckily she didn't (7) _____ away the bag and the receipt because she (8) ___ it back to the shop yesterday. Later, we ___(9) Back home, but we _____(10) the bags. So, we returned to the store. What a day!

WRITING

1. Complete the sentences below with the correct form of the adjectives in brackets.

- a. The glasses make her look _____(*old*),
- b. The hair makes her look _____(*young*), doesn't it?
- c. I think she looks _____(*pretty*) in the photo, to be honest.
- d. Vatican state is the _____ (*small*) country in the world.
- e. I'd say she looks _____(*good*) in the show, definitely.

1. Write an email to a friend describing your favorite sport. Include:

- Where do you play tennis?
- When do you play tennis?
- How often do you play tennis?
- What do you need to play tennis?
- Who do you play with?
- Who is your favorite tennis player?

Write **45 - 90** words.

COLEGIO LUIS CARLOS GALAN SARMIENTO

LEVEL: TENTH GRADE

SEDE A – ENGLISH DIAGNOSTIC TEST

SCORE:

NAME: _____

**ANSWER
SHEET**

TEACHER: _____ DATE: _____

READING COMPREHENSION

ANSWERS

<i>QUESTION 1</i>	A	B	C	D
<i>QUESTION 2</i>	A	B	C	D
<i>QUESTION 3</i>	A	B	C	D
<i>QUESTION 4</i>	A	B	C	D
<i>QUESTION 5</i>	A	B	C	D

1. Read the conversations. Choose the best option.

ANSWERS

<i>QUESTION 1</i>	A	B	C
<i>QUESTION 2</i>	A	B	C
<i>QUESTION 3</i>	A	B	C
<i>QUESTION 4</i>	A	B	C
<i>QUESTION 5</i>	A	B	C

Directions: Select the best answer using the information in the story.

GRAMMAR

1. Complete the text with the verbs below.

1. _____ 2. _____ 3. _____ 4. _____
5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____

WRITING

1. Complete the sentences below with the correct form of the adjectives in brackets.

- a.* _____ *b.* _____ *c.* _____ *d.* _____ *e.* _____

2. Write an email to a friend describing a journey to Bogotá. Include:

- Your daily routine.
- Your likes and dislikes.
- Descriptions of people and places.

Write **30 - 35** words.

COLEGIO LUIS CARLOS GALAN SARMIENTO

level: ninth grade

SEDE A – ENGLISH DIAGNOSTIC TEST

score:

teacher's key

READING COMPREHENSION

1. Directions: Select the best answer using the information in the story.

ANSWERS

<i>QUESTION 1</i>	A	B	C	D
<i>QUESTION 2</i>	A	B	C	D
<i>QUESTION 3</i>	A	B	C	D
<i>QUESTION 4</i>	A	B	C	D
<i>QUESTION 5</i>	A	B	C	D

2. Read the conversations. Choose the best option.

Answers

<i>question 1</i>	A	B	C
<i>question 2</i>	A	B	C
<i>question 3</i>	A	B	C
<i>question 4</i>	A	B	C
<i>question 5</i>	A	B	C

GRAMMAR

2. Complete the text with the verbs below.

1. *LOOK* 2. *PICK* 3. *PUT* 4. *TOOK* 5. *PUT*
6. *TRY* 7. *THROW* 8. *DID* 9. *WENT* 10. *FORGOT*

WRITING

1. Complete the sentences below with the correct form of the adjectives in brackets.

- The glasses make her look much more serious, much more mature.
- The hair makes her look younger, doesn't it?
- I think she looks prettier in the photo, to be honest.
- That tracksuit isn't the most elegant outfit in the world.
- I'd say she looks better in the show, definitely.

2. Write an email to a friend describing your favorite sport. Include:

- Where do you play tennis?
- When do you play tennis?
- How often do you play tennis?
- What do you need to play tennis?
- Who do you play with?
- Who is your favorite tennis player?

My favorite sport is tennis. I have tennis lessons every Sunday morning at my local sports center. In the summer I play tennis with my friends. I like tennis because it is great fun and you do exercise at the same time. You need a racket and special tennis balls to play. Here are two players or four players. I sometimes play with my dad. He is terrible and I always beat him.

My favorite tennis player is Rafael Nadal from Spain. He is very young and very strong.

COLEGIO LUIS CARLOS GALAN SARMIENTO – INSTITUTO DE PROMOCION SOCIAL PIEDECUESTA
ENGLISH DIAGNOSTIC TEST SCORING CRITERIA

TEACHER: LUIS AURELIO GOMEZ DIAZ – OLGA LIZETH BARRERA ARDILA

BAN	COHERENCE	GRAMMATICAL RANGE AND LEXICAL RESOURCE	READING COMPREHENSION
D			
5	The learner generally produces simple speech. He/she links basic sentences but with repetitious use of simple connectives, and some breakdowns in coherence are presented.	The learner has limited linguistic and vocabulary resources to express himself/herself on most topics pertinent to his/her everyday life. He/she is usually successful in using these resources to communicate.	Learner's writing is usually clear enough to be understood.
4	The learner gives only simple responses with long pauses. He/she has limited ability to link simple sentences.	The learner has a very basic range of a few simple grammatical structures and sentence patterns in a memorized repertoire. He/she also has a very basic range of words and simple phrases related to personal details and particular concrete situations. Communication is often successful.	Learner's writing is often understood with less effort by the reader. However, L1 writing has effect on texts.
3	The learner cannot respond with frequent repetition and self-correction.	The learner has begun to produce memorized simple grammatical structures and sentence patterns using a very basic range of words, however communication is not always successful.	Learner's writing of a very limited repertoire of learnt words and phrases can be understood but with great effort by the reader.
2	He/she answers without enough information and is frequently unable to convey basic message.	The learner only produces isolated words and memorized utterances with insufficient vocabulary for familiar topics. Errors are frequent and lead to misunderstanding.	Written communication is not usually intelligible.
1	The learner cannot express coherence in words and little	The learner only produces isolated words.	Written communication is usually unintelligible.

communication is
possible.

Does not attend/No communication possible

0

Wesche's framework for writing exercise

The test is divided into three categories (reading comprehension, grammar and writing) in where students will be able to develop their skills working on different activities. These activities will be part of my project which is focused on motivation inside the classroom.

According to Wesche's framework, students will find in the exam the following concepts:

- Stimulus material: Images about the paragraph.
- Task posed to the learner: Five questions about the story giving them the passage.
- Learner response: Students will choose the correct answer to the questions about the paragraph.

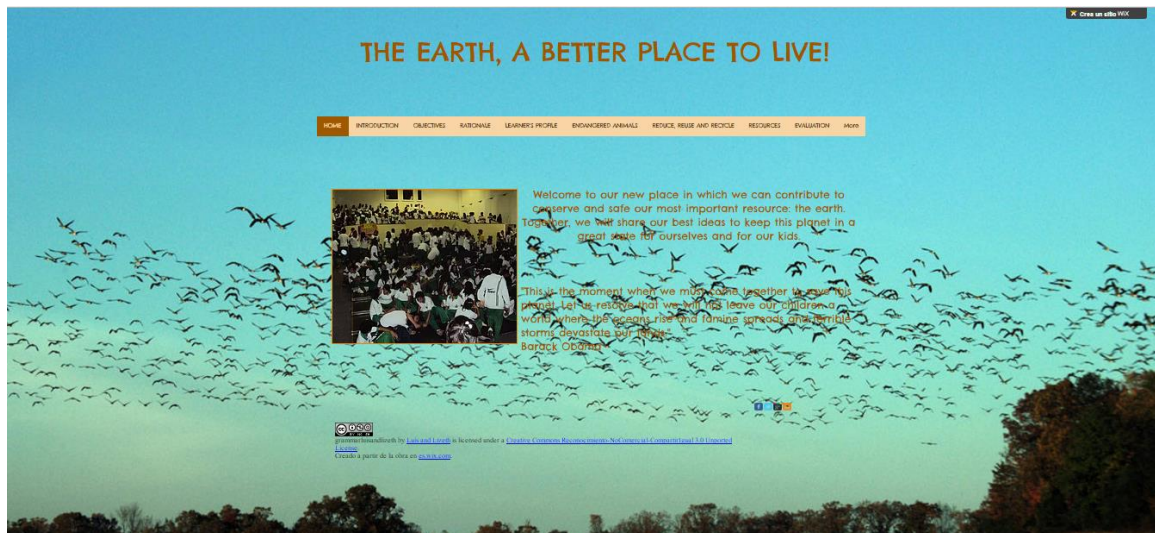
Scoring criteria: It would be the Objective score criteria.

- | | | |
|---|--|---|
| <ul style="list-style-type: none">• I can show good control of simple structures and frequent vocabulary. | <ul style="list-style-type: none">• I can show an attempt to use simple structures and frequent vocabulary. | <ul style="list-style-type: none">• I can use extremely basic vocabulary expressions. |
| <ul style="list-style-type: none">• I can use basic cohesive devices. | <ul style="list-style-type: none">• I can produce well-structured texts, but I make some mistakes when using cohesive devices. | <ul style="list-style-type: none">• I use no more than one device to make my text cohesive and coherent. |
| <ul style="list-style-type: none">• I can show sufficient range of language to express myself adequately on a topic.• My spelling is generally accurate. | <ul style="list-style-type: none">• I can use properly a limited range of language, but I disregard the text type and the reader target. | <ul style="list-style-type: none">• I cannot write complete, well-structured ideas and grammar mistakes are numerous. My spelling is not completely accurate. |
| <ul style="list-style-type: none">• I can express my point of view and support it with personal judgment or facts. | <ul style="list-style-type: none">• I can express my point of view about a topic, but I still need supporting ideas. | <ul style="list-style-type: none">• I cannot express complete supportive ideas/sentences/examples. |
-

- I can report details or factual information in linear sequence.
- I can report details or factual information, but still I find some difficulties to follow a linear sequence.
- I cannot report basic characteristics or general information, and I need to be much more specific about relevant details.

APPENDIX B.

TOPICS SELECTED TO BE WORKED IN CLASSROOM (ENDANGERED ANIMALS)



- . Establish the main reasons why people need to protect the planet.
- . Give students the right web 2.0 tools as a strategy to express their ideas about the importance of saving the earth.
- . Contribute effectively in the activities proposed by the teacher through the language learning process.
- . Students put into practice the language skills (grammar, reading, listening and speaking) in different activities designed by the teacher.
- . Be awareness of endangered animals around our country and how we can help animals to prevent extinction.



ENDANGERED ANIMALS

Introduction

Due to the growth of human population, habitats have been invaded in places where was considered previously natural reserves. As a result, animals have suffered a drastic change that has led them to be endangered. Unconsciously people collaborate in accelerating this process doing things such as polluting rivers, cutting trees and constantly consuming our natural resources. Our task must be to inform, to raise awareness and to take actions that generate a positive change in people's minds.

Objectives

In order to accomplish successfully our goals, you must do the following steps:

1. Identify the cause of why animals are endangered.
2. Create awareness campaigns against this.
3. Implement these measures in their daily lives.

What is the outcome of the project?

At the end of the project, you will be able to:

- Identify the main causes why animals are in danger.
- In addition, they will propose different alternatives to keep them safe.
- Also, they will realize how important the environment must be safe as a solution to keep animals in an appropriate environment and avoid extinction.



ACTIVITY ONE

Which animals are in danger?

Before the activity sets, you will answer the following questions:

- What is an endangered animal?
- Do you know how many animals are in danger?
- Where can we find endangered animals?
- Why do you think some animals are in danger?



Now, you will watch the following video:



By this, you will recognize the top ten endangered animals.

- After watching the video, answer this question:

- What are the causes of endangered animals?

You will use the following link <http://www.wordle.net/>

in order to create a brainstorm activity to show to their classmates.

Suggested time : 2 hours

THE EARTH, A BETTER PLACE TO LIVE!

ACTIVITY TWO

In groups students are going to read about the following topics taken from <http://www.endangeredspecies.com/>

1. Causes of endangerment
2. Why save endangered species?
3. Ways you can help endangered species
4. Interesting endangered species facts
5. Endangered Species Profiles & Photo Gallery

Students collect different information for the next activity. They also watch the following video in order to gather relevant facts about it.



THE EARTH, A BETTER PLACE TO LIVE!

HOME INTRODUCTION OBJECTIVES RATIONALE LEARNER'S PROFILE **ENVIRONMENTAL PROBLEMS** REDUCE, REUSE AND RECYCLE RESOURCES EVALUATION More

ACTIVITY ONE

ACTIVITY TWO

ACTIVITY THREE

ACTIVITY THREE

They will create a presentation based on the causes of the problem, effects of the problem and possible solutions from their daily lives. They will use

<http://www.screencast-o-matic.com/>

in order to make a presentation. To further instructions, they will go to

<http://www.screencast-o-matic.com/watch/cXhbbqB9C> to learn about how to use it.



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APPENDIX C

LESSON PLAN TEMPLATE FOR INTERVENTION



MASTER IN

ENGLISH LANGUAGE TEACHING

FOR SELF-DIRECTED LEARNING

DEPARTMENT OF LANGUAGES AND CULTURES

DEFINING AND IMPLEMENTING TEACHING STRATEGIES TO FOSTER SELF-DIRECTED LANGUAGE LEARNING IN COLOMBIA RESEARCH PROJECT PART 2 (On-going Work) 2012

LESSON PLAN TEMPLATE FOR INTERVENTION

Adapted from Dr. Joan Rubin's Lesson Planner, ICELT lesson plan template and Weekly Planner 2012-02 Department of Languages and Cultures, Universidad de La Sabana

Name of co-researcher:	
University Code Number: 201112718 201112715	
Institution: Instituto de Promoción Social – Piedecuesta, Santander Colegio Luis Carlos Galán Sarmiento – Girón, Santander	
Date of Class: 8 th -15 th – 22 nd Month: February Year: 2013	Time of Class: Tuesday 10:00 am – 12:00 pm Length of class: 120 minutes Time Frame: Four class periods
Class/grade: 10 th grade	Room: 307 (Colegio Luis Carlos Galán) 4 th floor (Instituto de Promoción Social)

<p>Number of students: Instituto de Promoción Social: 40 students Colegio Luis Carlos Galán: 41 students</p>	<p>Average age of Students: Instituto de Promoción Social: 15 – 17 years old Colegio Luis Carlos Galán Sarmiento: 15 – 17 years old.</p>
<p>Number of years of English study: Instituto de Promoción Social: 5 years Colegio Luis Carlos Galán: 5 years</p>	<p>Level of students: Instituto de Promoción Social: A1 Colegio Luis Carlos Galán: A1</p>
<p>Lesson Number</p> <p>1 X 2 X 3 X 4 X</p> <p>5 6 7 8</p>	<p>Research Circle Leader:</p> <p>Maricela Flechas</p>
<p>Set Lesson Goals</p> <p>Review basic vocabulary and sentence structures.</p>	
<p>Language Goal</p> <p>Assess students’ skill levels and prior knowledge, and get to know students on the first day working on different activities proposed by the teacher.</p>	<p>Assessment Criteria</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> - Become familiar with everyday expressions. - Recognize common expressions to be used in real situations.
<p>Learning to Learn Goal</p> <p>Students will be able to understand and give information about a specific topic.</p>	<p>Assessment Criteria</p> <p>Students get to know each other based on specific information worked in class according to teacher instructions.</p>
<p>Identify a topic for the lesson</p> <p>FIRST DAY OF CLASS</p>	

Materials and Resources

Material 1 Name:

Materials Rationale: Bring some everyday objects to class (preferably one for each student) choose a few things from different categories, like clothing, food, and household items. Also bring paper and pens and pictures from home (if available).

Material 2 Name:

Introductions Rationale: As students enter the classroom walk around and say “hello.” Introduce yourself using the phrase “hi, my name is…” and ask “what is your name?” Try to elicit responses and make students feel at ease.

Material 3 Name:

Warm up circle toss Rationale: Form a standing circle and practice as a group, the phrases “hi my name is…” and “what’s your name?” If you have writing materials available, write the phrase and question in a place that all students can see it and use it as a reference. Then choose one of the objects that can be easily tossed around. Start the circle toss by saying the phrase, “hi, my name is…” then toss the object and ask “what is your name?” Students must then mimic your example until everyone has had at least one turn.

Material 4 Name:

Vocabulary

Rationale: Have students sit, but stay in a circle. Gather the objects that you have brought and show them to the students. Start by asking “what is this?” and see if anyone knows the answer. Hold one object up and repeat the name of the object slowly, using the phrase “this is a…” Pass the object to your left and ask “what is this?” The student to the left should respond with “this is a…” and then ask “what is this?” and pass it to the left. Continue this activity until all items have been passed around the circle. This may seem repetitive, but it is important that students are comfortable with the activities and feel successful, especially on the first day. If it seems too easy for the students you can make the game challenging by having several items circulating at once or by asking students to close their eyes and see if they can recognize items by touch.

Material 5 Name:

Categories Rationale: Give each student one of the objects and have them find other students with objects of the same category. You can demonstrate this by showing two like items and nodding your head then show two unlike items and shaking your head. Have students draw pictures or mime other items for

their category, if they don't know the English word encourage them to ask you "what is this in English?" and then give them the word, making sure that it is repeated by every member of the group. Once the groups are confident with the new words, have different students from each group teach their new words to the rest of the class. Do this with each group until all the new words have been practiced. Note: If students seem very comfortable with the vocabulary, introduce new categories for each group before starting the activity and have students think of as many words as they can. Some suggestions are: Animals, Professions, Family Members, or Things You Like to Do

Material 6 Name:

Get to know your neighbor

Rationale: This activity is meant for you to better assess the skill levels in the class. For this activity you are the observer, only prompt students if they seem stuck. Take mental notes of the grammar structures and the vocabulary that they use. If some students are much stronger than others remember them, you can use them for demonstrations and have them help others. For this activity put students in pairs. Have them ask and answer simple questions about themselves and their partners, let them ask any questions they can. Students are to get to know something about their partner. Next, have them find new partners. Student A will tell the new partner something about student B and vice-versa; then everyone swaps partners and repeats the activity. Choose one of the more confident students to demonstrate a dialogue. Any photos or props you have available would be useful for this exercise. Introduce yourself and ask the student to do the same. Ask a simple question that the student will probably know or that you can mime for meaning. For example "Do you like ...?" and hold up one of the food items. You can mime "I like" and "I don't like" if the student doesn't understand. Then grab another student and say "This is Nola, she likes ..." Follow with "Do you like...?" Put Nola with the other student and have Nola ask the second student another question. For example "How old are you?" Demonstrate this a few times by guiding students to ask and answer question then switching them with other students. Emphasize that they can ask any question. Once they get the idea. Give them 15 minutes to talk to as many students as they can. Walk around and listen to what students come up with, but don't correct them.

Material 7 Name:

Wrap up **Rationale:** Have students stay in the pairs that they are in. Tell them to tell you something about their partner. Be encouraging and don't insist on correct grammar as long as the basic structure is there, for example Nola might say "This is Sam, he like swimming." Instead of correcting the student, just repeat the phrase back using the correct grammar by saying something like, "oh, Sam likes swimming. I like swimming too." If there are common mistakes among students you can use that as a focus for your next lesson.

Assumed knowledge

Students will work the four language skills (Listening, reading, Writing, Speaking) as tools to promote their ideas in relation with avoid endangered animals.

In addition, They will feel more confidence when they will give their thoughts and ideas to their peers. That will become an important aspect inside the motivation strategy to promote language learning activities.

Anticipated problems and planned solutions

Drawbacks:

- Lack of confidence to express their ideas into a foreign language.
- Activities may seem repetitive, but it is important that students are comfortable with the activities and feel successful, especially on the first day.
- If it seems too easy for the students you can make the game more challenging by having several items circulating at once or by asking students to close their eyes and see if they can recognize items by touch.

Possible solutions:

- To motivate students constantly in the acquisition of language knowledge in order to put these ideas into practice.
- To elaborate these activities taking into account students' likes and ideas.

Description of language item / skill(s)

Form Introduction

Meaning Giving personal information and introducing somebody else.

Use Motivating students constantly through positive income

Skill(s) and sub skill(s) Writing, Speaking, Reading and Listening

(For CLIL) Content Communication Cognition Culture

Teacher's role	Stage	Aim	Procedure	Interaction	Time	
(Facilitator, model, encourager, etc.)	Teacher and student activity					
	Monitor	Lead in/Preparation Active previous knowledge	Teacher gives students different options in order to select the most suitable one according to students' likes.	The teacher gives the students possible topics to be selected and together with the students they select one which has a significant value for them and also for the society where they interact every day.	Teacher - students	20'
	Facilitator	Presentation Modeling Identifying common problems	Students decide the information they want to use in their own introductions and then they choose the information they want to know from their partners.	Students will determine the information they are going to present in their own introduction based on the examples given at class. Later they are going to know their partners' basic ideas related to know each other.	Teacher - students	30'
Facilitator	Practice Defining strategies	Listen to their classmates describing themselves.	Students will participate giving their own information and asking their classmates about specific data. They will listen to the answers and later they will start reproducing similar information.	Teacher - students	30'	

Supervisor	Learner self-evaluation Elaborating products	Students will work on the presentations.	Students will receive teacher's support in relation with the proposals they have chosen. After that, the teacher and the students will have the required equipment to continue elaborating a suitable campaign in where they will select the best ones to be put into practice.	Teacher - students	60'
Supervisor – facilitator	Problem Identification/ solution feedback	Teacher will resolve students' doubts.	Students will have teacher's support in relation with different questions related to fluency, vocabulary and grammar coherence. Introductions elaboration will be held by the teacher supporting students' experience by creating remarkable phrases and quotations.	Teacher - students	60'
Facilitator	Wrap up Feedback Expansion/ Independent Study	Students and teacher elaborate a review about the activity	At the end of the activity, together teacher and students determine the advantages and possible disadvantages the activities would have through the process. In addition, they will receive their final grade according to the importance of their collaboration with the activities proposed by them and followed by the teacher. Students will use resources such as internet guided by the teacher, who will check students' information.	Teacher - students	30'

Teacher's Evaluation of his/her lesson plan

If changes or adjustments are to be made on specific sections of the class, describe here the situation and how to improvement. You may write some quick notes after the class about what worked well and what needs improvement

REFERENCE

- Rubin, J. Lesson Planner (2012)
- ICELT Lesson Plan Template
- Weekly Planner 2012-02 Department of Languages and Cultures. Universidad de La Sabana

ENDANGERED ANIMALS

Due to the growth of human population, habitats have been invaded in places where was considered previously natural reserves. As a result, animals have suffered a drastic change that has led them to be endangered. Unconsciously people collaborate in accelerating this process doing things such as polluting rivers, cutting trees and constantly consuming our natural resources. Our task must be to inform, to raise awareness and to take actions that generate a positive change in people's minds.

In order to accomplish successfully our goals, we must do the following steps:

1. Identify the cause of why animals are endangered.
2. Create awareness campaigns against this.
3. Implement these measures in their daily lives.

Activity one

Which animals are in danger?

- Students will watch the following video <http://www.youtube.com/watch?v=6P0vEH1sWm8> in where they will recognize the top ten endangered animals.
- After watching the video, the teacher will ask them *What are the causes of endangered animals?* Students are going to use <http://www.wordle.net/> in order to create a brainstorm activity to show to their classmates.

Activity 2

In groups students are going to read about the following topics taken from

<http://www.endangeredspecie.com/>

1. Causes of endangerment
2. Why save endangered species?
3. Ways you can help endangered species
4. Interesting endangered species facts
5. Endangered Species Profiles & Photo Gallery

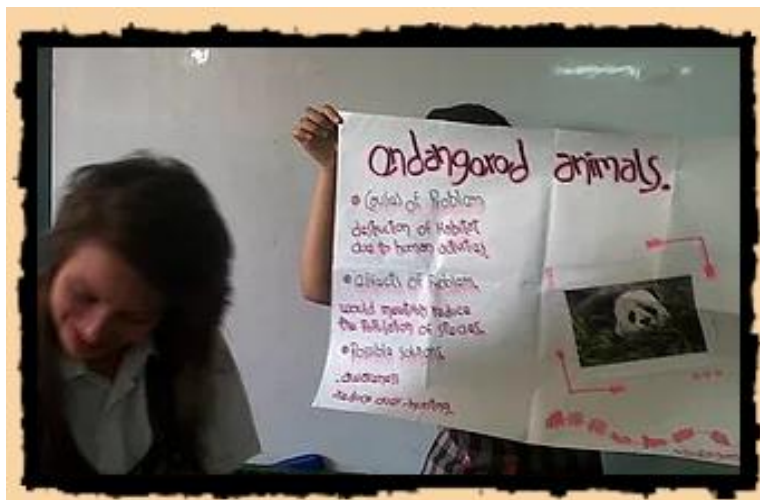
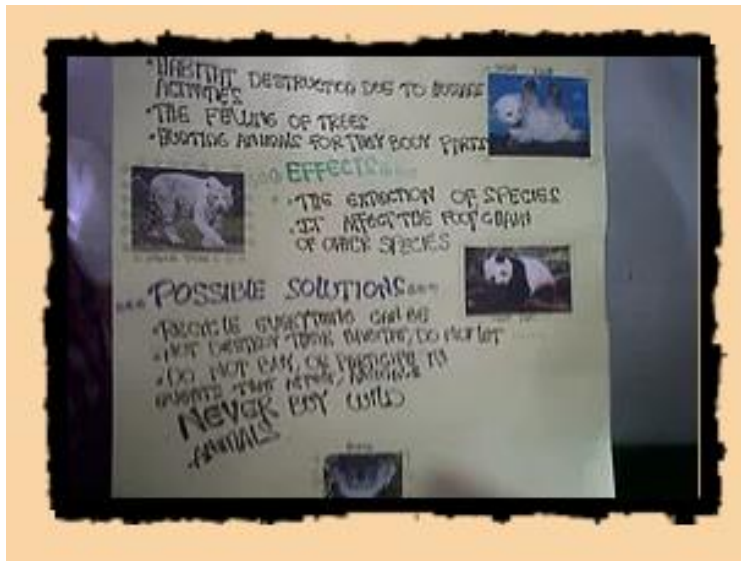
Students collect different information for the next activity. They also watch the following video

<http://www.youtube.com/watch?v=8AKJ24wUL-I> in order to gather relevant facts about it.

Activity 3

They will create a presentation based on the causes of the problem, effects of the problem and possible solutions from their daily lives. They will use <http://www.screencast-o-matic.com/> in order to make a presentation. To further instructions, they will go to <http://www.screencast-o-matic.com/watch/cXhbbqb9C> to learn about how to use it.

STUDENTS ACTIVITIES RELATED TOP THE TOPIC



APPENDIX D

The descriptive statistics; frequency polygons and Inter subtests correlation.

Central tendency

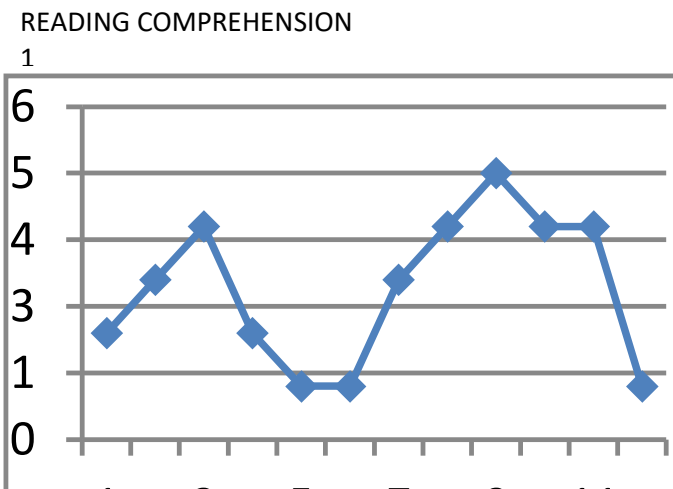
Subtest 1: Reading comprehension 1

Number of items: 5

Score per item: 1 point

Method: Multiple Choice

#	STUDENTS	READING COMPREHENSION 1
1	Laudy Amaya	2
2	Brayan Noriega	3
3	Maria Guadalupe Barrera	4
4	Carlos Castellanos	2
5	Juan David Benitez	1
6	Erika Dominguez	1
7	Erika Granados	3
8	Job David Gualdron	4
9	Silvia Lopez	5
10	Jennifer Medina	4
11	Rafael Oviedo	4
12	Johan Sepulveda	1
	MEDIAN	2.83
	MODE	3



Subtest 1: Reading comprehension 2

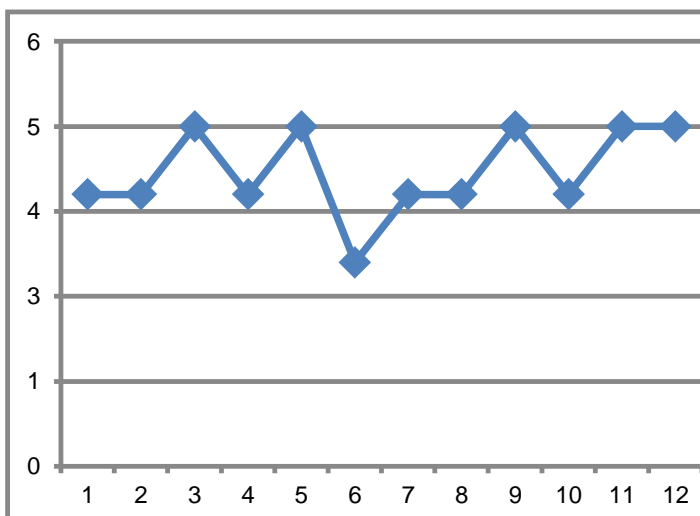
Number of items: 5

Score per item: 1 point

Method: Multiple Choice

#	STUDENTS	READING COMPREHENSION 2
1	Laudy Amaya	4
2	Brayan Noriega	4
3	Maria Guadalupe Barrera	5
4	Carlos Castellanos	4
5	Juan David Benitez	5
6	Erika Dominguez	3
7	Erika Granados	4
8	Job David Gualdron	4
9	Silvia Lopez	5
10	Jennifer Medina	4
11	Rafael Oviedo	5
12	Johan Sepulveda	5
	MEDIAN	4.33
	MODE	4

READING COMPREHENSION 2



Subtest 1: Grammar

Number of items: 10

Score per item: 1 point

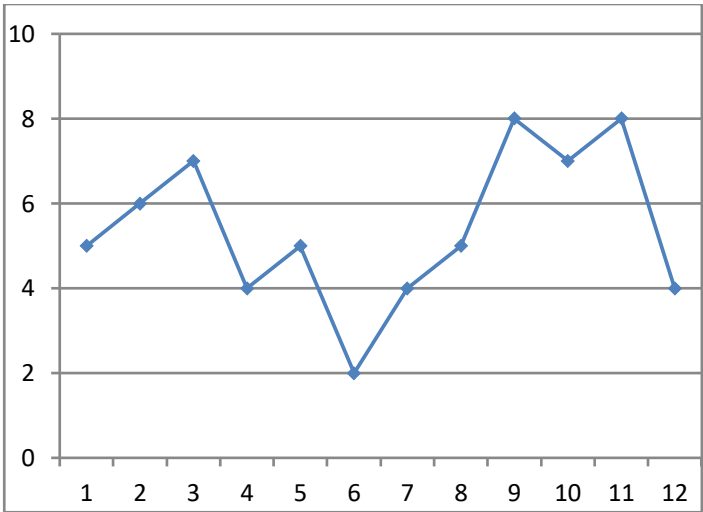
Method: Matching

#	STUDENTS		GRAMMAR
1	Laudy Amaya	5	
2	Brayan Noriega	6	
3	Maria Guadalupe Barrera	7	
4	Carlos Castellanos	4	
5	Juan David Benitez	5	
6	Erika Dominguez	2	
7	Erika Granados	4	
8	Job David Gualdron	5	
9	Silvia Lopez	8	
10	Jennifer Medina	7	
11	Rafael Oviedo	8	
12	Johan Sepulveda	4	
	MEDIAN		5.41
	MODE		5

#	STUDENTS		WRITING 1
1	Laudy Amaya	4	
2	Brayan Noriega	3	
3	Maria Guadalupe Barrera	5	
4	Carlos Castellanos	3	
5	Juan David Benitez	3	
6	Erika Dominguez	3	
7	Erika Granados	4	
8	Job David Gualdron	4	
9	Silvia Lopez	5	

10	Jennifer Medina	5	
11	Rafael Oviedo	4	
12	Johan Sepulveda	2	
	MEDIAN		3.75
	MODE		4

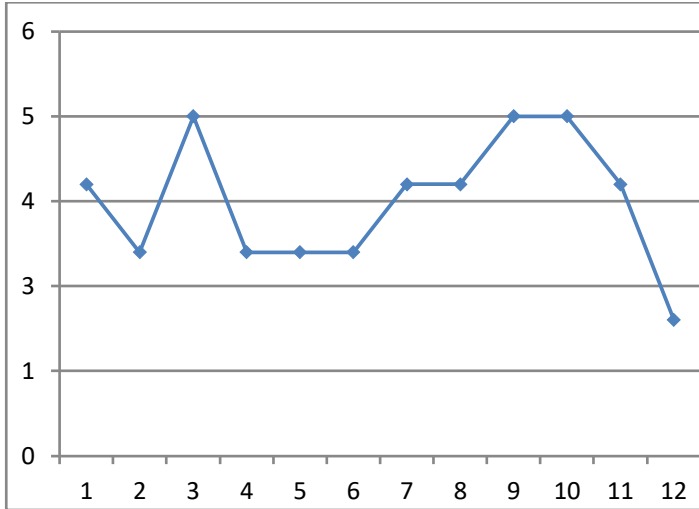
GRAMMAR



Subtest 1: Writing 1

Number of items: 5
 Score per item: 1 point
 Method: Completing

WRITING 1



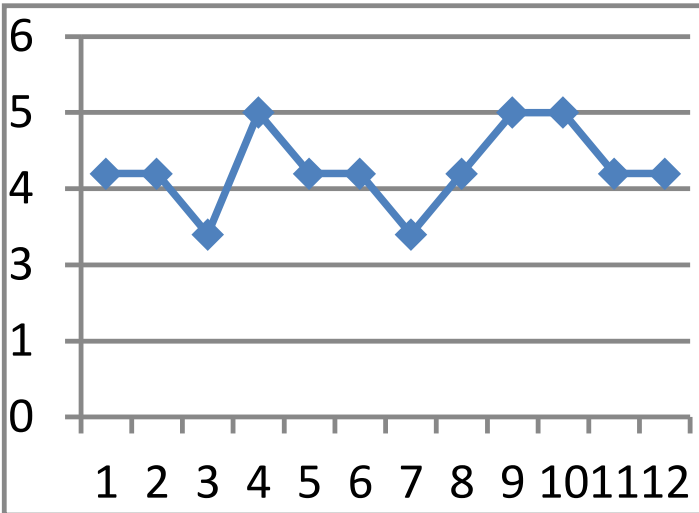
Subtest 1: Writing 2

Number of items: 5

Score per item: Holistic score

Method: Composition

WRITING 2



#	STUDENTS		WRITING 2
1	Laudy Amaya	4	
2	Brayan Noriega	4	
3	Maria Guadalupe Barrera	3	
4	Carlos Castellanos	5	
5	Juan David Benitez	4	
6	Erika Dominguez	4	
7	Erika Granados	3	
8	Job David Gualdron	4	
9	Silvia Lopez	5	
10	Jennifer Medina	5	
11	Rafael Oviedo	4	
12	Johan Sepulveda	4	
	MEDIAN		4.08
	MODE		4

Central tendency of the Total Test

Measures of Dispersion

Reading comprehension 1

#	STUDENTS	X	X	D	D ²
1	Laudy Amaya	2	2.83	-0.83	0.68
2	Brayan Noriega	3	2.83	0.17	0.02
3	Maria Guadalupe Barrera	4	2.83	1.1	1.21
4	Carlos Castellanos	2	2.83	-0.83	0.68
5	Juan David Benitez	1	2.83	-1.8	3.2
6	Erika Dominguez	1	2.83	-1.8	3.2
7	Erika Granados	3	2.83	0.17	0.17
8	Job David Gualdron	4	2.83	1.1	1.21
9	Silvia Lopez	5	2.83	2.1	4.4
10	Jennifer Medina	4	2.83	1.1	1.21

#	ESTUDIANTES	Reading Comprehension 1	Reading Comprehension 2	Grammar	Writing 1	Writing 2	X
1	Laudy Amaya	2	4	5	4	4	3.8
2	Brayan Noriega	3	4	6	3	4	4
3	Maria Guadalupe Barrera	4	5	7	5	3	4.8
4	Carlos Castellanos	2	4	4	3	5	3.6
5	Juan David Benitez	1	5	5	3	4	3.6
6	Erika Dominguez	1	3	2	3	4	2.6
7	Erika Granados	3	4	4	4	3	3.6
8	Job David Gualdron	4	4	5	4	4	4.2
9	Silvia Lopez	5	5	8	5	5	5.6
10	Jennifer Medina	4	4	7	5	5	5
11	Rafael Oviedo	4	5	8	4	4	5
12	Johan Sepulveda	1	5	4	2	4	3.2
	X (mean)	2.83	4.33	5.41	3.75	4.08	5

11	Rafael Oviedo	4	2.83	1.1	1.21
12	Johan Sepulveda	1	2.83	-1.8	3.2
	Mean	2.83			20

Reading comprehension 2

#	STUDENTS	x	X	D	D ²
1	Laudy Amaya	4	4.33	-0.3	0.09
2	Brayan Noriega	4	4.33	-0.3	0.09
3	Maria Guadalupe Barrera	5	4.33	0.6	0.36
4	Carlos Castellanos	4	4.33	-0.3	0.09
5	Juan David Benitez	5	4.33	0.6	0.36
6	Erika Dominguez	3	4.33	-1.3	1.69
7	Erika Granados	4	4.33	-0.3	0.09
8	Job David Gualdron	4	4.33	-0.3	0.09
9	Silvia Lopez	5	4.33	0.6	0.36
10	Jennifer Medina	4	4.33	-0.3	0.09
11	Rafael Oviedo	5	4.33	0.6	0.36
12	Johan Sepulveda	5	4.33	0.6	0.36
	Mean	4.33			4.0

Grammar

#	STUDENTS	X	X	D	D ²
1	Laudy Amaya	5	5.41	-0.4	0.16
2	Brayan Noriega	6	5.41	0.5	0.25
3	Maria Guadalupe Barrera	7	5.41	1.5	2.25
4	Carlos Castellanos	4	5.41	-1.4	1.96
5	Juan David Benitez	5	5.41	-0.4	0.16
6	Erika Dominguez	2	5.41	-3.4	11.56
7	Erika Granados	4	5.41	-1.4	1.96
8	Job David Gualdron	5	5.41	-0.4	0.16
9	Silvia Lopez	8	5.41	2.6	6.76
10	Jennifer Medina	7	5.41	1.1	1.21
11	Rafael Oviedo	8	5.41	2.6	6.76
12	Johan Sepulveda	4	5.41	-1.4	1.96
	Mean	5.41			35

Writing I

#	STUDENTS	X	X	D	D ²
1	Laudy Amaya	4	3.75	0.2	0.04
2	Brayan Noriega	3	3.75	-0.7	0.49
3	Maria Guadalupe Barrera	5	3.75	1.2	1.44
4	Carlos Castellanos	3	3.75	-0.7	0.49
5	Juan David Benitez	3	3.75	-0.7	0.49
6	Erika Dominguez	3	3.75	-0.7	0.49
7	Erika Granados	4	3.75	0.2	0.04
8	Job David Gualdron	4	3.75	0.2	0.04
9	Silvia Lopez	5	3.75	1.2	1.44
10	Jennifer Medina	5	3.75	1.2	1.44
11	Rafael Oviedo	4	3.75	0.2	0.04

12	<i>Johan Sepulveda</i>	2	3.75	-1.7	2.89
	Mean	3.75			9.3

Writing2

#	STUDENTS	X	X	D	D ²
1	Laudy Amaya	4	4.08	-0.08	0.0064
2	Brayan Noriega	4	4.08	-0.08	0.0064
3	Maria Guadalupe Barrera	3	4.08	-1.0	1
4	Carlos Castellanos	5	4.08	0.9	0.81
5	Juan David Benitez	4	4.08	-0.08	0.0064
6	Erika Dominguez	4	4.08	-0.08	0.0064
7	Erika Granados	3	4.08	-1.0	1
8	Job David Gualdron	4	4.08	-0.08	0.0064
9	Silvia Lopez	5	4.08	0.9	0.81
10	Jennifer Medina	5	4.08	0.9	0.81
11	Rafael Oviedo	4	4.08	-0.08	0.0064
12	Johan Sepulveda	4	4.08	-0.08	0.0064
	Mean	4.08			4.5

Reading comprehension 1

$$s = \sqrt{\sum(x-x^2) / n-1}$$

$$s = 0.50$$

$$s^2 = 0.25$$

$$\text{Range} = 4$$

Reading comprehension 2

$$s = \sqrt{\sum(x-x^2) / n-1}$$

$$s = 0.62$$

$$s^2 = 0.787$$

Range = 2

Grammar

$$s = \sqrt{\sum(x-x^2) / n-1}$$

$$s = 0.70$$

$$s^2 = 0.836$$

Range = 6

Writing 1

$$s = \sqrt{\sum(x-x^2) / n-1}$$

$$s = 0.58$$

$$s^2 = 0.761$$

Range = 3

Writing 2

$$s = \sqrt{\sum(x-x^2) / n-1}$$

$$s = 0.60$$

$$s^2 = 0.774$$

Range = 2

Correlation Subtest 1 (Reading comprehension 1) and Subtest 2 (Reading comprehension 2)

STUDENT NUMBER	READING COMPREHENSION 1 (x)	x ²	READING COMPREHENSION 2 (y)	y ²	xy
1	2	4	4	16	8
2	3	9	4	16	12
3	4	16	5	25	20
4	2	4	4	16	8
5	1	1	5	25	5
6	1	1	3	9	3
7	3	9	4	16	12
8	4	16	4	16	16
9	5	25	5	25	25
10	4	16	4	16	16
11	4	16	5	25	20
12	1	1	5	25	5
		$\sum x^2 =$	$\sum y = 52$	$\sum y^2 =$	$\sum xy =$
	$\sum x = 34$	118		230	150

$$r = 0,26519742$$

$$\text{and } r^2 = 0,070329671$$

Correlation Subtest 1 (Grammar) and Subtest 2 (Writing 1 and Writing 2)

STUDENT NUMBER	Grammar (x)	Writing 1 and Writing 2 (y)			
		x ²	y ²	xy	
1	5	25	8	16	40
2	6	36	7	9	42
3	7	49	8	25	56
4	4	16	8	9	32
5	5	25	7	9	35
6	2	4	7	9	14
7	4	16	7	16	28
8	5	25	8	16	40
9	8	64	10	25	80
10	7	49	10	25	70
11	8	64	8	16	64
12	4	16	6	4	24
		$\sum x^2 =$	$\sum y = 94$	$\sum y^2 =$	$\sum xy =$
	$\sum x = 65$	389		179	525

$$r = 0,6583742 \text{ and } r^2 = 0,71312322$$

Correlation Subtest 1 (Reading Comprehension 1 and 2) and Subtest 2 (Grammar)

STUDENT NUMBER	Reading comprehension 1 and 2 (x)	x ²	Grammar (y)	y ²	xy
1	6	36	5	25	30
2	7	49	6	36	42
3	9	81	7	49	63
4	6	36	4	16	24
5	6	36	5	25	30
6	4	16	2	4	8
7	7	49	4	16	28
8	8	64	5	25	40
9	10	100	8	64	80
10	8	64	7	49	56
11	9	81	8	64	72
12	6	36	4	16	24
		$\sum x^2 =$	$\sum y = 65$	$\sum y^2 =$	$\sum xy =$
	$\sum x = 86$	648		389	525

$r = 0,91154464$ and $r^2 = 0,83091363$

Correlation Subtest 1 (Reading Comprehension 1 and 2) and Subtest 2 (Writing 1 and 2)

STUDENT NUMBER	Reading comprehension 1 and 2 (x)	x^2	Writing 1 and 2 (y)	y^2	xy
1	6	36	8	16	48
2	7	49	7	9	49
3	9	81	8	25	72
4	6	36	8	9	48
5	6	36	7	9	42
6	4	16	7	9	28
7	7	49	7	16	49
8	8	64	8	16	64
9	10	100	10	25	100
10	8	64	10	25	80
11	9	81	8	16	72
12	6	36	6	4	36
		$\sum x^2 =$	$\sum y = 94$	$\sum y^2 =$	$\sum xy =$
	$\sum x = 86$	648		179	525

$$r = 0,64351359 \text{ and } r^2 = 0,41410974$$

Summary of Descriptive Statistics for Test.

Statistics	Entire Test	READING COMPREHENSION 1	READING COMPREHENSION 2	GRAMMAR	WRITING 1	WRITING 2
Number of students	12	12	12	12	12	12
Total possible points	30	5	5	10	5	5
Mean (\bar{x})	5	2.83	4.33	5.41	3.75	4.08
Mode	241	34	52	65	45	49
Median	19.5	3	3	5	4	4
Range	10-30	2-5	2-5	1-10	2-5	2.5
Degrees of freedom (df)	11	11	11	11	11	11
Variance	19,719697	1,96969697	0,42424242	3,35606061	0,93181818	0,4469697

Standard	24,16038	3,3731559	1,075581372	5,188016011	1,897125481	1,115527
Deviation	351					62

Brown, J.D. (2005). *Testing in language programs: A comprehensive guide to English language assessment*. New York, NY: McGraw-Hill. p. 108

HOLISTIC SCORE CHART

BAND
D

**FLUENCY AND
COHERENCE**

GRAMMATICAL RANGE AND LEXICAL RESOURCE

5

The learner is able to enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to his/her everyday life. Some comprehension problems can be caused by the use of a limited range of complex structures.

The learner is generally able to talk about familiar topics but with few errors in word choice. He/she is able to use a limited range of complex structures but these may cause comprehension problems.

4

The learner is able to produce simple sentences fluently and coherently, but the use of a limited range of complex structures can cause fluency problems.

The learner has sufficient linguistic and vocabulary resources to express himself/herself on most topics pertinent to his/her everyday life. He/she uses some simple structures correctly, but still systematically makes basic mistakes.

3

The learner generally produces simple speech fluently. He/she links basic sentences but with repetitious use of simple connectives, and some breakdowns in coherence are presented.

The learner has limited linguistic and vocabulary resources to express him/herself on most topics pertinent to his/her everyday life. However, he/she is sometimes successful in using these resources to communicate.

2

The learner has limited ability to link simple sentences. He/she speaks with long pauses and is frequently unable to convey basic message.

The learner uses simple vocabulary to convey personal information and attempts basic sentence forms with limited success. Errors are frequent and may lead to misunderstanding.

1

The learner pauses lengthily before most words and little communication is possible.

The learner only produces isolated words or memorized utterances with insufficient vocabulary for familiar topics. He/she attempts basic sentence forms but with rare success. Makes numerous errors except in memorized expressions.

0

Does not attend

APPENDIX E

FIRST DRAFT OF THE ORIGINAL TEST

Original Language Test Development XXXXX

1. Maria is bored and Paul is broke. Look at the suggestions made by their friends. Are they talking to Maria and Paul?
Write **M** or **P** (18 marks – 2.25 each)
2. Andy is calling Carl. Listen to Andy's side of the conversation. Read the questions, tick (✓) the sentence you think is possible. Cross (x) the one you think is not possible. (32 marks – 4 each)

I. READING COMPREHENSION (50%)

1. Read the following text. Choose the most suitable heading **A – I** for each part (**1 – 8**) of the article. There is an extra heading. (27 marks – 3 each)

A. VOICES OF REASON. **B. STORMS AND PROTESTS.** **C. ROYAL DISAPPROVAL**
D. A NARROW ESCAPE. **E. THE STORY OF MACBETH.** **F. THE WITCHES' SPELL G.**
A DARK SPELL **H. DISASTER'S ON OPENING NIGHT.**
I. THE PLAY THAT SHOULD NOT BE MENTIONED.

SHAKESPEARE'S SCOTTISH TRAGEDY

1. One of the strangest superstitions amongst actors and film-makers is that one of Shakespeare's plays brings so much bad luck that even to mention its name or to quote lines from it inside a theatre is sure to bring bad luck. If it must be discussed at all, it should be called "that play", "the Scottish play" or even "Shakespeare's Scottish tragedy"

2. The play is *Macbeth*, which was written and first performed in 1606. It is a dark tragedy about royal ambitions. In the play, Macbeth meets three witches who predict that he will become King. This becomes reality when he and his wife, Lady Macbeth, carry out the murder of the King while he is staying as a guest. Macbeth is crowned King of Scotland. This leads on to other murders until in the end an army is sent from England and Macbeth is killed.

3. Bad luck has been linked with the play almost from the start. When the play was put on for King James at Hampton Court, the curse struck immediately. One of the leading actors was suddenly taken ill, and Shakespeare himself had to play the part. Worse still, the King was so upset by the violence that it was immediately banned.

4. Nearly a hundred years later, in 1703, the play was performed again. While it was on, England had the worst hurricane in its history. One and a half thousand sailors died, the city of Bristol was destroyed and London was badly damaged. People said that this was God's punishment. , and all the theatres were shut for a week. When the play was performed in 1721, the audience rioted, the cast fought back with their swords and the army had to be called in.

5. In more recent times, there have been many examples of disasters that have struck. In 1937, when Laurence Olivier was playing Macbeth, he caught a cold and lost his voice and the first performance had to be put off for a week. When the play finally opened, the actress playing Lady Macbeth was injured on her way to the theatre. During the first week, a number of other incidents affected other members of the cast and the audience.

6. The bad luck does not just affect actors who are in the play itself. Anyone even reading the play aloud can suffer the consequences. In 1973, some actors were in the dressing room of the Bankside theatre during a performance of *Antony and Cleopatra*. One of them read out a speech from Macbeth to see what would happen. Suddenly a storm blew up, and the rain poured down. The electricity went off and the show was stopped. The audience had just enough time to get clear before the roof collapsed, and the damage to the theatre was so bad that it had to be shut for the rest of the year.

7. Some actors and directors, however, do not believe that there is anything strange about the play and think that there is a simple explanation for many of the things that go wrong. There are a lot of battles and murders in the play, as well as countless fights up and down steps. What is more, as a lot of the action takes place at night, the lighting is often dim, so some accidents are bound to happen.

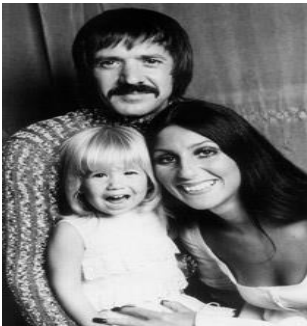
8. Others believe there is a different reason for these strange happenings. In the opening scene, the witches cook up a magic potion that includes ingredients such as a cat's tail and a wolf's tooth. But these ideas did not come from Shakespeare's imagination. They were taken from well – known books of spells. In using real spells, it is said that Shakespeare brought bad luck on the play that has been with it ever since.



II. WRITING COMPOSITION

1. Read the following text. Fill in the blanks (1-15) with the correct form of the verb in parentheses. (25 marks – 1.7 each)

Few stars (1) ___ (have) careers as long and varied as Cher. In a career of more than three decades, she (2) ___ (be) successful both as a singer and as an actress.



Born Cherilyn Sarkasian la Pier in el Centro, California, on May 20th 1946, she (3) (leave) home for Hollywood at the age of 16. When only 17 she (4) ___ (marry) songwriter and record producer, Sonny Bono. As Sonny and Cher, they (5) ___ (have) several hits in the 60s, including “I got you babe” in 1964. The couple's success (6) ___ (continue) with TV shows and a solo singing career for Cher. But in the 1970s, success (7) ___ (be) more difficult to find, and Cher and Bono (8) ___ (get) divorced. In 1975, soon after, Cher (9) ___ (marry) rock star Gregg Allman, but marriage only (10) ___ (last) until 1979. She (11) ___ (not/marry) again. Since the mid – eighties, Cher (12) ___ (have) a second career – as an actress, appearing in films like *The Witches of Eastwick* and *Faithful*. In 1988, she (13) ___ (win) a Best

Actress Oscar for the film *Moon Struck*. More recently, Cher (14) ___ (return) to singing once more, and with great success – her single “Believe” (15) ___ (become) US number One in March 1999.

APPENDIX F



SECOND AND FINAL VERSION OF THE ORIGINAL TEST
INSTITUTO DE PROMOCION SOCIAL, PIEDECUESTA SANTANDER
ENGLISH DIAGNOSTIC TEST
TEACHER: XXXXX
TENTH GRADE

STUDENT'S NAME: _____

GRADE: _____

READING

1. Read the following text and choose the best answer for each question.

Christmas is the busiest time shops stay open till late in the who work in the daytime can Christmas decorations and decorate their windows with of the bigger stores even have to make last minute requests with him! Not everybody however. In a survey catalogue a few years back, 20% of women polled claimed to hate the festive season. On average, the women surveyed spent almost 300 hours preparing for Christmas, so maybe that had something to do with it. They also spent, on average, 11 hours clearing up after Christmas Day; perhaps that had something to do with it as well! Despite this, 70 per cent of women polled in the survey felt that the time they spent preparing for Christmas was worthwhile. Many shops these days begin promoting Christmas months before the holiday - sometimes as early as September! Because of this, some people feel that Christmas has become too commercial and that people have forgotten its true meaning. How do you feel about Christmas? Have you started getting ready for Christmas yet, or do you think it's still way too early?



of year for shops in the UK. Many run up to Christmas; so that people have extra time to shop for gifts. Most department stores elaborate displays and lights. Some a Grotto where kids can visit Santa for toys and have their photo taken enjoys the Christmas season, conducted by a mail order

1. Everybody enjoys the Christmas season.
 - a. true
 - b. false
 - c. only Europeans.
2. Which of these expressions has a similar meaning to 'the busiest'?
 - a. most hectic
 - b. the most honest

- c. the most chaotic.
1. Which of these words has a similar meaning to the word 'elaborate'?
 - a. interesting
 - b. pretty
 - c. ornate

 2. Which of these words has a similar meaning to the word 'promoting'?
 - a. buying
 - b. advertising
 - c. Preparing

 3. The average woman polled in the survey spends 11 hours preparing for Christmas.
 - a. false
 - b. only Canadians.
 - c. true.
2. Read though the text; then, select the best answer to the questions below.

John Snow

John Snow (1) _____ born in 1813 in York, England and was the eldest of nine children. When he (2) _____ fourteen, he started working for a surgeon and went on to study medicine.

In 1855, a lot of people started dying in an area of London of the illness cholera and John Snow went there to study what was (3) _____. He discovered that the people who had died were drinking (4) _____ same water.

Before this study, no one (5) _____ how people got the illness. Now, it is a disease that could be erase with the appropriate cares.

- | | |
|-----------|--------|
| 1. | 2. |
| a. is | a. has |
| b. was | b. had |
| c. had | c. was |
| | |
| 3. | 4. |
| a. happen | a. a |

b. happened

b. as

c. happening

c. the

5.

a. knew

b. was knowing

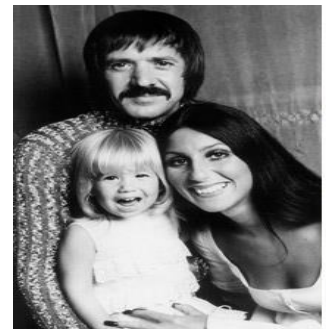
c. had known

WRITING

1. Read the following text. Fill in the blanks (1-10) with the correct form of the verb in parentheses

FAME AND FORTUNE

Few stars (1) ___ (have) careers as long and varied as Cher. In a career of more than three decades, she (2) ___ (be) successful both as a singer and as an actress. Born Cherilyn Sarkasian la Pier in el Centro, California, on May 20th 1946, she (3) ___ (leave) home for Hollywood at the age of 16. When only 17 she (4) ___ (marry) songwriter and record producer, Sonny Bon o. As Sonny and Cher, they (5) (have) several hits in the 60s, including "I got you babe" in 1964. The couple's success (6) ___ (continue) with TV shows and a solo singing career for Cher. But in the 1970s, success (7) ___ (be) more difficult to find, and Cher and Bo no (8) ___ (get) divorced. In 1975, soon after, Cher (9) (marry) rock star Gregg Allman, but marriage only (10) (last) until 1979.



GRAMMAR

1. Choose the best tense.

1. Hi Jane, you _____ sad! What's up?

a. are looking b. is looking c. looks d. will look e. looked

2. _____ your homework?

a. Did you do b. Has you done c. Has you done d. Have you do e. Had you done

3. When _____?

a. did you arrive b. did you arrived c. do you arrived d. has you arrived e. have you arrived

4. She _____ in this house for years.

a. lives b. lived c. have lived d. has live e. had lived

5. The weather forecast says the sun _____ tomorrow.

a. is going to shine b. is shining c. must shine d. shines e. would shine

6. We _____ my aunt next week on Friday. It will be her birthday.

a. will visit b. visited c. is visiting d. have visited e. are visited

7. Leif Ericson.....Vinland while hetowards the west.

a. discovered ... is sailing b. discovered ... was sailing c. has discovered ... was sailing d. has discovered ... were sailing e. was discovering ... was sailing

8. Many things _____ this month.

a. changed b. didn't changed c. has changed d. have changed e. changes

9. He mineral water every day.

a. will drink b. is drinking c. drinks d. drink e. are drinking

10. Look! She from a large whisky-bottle.

a. will drink b. is drinking c. drinks d. drink e. are drinking

APPENDIX G



INSTITUTO DE PROMOCION SOCIAL, PIEDECUESTA SANTANDER
ENGLISH DIAGNOSTIC TEST
TEACHER: XXXXX
TENTH GRADE
TEACHER'S KEY

READING

1. Read the following text and choose the best answer.

QUESTION 1	A
QUESTION 2	A
QUESTION 3	C
QUESTION 4	B
QUESTION 5	C

2. Read though the text; then, select the best answer to the questions below.

QUESTION 1	B
QUESTION 2	C
QUESTION 3	C
QUESTION 4	C
QUESTION 5	A

3.

WRITING

FAME AND FORTUNE

1. Read the following text. Fill in the blanks (1-10) with the correct form of the verb in parentheses

1. HAVE HAD 2. WAS 3. LEFT 4. MARRIED 5. HAD 6. CONTINUED 7. WAS 8.
GOT
9. MARRIED 10. LASTED

GRAMMAR

1. Choose the best tense.

QUESTION 1	E
QUESTION 2	A
QUESTION 3	A
QUESTION 4	D
QUESTION 5	A
QUESTION 6	A
QUESTION 7	B
QUESTION 8	D
QUESTION 9	C
QUESTION 10	B

APPENDIX H

Wesche's framework for writing exercises

Good 5	The text supports an objective. However, contain one or more of the following elements: evidence is not uniformly persuasive or original, people have to read between the lines to get the idea between ideas and some ideas seem out of place or irrelevant.
Average 4	The text states a point of view but it is not in the correct order. It is more difficult to address arguments than to support one line of argument.
Fair 3	The text does not address possible arguments. It does not seem better organized than the 4 text.
Weak 2	It shows a position and provides some support but it does not do it very well. Ideas are written repetitive and irrelevant information appears in it. It has an impression to be done at the last minute.
Very weak 1	The text does not state the student's position on the topic. It does not provide the assignment and it does not summarize the main idea. The text receives a 1 because some ideas have been expressed by the author.

RUBRICS FOR ENGLISH DIAGNOSTIC TEST

SCORES >> ASPECTS	5 – 4 EXCELLENT	3 – 2 NEEDS IMPROVEMENT	1 – 0 POOR
ACCURACY	I can show good control of simple structures and vocabulary. I can produce complete sentences by using basic connectors.	I can show an attempt to use simple structures and frequent vocabulary I can have occasional errors.	I cannot use very well basic vocabulary and structures.
COHERENCE AND COHESION	I can produce well-structured texts. I can use basic cohesive devices.	I can produce well-structured texts, but I make some mistakes when using cohesive devices	I use no more than one device to make my text cohesive and coherent.
USE OF ENGLISH	I can make use of language Adequately to the text type and the reader target. My spelling is generally accurate.	I can use properly a limited range of language, but I disregard the text type and the reader target. My spelling is usually accurate.	I cannot write complete, well-structured ideas and grammar mistakes are numerous. My spelling is not completely accurate.
ARGUING	I can express my point of view and support it with personal judgment or facts.	I can express my point of view about a topic, but I still need supporting ideas.	I cannot express complete supportive ideas/sentences/examples.
DESCRIBING	I can report general information.	I can report general information, but still I find some difficulties to follow a sequence	I cannot report basic characteristics or general information.
GRAMMAR	I can use language structures to make a point and make myself clear.	I can use simple structures to express myself correctly, but still I systematically make basic mistakes	I can make myself understood in very short utterances, even when I make some grammar mistakes. I can answer questions and respond to simple statements but with a lot of basic mistakes. I cannot understand very well the questions.

APPENDIX I

The descriptive statistics; frequency polygons and Inter subtests correlation.

Central tendency

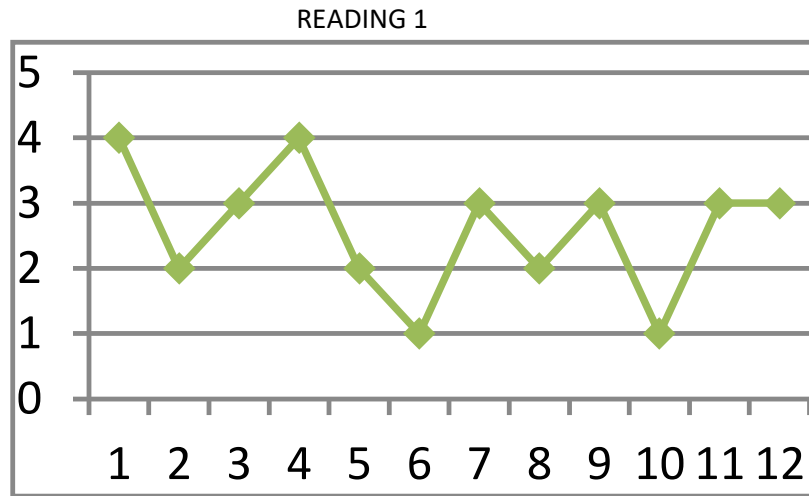
Subtest 1: Reading 1

Number of items: 5

Score per item: 1 point

Method: Multiple Choice

#	STUDENTS	<i>READING 1</i>
1	Ruby Smith	4
2	Nigel Sanmiguel	2
3	Brayan Barrera	3
4	Saury Ardila	4
5	Victor Vidal	2
6	Juan Diego Carvajal	1
7	Hector Rueda	3
8	Dayan Stiven Sanchez	2
9	Ivan Medina	3
10	Paula Lopez	1
11	Luis Guevara	3
12	Edwin Lopez	3
	<i>MEDIAN</i>	3
	<i>MODE</i>	3



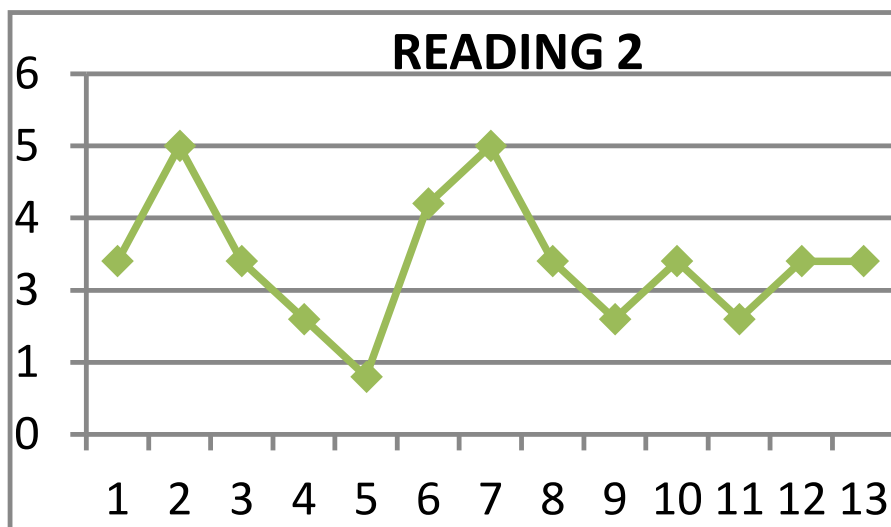
Subtest 1: Reading comprehension 2

Number of items: 5

Score per item: 1 point

Method: Multiple Choice

#	STUDENTS	READING 2
1	Ruby Smith	3
2	Nigel Sanmiguel	5
3	Brayan Barrera	3
4	Saury Ardila	2
5	Victor Vidal	1
6	Juan Diego Carvajal	4
7	Hector Rueda	5
8	Dayan Stiven Sanchez	3
9	Ivan Medina	2
10	Paula Lopez	3
11	Luis Guevara	2
12	Edwin Lopez	3
	MEDIAN	
	MODE	



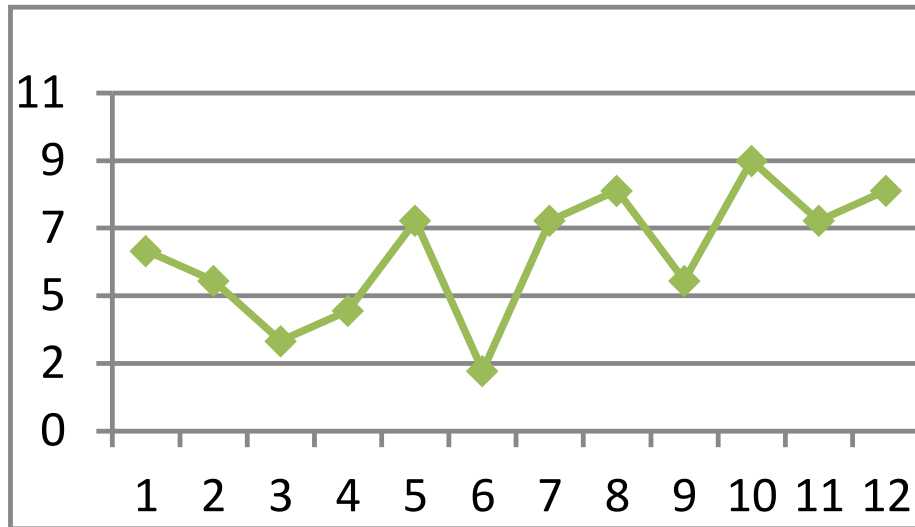
Subtest 1: Writing

Number of items: 10

Score per item: 1 point

Method: Filling gaps

#	STUDENTS	WRITING
1	Ruby Smith	6
2	Nigel Sanmiguel	5
3	Brayan Barrera	3
4	Saury Ardila	4
5	Victor Vidal	7
6	Juan Diego Carvajal	2
7	Hector Rueda	7
8	Dayan Stiven Sanchez	8
9	Ivan Medina	5
10	Paula Lopez	9
11	Luis Guevara	7
12	Edwin Lopez	8
	MEDIAN	6.5
	MODE	7



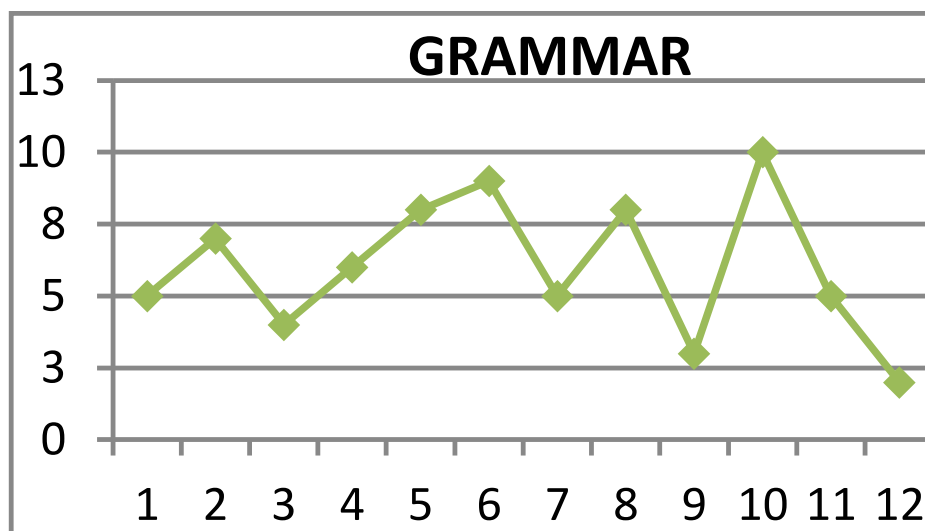
Subtest 1: Grammar

Number of items: 10

Score per item: 1 point

Method: Multiple choice

#	STUDENTS	GRAMMAR
1	Ruby Smith	5
2	Nigel Sanmiguel	7
3	Brayan Barrera	4
4	Saury Ardila	6
5	Victor Vidal	8
6	Juan Diego Carvajal	9
7	Hector Rueda	5
8	Dayan Stiven Sanchez	8
9	Ivan Medina	3
10	Paula Lopez	10
11	Luis Guevara	5
12	Edwin Lopez	2
	MEDIAN	5.5
	MODE	5



Central tendency of the Total Test

#	ESTUDIANTES	Reading 1	Reading 2	Writing	Grammar	X
1	Ruby Smith	4	3	6	5	4
2	Nigel Sanmiguel	2	5	5	7	4
3	Brayan Barrera	1	3	3	4	4
4	Saury Ardila	4	2	4	6	4
5	Victor Vidal	2	1	7	8	4
6	Juan Diego Carvajal	1	4	2	9	4
7	Hector Rueda	3	5	7	5	4
8	Dayan Stiven Sanchez	2	3	8	8	4
9	Ivan Medina	3	2	5	3	4
10	Paula Lopez	1	3	9	10	4
11	Luis Guevara	3	2	7	5	4
12	Edwin Lopez	3	3	8	2	4
	X (mean)	3	3	6.5	5.5	4

Measures of Dispersion

Reading 1

#	STUDENTS	X	X	D	D^2
1	Ruby Smith	4	3	1	1
2	Nigel Sanmiguel	2	3	-1	1
3	Brayan Barrera	3	3	0	0
4	Saury Ardila	4	3	1	1
5	Victor Vidal	2	3	-1	1
6	Juan Diego Carvajal	1	3	-2	4
7	Hector Rueda	3	3	0	0
8	Dayan Stiven Sanchez	2	3	-1	1
9	Ivan Medina	3	3	0	0
10	Paula Lopez	1	3	-2	4
11	Luis Guevara	3	3	0	0
12	Edwin Lopez	3	3	0	0
	Mean	3			13

$$s = \sqrt{\sum(x-x^2) / n-1}$$

$$s = 0,9962$$

$$s^2 = 0,9924$$

$$\text{Range} = 1$$

Mean	3	20
-------------	---	----

Reading 2

#	STUDENTS	X	X	D	D^2
1	Ruby Smith	3	3	0	0
2	Nigel Sanmiguel	5	3	2	4
3	Brayan Barrera	3	3	0	0
4	Saury Ardila	2	3	-1	1
5	Victor Vidal	1	3	-2	4
6	Juan Diego Carvajal	4	3	1	1
7	Hector Rueda	5	3	2	4

8	Dayan Stiven Sanchez	3	3	2	4
9	Ivan Medina	2	3	-1	1
10	Paula Lopez	3	3	0	0
11	Luis Guevara	2	3	-1	1
12	Edwin Lopez	3	3	0	0
	Mean	3			20

$$s = \sqrt{\sum(x-x^2) / n-1}$$

$$s = 1,17953565$$

$$s^2 = 1,3913043$$

$$\text{Range} = 4$$

Mean	6.5	54.9
-------------	-----	------

Writing

#	STUDENTS	X	X	D	D ²
1	Ruby Smith	6	6.5	-0.5	0.25
2	Nigel Sanmiguel	5	6.5	-1.5	2.25
3	Brayan Barrera	3	6.5	-3.5	12.2
4	Saury Ardila	4	6.5	-2.5	6.25
5	Victor Vidal	7	6.5	0.5	0.25
6	Juan Diego Carvajal	2	6.5	-4.5	20.2
7	Hector Rueda	7	6.5	0.5	0.25
8	Dayan Stiven Sanchez	8	6.5	1.5	2.25
9	Ivan Medina	5	6.5	-1.5	2.25

10	Paula Lopez	9	6.5	2.5	6.25
11	Luis Guevara	7	6.5	0.5	0.25
12	Edwin Lopez	8	6.5	1.5	2.25
	Mean	6.5			54.9

$$s = \sqrt{\sum(x-x^2) / n-1}$$

$$s = 2,10417115$$

$$s^2 = 4,42753623$$

$$\text{Range} = 7$$

Mean	5.5	68.8
-------------	------------	-------------

Grammar

#	STUDENTS	X	X	D	D ²
1	Ruby Smith	5	5.5	-0.5	0.25
2	Nigel Sanmiguel	7	5.5	1.5	2.25
3	Brayan Barrera	4	5.5	-1.5	2.25
4	Saury Ardila	6	5.5	0.5	0.25
5	Victor Vidal	8	5.5	2.5	6.25
6	Juan Diego Carvajal	9	5.5	3.5	12.2
7	Hector Rueda	5	5.5	-0.5	0.25
8	Dayan Stiven Sanchez	8	5.5	2.5	6.25
9	Ivan Medina	3	5.5	-2.5	6.25
10	Paula Lopez	10	5.5	4.5	20.2

11	Luis Guevara	5	5.5	-0.5	0.25
12	Edwin Lopez	2	5.5	-3.5	12.2
	Mean	5.5			68.8

$$s = \sqrt{\sum(x-x^2) / n-1}$$

$$s = 2,39564823$$

$$s^2 = 5,739130437$$

$$\text{Range} = 8$$

Correlation Subtest 1 (Reading 1) and Subtest 2 (Reading 2)

STUDENT NUMBER	READING 1 (x)		READING 2 (y)		
		x²		y²	xy
1	4	16	3	9	12
2	2	4	5	25	10
3	1	1	3	9	3
4	4	16	2	4	8
5	2	4	1	1	2
6	1	1	4	16	4
7	3	9	5	25	15
8	2	4	3	9	6
9	3	9	2	4	6
10	1	1	3	9	3
11	3	9	2	4	6

12	3	9	3	9	9
		$\Sigma x^2 =$	$\Sigma y = 36$	$\Sigma y^2 =$	$\Sigma xy =$
	$\Sigma x = 29$	83		123	84
$r = 0,17173552$ and $r^2 = 0,02949308$					

Correlation Subtest 1 (writing) and Subtest 2 (grammar)

STUDENT NUMBER	WRITING (x)	x^2	GRAMMAR (y)	y^2	xy
1	6	36	5	25	30
2	5	25	7	49	35
3	3	9	4	16	12
4	4	16	6	36	24
5	7	49	8	64	56
6	2	4	9	81	18
7	7	49	5	25	35
8	8	64	8	64	64
9	5	25	3	9	15
10	9	81	10	100	90
11	7	49	5	25	35
12	8	64	2	4	16
		$\Sigma x^2 =$	$\Sigma y = 72$	$\Sigma y^2 =$	$\Sigma xy =$
	$\Sigma x = 71$	471		498	420
$r = 0,06900142$ and $r^2 = 0,0047611$					

Correlation Subtest 1 (Reading 1-2) and Subtest 2 (Writing)

STUDENT NUMBER	READING 1-2 (x)	WRITING (y)			
		x^2		y^2	xy
1	7	49	6	36	42
2	7	49	5	25	35
3	4	16	3	9	12
4	6	36	4	16	24
5	3	9	7	49	21
6	5	25	2	4	10
7	8	64	7	49	56
8	5	25	8	64	40
9	5	25	5	25	25
10	4	16	9	81	36
11	5	25	7	49	35
12	6	36	8	64	48
		$\sum x^2 =$	$\sum y = 71$	$\sum y^2 =$	$\sum xy =$
	$\sum x = 65$	375		471	384

$r = 0,01707698$ and $r^2 = 0,13067891949$

APPENDIX J

The survey was focused in a tenth grade course from a public high school located in Piedecuesta (S1) and Girón (S2), Santander. The questions were based on the following statements:

1. Motivación hacia la clase de Inglés.
2. Razones por las cuales les gusta la clase de Inglés.
3. Actividades que les gusta realizar en clase.
4. Uso de herramientas audiovisuales en clase de Inglés.
5. Uso del Inglés fuera de la institución.
6. Estrategias usadas en clase para desarrollar los temas.
7. Dominio de los temas vistos por parte del docente.
8. Actividades preferidas en su tiempo libre.
9. Factor social (con quien vive, en donde vive)
10. Sugerencias hacia la clase de inglés.

Por favor lee cuidadosamente y responde de forma honesta cada una de las preguntas a continuación. Marca con una X la respuesta que considere adecuada de **1 al 5** teniendo en cuenta que 1 significa que menos les gusta y 5 que más les gusta. No es necesario colocar sus nombres en ella.

RESULTADOS**1 2 3 4 5****DECENTAS**

- 1. Me gusta la clase de Inglés**
 - 2. Está interesado en aprender inglés.**
 - 3. Realizo las actividades propuestas en la clase de inglés con entusiasmo.**
 - 4. Mis compañeros disfrutaban de las actividades propuestas en clase.**
 - 5. La actitud de mi profesor hacia la clase de inglés es la adecuada.**
 - 6. Durante las clases de inglés utilizo recursos audiovisuales (computadores, videos, grabadoras)**
 - 7. La actitud de mis compañeros es positiva ante la utilización de estos medios.**
 - 8. Considero el inglés como una herramienta valiosa fuera de la institución.**
 - 9. Utilizo el inglés fuera de la institución.**
 - 10. El docente presenta las clases en formas variadas.**
 - 11. El docente conoce de antemano los temas que explica a sus estudiantes.**
 - 12. Prefiere en clase de inglés escuchar.**
 - 13. Prefiere en clase de inglés escribir.**
 - 14. Prefiere en clase de inglés hablar.**
 - 15. Prefiere en clase de inglés leer.**
 - 16. Le gustaría escuchar canciones en clase de inglés.**
 - 17. Le gustaría leer sobre diferentes temas escogidos en clase de inglés.**
 - 18. Le gustaría expresar sus ideas en inglés en forma oral.**
-

Population

The schools in where the project is going to be developed are called Luis Carlos Galan Sarmiento (S1) and Instituto de Promoción Social (S2). They are located in Girón and Piedecuesta Santander. The target population studies there from Monday to Friday in the morning. There are three tenth

grade courses, for the purpose of this research; we choose to work with tenth-one in both schools. The course is composed mainly by women than men and they know each other for about five or six years. Students in this course are form the ages of fifteen and seventeen and they live around the school. Through the scholar year there have been forty-four students, although some of them decided to drop out for different reasons and nowadays we count with forty students to work.

Questionnaires

At the beginning of the research project, students answered a questionnaire in order to check their likes and also dislikes. The answer data has motivated me to continue the research. In order to understand what a questionnaire is Dr. Martyn Descombe suggests a very concise definition about it.

There are many types of questionnaires. They can vary enormously in terms of their purpose, their size and their appearance. To qualify as a research questionnaire, however, they should do the following:

Be designed to collect information which can be used subsequently as data for analysis. As a research tool, questionnaires do not set out to change people's attitudes or provide them with information. Though questionnaires are sometimes used for this purpose – for instance, as a way of marketing a product – it is not strictly in keeping with the spirit of a *research* questionnaire, whose purpose is to discover things.

Consist of a written list of questions. The important point here is that each person who answers the particular questionnaire reads an identical set of questions. This allows for consistency and precision in terms of the wording of the questions, and makes the processing of the answers easier. (Occasionally, pictures might be used instead of written questions.)

Gather information by asking people directly about the points concerned with the research. Questionnaires work on the premise that if you want to find out something about people and their attitudes you simply go and ask them what it is you want to know, and get the information ‘straight from the horse’s mouth’.

Interview

After analyzing questionnaires results, there should be a need to reinforce some specific issues inside the research project. According to Descombe, Questionnaires offer little opportunity for the researcher to check the truthfulness of the answers given by the respondents. Because the researcher does not meet the respondent and because the answers are given ‘at a distance’, the researcher cannot rely on a number of clues that an interviewer might have about whether the answers are genuine or not. The interviewer might see some incongruity between answers given by the same interviewee and be able to probe the matter. Or the interviewer might note a disparity between a given answer and some other factor (e.g. stated occupation and apparent level of income). In the case of the questionnaire, however, if a respondent states their occupation to be a ‘dentist’, it would seem at first glance that the researcher has little option but to accept this as true. Likewise, on matters of taste or opinion, if the respondent answers along a particular line, the questionnaire researcher would seem to have no solid grounds for challenging the answer. This is all the more true if the questionnaires are anonymous. For that reason, an interview was necessary in the process.

Interviews according to Descombe are an attractive proposition for project researchers. At first glance, they do not seem to involve much technical paraphernalia and they draw on a skill that researchers already have – the ability to conduct a conversation. The reality, though, is not quite so simple. Although there are a lot of superficial similarities between a conversation and an

interview, interviews are actually something more than just a conversation. Interviews involve a set of assumptions and understandings about the situation which are not normally associated with a casual conversation (Denscombe 1983; Silverman 1985). When someone agrees to take part in a research interview:

There is consent to take part. From the researcher's point of view this is particularly important in relation to research ethics. The interview is not done by secret recording of discussions or the use of casual conversations as research data. It is openly a meeting intended to produce material that will be used for research purposes – and the interviewee understands this and agrees to it.

- Interviewees' words can be treated as 'on the record' and 'for the record'. It is, of course, possible for interviewees to stipulate that their words are not to be attributed to them, or not to be made publicly available. The point is, though, that unless interviewees specify to the contrary, the interview talk is 'on record' and 'for the record'.

- The agenda for the discussion is set by the researcher. Although the degree of control exercised by the researcher will vary according to the style of interviewing, there is a tacit agreement built into the notion of being interviewed that the proceedings and the agenda for the discussion will be controlled by the researcher.

Semi-structured interviews

With semi-structured interviews, the interviewer still has a clear list of issues to be addressed and questions to be answered. However, with the semi-structured interview the interviewer is prepared to be flexible in terms of the order in which the topics are considered, and, perhaps more significantly, to let the interviewee develop ideas and speak more widely on the

issues raised by the researcher. The answers are open-ended, and there is more emphasis on the interviewee elaborating points of interest. The interview was made taking into account the previous survey they made about their point of view about the English class. There were eight punctual questions to be answered in ten groups of four students each. The teacher gives the instructions to them and also gives them some recommendations such as being as honest as possible at the moment of answering the questions because of the importance it has for them as an option to know their thoughts about the English classes. The questions for the interview are the following:

1. *¿Te sientes motivado en la clase de inglés? ¿Por qué?*
2. *¿Cuáles aspectos hacen que te sientas cómodo en la clase de inglés y cuáles no?*
3. *¿Que te gustaría aprender en la clase de ingles y por qué?*
4. *¿Tienes un horario establecido para estudiar en casa? ¿Cuánto tiempo dedicas al inglés? ¿Por qué?*
5. *¿Existen elementos externos que influyen en tu desempeño en la clase? ¿Cómo y por qué?*
6. *¿Sientes que las actividades realizadas en inglés son de tu interés? ¿Por qué?*
7. *¿Sientes que tú condición económica interfiere en tu desempeño académico, por qué?*
8. *¿En algún momento has sentido que tus compañeros no te aceptan? ¿Por qué?*

The questions were made in their native language for the reason that some students are not still able to understand important vocabulary in the target language they are studying. It is remarkable to appreciate students' reaction to the interview. Plenty of them demonstrate interest to the questions because they could identify this as an opportunity to express their own ideas about a topic which, according to the results seems to be interesting to them. Some others considered the questions as a normal process to identify classroom aspects through the scholar year.

Results show us the importance of learning a language for them. In question number one, all groups demonstrate motivation to learn a language. They say they like the English class and give as a reason the teacher attitude towards the class and to the students.

1. *¿Te sientes motivado en la clase de inglés? ¿Por qué?*

SI ME GUSTAN LAS CLASES PORQUE EL PROFESOR EXPLICA BIEN Y LE ENTENDEMOS Y PORQUE SUS CLASES SON DINAMICAS Y ACTIVAS.

1. *¿Te sientes motivado en la clase de inglés? ¿Por qué?*

SI ME GUSTA LA MANERA EN QUE ACTA CLASE, EL PROFESOR PORQUE EL MOTIVA & NOS HACE SABER QUE POR MEDIO DEL INGLÉS PODEREMOS TRABAJAR EN GRANDES EMPRESAS.

In relation with question number two, it is positive to know how students recognize motivation inside their learning process and also the teacher's attitude as a main tool in the English classes. They consider not only knowledge as important, but also good attitude, respect, tolerance and patience in a class. As they could answer there should be some teachers who did not take these concepts into account.

2. ¿Cuáles aspectos hacen que te sientas cómodo en la clase de inglés y cuáles no?

ME GUSTA PORQUE EL PROFESOR NOS EXPLICA BIEN Y NO NOS EGREDE
GRITANDONOS

2. ¿Cuáles aspectos hacen que te sientas cómodo en la clase de inglés y cuáles no?

Los aspectos que me hacen sentir en la clase de ingles son
los trabajos o tareas que me ayudan a ser un mejor estudiante
en la materia de ingles y ninguno no me hace no estar en la clase
de ingles por que siempre estoy en ingles.

Question number three shows us the importance of technology for them inside the classroom. Also it gives us the reasons why they would like to learn English and the tools they would like to implement in a class to obtain better results.

3. ¿Que te gustaría aprender en la clase de ingles y por qué?

Si por que me gustaria
no gustaria que nos enseñaran una canción.

3. ¿Que te gustaría aprender en la clase de ingles y por qué?

Que se pudiera usar la tecnologia en ingles y porque
asi aprendemos mejor.

3. ¿Que te gustaría aprender en la clase de ingles y por qué?

Nos gustaria aprender a hablar en ingles con facilidad
porque nos gusta como se pronuncia y escucha.

Question number four was about the time they use to study English at home. All of them express the importance of English in the time they spend studying at home. A reason for that are the constant activities the teacher let them to do at home and the adjustments of these activities all do together in class.

4. ¿Tienes un horario establecido para estudiar en casa? ¿Cuánto tiempo dedicas al inglés? ¿Por qué?

SI 30 Min Porque No Me Queda Tiempo

4. ¿Tienes un horario establecido para estudiar en casa? ¿Cuánto tiempo dedicas al inglés? ¿Por qué?

Deles en cuando estudio ingles le dedico 1 hora por que debo estar estudiando para que no me olvide de lo que aprendi.

4. ¿Tienes un horario establecido para estudiar en casa? ¿Cuánto tiempo dedicas al inglés? ¿Por qué?

SI DOS HORAS EN CASA POR MEDIO DE LA TECNOLOGIA PORQUE NO SE MUY BIEN EL INGLES

In relation with the fifth question, students show interest to external factors in learning a language such as music, internet and the use of virtual language resource centers to put into practice what they know.

5. ¿Existen elementos externos que influyen en tu desempeño en la clase? ¿Cómo y por qué?

SI COMO LA MUSICA, EL INTERNET Y PROGRAMAS DE TELEVISION PORQUE QUIERA APRENDER SU PRONUNCIACION

5. ¿Existen elementos externos que influyen en tu desempeño en la clase? ¿Cómo y por qué?

SI, EL GUSTARME LA MUSICA EN INGLES. & EL SABER PRONUNCIAR LAS PALABRAS.

5. ¿Existen elementos externos que influyen en tu desempeño en la clase? ¿Cómo y por qué?

SI POR EJEMPLO LIBROS O PAGINAS VIRTUALES QUE ME AYUDAN MAS PARA SER CADA VEZ MEJOR EN INGLES ME AYUDAN A REFORZAR LO QUE APRENDO EN LAS CLASES PARA NO OLVIDAR NADA.

The next question, gives the teacher an idea about his work. The question is focused on the interest the students have about the English classroom activities. The answer seems to be positive due to the reasons they give about it.

6. ¿Sientes que las actividades realizadas en inglés son de tu interés? ¿Por qué?

SI PORQUE ME AYUDAN EN VARIAS OCASIONES DE LA VIDA POR QUE EL INGLES ES UNA HERRAMIENTA DE VIDA.

6. ¿Sientes que las actividades realizadas en inglés son de tu interés? ¿Por qué?

Si porque con ellas tenemos entradas a un mejor futuro.

6. ¿Sientes que las actividades realizadas en inglés son de tu interés? ¿Por qué?

Si porque como ya dije el profesor es muy entendible y hace que a nosotros los estudiantes nos de interés en lo que explica.

6. ¿Sientes que las actividades realizadas en inglés son de tu interés? ¿Por qué?

Si porque me gusta el idioma.

Questions seven and eight are more personal, they are related to their economic situation in relation with studying and the acceptance they have inside a specific group. Their answers were different each other.

7. ¿Sientes que tú condición económica interfiere en tu desempeño académico, por qué?

No.
Si no hay plata
No puedo en profesor. No puedo las guías.

8. ¿En algún momento has sentido que tus compañeros no te aceptan? ¿Por qué?

No por mi participación en clase, todos los compañeros nos integramos y tenemos una buena convivencia.

7. ¿Sientes que tú condición económica interfiere en tu desempeño académico, por qué?

No porque eso depende de si mismo.

8. ¿En algún momento has sentido que tus compañeros no te aceptan? ¿Por qué?

No siempre me aceptan por que soy un buen compañero.

7. ¿Sientes que tú condición económica interfiere en tu desempeño académico, por qué?

Si porque no puedo pagarle a un profesor privado para que me enseñe más sobre el inglés.

8. ¿En algún momento has sentido que tus compañeros no te aceptan? ¿Por qué?

Si porque hay cosas de mi que a los compañeros no les gusta.

7. ¿Sientes que tú condición económica interfiere en tu desempeño académico, por qué?

No porque no es tan necesario el dinero,
solo hay que estar pendiente en clase.

8. ¿En algún momento has sentido que tus compañeros no te aceptan? ¿Por qué?

No porque todos somos unidas, claro que
no faltan los pes pero eso