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USING LANGUAGE AWARENESS TECHNIQUES TO IMPROVE THE LEVEL OF ACHIEVEMENT IN THE ENGLISH SKILLS OF THE STUDENTS TAKING A MASTER'S PROGRAM IN EDUCATION IN A PRIVATE UNIVERSITY

Jessy Lostaunau Gavidia

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JESSY MARIA LOSTAUNAU GAVIDIA DE JIMENEZ

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FACULTAD DE CIENCIAS DE LA EDUCACIÓN

**MAGÍSTER EN EDUCACIÓN CON MENCIÓN EN ENSEÑANZA
DE INGLÉS COMO LENGUA EXTRANJERA (TEACHING
ENGLISH AS A FOREIGN LANGUAGE)**

2012

APPROVAL

The thesis entitled, **“Using Language Awareness Techniques to Improve the Level of Achievement in the English Skills of the Students Taking a Master’s Program in Education in a Private University,”** presented by **Jessy Maria Lostaunau Gavidia de Jimenez**, in accordance with the requirements of being awarded the degree of Master in Education with a mention in Teaching English as a Second/Foreign Language, was approved by the thesis director: **Dr. Majid Safadaran Mosazadeh**, and defended on before a Jury with the following members:

President

Secretary

Informant

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To all my friends and my dearest family who helped me accomplish this goal.

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INTRODUCTION

The investigation entitled: “Using Language Awareness Techniques to Improve the Level of Achievement in the English Skills of the Students Taking a Master’s Program in Education in a Private University”, has as its main objective to demonstrate if noticing or being aware of how the target language works can help students improve their learning language skills. It pretends to find the best tools to help adult students to learn another language.

This investigation is important because it intends to contribute with ideas to help adult learners assimilate another language by identifying, comparing, contrasting, and analyzing specific features of the target language in different conversational exchanges. In other words, it is important because it helps adult students discover how the language works considering not only its form and function but also its meaning. Being the sample of this investigation, primary teachers, we will take advantage of their cognitive development since they all like to understand the “why” of the language they are learning. Likewise, it intends to contribute with ideas to help teachers who may find themselves in the same situation as the one presented in this investigation.

The thesis is organized in four chapters:

The first chapter is Investigation Outline. Here we present a description of the English program which runs parallel to the semesters of the master's program. That is, the English course is not part of the master's program curricula but it is one of the requirements to be declared eligible for graduation. We then present the formulation of the problem in which we explain why we decided to carry out this investigation. We also describe the hypotheses and the objectives, the justification and the limitation of the investigation. Furthermore, we present the antecedents of similar investigations and their importance related to our investigation.

In the second chapter, which corresponds to the Theoretical Framework, we consult the theoretical foundations and the conceptual framework of language awareness as well as the definitions of the basic terms of the investigation such as learning a foreign language, language awareness, language awareness techniques, and psycholinguistic processes that support language awareness. We also present information related to remedial courses for adults since this study was carried out within a two-month remedial course, and finally, define the concept of achievement in relation to our investigation.

In the third chapter entitled Methodology of the Investigation, we focus on the research methodology, the type and design of the investigation, the population and the sample studied with their characteristics, the variables and their dimensions, the techniques and instruments for gathering data, the description of the instrument and the instrument matrix, and the methodology used in the remedial course.

In the fourth chapter we describe the results of the investigation from the processing of the research data; we present and describe tables and analysis of graphics.

In the fifth chapter, we make reference to the discussion of results, as well as their analysis. We review the theoretical issues in relation to the acceptance or rejection of the hypothesis and try to give possible explanations for the founding. We also compare the antecedents and our

investigation regarding the hypotheses and objectives of our investigation.

Finally, we present the conclusions as well as the recommendations. Then we include the bibliography consulted in the elaboration of this thesis. We also enclose the appendixes in which the instruments that allowed us to obtain valid information for this investigation as well as the lesson plans, worksheets and Power Point Presentations for each class session are included in a reduced size version. We also include some samples of the text used for listening and reading.

CHAPTER I

INVESTIGATION OUTLINE

1.1. Description of the English program

Within the Master's Program in Education for three hundred public school elementary teachers of "Region Callao", the university also offers an English program which is not included in the curricula; however, it is compulsory for these participants since it is a requirement, among others, to be eligible for graduation.

This English program consists of four (4) terms that run parallel to the semesters of the master's program. Each English course consists of sixteen (16) class hours a month, (4 hours a week), totaling sixty four (64) hours per term and two hundred and fifty six (256) hours for the entire program. The terms have been named English I, English II, English III, and English IV according to the semesters. The average grade established by the university to complete and successfully pass the course is 13/20 resulting from adding the grades obtained in English I, II, III, IV and then divided by 4.

The three hundred students took an English placement test before starting English I. According to the results:

- Thirty eight (38) students showed a previous knowledge of the language but not enough to be exempted from the course; they would start with an elementary text for false beginners; that is for students who had some contact with the English language before but have a little command of it.
- Nineteen (19) students achieved the required competence for the English course and were exempted from the English program. These students obtained a grade of 13/20 or above in the placement test which covered the competencies that have been proposed for the English course.
- Two hundred and forty three (243) students were considered real beginners and started with a beginner's text; that is, these students have never studied English before.

It is important to state that the 38 students who started with the elementary text had had a previous knowledge of the language shown in the placement test but not enough to be exempted, whereas the 243 students who started with a beginner textbook had not been able to answer the questions of the placement test. Furthermore, most of them had only written their names on the exam paper. The former group is expected to achieve a pre-intermediate level while the latter may reach an elementary level.

The text we used was American Traveler for Beginner (for the 243 students) and Elementary (for the other 38 students). Each text is divided into eight modules of 5 two-page lessons each. It is a multi syllabic textbook which combines functions, structures, vocabulary, pronunciation and communication skills in a carefully graded and well organized way. It is expected that by the end of the fourth semester, the 38 students described above will have completed the elementary and the pre-Intermediate textbooks while the 243 students described above, will have covered the beginner and the elementary textbooks. The students received these textbooks, the workbooks that accompany them and an audio CD at the beginning of the first and third semester. We covered

four modules per semester; in other words, each module was developed in a month.

At the end of the English course, that is, at the end of the two hundred and fifty six (256) hours of study, the students were to be able:

- a) To communicate in English in survival situations.
- b) To understand and comment simple written texts in English about everyday situations.

In our classes we used the communicative approach and integrated all four language skills as presented in the textbook and workbook. Besides that, we used power point presentations to maintain students' attention and motivation alive, to add variety, to save time, and to make the students understand the language in a faster and more effective way. We also gave the students supplementary material, such as worksheets for grammar and vocabulary practice provided by the textbook, and grammar explanations in Spanish that we prepared. The textbook, workbook, and this supplementary material were given to each student on the first day of classes at the beginning of the semester. Each class session followed the activities in the textbooks.

The students were permanently evaluated in class (a), plus there were an oral exam (b), a written midterm exam (c), and a final written exam (d). The written exams included the following sections as stated in the English program:

- Listening
- Grammar
- Vocabulary
- Communication
- Reading
- Writing

Their grade came from adding (a) + (b) + (c) + (d), each carrying a 25% value.

At the end of English I, we had forty two (42) students out of the two hundred and forty three (243) who started with the beginner textbook that obtained 11/20 and four students (4) who scored 10/20 or lower.

It was obvious that all that we had done so far had not been enough for these students and that they needed to reinforce the content of English I in order to move on to English II.

It is necessary to explain that the students who scored 12/20 were not considered in this investigation since they had a higher probability of improving and raising their grades; furthermore, most of them had a low grade for not attending evaluations or not submitting assignments.

According to the English Program Regulations, when a student scores 10/20 or lower, he/she is automatically taken out of the English program; that is he/she will not be able to continue with English II. However, this student has a chance to prepare him/herself and take an English II make-up exam (oral and written) at the end of the second semester. If the student passes this English II exam, he/she will continue with English III. We usually offer remedial classes for these students; unfortunately, very few take advantage of these classes.

Given this situation, we proposed the use of language awareness techniques offering a two-month remedial course to improve the level of achievement in the English skills of these 42 students.

Due to the time allotted for each semester, we only had 2 months for this remedial course and for covering the content required for this purpose. Therefore, the English staff (6 teachers and 1 coordinator) set up this content for reinforcement before continuing with English II, based on the learning objectives and the students' weaknesses observed in English I.

With this in mind, we convened that the forty two (42) students would attend this remedial course within the regular schedule.

Unfortunately only twenty seven (27) accepted to participate; the other fifteen (15) students refused to participate due to their working schedules.

The English classes are given in three (3) different schedules:

- Monday – Wednesday 5:00 – 7:00 (5 groups)
- Tuesday – Thursday 8:00 – 10:00 (2 groups)
- Wednesday – Friday 5:00 – 7:00 (1 group)

We chose the Monday – Wednesday schedule for our remedial course since most of these forty two (42) students would attend classes in that schedule. Otherwise, we might have ended up with no students at all.

The remedial course was developed in sixteen class sessions of 110-minutes each. Since the students had already used their books and workbooks for their regular classes in English I, we decided to prepare worksheets for grammar and vocabulary and continue using the textbook for the listening and reading skills. We also prepared new power point presentations to introduce the topic, to set the communicative aspect of the lesson, and to notice the language item being studied.

These adult students felt that they could have gotten a better result in English I, but by not using Spanish in their regular classrooms it prevented them from understanding and learning the new language. Furthermore, they believed that their teachers were not helpful enough to understand their needs to have Spanish explanations. Consequently, in this remedial course, we used Spanish for three important reasons:

- a) First, because we needed to create a non-threatening atmosphere,
- b) Second, to let the students understand that we supported them and that our first priority was to help them achieve their goal, and
- c) Third, these students have already finished a career -they are all primary teachers- and have acquired a metalanguage in their own language so this may help them in the acquisition of a foreign language.

It has been proven that learners rely on their mother tongue at the beginning of the learning of another language since they lack resources in the new language. In other words, the mother tongue is used as a source of background knowledge to help learners understand the new language.¹ Considering this, we used Spanish in our remedial classes for learning strategy training, for helping them analyze the linguistic features being taught, and in some cases, for translating the instructions. We also allowed the students to ask questions in Spanish at the beginning of the course. Eventually, most of them were able to use the classroom language provided in English.

1.2. Formulation of the problem

From what has previously been mentioned, the problem is stated as follows:

“Will the use of language awareness techniques improve the level of achievement in the English skills of the students taking a Master’s Program in Education in a private university?”

1.3. Hypothesis

1.3.1. General hypothesis

“The use of language awareness techniques will improve the level of achievement in the English skills of the students taking a Master’s Program in Education in a private university”.

1.3.2. Specific hypotheses

- “Using language awareness techniques will improve the level of achievement in listening of the students taking a Master’s Program in Education in a private university”.

¹ Ellis, Rod (1990): *Understanding Second Language Acquisition*, 6th edition, UK: Oxford University Press, 19 – 41.

- “Using language awareness techniques will improve the level of achievement in grammar of the students taking a Master’s Program in Education in a private university”.
- “Using language awareness techniques will improve the level of achievement in vocabulary of the students taking a Master’s Program in Education in a private university”.
- “Using language awareness techniques will improve the level of achievement in communication of the students taking a Master’s Program in Education in a private university”.
- “Using language awareness techniques will improve the level of achievement in reading of the students taking a Master’s Program in Education in a private university”.
- “Using language awareness techniques will improve the level of achievement in writing of the students taking a Master’s Program in Education in a private university”.

1.4. Delimitation of the objectives

1.4.1. General objective

To determine the level of achievement in the English skills of the students taking a Master’s Program in Education in a private university after applying the language awareness techniques.

1.4.2. Specific objectives

- To identify the level of achievement in the listening aspect of the students taking a Master’s Program in Education in a private university.
- To identify the level of achievement in the grammatical aspect of the students taking a Master’s Program in Education in a private university.

- To identify the level of achievement in the vocabulary aspect of the students taking a Master's Program in Education in a private university.
- To identify the level of achievement in the communicative aspect of the students taking a Master's Program in Education in a private university.
- To identify the level of achievement in the reading aspect of the students taking a Master's Program in Education in a private university.
- To identify the level of achievement in the written aspect of the students taking a Master's Program in Education in a private university.

1.5. Justification of the investigation

1.5.1. Evaluation system of the master's program and the English program

Before explaining the justification of the investigation, it is important to describe the evaluation system of the master's program and the evaluation system of the English program.

When we evaluate the students in the master's program, we consider the grades in a 1 to 20 range. According to our educational system, $10.5 = 11/20$, is considered the minimum grade to pass a course. However, the average grade established by the university to complete and successfully pass the English course is $13/20$ which is obtained by adding the 4 English grades and dividing the result by 4 at the end of the fourth semester. For this investigation, we took into account the students who scored $11/20$ at the end of the first semester since they were a greater number than the ones who scored $12/20$. Besides, these latter ones (28 students) had higher probabilities for improvement and getting the established grade than the first group. Furthermore, most of these students scored 12 because they missed evaluations or did not present assignments.

1.5.2. Justification of the investigation

This investigation is justified from academic, methodological and affective aspects.

1.5.2.1. From the academic aspect

It is necessary to start a remedial course to overcome the weaknesses of these students considering the content developed in English I and reinforcing their knowledge of the language to allow them to continue with the next cycle of English.

1.5.2.2. From the methodological aspect

Our regular classes use a communicative approach that promotes students' interaction to communicate; and this process has not been enough for some students; therefore, we propose the use of language awareness techniques as a new learning methodology. Our regular classes are developed in English with a lot of visual help, yet this seems to be insufficient for some students; thus, in this remedial course we consider the use of Spanish to help them understand the target language.

1.5.2.3. From the affective aspect

Affect is related to feelings and emotions and understanding these feelings is quite important in understanding second language acquisition. Let's consider self-esteem, for example, which "expresses an attitude of approval or disapproval, and indicates the extent to which individuals believe themselves to be capable, significant, successful, and worthy".² High self-esteem may cause language learning success so teachers must pay attention to students' feelings if they want them to succeed in learning the target language. When a student has low self-esteem, he/she may inhibit of participating in the class and hence, he/she may not be able to succeed. Once again it is our job as teachers to promote a learning environment in which the student can take risks, prove their hypotheses about the language, make mistakes and understand that making mistakes

² Brown, Douglas (2000): *Principles of Language Learning and Teaching*, 4th edition, New York: Longman Pearson Education, 145.

is just a part of his/her learning; otherwise, he/she may inhibit of participating in class due to the fact of their internal and external threats. That is, a student cannot use the language because he/she is afraid of what the others may think of him/her if it is not correct. This produces anxiety and prevents student from learning.

Attitude and motivation are two main concerns in language teaching and learning. It is said that if a student is not motivated nor has he/she the right attitude, he/she will not succeed even though he/she may be skillful enough to learn.

The adult students of the sample are low achievers who are not motivated to learn another language, nor do they have the right attitude to study the course since they usually state that the English language is too difficult to learn, and that they are not able to learn it. They usually say, “A mi no me entra el inglés”, (I am not able to learn English), “A mi edad es muy difícil aprender otro idioma”, (Considering my age, it is too difficult to learn another language). Furthermore, they are usually demotivated to continue with the course and feel they are not being supported by the institution. Therefore, to have proposed a remedial course to help them cope with their difficulties in learning the target language has had a very positive impact on them and they are very grateful to the institution for helping them to reach their goal. Moreover, the use of Spanish in the classes has contributed with the implementation of a stress-free environment. Consequently, their self-esteem increases and their attitude towards the English program changes in a positive way.

1.6. Limitations of the investigation

One of the biggest problems we have faced in this remedial course was students' attendance. Some of them either did not come to class or were too late. As we have already mentioned, 27 students registered for this remedial course; however, only 25 attended classes. In other words, 2 students never showed up. Furthermore, from these 25 students only 4 completed the 16 class sessions established for the remedial course.

The irregular attendance of some of these students hindered the normal development of the class. For example, when some of the students arrived late or came back after having been absent for a session

or more, they asked for explanations that had already been given distracting the other students' attention and delaying the fulfillment of what had been programmed for the session. Moreover, these students insisted on having the teacher translate the class, which of course, we did not accept since that was not the purpose of the course.

In addition to this, some of these students did not do their homework, nor did they study for quizzes or tests hindering their learning and complaining for not being able to succeed.

1.7. Antecedents of the investigation

Although we did not find a specific study as the one presenting in this investigation, we did find five (5) related studies about improving students' English abilities by using a different approach to teaching/learning.

1.7.1. Study 1

In June 2006, Adriana Isabel Restrepo Pérez presented an action research project entitled *Implementing Language Awareness Approach to Grammar through Topics*.³

In her research she explains that grammar was usually taught through explanations given by the teacher in a deductive way followed by meaningless activities that the students had to write. Among these activities, they had to translate English texts into Spanish. The classes did not emphasize the use of English in class nor did they emphasize communication among students and/or teacher. Considering the given situation, she proposed implementing a language awareness approach to teach grammar inductively by allowing the students to discover, with the teacher's help, how the language works. Grammar in this approach was taught in context using the topics that the researcher and the students had agreed to use.

³ Restrepo, Adriana (2006): *Implementing Language Awareness Approach to Grammar Through Topics*. On Line. December 06th, 2011. Accessible in <http://tesis.udea.co/>

Thirty eight (38) students who belonged to Grade 9 of the Instituto Educativo Comercial Antonio Roldan Betancur, Antioquia, Colombia, (a public school), participated in the research. They were 22 girls and 16 boys whose ages were between 14 – 16 years old.

The results of this action research project were the following:

- Most of the students were able to notice the grammar item being presented in context (input).
- The students needed metalanguage in order to understand the explicit explanations of the teacher.
- The students were able to understand the linguistic feature and produce it.

Consequently the results proved that a language awareness approach to grammar instruction helped the learners acquire a better understanding of the language and prepared them for writing.

1.7.2. Study 2

In 2008, Timothy Musgrave presented an action research project entitled *Developing Grammar Awareness Techniques in a Communicative Language Teaching Setting*.⁴ The purpose of the study was to develop the use of grammar awareness techniques for developing and teaching grammar awareness in a communicative language teaching setting. He also pretended to enhance his teaching by improving classroom management and promoting supportive learning environment through peer correction and collaboration among the students.

This action research was held in a private language school in China and consisted of 15 one-hour-lessons given to a group of mixed ability adult learners within complementary lessons.

⁴ Musgrave, Timothy (2008): *Developing Grammar Awareness Techniques in a Communicative Language Teaching Setting*. On line. December 06th, 2011. Accessible in [http: www.eslteacherjim.com](http://www.eslteacherjim.com)

The results proved that providing students with lessons that allowed them to discover the grammar item enhanced the learners' fluency and accuracy. He also learned that teachers need to understand the learners' need, their cultural background and learning styles if they want their students to succeed in learning the target language. So it is important to make the content of the lessons appropriate for the students by making them engaging and appealing to the students.

1.7.3. Study 3

In 2007, Chen Tzu-Chin, Assistant professor in the Department of Applied English Studies at Ming-Dao University, presented an action research entitled *Underachieving Students' Improvement in a Primary EFL Remedial Program*.⁵ The purpose of the study was to demonstrate the effectiveness of a remedial program in a cram school by helping underachieving students to improve their English speaking abilities to be able to rejoin their regular class.

Eight (8) primary students, seven (7) boys and one (1) girl, who had scored less than 60 % in the English Achievement Test after having completed their first course, participated in the investigation. One of these students could not attend classes and left the program.

The remedial program lasted four months offering two one-hour classes a week. These classes were delivered after the regular classes to reinforce the students' learning outcomes.

The teacher set a class routine to prevent students from misbehaving and talking in their native language. Eventually, the students responded positively to this routine and became involved by actively participating in classroom activities. The teacher gave quizzes after each class to identify the students' proficiency level.

⁵ Chen Tzu-Chin (2007): *Underachieving Students' Improvement in a Primary EFL Remedial Program*. On line. December 06th, 2011. Accessible in <http://www.mdu.edu.tw>

At the end of the fourth month the students were given an English Achievement Test similar to the test they had had at the end of their regular course.

The results of this test compared to the previous one stated that:

- Six out of the seven students scored more than 70%.
- All the students improved in their English proficiency test after the remedial program.

Consequently, the remedial program proved its effectiveness.

1.7.4. Study 4

In 2008, Paul Camhi and Miriam Eisenstein Ebsworth published an article about the results of a three-year action research study entitled, *Merging Metalinguistic Grammar Approach with L2 Academic Process Writing: ELLs in Community College*.⁶

The study refers to the use of the GAINS (Grammar Awareness through Isolation, Integration, and Scaffolding) approach to writing, developed by Paul Camhi, and its effect on improving English writing proficiency as measured by the WAT (Writing Assessment Test) for advanced ESL classes at an urban community college. It also compared the results obtained after applying this approach with the results obtained by applying other approaches to writing in the same community college.

The participants were 1,016 non native advanced ESL learners taking writing classes at a community college. Their age ranged between 16 – 60 years old.

The methodology consisted of the analysis of a context in which a grammar item was used and learners, with the help of the teacher, were induced to discover the “pattern being investigated”. The learners were

⁶Camhi, Paul and Miriam Eisenstein Ebsworth. (2008): *Merging a Metalinguistic Grammar Approach with L2 Academic Process Writing: ELLs in Community College*. On line. December 06th, 2011. Accessible in <http://www.testl-ej.org/>

also provided with a deductive summary of each process and principle to balance the inductive procedure and to address those learners who benefit from explicit formulations.

The results after taking the WAS (Writing Assessment Test) at the end of a semester, showed that:

- 49,5% of the students who were taught with the GAINS approach to writing passed the WAS,
- 20,6 % of the students who were taught with the portfolio approach passed the WAS,
- 28% of students taking other approaches to writing passed the WAS.

The students demonstrated a high level of satisfaction with nearly all aspects of the writing course with the GAINS approach as stated in the questionnaire and interview answers.

1.7.5. Study 5

In 1999, Erica De Paz Berrospi, Mirtha Flores Gutierrez, Elizabeth Flores Portal, Rubi Laredo Gomez, and Keyla Magaly Perez Cardenas, presented the thesis entitled, *Aplicación del Módulo REMEK para Favorecer el Nivel de Logro de las Competencias Comunicativas Orales y Escritas del Idioma Inglés en los Alumnos del Ciclo Básico I del Centro de Idiomas del IPN – M en el año 1999* (Instituto Pedagógico Nacional de Monterrico).⁷

(Applying the REMECK Module to Favor the Level of Achievement of the Oral and Written Communicative Competences in English of the Basic I Students of the Language Center of the IPN – M, 1999)

⁷ De Paz, Erica; Flores, Mirtha; Flores, Elizabeth and others (1999): *Aplicación del Módulo REMEK Para Favorecer el Nivel de Logro de las Competencias Comunicativas Orales y Escritas del Idioma Inglés en los Alumnos del Ciclo Básico I del Centro de Idiomas del Instituto Pedagógico Nacional de Monterrico en el Año 1999*, Licentiate Thesis not published, Lima: Instituto Pedagógico Nacional de Monterrico.

In this thesis, the researchers proposed the use of the REMEK module as a new and innovating methodology to be used in the Language Center of the Instituto Pedagógico Nacional (IPN), which at that time, did not have a fixed methodology. The name REMEK is an acronym made from the first letter of the first names of each of the researchers.

The study proposes the use of the REMEK module, which is based on the communicative and constructivist approaches to learning, to improve the level of achievement of the written and oral competencies of the Basic 1 students of the Language Center of the Instituto Pedagógico Nacional de Monterrico.

One hundred and twenty eight students that were registered in six (6) Basic I groups of the Language Center participated in the investigation. Eighty eight (88) students of this sample formed four (4) Basic I groups, which were assigned to two (2) of the researchers. The remaining students were assigned to two (2) other teachers of the Language Center. It is important to mention that all the students of the sample, men and women were also students of education programs in the same institution in different areas and their ages were from 17 to 26 years old.

The results of the investigation were:

- The application of the REMEK module improved the level of achievement of the oral and written competencies in English of the students of the sample. 79,5 % of the experimental group rated the levels of Good and Fair, while 95% of the students in the control group rated the levels Fair and Bad.
- 67,1 % of the experimental group rated the level of Fair and Good in the oral communicative competencies, while 77,5 % of the control group rated the levels Fair and Bad.
- 86,4 % of the experimental group rated Good and Very Good at the level of achievement in the written communicative competencies, whereas 85 % of the control group rated Fair and Good for the same competency.

- The application of the REMEK module favored the development of attitudes of solidarity, participation, responsibility, respect, and honesty among the members of the experimental group.

All of the five studies presented above considered a communicative approach: language is more than form; it also implies meaning and it is presented in context.⁸ Furthermore, the students were involved in their learning process through meaningful tasks in which they have the opportunity to develop as learners and persons.⁹ They all proposed a different methodology to improve students' learning. Restrepo's, Musgrave's, Camhi and Eisenstein's studies used language awareness or grammar awareness to improve the students learning of the target language. They used the analysis of the language with the help of the teacher to have students discover the grammar feature being studied and hence, improve the students learning.¹⁰ Restrepo's, Camhi and Eisenstein's studies considered the use of explicit explanation as a way of reassuring students' discovering of the language.¹¹ Chen's study considered the importance of developing a remedial course for underachieving students. Musgrave's and De Paz's gave emphasis to a supporting environment through peer correction and collaboration among students as important factors for the students' learning.

⁸ Thornbury, Scott. (2004): *How to Teach Grammar*, 6th edition, Essex: Pearson Education Limited, 91 – 112.

⁹ Richards, Jack C. and Rodgers, Theodore S. (1991): *Approaches and Methods in Language Teaching*, 7th edition, Melbourne: Cambridge University Press, 69 – 72.

¹⁰ Harmer, Jeremy. (2008): *How to teach English*, 3rd edition, Essex: Pearson Education Limited, 81 – 84.

¹¹ Loc. Cit.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Learning a foreign language

All human beings begin to acquire a language as they start to talk and get to a proficiency level when they are children, though this is an unconscious process. That is, they are able to use the language quite well but are not able, for example, to recognize the grammar or explain what they have used. However, learning another language when the students are adults becomes a conscious process for they have already learned their native language and have other background knowledge which may facilitate or interfere with their learning.

Second language acquisition has been defined as the process by which someone learns another language after having learned his/her own language. “It is the study of how learners learn an additional language after they have acquired their mother tongue”.¹² It also means learning

¹² Ellis, Rod (1990): *Understanding Second Language Acquisition*, 6th edition, UK: Oxford University Press, 5.

another language either in a natural environment or in a classroom and is related to the learning of syntax, morphology, phonology, semantics and pragmatics of the language.¹³ It is important to understand the process of second language acquisition for the learning of another language as well as for teaching it.

Adult learners can acquire a new language when they need it so and when they are given the chance to do it. They are afraid of making mistakes and usually revise what they have said to improve it for the next time. They pay attention to what others say to incorporate it to their own repertoire and usually practice and rehearse the language before saying it. They usually ask when they notice something different about the target language that needs clarification. They need to be certain that the assumptions about the new language they have made are correct or not. So, it is very important that the teacher help them clarify any doubts explicitly. In other words, adult learners learn consciously, and noticing – a conscious process- is a necessary condition for learning,¹⁴ “Schmidt proposes the crucial construct of noticing to start to account for the way in which (a) not all input has equal value and (b) only that input which is noticed then becomes available for intake and effective processes”.¹⁵

He also considers that frequency and notability of the language item are two important components along with instruction for the learner to notice the form.¹⁶

The tasks proposed for this study foster noticing which may allow students to be consciously aware of the differences between their outputs and the right form of the language item being studied as well as to analyze and process the context in which the language item is presented.

¹³ Harmer, Jeremy. (2008): *How to teach English*, 3rd edition, Essex: Pearson Education Limited, 46 – 80.

¹⁴ Skehan, Peter (2003): *A Cognitive Approach to Language Learning*, 5th edition, China: Oxford University Press, 48.

¹⁵ Ibid., 48–52.

¹⁶ Loc. Cit.

2.2. Language awareness

Since the traditional methods in which grammar was seen as a set of rules that the learner had to master through meaningless practice and memorization, passing by the naturalistic methods that avoided grammar explanations and favored natural communication in the classroom, to more recent methods that see grammar as to be taught for the learners to use the target language fluently, accurately, and appropriately, grammar teaching and learning has always been a matter of great concern.

In the 1980s and 1990s positive results for grammar instruction in the classroom were reported and “techniques were developed whereby students would be able to “notice” grammar, often spontaneously in the course of a communicative lesson, and especially if the grammatical problem impeded comprehension”. This process is called language awareness. That is, learners are able to notice and learn how a grammar feature works.¹⁷

It is clear then that grammar instruction should be considered a must in second language acquisition and the kind of activities in which learners should be involved should call for their reasoning raising their awareness “of important linguistic features, to see what attributes these features share, to notice how they differ from other related features, and, in time, to help learners construct their own grammar from personal exploration and trial-and-error tasks”.¹⁸

Bourke defines language awareness as linguistic problem-solving. Moreover, he states that, “Language awareness is different in that it involves learners, individually or in groups, in exploratory tasks, very often on bits of language that need repair”.¹⁹ Language awareness makes use of cognitive strategies such as noticing, hypothesis testing, problem solving, and restructuring to favor the students language learning.

¹⁷ Bourke, James (2008): “A Rough Guide to Language Awareness”, *Teaching Forum*, 1: 12-21.

¹⁸ Ibid., 12-21.

¹⁹ Loc. Cit.

Bourke mentions these differences between language awareness and traditional grammar:²⁰

- Language awareness cares about using the language for communications, while traditional grammar emphasizes learning about the language.
- Language awareness promotes the use of cognitive strategies such as noticing, hypothesis testing, problem solving, and restructuring, while traditional grammar emphasizes memorizing grammar rules.²¹
- Language awareness focuses on meaning, form, and function, while traditional grammar focuses on form.
- Language awareness focuses on meaning first and then form and functions, while traditional grammar focuses on form only.
- Language awareness develops conscious learning of a specific grammar feature within a context that the student has to analyze, contrast, identify, etc., while traditional grammar presents a list of grammar structures that the student has to memorize.²²
- Language awareness is input processing by using cognitive strategies that allow the student to notice how the language works and contrasting his/her interlanguage with the target language to make the necessary adjustments to his grammar learning; traditional grammar, on the other hand, is mechanical.
- Language awareness includes more than just grammar; it includes vocabulary, morphology, phonology, and discourse.

²⁰ Loc. Cit.

²¹ O' Sullivan, Jill K. (2007): *Grammar Connection 1*, USA: Thomson Heinle.

²² Elbaum, Sandra N. (2005): *Grammar in Context 1*, 4th edition, USA: Thomson Heinle.

2.2.1. Language awareness techniques used in our remedial course

Language awareness techniques are based on the communicative and constructivist approaches to language learning which consider the student as the center of the learning process, so that he/she takes an active role in their learning. For these approaches, the teaching/learning process is dynamic, participative, and interactive. The teacher guides students once he/she has activated their previous knowledge, to construct new and significant knowledge to be incorporated into their long term memory.

“Learning often involves five steps: doing something; recalling what happened; reflecting on that; drawing conclusions from the reflection; and using those conclusions to inform and prepare for future practical experience.”²³ This implies giving our students opportunities to use the language and helping them in all the process by demonstrating or, modeling, guiding, questioning, giving feedback, giving instructions, making them think and reflect about the language and how it works, and last but not least, supporting them at all times. The techniques below, some of them adapted from the ones proposed by Bourke,²⁴ and others adapted from grammar books,²⁵ pretend to follow this process.

Here are the ones used in our classes to promote language awareness:

- Language analysis. The students were provided with meaningful context to focus on a linguistic feature. Through a series of activities, they had to identify, compare, propose a rule and confirm or deny it.

²³ Scrivener, James (2005): *Learning Teaching*, 2nd edition, Great Britain: Macmillan, 20 – 21.

²⁴ Bourke, James (2008): “A Rough Guide to Language Awareness”, Teaching Forum, 1: 16 – 18.

²⁵ Schoenberg, Irene E. and Jay Maurer (2006): *Focus on Grammar*, 2nd edition, New York: Longman Pearson Education.

- Spot the error. The students were provided with a context in which there were several mistakes. They had to identify and correct them.
- Unscramble the sentences. The students had to put the words in the correct order to form accurate sentences or questions.²⁶
- Paraphrase. The students were given sentences and were asked to say it in a different way.
- Match the question with the answer. The students were given several information and yes/no questions with their answers in different order. They had to recognize the kind of question, then look for its corresponding answer and match them.

The communicative and constructivist approaches are based on cognitive theories that consider learning as a mental process by which information is acquired, reviewed, transformed, organized, codified, stored and retrieved. They also take into account the learners beliefs, attitudes, and values which contribute to learning. Cognitive theories recognize that environmental conditions favor learning as well as teachers' explanations and demonstrations, practice and feedback when necessary.²⁷

Bruner proposes learning by discovery, Ausubel talks about guiding this discovery, which becomes the teacher's task. He also proposes reception learning, in which students may relate new knowledge with previous knowledge, as being more effective for classroom purposes.²⁸ The techniques proposed for our investigation promote thinking and active participation of the students in meaningful tasks that may allow them to understand the new language and how it works.

²⁶ Murphy, Raymond (1993): *Basic Grammar in Use*, USA: Cambridge University Press.

²⁷ Schunk, Dale H. (1997): *Teorías del aprendizaje*, 2nd edition, Mexico: Prentice-Hall Hispano Americaca, S.A., 208 – 211.

²⁸ Ibid., 192 – 197

2.2.2. Psycholinguistic processes that support language awareness

Language awareness takes cognitive theories that state that learning is a constructive internal process that the student follows by interacting with his/her environment. We understand that learning is a dynamic process and the student learns when he/she is able to elaborate about something through their experiences, interests, and previous knowledge. Learning by discovery is considered meaningful since it allows the learners to acquire knowledge by formulating and testing their own hypotheses. It is an inductive way of learning and teachers should guide students to explore, experiment, and promote reasoning and its analysis to find solutions to problems. Teaching means to facilitate and guide students to build their own knowledge by using strategies and supervising their own learning. Learning involves processing information that is how meaning is identified and understood, organized, stored, and retrieved when necessary.

According to Skehan, there are three stages of information processing: input, central processing, and output, which are described below.²⁹

1. Input refers to the information the learner receives through their senses and from which he/she can learn after processing it.

VanPatten cited in Skehan, makes a distinction between comprehension-based and processing-based approaches to input.

Comprehension-based approach is to extract meaning without considering form.

Process-based approach is more concerned with the control of attention during comprehension by focusing on different language features. VanPatten cited in Skehan, mentions the implication of process-based approach in pedagogy. "It suggests the usefulness of training language learners in effective processing, to make them more able to notice relevant cues in the input so that form-meaning links are more

²⁹ Skehan, Peter (2003): *A Cognitive Approach to Language Learning*, 5th edition, China: Oxford University Press, 43.

likely to be attended to”.³⁰ In other words, for input to become intake the learner has to be conscious not only of meaning but of the form being used so that it can be incorporated into the learner’s developing language system or interlanguage.

Schmidt cited in Skehan, says that not all input has equal value and only input which is noticed can be changed into intake.³¹ This happens when a linguistic feature appears frequently and is relevant for the learner. He states that the learner has to be aware of a linguistic feature in order to incorporate it into his/her developing language system. Its pedagogical implication is that the role of instruction is crucial to focus learner’s attention on specific features of the language that without instruction may have been ignored.³²

He describes the following influences on noticing:

- Individual differences in processing ability. An internal factor that makes some learners be more effective processing input than others, so they are more able to notice new forms from input which then may be integrated into their language developing system.
- Readiness to notice, another internal factor that reflects the influence of long-term memory. “In this case noticing might be a function of what the internal structure or mechanisms are predisposing the learner to be ready to attend to”.³³
- Task demands, “which concern what is expected of the language user at any given moment as a result of the activity he or she is

³⁰ Ibid., 47.

³¹ Ibid., 48-50.

³² Skehan, Peter (2003): *A Cognitive Approach to Language Learning*, 5th edition, China: Oxford University Press, 48-50.

³³ Ibid., 50-51.

engaged in”.³⁴ Tasks can be prepared to deliberately focus on a particular form so that the learner can notice it.

2. Central processing which decides which information should be processed and where it should be sent and stored, short term or long term memory. It is also responsible for retrieving this information as output when needed.

There are two representational systems: rule-based and exemplar-based systems.

The former is generative and flexible, while the latter based on memory, is more rigid in application but acts faster and successfully in communication.³⁵ The two systems exist together, the first one refers to generative rules that may lead to well constructed sentences, while the second one refers to a structured memory system of useful chunks of language. This is related to implicit and explicit learning. The former is incidental and involves unconscious induction resulting in the establishment of abstract rules and representations for spontaneous performance and is unaffected by instruction. The latter, involves selective attention to rules and conscious induction of abstract rules that have a potential influence upon performance.³⁶

Ellis, cited in Skehan, argues that “with complex material, a limited number of variables, and some degree of saliency in the input, selective, rule-focused explicit approaches are superior, but with less structured materials, more variables, and less obvious input, implicit approaches produce better results”.³⁷ He suggests that “the function of explicit instruction is to make aspects of the input salient”.³⁸ These two

³⁴ Loc. Cit.

³⁵ Skehan, Peter (2003): *A Cognitive Approach to Language Learning*, 5th edition, China: Oxford University Press, 62.

³⁶ Ibid., 54.

³⁷ Ibid., 55.

³⁸ Loc. Cit.

processes, implicit and explicit complement each other and facilitate learning.

It is also important to consider the learner's own perception on the way ruled-based and exemplar-based systems work since it may influence how processing systems operate and how learning takes place. Here, consciousness awareness is relevant since it helps the learner to understand better the instructions, to compare their interlanguage with the language presented, to transform and recombine structured material, and to test their hypotheses about the target language.

3. Output refers to students' producing the language either orally or written. Skehan, based on Schmidt analysis of fluency and the way consciousness is used, describes three approaches for fluency development:

- a) Accelerating models which refer to the natural sequence in which declarative knowledge turns into procedural knowledge and a behavior becomes automatic. That is, conscious knowledge becomes subconscious progressively. This is the way skills are learned.
- b) Restructuring models operate in a different way. Here rules are restructured and better organized to improve performance.
- c) Instance-based models refers to the use of lexical chunks converted into exemplars that have been learned and stored as a consequence of previous application of rules. Instance-based learning accounts for performance.

Output then is the product of memory-based system. It is also important to point out that for adults, meaning comes first.³⁹

2.3. Achievement

The dictionary defines the verb to achieve as "to successfully complete something or get a good result, especially by working hard".⁴⁰

³⁹ Ibid., 59-61.

Achievement then refers to succeeding in something due to our effort. In our investigation we have defined achievement as being able to understand the language content proposed for the remedial course, and it is measured with a test which is graded 0 – 20 according to the answers given by the students. These grades are divided in four levels:

- a) Very good, meaning: Satisfactorily achieved or developed.
- b) Good, meaning: Acceptably achieved or developing.
- c) Fair, meaning: In process or initiating.
- d) Bad, meaning: Not reached.

2.4. Remedial courses for adults

Remedial classes are usually created to strengthen students' achievement in subjects such as math, chemistry, English, etc. Sometimes, students who attend these classes consider themselves as not being smart enough to study in a regular course. It may be partially true especially when the students are children or adolescents, but that is not the case when the students are adults. In this case, the adult students appreciate the effort made by the teachers and institutions to help them learn. They appreciated the flexibility in schedules, the material prepared, and the tutoring to help them cope with their learning difficulties.

Chile has been working on remedial programs for adults to complete their primary or secondary levels of education. The purpose of this program is to give the students more opportunities to learn, reinforce, update, complete or wider their knowledge and aptitudes for their personal and professional growth.⁴¹

⁴⁰ Pearson Education Limited (2005): *Longman Dictionary of Contemporary English*, U.K.: Pearson Education Limited. 12.

⁴¹ ICCE (2010): Nivelación de Estudios de Enseñanza Media para Trabajadores. On Line. December 06th, 2011. Accessible in <http://www.icce.cl/>

In our study, we conducted two previous remedial courses for students who were not doing well in their regular classes. The purpose of these courses was to reinforce the content of the regular classes. Contrary to what one may have thought, the participants appreciated the assistance provided by the institution. Moreover, they changed their attitude toward the course.

CHAPTER III

METHODOLOGY OF THE INVESTIGATION

3.1. Investigation type

The present study is a quantitative investigation of empiric-analytic orientation. Through this investigation, we intend to prove that the application of language awareness techniques may increase the level of achievement in the English skills of the English I students of a private university in Lima that took a remedial course.

3.2. Design of the investigation

The design we use in this investigation is Quasi-experimental by applying a pre-test and a post-test to only one group of students. It considers quantitative and qualitative data collection by comparing the results of pre and post tests and also the surveys and questionnaire answers to see if the use of language awareness techniques has had any effect on the dependent variable.

According to this, the graphic design of our investigation is as follows:

EG 01 X 02

EG: Experimental Group

01: Pre-test that will be applied to the experimental group

02: Post-test that will be applied to the experimental group

X: Language awareness technique

3.3. Population and study sample

3.3.1. Population

The population is composed of three hundred (300) teachers of primary and kindergarten levels who work in public schools in Region Callao. Two hundred and forty three (243) of these teachers are studying English for the first time, thirty eight (38) belong to the elementary group, and nineteen (19) students were exempted from the English program for having reached the competency level in the placement test, as described in the introduction of this thesis.

These 243 students started English I within the first semester of the Masters program and developed the first 4 modules of the text *American Traveler for Beginners*.

At the end of English I, the results showed that forty two (42) students of the two hundred and forty three (243) obtained 11/20 as final grade and four (4) students failed the course because they obtained 10 or lower.

In that sense, our universe of low-achieving students is of forty two (42) students.

3.3.2. Sample

Even though these forty two (42) students were all summoned to take the remedial course, only twenty seven (27) accepted to participate. The other students said that the remedial class schedule was incompatible with their working schedule, so they decided not to participate.

That is why our sample is composed of 27 students who voluntarily registered for this remedial course.

3.3.3. Characteristics of the sample

These twenty seven students (27) are all adults whose ages range between 35 – 60 years old. They have just had the experience of studying English for the first time in their lives, as they all stated. Even though seven (7) of these students said they had studied English before, they realized they had not really learned any English at all and considered themselves to be real beginners. However, they all complained about the methodology used in the classes. They said that the teachers used English and refused to translate everything; consequently, they were not able to learn and get a good grade. They also complained about classes starting on time did not allow them to come late.

These twenty seven students (27) who had studied Education in their hometowns and are now working at public schools in Region Callao, perceive themselves as people who have made a great effort to learn and get a good grade in English I, but it did not happen since their teachers were not supportive and did not understand that their lack of time had prevented them from doing homework and studying for quizzes or exams. Moreover, they insist that if the classes had been in Spanish, they would have had an opportunity to get a better grade.

We expected to begin the remedial course with the twenty seven (27) students who registered for it; unfortunately, two (2) students never showed up, so the twenty seven (27) students considered in this investigation were reduced to twenty five (25). Furthermore, these twenty five (25) students had irregular attendance for the remedial course. Below, we present the sample characteristics.

Table 1: Distribution of the sample by age (N= 25)

Age	N	%	Mean age
35 – 45	10	40	47,5
46 – 55	11	44	
56 – 60	4	16	

Source: Registration, October 2010

The students' ages range between 35 and 60 being the mean age 47,5 years old. The youngest student is 35 while the oldest is 60. Most of the students are within 46 – 55 range.

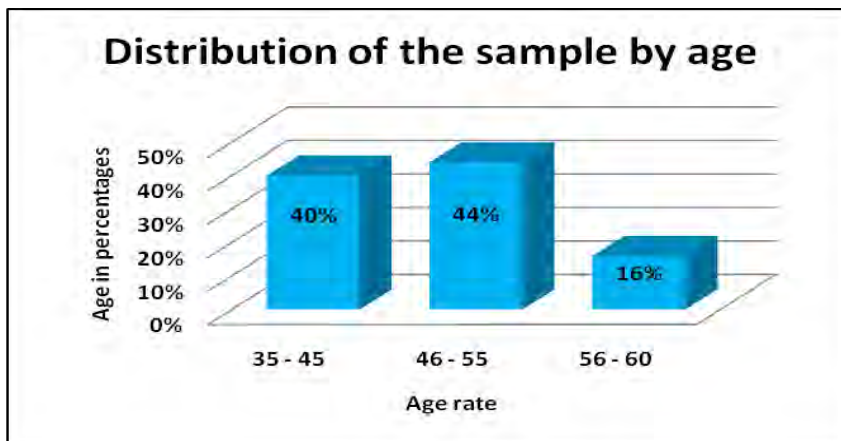


Figure 1: Age of the students sample in percentages

As seen in figure 1, 44% of the students are within 46 – 55 years old rate and represent the bigger group followed by the students whose age range between 35 – 45 years old, which represent 40% of the sample.

Table 2: Distribution of the sample by gender (N= 25)

Gender	N	%
Men	7	28
Women	18	72

Source: Registration 201

Eighteen (18) students of the sample were women, while seven (7) were men.

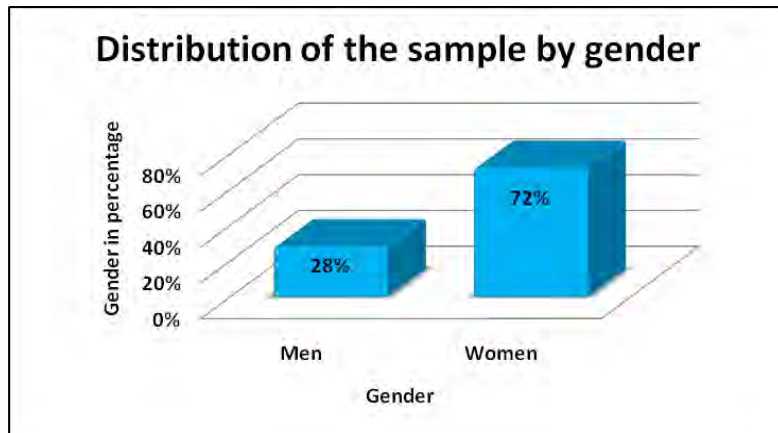


Figure 2: Gender of the sample expressed in percentages

Figure 2 shows that 72% of the sample were women while 28% were men.

3.4. Variable

3.4.1. Independent Variable

The independent variable refers to the language awareness techniques to be used in the remedial course.

Through the use of language awareness techniques we intend to enhance the English skills in listening, grammar, vocabulary, communication, reading, and writing of the students taking this remedial course.

3.4.2. Dimension of the independent variable

- a) Listening: To understand an oral dialog and be able to identify specific information about personal information.
- b) Grammar: To complete sentences or questions by choosing the right word.
- c) Vocabulary: To identify the right word to complete a sentence.

- d) Communication: To understand conversational situations by choosing the right exchange.
- e) Reading: to understand a written text and be able to identify specific information.
- f) Writing: To formulate and write simple questions.

3.4.3. Dependent Variable

The dependent variable refers to the progress made by the students in understanding and using the language content proposed for the remedial course.

The level of achievement in the English skills of the students is evaluated through the following levels and range:

3.4.4. Dimension of the dependent variable

These dimensions will allow us to grade the level of achievement of the students of the sample who are taking the remedial course.

Table 3: Dependent variable

Level	Grade (Quantitative)	Grade (Qualitative)
Very Good	18 - 20	Developed
Good	14 - 17	Developing
Fair	11 - 13	Initiating
Bad	0 - 10	Not reached

With these levels and grade ranges we intend to know the level of achievement in the English skills of the students who took the remedial course.

3.5. Techniques and instruments for gathering data

The purpose of this investigation was to determine to what extent the application of the language awareness techniques favored the level of achievement of the English skills of the students who took the remedial

course. For this reason, we applied a pre-test at the beginning of the remedial course, and a post-test (elaborated by the writer and revised by a group of experts) at the end of the remedial course. Each test had 20 items divided into 6 parts, and each item had a value of 1 point which added up to 20 points. Comparing the results of both tests allowed us to collect evidence to evaluate the level of achievement in listening, grammar, vocabulary, communication, reading, and writing of the English I students who took the remedial course.

3.5.1. Description of the instrument

The test has 6 parts with a total of 20 items of 1 point each. These items evaluated the content the students had learned in the course and included listening (2 items), grammar (4 items), vocabulary (4 items), communication (4 items), reading (4 items), and writing (2 items). Furthermore, we used techniques such as doing multiple choice exercises, formulating questions, and writing true or false as responses.

3.5.2. Components and their content

- a) Listening: The ability to understand spoken English. In this case, we expect the students to be able to understand simple oral texts for specific information in simple present tense.
- b) Grammar: The ability to use linguistic features correctly. We expect the students to be able to use subject pronouns, possessive adjectives, the verb to be in affirmative, negative, and interrogative, the simple present in affirmative, negative, and interrogative, and position of frequency adverbs correctly in simple present.
- c) Vocabulary. The ability to understand, to keep, and retrieve words and lexical chunks. We expect the students to be able to understand, store, and retrieve vocabulary referred to adjectives for physical appearance, colors, clothing items, family members, days of the week, and prepositions of time and place.
- d) Communication: The ability to produce oral and written texts fluently and accurately. We expect the students to be able to

recognize conversation exchanges referred to basic personal information, routines, physical appearance, and relationships in simple present tense.

- e) Reading: The ability to understand written texts. We expect the students to be able to understand written texts related to family members, daily routines, physical descriptions, and personal information in simple present tense.
- f) Writing: The ability to produce written texts. We expect the students to be able to write information and yes/ no questions in the simple present tense with be and do.

3.5.3. Instrument matrix

In the instrument matrix we have considered the variables, the dimensions of each variable, the indicators for each dimension, the number for items for indicators and the score of each item.

Table 4: Instrument matrix

Variable	Dimension	Indicators	Item	Score
Language awareness techniques (Independent variable)	I. Listening	Recognizes specific information in a dialog.	I.(1) I.(2)	1 1
	II. A. Grammar	Identifies and uses subject pronouns, possessive adjectives, prepositions of time, the verb to be, the simple present tense, and frequency	II.A. (1) II.A. (2) II.A. (3) II.A. (4)	1 1 1 1

		adverbs.		
	II. B. Vocabulary	Identifies and uses vocabulary related to family members, adjectives of appearance, clothing items, and days of the week.	II.B. (5) II.B. (6) II.B. (7) II.B. (8)	1 1 1 1
	II. C. Communication	Analyzes and identifies conversation exchanges referred to basic personal information, routines, relationships, and physical appearance.	II.C. (9) II.C. (10) II.C. (11) II.C. (12)	1 1 1 1
	III. Reading	Understands a written text in simple present to identify specific information.	III. (1) III. (2) III. (3) III. (4)	1 1 1 1
	IV. Writing	Formulates and writes information and yes/no questions for given answers with to be and do.	IV. (1) IV. (2)	1 1

TOTAL				20
Level of achievement (Dependent variable)	Very Good Good Fair Bad			

3.6. Other instruments for gathering data

3.6.1. Questionnaire

The questionnaire was written in Spanish considering the limited command of the language these students had and was meant to find out about the students' perception of their learning performance after finishing English I. It was made up of 5 parts:

- The first part of the questionnaire intended to collect personal information and had 3 questions (items 1.1 – 1.3).
- The second part had 4 questions (items 2.1 – 2.4) and meant to collect information of the students' willingness to learn English.
- The third part of the questionnaire had 3 questions (items 3.1 – 3.3) and aimed at collecting information of the students' participation in class.
- The fourth part consisted of 6 questions (items 4.1 – 4.6) to find out about students' performance in the classroom.
- The fifth part had 18 questions (items 5.1 – 5.18) to find out if the student used learning strategies.

The teachers were given this same questionnaire to evaluate the performance of each of these students in their classes in English I. Its purpose was to compare the perception the students had about their own performance in class and what the teachers had observed and evaluated in class.

3.6.2. Surveys

We elaborated 2 surveys in Spanish. Survey 1 was prepared to evaluate de class sessions and was given to the students at the end of a class session. Survey 2 has as an objective to evaluate the remedial course at the end of it.

- Survey 1 consisted of 4 sentences to be completed by the students. The purpose of this survey was to get feedback about the class sessions and was given after class sessions chosen at random. We evaluated 2 class sessions in April and 4 in May.
- Survey 2 was the final one to evaluate the remedial course. It consisted of 4 questions, 3 were the open-ended type and the other one was to choose between 2 alternatives. It was given on the day when the final test was given.

3.6.3. Classroom Observation Sheet

We prepared a classroom observation sheet in English to evaluate our classes. We asked two colleagues to observe our classes and to give us feedback. It had 7 parts:

- a) Class Information
- b) Lesson set up
- c) Affective dimension
- d) Content organization
- e) Presentation of the lesson
- f) Interactions
- g) Knowledge

3.7. Methodological used in the remedial course

Within the learning process, the methodology used by the teacher is crucial for the students' learning since it may generate acceptance or

rejection of attitudes towards the target language. When the student perceives that the activities and techniques used in the class do not meet his/her expectations and interests, he/she feels demotivated to learn the target language. As teachers, we must consider the students' chronological age and interests, their needs, their backgrounds, and learning styles to choose a teaching method and techniques that best fit them.

The methodology used in this remedial course fosters language awareness. The activities help the students understand how the language works by identifying, comparing/contrasting, and analyzing specific features of the target language in different conversational exchanges. These activities include:

- Language analysis. The students are provided with meaningful contexts to focus on a linguistic feature. The student tries to inductively reach the rule. They have to identify, compare/contrast, or propose a rule and confirm or deny it.
- Spot the error. We pick the errors the students usually make and write them down on a piece of paper or the whiteboard. The students have to read them and notice what was wrong and edit them with the help of other classmates and the teacher, if that is the case.
- Matching the question with its answer. We present the questions and answers in two columns. The students have to identify the question and match it with its respective answer.
- Paraphrasing. This kind of activity is used to foster vocabulary learning at sentence level. Students have to say the same thing in a different way.
- Unscramble the words to form statements. The students have to rearrange the words considering cohesion and coherence.
- Dialogs. The students have the opportunity to practice the language and through speaking model conversations which later are personalized to make them more meaningful to the students.

Another component of our methodology in the remedial course was the use of Spanish.

Cook states that teachers can use the student's language not only for translation, but also for explanation, for classroom management, or to establish personal relationships. He adds that translation plays an important role in language learning since it develops language awareness and use.⁴²

Atkinson cited in Harbord, offers three reasons for limited use of student's language in the classroom:

- Students use translation independently from teacher's instruction. Especially at beginning levels, they rely on translation to be sure they have understood L2 correctly.
- Considering a humanistic approach, it is advisable to allow students to use their language to inquire about something during the class.
- Using the student's language may save time and avoid longer explanations in L2 that may end in the classic question: "yes, but what does it mean?"⁴³

Hawks proposes, "There are a number of situations in which a judicious use of the mother tongue may be advantageous to either the students' learning process or the teacher's ability to provide an efficient learning environment".⁴⁴

In this study, we used Spanish as a means to lower the students' anxiety especially because of students' age and their condition of low

⁴² Cook, Guy (2010): *Translation in Language Teaching*, 1st edition, Spain: Oxford University Press, xix.

⁴³ Harbord, John (1992): "The Use of Mother Tongue in the Classroom". *ELT Journal*. Volume 46/4: 350-355.

⁴⁴ Hawks, P. (2001): "The Use of Mother Tongue in the Classroom" *ELT Journal*. Volume 46/4: 350 – 355.

achievers. We also used Spanish for strategy training; that is, after finishing a listening task for example, we asked the students to identify the steps used in doing that task. Since they all are teachers who believe in training students to learn how to learn, we wanted to take advantage of it and helped them recognize the strategies they already used as well as incorporate others in their learning process. “Strategy training should not be abstract and theoretical but should be highly practical and useful for students”.⁴⁵ Finally, we used Spanish for translating instructions in the class at the beginning of the course. Eventually, the students were able to understand instructions and did not need translation. We distributed the same grammar explanations we prepared in Spanish as those given out at the beginning of English I. We kept the names of the structures being explained in English since there is not always a one-to-one corresponding translation in Spanish and primarily, to help students with their metalinguistic knowledge. Besides, those are the names they find in their textbooks. We also allowed the students to use Spanish to ask for clarification when needed.

3.7.1. Implementing language awareness in the remedial course

The students in the remedial course participate in individual, pair, and group work activities in which they have to demonstrate their mastery of the objectives of the course. Each lesson follows this sequence adapted from the suggested sequence presented by James Bourke.⁴⁶

- The students are exposed to oral and/or written input first focusing on meaning. Here teacher and students activate previous knowledge needed for the activity to come fostering interest in discovering and learning.

⁴⁵ Oxford, Rebecca L. (1990): *Language Learning Strategies: What every teacher should know*, 1st edition, Boston: Heinle & Heinle Publishers, 201.

⁴⁶ Bourke, James (2008): “A Rough Guide to Language Awareness”, *Teaching Forum*, 1: 12-21.

- The students identify, compare/contrast, and analyze the structure using the worksheets prepared by the teacher.
- The students with the help of the teacher notice the structure and the context in which it is presented.
- The students practice the language in different controlled activities. Here the students relate their previous knowledge with the new ones using different strategies such as experimenting, asking the teacher or classmates for clarification, consulting the book, etc.
- The students complete the task, compare their answers and write them on the board.
- The students have a chance to compare their output with the input presented by the teacher.
- The students discuss their findings among themselves and with the teacher; they ask for clarification.
- The students reach the rule of the linguistic item being studied.
- The students produce other examples related to them (personalization) using the language learned.

3.8. Teaching materials

The use of teaching materials facilitates students' learning as it is evident when they are able to identify the form of the language, to create ideas from those already learned, and to correct themselves, among others. We prepare:

- Worksheets for discovering the linguistic feature
- Power point presentations to introduce the topic of the lesson.
- Auditory material such as CDs for listening comprehension.
- Worksheets and textbook for reading comprehension.

CHAPTER IV

RESULTS

In this chapter we will begin analyzing the results obtained in the pre-test and post-test by comparing them. We will analyze the average obtained on both tests and also analyze them by the comparing the mean obtained in each dimension. Then we will analyze the answers given by the students on the questionnaire and compare them to the answers given by the teachers. Finally, we will analyze the surveys.

The students' answers on the questionnaire and surveys were analyzed to get information on the effectiveness of the classes, on the perception the students had regarding their own performance at the end of English I, and on the teachers' perception on the same issue.

4.1. Pre-test and post-test results

Only twenty one (21) students of the sample were considered for the analysis of results of pre and post tests. This is because even though twenty seven (27) students registered for the remedial course, only 25 attended classes regularly. Two (2) students never showed up and from the other 25 students, 4 of them either took the pre-test or the post-test

but not both. Only twenty one (21) students took both exams. Consequently, we will analyze the results of the pre- test and post-test considering these 21 students.

As described in Chapter III, each test has 20 items that measure the content and objectives proposed for each dimension. There are 2 items for listening, 4 for grammar, 4 for vocabulary, 4 for communication, 4 for reading, and 2 for writing. It was given to students who answered it individually in 50 minutes.

These tests given before and after the remedial course, allowed us to collect evidence to evaluate the level of achievement in the English skills of the English I students who took the remedial course. As explained before, each test has 6 parts with a total of 20 items that makes a score of 20/20. Here are the results expressed in grades over 20.

- The maximum grade obtained in the pre-test was 12/20, while it was 17/20 in the post-test.
- The mean grade of the pre-test was 08/20 while the mean grade of the post- test was 13/20. (See tables and charts below)

Table 5: Students' pre and post-tests results

Student	Grades	
	Pre-test	Post-Test
Student 1	08	14
Student 2	08	11
Student 3	10	11
Student 4	09	14
Student 5	06	14
Student 6	09	11
Student 7	10	17
Student 8	06	16
Student 9	05	11
Student 10	06	11
Student 11	05	13
Student 12	11	13

Student 13	04	08
Student 14	09	10
Student 15	10	10
Student 16	10	11
Student 17	06	13
Student 18	09	16
Student 19	12	15
Student 20	10	16
Student 21	03	14
AVERAGE	08	13

The test scores after applying the language awareness techniques in the remedial course are significantly higher than the scores before taking the remedial course. The students improved their English skills as shown in the grades they obtained in the post test, after attending the remedial course for two months.

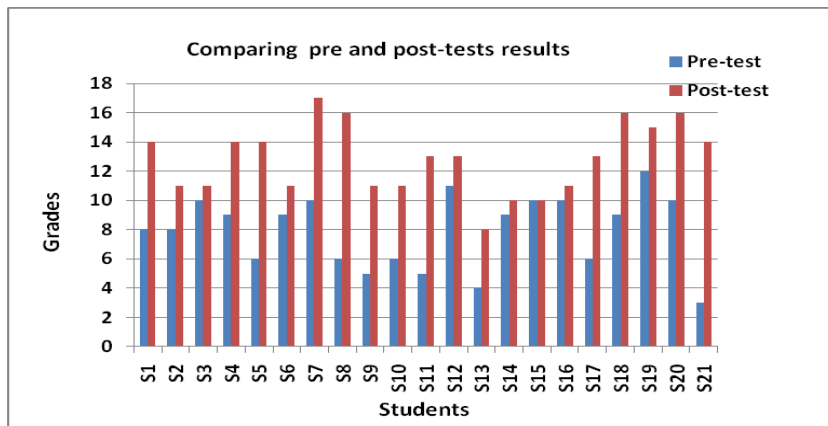


Figure 3: Comparison of pre and post-test scores

Figure 3 represents the grades obtained by each student in both tests. The blue column represents the grades over 20 obtained by each student in the pre-test, while the red column represents the grades over 20 obtained by each student in the post-test. As we can see, all the students improved their grades in the post-test.

Table 6: Level of achievement results

Level/Rate	Pre-test		Post-test	
	N° Ss	%	N° Ss	%
Very Good (18 – 20)	0	0 %	0	0 %
Good (14 – 17)	0	0 %	9	43 %
Fair (11 – 13)	2	10 %	9	43 %
Bad (0 – 10)	19	90 %	3	14 %
Total	21	100 %	21	100 %

Considering the level of achievement, we can see that:

- Only 2 students obtained 11/20 or more in the pre-test, while 18 students obtained 11/20 or more in the post-test.
- None of the students rated Good or Very Good in the pre-test, whereas 43 % (9 students) rated Good in the post- test.
- 90 % (19 students) rated Bad in the pre-test. This percentage was reduced to 14 % (3 students) in the post-test.
- 10 % (2 students) rated Fair in the pre-test, while 43 % (9 students) reached this level in the post-test.

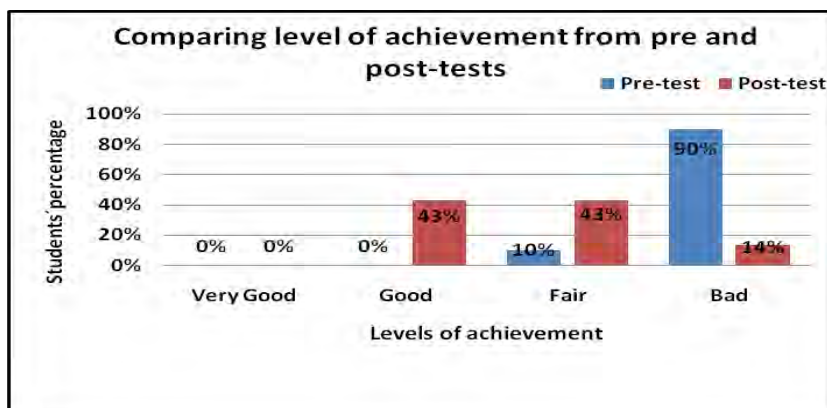


Figure 4: Level of achievement in percentages

Figure 4 shows the level of achievement in percentages obtained in both tests. The blue column represents the percentage of students and the

level they achieved in the pre-test, while the red column represents the percentage of students and the level they achieved in the post-test.

Comparing the results of the pre-test with the ones on the post-test, we can see that there is a significant difference in the level of achievement. The students improved their level of achievement after attending the remedial course.

4.2. Reliability

We say that a test is reliable if its results are consistent. In order to validate the reliability of the post test, we gave it to 30 students in two different occasions. Comparing both results, they were about the same. We used the Pearson correlation test to assess the consistency of the post-test.

Table 7: Reliability test for correlation in two different occasions

Dimension	Correlation	No. of students
Listening	626** 000	30
Grammar	802** 000	30
Vocabulary	815** 000	30
Communication	757** 000	30
Reading	582** 001	30
Writing	528** 003	30
Total	864** 003	30

** Correlation is significant at the 0.01 (2 tailed)

As it is seen in Table 7, the test proved to be reliable and consistent in what it was meant to measure since there was a positive correlation.

4.3. Validity

The dictionary of language teaching and applied linguistics defines validity in testing as “the degree to which a test measures what it is supposed to measure, or can be used successfully for the purposes for which it is intended”.⁴⁷

To validate the post-test we submitted it to the expert opinion of five (5) English teachers. These expert teachers agreed that the test measured what it intended to measure.

Table 8: Name and position of the judges

	Name	Position
1.	Aste Rentería, Rosario	English teacher and Coordinator of the English Program at Maristas School, Callao.
2.	Gonzales Leon, Jose	Coordinator of Academic Research c/o Academic Direction, Instituto Cultural Peruano Norteamericano, Miraflores.
3.	Moscoso Rosas, Carmen	Assistant of Academic Research, Instituto Cultural Peruano Norteamericano, Miraflores.
4.	Muro Flores, Rosario	English teacher of basic, intermediate and advanced levels of English at Instituto Cultural Peruano Norteamericano, La Molina, and at Universidad San Ignacio de Loyola.
5.	Terry Saenz, Carolina	Academic Director of Centro de Idiomas, Universidad Nacional Mayor de San Marcos, Lima.

⁴⁷ Richard, Jack; Platt, J.; Platt, H. (1992): *Longman dictionary of language teaching and applied linguistics*, 2nd edition, UK: Longman Group UK Limited, 396.

All the judges agreed that the items in each dimension of the test measured what it was intended to measure, according to the instrument matrix presented.

4.3.1. Calculation

We used the paired t-test for differences between pre and post tests means. This paired t-test is usually used when the sample in each pair is identical, and we want to compare means over time. In this case, we compared the results of the pre and post-tests taken before and after the completion of the course. Assuming that the same students took both tests, the samples will be taken as dependent samples.

For the statistical hypotheses testing of the dependent samples, we can take the difference between the post-test score and the pre-test score obtained by each student and use the paired sample Student's t-test.

Thus, we will write the null and alternative hypotheses as follows:

$$H_0: \mu_d = 0 \quad (\text{mean} = \text{zero})$$

$$H_1: \mu_d > 0 \quad (\text{mean} > \text{zero})$$

Using the minitab statistical program and the role of the paired Student's t-test, we will evaluate the post-test sample minus the pre-test sample. Therefore, we want to test whether the use of language awareness techniques in the remedial course improved the test results.

Using the Minitab statistical program, we obtain the following test results for the mean differences for the pre-test and post-test.

Table 9: Confidence interval and paired t: post and pre

Paired sample statistics				
	N	Mean	Std. deviation	Std. error mean
Post-test	21	12,810	2,421	0,528
Pre-test	21	7,905	2,488	0,543
Difference	21	4,905	3,113	0,679
95% Confidence interval of the difference: 3.333 t-test mean difference = 0 (vs. > 0): t value = 7,22 p value = 0,000				

Given these results, we can write the test using the p value method:

Null hypothesis H_0

Alternative hypothesis H_a

Statistical test TS: p value = 0.000

Decision rule For a significance level of 0,05, we reject the H_0 if the p value is lower than the significance level of 0,05.

Conclusion Considering that 0.000 is lower than 0,05, we reject the null hypothesis. So at 95% Confidence, we can conclude that the mean of the scores of the post-test are significantly higher than the results of the pre-test. Hence, we can say that the remedial course contributed to the improvement of the results in the test, so it is reliable.

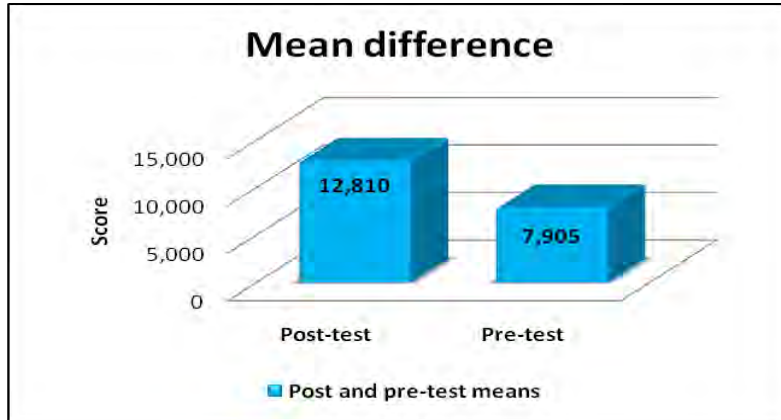


Figure 5: Mean difference in pre and post test scores

Figure 5 shows that the mean of the post-test is 12,810 and the mean obtained in the pre-test is 7,905. We can see a higher mean score in the post test taken by the experimental group after the two-month remedial course using language awareness techniques.

4.3.2. Dimensional Analysis

When comparing the means obtained in each dimension of the pre-test and post-test, we can see that there is a significant difference in each dimension.

Table 10: Comparison of dimension means

	Dimension	Pre-test		Post-test		Expected score	
		F	%	F	%	F	%
1.	Listening	0,81	41%	1,48	75%	2	100%
2.	Grammar	1,38	35%	2,38	60%	4	100%
3.	Vocabulary	2,38	60%	3,14	79%	4	100%
4.	Communication	1,71	43%	2,86	72%	4	100%
5.	Reading	1,52	38%	2,67	67%	4	100%
6.	Writing	0,1	0%	0,38	19%	2	100%

Comparing the means obtained in each dimension in the pre-test and post-test, we can see that there has been an improvement after applying the new methodology in the remedial course.

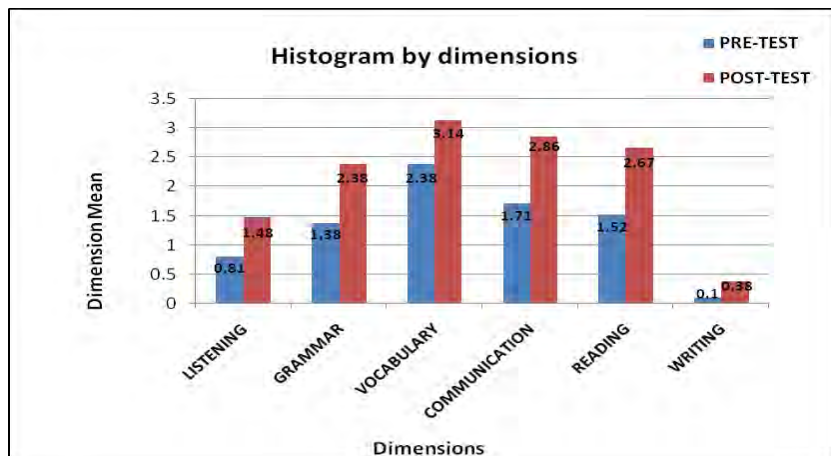


Figure 6: Histogram by dimensions

Figure 6 shows the histogram by dimension in which we can see a relevant difference between each dimension mean obtained in the pre-test and the post test.

Applying the t-student to the dimension data, we state the null and alternative hypotheses as follows:

$$H_0: \mu_d = 0 \text{ (Mean = 0)}$$

$$H_1: \mu_d > 0 \text{ (Mean > 0)}$$

Here are the results:

Table 11: Confidence interval and t paired: Post-test. Pre-test

T paired for post-test and pre-test				
	N	Mean	Std. deviation	Std. error mean
Post-test	6	2,152	2,421	0,528
Pre-test	6	1,317	0,783	0.320
Difference	6	0,835	0,337	0,137
Lower level 95% for the mean difference: 0,558				
Mean difference t test = 0 (vs. > 0): T value = 6,08 p value = 0,001				

Given these results, the test can be written as follows using the p value method:

Null hypothesis H_0

Alternative hypothesis H_a

Statistical test TS: p value = 0.000

Decision rule For a significance level of 0,05, we reject the H_0 if the p value is lower than the significance level of 0,05.

Conclusion Considering that 0.000 is lower than 0,05, we reject the null hypothesis. So at 95% Confidence, we can conclude that the post-test score mean by dimensions is significantly higher than the pre-test results. Hence, it can be concluded that the remedial course contributed to the improvement of the results in the test, so it is reliable.

4.4. Questionnaire results

At the beginning of the course, we applied a questionnaire that intended to find out what the perception of these students was in relation to their situation as low achievers. Moreover, we wanted to know if they

had taken on responsibility for their role as students inside and outside of the classroom while studying English I. Finally, we compared these results with the results from the same questionnaire answered by the students' respective teachers at the end of English I.

The questionnaire had 5 parts:

- Part 1 asked for the student's previous knowledge of the language before taking English I:
 - a) 80 % of these students said they had never studied English before.
 - b) The teachers said that none of them had studied English before as was shown in classes during English I.
- Part 2 referred to the students' willingness to learn English.
 - a) Here, 92% of the students responded they liked English but found it quite difficult.
 - b) The teachers said that 52% of these students did not like English and for most of them, English was a very difficult language to learn.
- Part 3 collected information about students' attendance and participation in class.
 - a) 56 % of the students said that they had attended the 32 sessions. Furthermore, only 8% said that they had studied the lessons outside of class.
 - b) The teachers said that only 16% of these students attended all the sessions, as can be seen in the classroom attendance. Moreover, they said that 76% of them did not do homework nor did they study outside the classroom.
- Part 4 asked for students' performance in the class.

- a) Most of the students said that even though they actively participated in class and liked to work in groups, they were afraid of making mistakes.
 - b) The teachers said that most of them paid attention in classes, yet just few of them answered their questions. They said that being afraid of making mistakes prevented them from participating more actively in class.
- Part 5 was meant to find out if the students used learning strategies to help their learning.
 - a) 55 % of the students said that they used some learning strategies to help them learn the language.
 - b) The teachers said that 16 % of these students used some learning strategies to help them learn, while the others did not even try.

On the second day of class during the remedial course, we asked the students to bring the supplementary material we had given to all the students on the first day of classes of the semester they had just finished. Although 18 of these students had answered affirmatively to the items 5.1 and 5.2 in the questionnaire which referred to the use of this supplementary material, none of them knew what we were talking about and said that nobody had given it to them. We answered that the material was available in the office for those who had not attended the first day of classes.

In the questionnaire, 14 students said that they had attended all the 32 sessions in English I –first semester-. However, after checking the attendance roll, we found that only 4 students had attended the 32 sessions. Once again, it was clear that these students were not aware of their reality concerning their language learning and what they had to do to achieve their goal.

These are some examples of the discrepancies observed related to the answers given by the students and those given by their teachers.

Here are the students' answers to each of the questions of the questionnaire and the teachers' answers to the same questions (Table 12).

Table 12: Students' answers to the questionnaire compared to teachers' answers

Item	Answers	
	Student	Teacher
1.3.	Only 20 % of the students said they took English in school.	100 % of the students did not study English in school, as evidenced based on class observation.
2.1.	92 % of the students stated that they liked English, while 8 % stated the opposite.	48 % of the students seemed to like English, while 52 % seemed not to like it.
2.2	20 % of the students said that it was easy for them to learn English, while 44 % considered it more or less difficult and 28 % considered it difficult to learn. 8 % did not answer this question.	For 80 % of the students, it was difficult to learn English.
2.3	24 % of the students said that the textbook was easy to work with, while 40 % considered it more or less difficult and 20 % stated that it was difficult. 16 % did not answer this question.	The textbook was difficult to use for 68 % of these students, while for 28 % of them, it was more or less difficult. It was easy to use for 4 % of them.
2.4	12 % of the students stated that the classes were difficult, while 36 % considered them more or less difficult and 44 % said that they were not difficult. 8 % did not answer this question.	The classes were difficult for 60 % of the students, while it was more or less difficult for 32 % of them. It was not difficult for 8 % of these students.
3.1.	56 % of the students said they had attended the 32 sessions. 36 % of the students said they had	72 % of the students attended more than half the sessions, while 12 %

	attended more than 16 sessions, and 8 % said they had attended less than 16 sessions.	attended fewer than half the sessions. Only 16 % attended all the sessions.
3.2.	48 % of the students claimed to have done all their homework and assignments, while 40 % answered that they had completed more than 50 % of homework and assignments. 12 % said that they had done less than half of their homework and assignments during the course.	60 % of the students completed less than half of their homework and / or assignments during the course; while 40% completed more than half of their homework and / or assignments during the course.
3.3.	52 % of the students stated that they rarely studied outside the classroom. 32 % said that they had almost always studied outside the classroom, and 8 % said that they had always studied outside the classroom. 8 % did not answer this question.	76 % of the students did not study outside the classroom, while 24 % of them did study outside the classroom.
4.1.	64 % of students said that they attended classes on time, while 28 % stated that they did it sometimes. 8 % said that they did not attend classes on time.	32 % of students attended classes on time, while 36 % did it sometimes. 32 % never attended classes on time.
4.2.	84 % of the students said they had always listened to the teacher attentively, while 16 % said they had done it sometimes.	28 % of these students paid attention to the teacher, while 64 % did it sometimes. 8 % never paid attention.
4.3.	48 % of the students stated they always participated in classes, whereas 48 % said they just participated sometimes. 4 % of the students said they had never participated in class.	44 % of the students participated in the classes sometimes, whereas 40 % never did. Only 16 % always did.
4.4.	36 % of the students said they	56 % of the students never

	had always answered to the teacher's questions, while 60 % said they had done it sometimes. 4 % said they had not answered the teacher's questions.	answered the teacher's questions, while 32 % did it sometimes. 12 % always answered the teacher's questions.
4.5.	72 % of the students said that they liked to work in pairs or groups, while 28 % said that liked it sometimes.	36 % of the students liked to work in pairs or groups, while 48 % liked it sometimes. 16 % refused to work in groups or pairs.
4.6.	36 % of the students said they were afraid of making mistakes, while 52 % said that they had this feeling sometimes. 12 % said they were not afraid of making mistakes.	68 % of the students were afraid of making mistakes, while 24 % had this feeling sometimes. 8 % were not afraid of making mistakes and were used to taking risks.
5.1. 5. 2.	76 % of the students said that they used the supplementary material given by the coordinator; while 16 % answered they did not. 8 % did not answer this question.	74 % of the students did not read nor did they use the supplementary material given by the coordinator; while 26 % did.
5.3.	40 % of the students answered that they had time after classes to review their lessons, while 56 % said they did not have time to do it. 4 % did not answer the question.	96 % of the students always said they did not have time to review their lessons, while 4 % did.
5.4 – 5.7	46 % of the students said they used some learning strategies to improve their pronunciation, while 54 % said they did not use any.	89 % of the students did not use any learning strategies to improve their pronunciation, while 11 % did.
5.8 – 5. 13	61 % of the students said that they used some learning strategies to learn vocabulary,	81 % of the students did not demonstrate the use of any learning strategies to learn

	while 39 % said they did not.	vocabulary, while 19 % did.
5.14 – 5. 18	48 % of the students said that they used some learning strategies to help them learn grammar, while 52 % said they did not.	84 % of the students did not demonstrate using any learning strategies for learning grammar, while 16 % did.

As we can see, these students perceive themselves as hardworking and very worried for their learning. This perception is quite different from the one the teachers have. For example, most of them did not attend classes on time, some of them were even absent, as we have evidenced by checking the class attendance. The teachers said that in some cases, these students arrived 10 minutes before the class was over and wanted the teacher to consider them as having attended the session.

In the remedial course attendance and punctuality was a big problem, though most of them tried to study and do homework. They were very grateful for the opportunity we had given them and wanted to do their best for not letting us down.

4.5. Survey results

4.5.1. Classroom survey result

As we have explained before, we prepared 2 different surveys.

Survey 1 had 4 incomplete sentences that the students had to complete. The purpose of this survey was to evaluate the class session. Six (6) class sessions were evaluated at random. As we have already mentioned, these students had an irregular attendance and in few occasions we had the twenty five (25) students attending classes. That is why we had 114 answers for each item in this survey. This number of answers is related to the amount of students who attended classes on those dates and responded each time. Here are the results:

Table 13: Number of students attending surveyed sessions (N = 25)

Sessions	F	%
1	23	92%
2	21	84%
3	14	56%
4	23	92%
5	18	72%
6	15	60%
Total	114	76%

As we can see, we did not have the complete number of students (25) in any of the sessions surveyed at random. Furthermore, we did not have the total amount of students attending any of the sessions programmed for this remedial course. Attendance has been a serious problem in this investigation. There were sessions in which a little more than half the students were in class and these students were always demanding understanding and consideration for their working condition.

The average of attendance of the sessions that were surveyed is 76%.

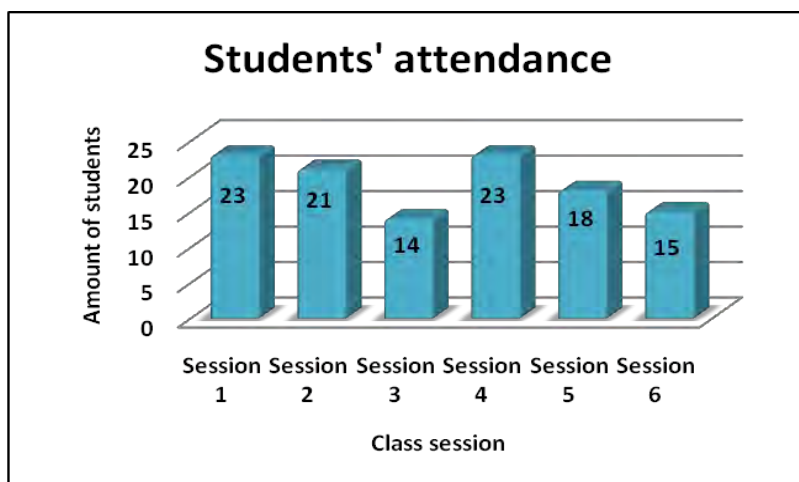


Figure 7: Students' attendance at surveyed sessions

Figure 7 shows the number of students attending each surveyed session. Only 14 students attended classes on the day we gave the third survey.

Table 14: Sentence 1 completion, “Today I learned ...”

Today I learned	F	%
Today I learned something.	111	97%
Today I didn't learn anything.	3	3%
Total answers	114	100%

One hundred and eleven (111) answers given by the students in different occasions stated that they learned what was presented by the teacher in class, while three (3) responded they did not learn anything. The students who answered positively said that they learned to write a composition about themselves, they learned about the family, colors, the verbs, etc.

We must mention that even though we always started the class with the communicative function of the structure; for example, “today, we are going to describe our daily routine,” the students completed this sentence with the topic. As for the example given, they said, “today we learned the verbs”.

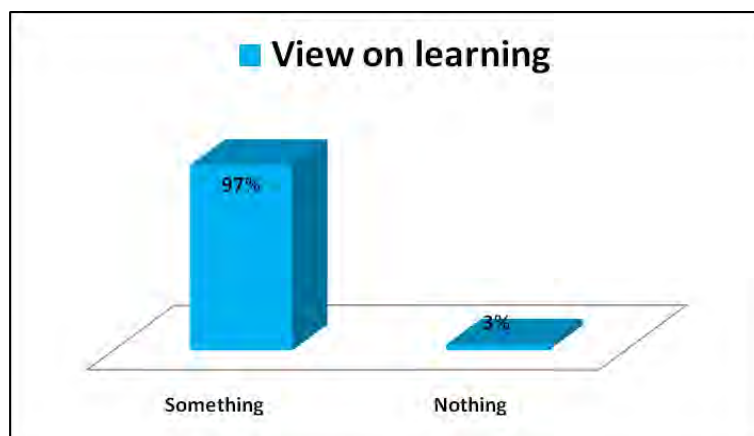


Figure 8: View on learning

Figure 8 shows the view on learning of the students when completing sentence 1. 97% left the classroom feeling they had achieved something while 3% said they did not learn anything.

Table 15: Sentence 2 completion, “I liked ...”

Sentence 2: I liked ...	F	%
The methodology used by the teacher.	74	65%
That I was able to learn another language.	32	28%
The English language.	3	3%
No answer.	5	4%
Total answers	114	100%

The students completed this sentence telling us what they had liked about the class. Almost all the answers (109) were positive. We found 5 papers with no answers to this sentence. Among the positive answers, most of the students stated that they liked the methodology used by the teacher in class, emphasizing the use of body language and other elements to make her understood, the examples used for clarifying ideas, and her gentle and effective way of correcting mistakes.

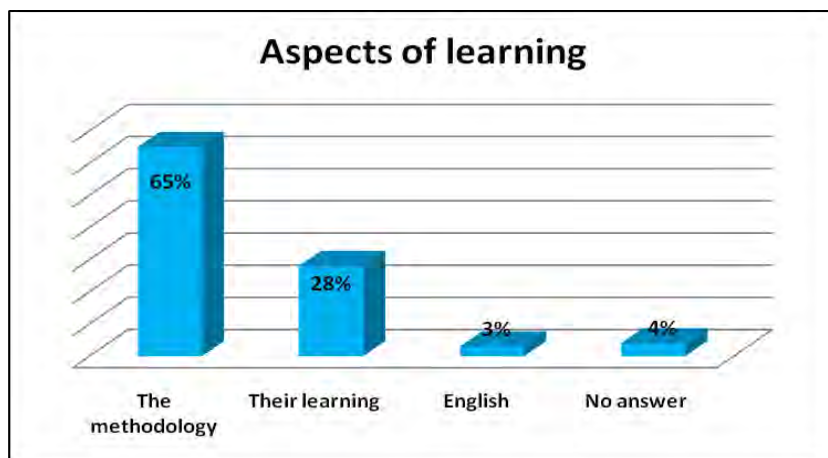


Figure 9: Aspects of learning

Figure 9 shows the aspects of learning that the students mentioned when completing sentence 2. 65% liked the methodology, 28% stated

that they liked that they were learning, 3% referred that they liked the English language. 4% did not give any answer.

Table 16: Sentence 3 completion, “I did not like ...”

Sentence 3: I did not like ...	F	%
The students said they liked the classes.	78	68%
They did not like the topic.	21	18%
They did not like the short time.	8	7%
They did not like their performance in class.	5	4%
They did not like the equipment used in class.	2	2%
Total answers	114	100%

Most of the answers (78) given by the students, told us that they liked everything about the class. However, 21 stated they did not like the topic since it was complicated for them. 8 considered that the 110 minutes of class were not enough, while 5 complained about themselves for not being able to study, to learn the verbs, or to participate in class. 2 complained about the equipment. Regarding this, we had difficulties with the multimedia due to a change in the electric power that fortunately happened once.

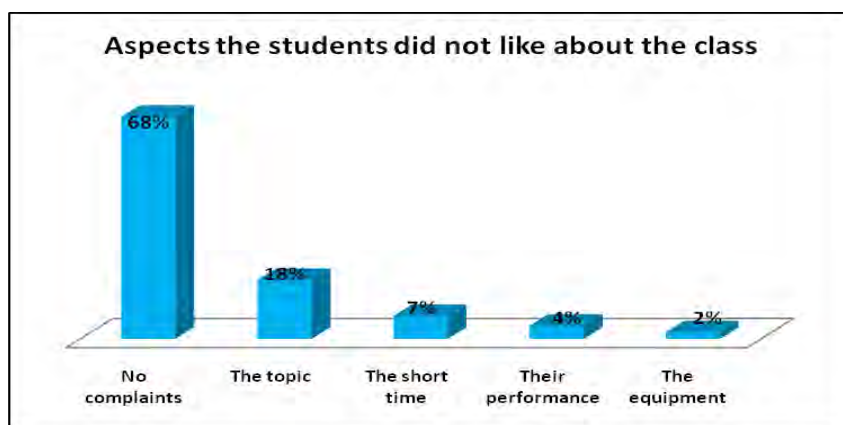


Figure 10: Aspects the students did not like about the class

Figure 10 shows that 68% of the answers the students gave to this sentence stated that they liked everything and did not have any

complaints. 18% said that they did not like the topic, 7% reported that the classes were too short. Each class session lasted 110 minutes, yet some students considered it was not enough. Others (4%) complained about their performance in class and also said they were not able to study due to their lack of time, 2% complained about the equipment which failed only once.

Table 17: Sentence 4 completion, “ I would like ...”

Sentence 4: I would like ...	F	%
To continue learning English.	91	80%
To have more time to study.	7	6%
To have worksheets on line.	5	4%
To have the teacher's support.	2	2%
To have a list of verbs.	1	1%
Did not answer.	8	7%
Total answers	114	100%

The sentence was meant for the students to complete with feedback for any adjustment we should consider for the next sessions; however, many of them answered as if it were to express their expectations about their future learning. The students said they would like to continue studying English (91 answers). There were some, though, that said they wished they had had more time to study and others (8) did not even complete this sentence.

Another interesting fact was that even though some of these students insisted on not using the computer since they did not have internet at home, nor did they have time for studying outside the classes, we found 4% of them asking for worksheets on line.

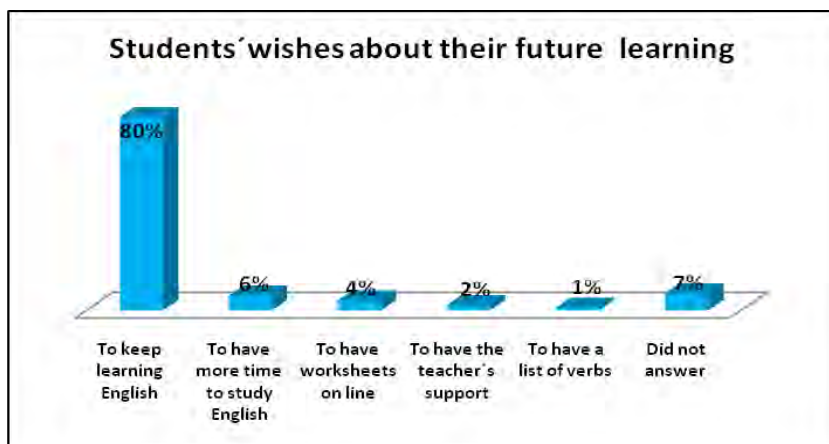


Figure 11: Students' wishes about their future learning

Figure 11 shows that 80% of the answers to complete this sentence stated that the students would like to continue learning English. 6% said they would like to have more time to study English, 4% asked for worksheets on line, 2% would like to have the teacher's support, and 1% of them wanted a list of verbs. 7% did not complete this sentence.

It draws our attention to read about the things these students would like to do or have since we provided with everything they asked for; however, some of them thought it was not enough.

4.5.2. Final survey result

On the day of the last class session, the students completed a final survey to evaluate the remedial course. 23 students who attended that session answered the survey. Here are their responses to each of the questions in the survey.

Question 1. "Do you think it was worthwhile attending this remedial course? Why?"

Table 18: Question 1 responses

Responses	F	%
Yes	23	100%
No	0	0%
Did not answer	0	0%
Total students	23	100%

The 23 students answered positively to this question. They gave different reasons to support their answers. They said that it was worthwhile attending the remedial course because of the effectiveness of learning (61%), the methodology used in the class (22%) and having taken into account their condition of slow learners.

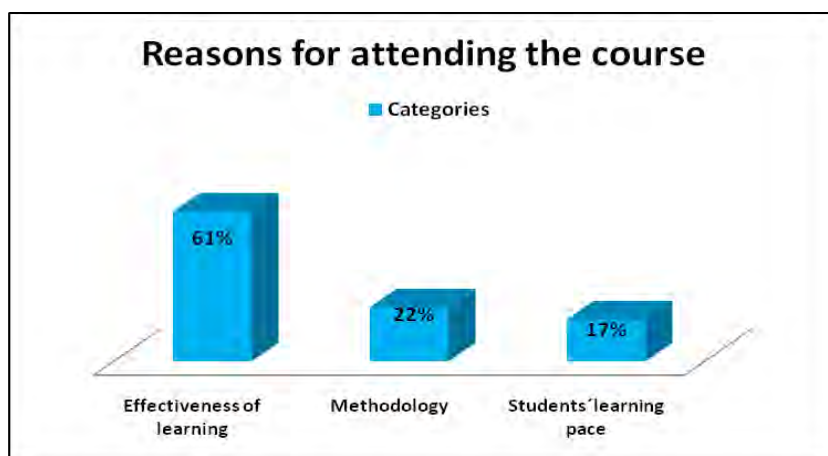


Figure 12: Reasons for attending the course

Figure 12 shows that 61% of the students considered their attending the remedial course was positive since it proved to be effective for their learning. 22% said that the methodology was very important in their learning; finally, 17% said that it was worthwhile attending the course since the teacher considered their learning pace and did not rush to introduce new content.

Question 2: “ Did the course cover your expectations? Why?”

Table 19: Question 2 responses

Responses	F	%
Yes	21	91%
No	2	9%
Did not answer	0	0%
Total number of students	23	100%

As we can see in Table 19, most of the students (21) answered that the course covered their expectations since they were able to learn and reinforce what was presented in the class sessions. They also mentioned that the methodology and patience of the teacher were two important components of the course since they allowed them to learn. 2 students considered the course did not cover their expectations because they had not reached their goal and still needed to learn. Even though these 2 students answered negatively, the reason they gave for this was related to their performance in class.

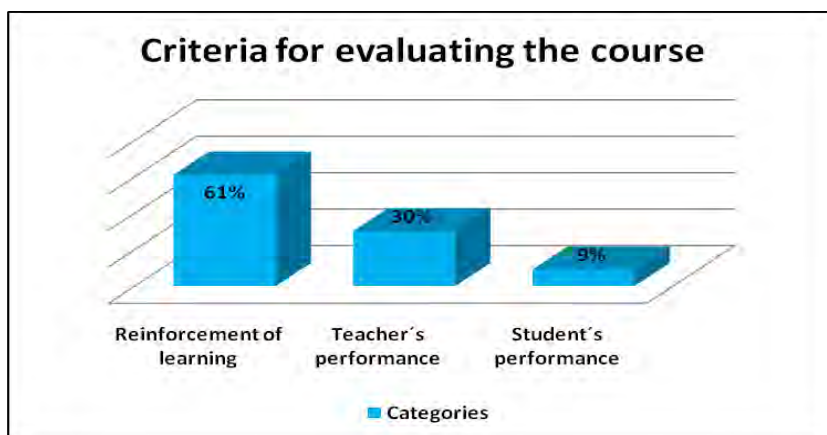


Figure 13: Criteria for evaluating the course

Figure 13 shows that 91% of the students answered positively to this question. The arguments they mentioned for their evaluation were the reinforcement of their learning (61%) and the teacher's performance (30%). 9% of the students answered that the course did not cover their expectations since they did not reach their goal and still need to learn.

Question 3: “What recommendations would you make for a future course similar to this one?”

Table 20: Question 3 responses

Responses	F	%
To continue with the same methodology.	10	43%
To take into account the capacity and learning pace of the students.	8	35%
That the students make an effort and commit to learn.	5	22%
Total number of students	23	100%

Regarding this question, two of their recommendations were related to the course itself: they recommended continuing with the same methodology and considering the students’ condition of slower learners. However, the third recommendation was related to the attitude the students should have to achieve their goal after attending a course such as the one described in this investigation.

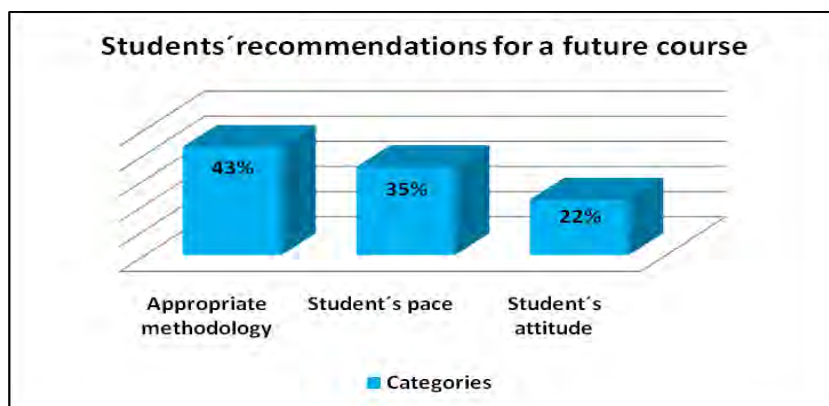


Figure 14: Students' recommendations for a future course

Figure 14 shows that 43% of the students recommended to continue with the same methodology, 35% asked for considering the condition of the students as low achiever who needed time to learn. Finally, they suggested future students enrolling in a similar course to have a positive

attitude towards the language and their learning and to put all their effort in reaching their goal.

Question 4. “Of the 16 class sessions, you attended ...”

Table 21: Question 4 responses

Attendance	F	%
All the class sessions	0	0%
More than 8 class sessions	20	87%
Fewer than 8 class sessions	1	4%
No reply	2	9%
Total number of students	23	100%

Examining the answers as they appear in table 21, most of the students said that they had attended more than 8 class sessions. Only 1 student said that she had attended fewer than 8 class sessions. Comparing their answers with the attendance roll, they differ quite a bit.

To start with, 27 students registered for the remedial course; however, only 25 attended classes yet irregularly. From those 25 students, only 21 took both tests. On the last day of class and day of the final exam –post-test evaluation- we had only 23 students attend classes the session. Four (4) students attended all the 16 class sessions.

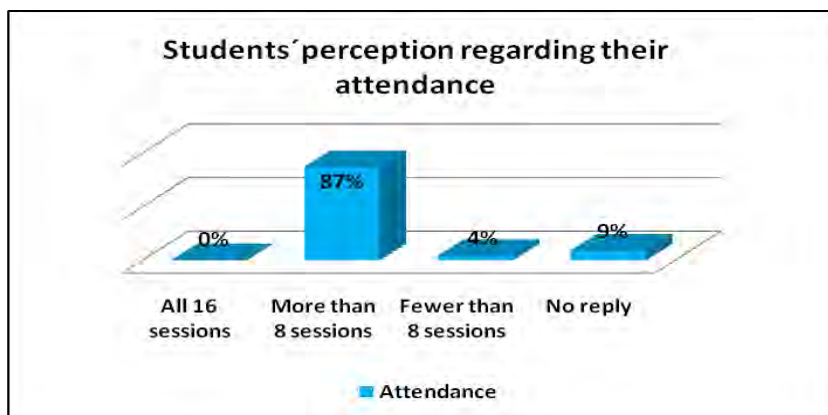


Figure 15: Students perception regarding their attendance

Figure 15 shows the students responses regarding their attendance to the class sessions. None of them attended the 16 sessions. 87% said they had attended more than 8 sessions, 4% said that they attended less than 8m sessions. 9% did not answer this question.

Table 22: Students' attendance

No. of sessions	F	%
16 sessions	4	16%
8 sessions or more	20	80%
7 sessions or fewer	1	4%
Total	25	100%

Source: Attendance rolls March-May 2011

According to the attendance roll 4 students attended all 16 class sessions, while the majority of them attended more than 8 sessions. One student attended fewer than 8 sessions.

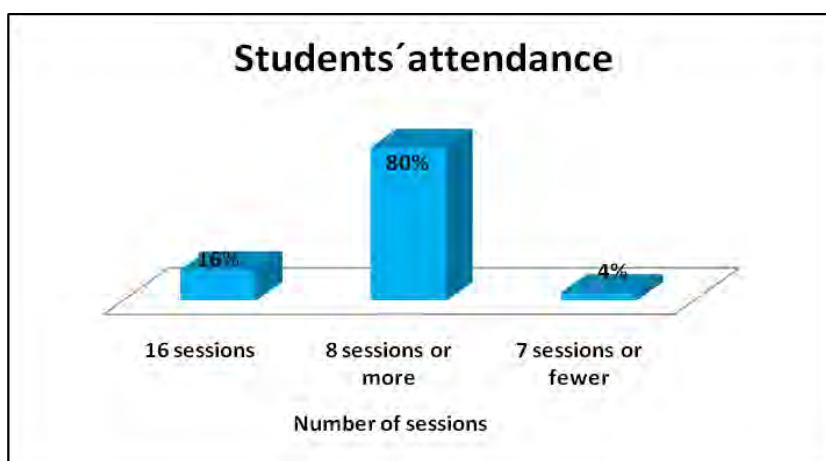


Figure 16: Students' real attendance

Figure 16 shows that 80% of the students attended more than 8 class sessions, while 4% attended fewer than 7 class sessions. Only 16% of the students attended the 16 sessions.

Students reported an 87% of attendance according to their answer to question 4 in the final survey. However, the real attendance to the course

was 83%. Attendance and punctuality have been one of the limitations of our investigation and the students are aware of it as when they recommend other students in a similar situation (question 3) to make an effort and be committed to their studies.

Regarding students who were late (5%), they were 30 minutes late or more. This situation prevented them from taking part in the class; hence, they were lost and needed more help. Besides, it was quite difficult to have them study outside the class and do homework. We decided to test their vocabulary practically every class, as a way of pushing them to study and attend classes. We offered them more possibilities to improve their grades through these vocabulary quizzes which were given within the first 20 minutes of class.

4.6. Observation result

Two of our classes were observed by 2 different colleagues each time. Among their comments they pointed out the following:

a) Regarding the students:

- The students were engaged in what they were doing.
- The students liked to go up to the board to write the answers of any activities they had been doing.
- The students worked in pairs or groups to complete a task and/or to compare their answers.
- The students helped each other.
- The students liked the teacher when guided them to “notice” the language through questions.
- The students liked to confirm their hypotheses about the language by saying it aloud.
- The students asked for error correction.
- Very few students refused to participate.

- Most of the students asked the teacher for clarification.
- Some students arrived very late.

b) Regarding the teacher:

- The teacher used mimic or body language to help her students understand.
- The teacher involved the students in class work.
- The teacher elicited students' answers.
- The teacher encouraged students' participation.
- The teacher used L1 when necessary.
- The teacher gave extra material to reinforce knowledge.
- The teacher gave feedback to her students.
- The teacher corrected gently.

CHAPTER V

DISCUSSION OF RESULTS

The average in the pre-test was 08/20 while the average in the post-test was 13/20, we may state that the use of language awareness techniques improved the students' level of achievement in the English skills of the students taking a Master's Program in Education in a Private University. As the students stated in the final survey that the methodology applied in the remedial course and the teachers' patience allowed them to learn. We would like to add another component: motivation. The students were not well motivated at the beginning of the remedial course since they were aware of their situation of low achievers. Eventually, this changed for they were able to understand the new language and hence be motivated to continue.

Motivation is an important component of second language acquisition in adulthood. Adults may need to learn another language for improving their work conditions, or they may want to learn another language in order to pursue professional development. The students we have worked with in this investigation, started the remedial course with a low motivation and a wrong attitude towards the target language, the

program, and the authorities for not having helped them. We wanted to demonstrate that they could learn if they wanted to. We told them that we would do anything on our side to help them learn and that we just needed them to come to class with the right attitude and to study. Little by little, most of these students changed their attitude and were self-motivated for their achievements as the course went by.

Even though there was a significant difference in the average obtained in the pre-test and post-test, we must say that the students did not reach the goal in a 100% in any of the 6 dimensions considered in this investigation.

- a) The most improved dimension was listening, probably due to the use of language awareness techniques that allowed us to use explicit strategy training in class. Once we had finished a listening task, we helped the students identify the steps we had followed and asked them questions to help them reflect on what had happened. As we know, through strategy training the students become aware of the strategy use and understand why and when they can use them for improving their learning.⁴⁸
- b) Grammar improvement may have been possible due to the language awareness techniques provided that forced the students to pay attention to the form and meaning of the item being studied and how it worked in context.⁴⁹
- c) Vocabulary improvement may have been possible due to the use of pictures and the language awareness techniques that helped the students associate new words with the ones they had already learned.⁵⁰

⁴⁸ Oxford, Rebecca L. (1990): *Language Learning Strategies: What every teacher should know*, 1st edition, Boston: Heinle & Heinle Publishers, 12.

⁴⁹ Thornbury, Scott (2004): *How to Teach Grammar*, 6th edition, Essex: Pearson Education Limited, 23 – 25.

⁵⁰ Thornbury, Scott (2004): *How to Teach Vocabulary*, 3rd edition, Essex: Pearson Education Limited, 18 – 31.

- d) Communication improvement may have been the result of the use of the language awareness techniques proposed since they considered communication as the main purpose of language learning. We would also like to consider collaboration among the students which contributed to have a supportive learning environment in class that gave them confidence and reduced their fears about learning the target language.
- e) Reading was improved. This may have been possible due to the use of language awareness through explicit strategy training which allowed the students to be aware of the learning strategies being used and how they could help them to learn.⁵¹
- f) Writing improvement may have been the result of the use of language awareness techniques. In this case, the students were not able to formulate questions in English probably due to their misunderstanding in the use of auxiliaries and question words, though they were able to differentiate yes/no questions from information questions.

Regarding the students' and teachers' answers to the questionnaire, we would like to tentatively explain the reasons for these discrepancies:

- a) The lack of objectivity of the students for self-evaluation. It seems that their subjectivity implies little self-criticism.
- b) Social desirability of these students who want to show a better image of what they really are.

Considering our investigation and the antecedents presented in chapter 1, we have found important similarities regarding the use of language awareness, explicit explanation of grammar, and providing the students with a supportive environment in class. Below we compare each of the antecedents with our research:

- a) Comparing our study with the study conducted by Adriana Isabel Restrepo Pérez, we can state that in both studies, most of the

⁵¹ Ibid. 202.

students were able to notice the grammar item presented in context; furthermore, they both were able to understand it and produce it. Even though, the students in the former study were teen agers, due to the way they had been taught grammar before, they needed the use of metalanguage for explicit explanations just as the students in our study who needed the names and “formulas” as a summary after the inductive approach we had used.

- b) In the study presented by Timothy Musgrave, the researcher concluded that it was crucial to consider the students characteristics to plan his lessons, as in our study, we had in mind the students needs at all times since it was of vital importance if we wanted to succeed in the teaching and learning process. He also proved that the students improved their fluency and accuracy by allowing them to discover the grammar item being presented, just as we did in our study. In our case, it was difficult to change the students’ way of learning. It was hard to convince them to first, pay attention since most of them were used to writing everything that was on the board. Moreover, they did not know how to take notes.
- c) Comparing our study with the study presented by Chen Tzu-Chin, we can see that:
 - In both cases, we designed a remedial course for low achievers.
 - All the students who completed the course improved in their English proficiency test in the study at a cram school in Taiwan, just as our students did. Though the improvement for some of our students was not enough to pass.
 - 6 out of the 7 students, who participated in the remedial program in a cram school in Taiwan, improved their level of achievement in their oral exam since they obtained more than 70 % in the oral exam compared to the less than the 60 % that these same students had obtained before taking the remedial program. In our case, all the students improved their level of achievement but some of them did not reach the grade established to pass.

- In both cases, the remedial course proved to have helped the participants to improve their level of achievement in English proficiency.
- d) In the study conducted by Paul Camhi and Miriam Eisenstein Ebsworth, the methodology used was similar to the one used in our study. In both cases, we helped the students analyze the context in which a grammar item was presented. We also gave the students an explicit explanation after the inductive stage in the class. In both studies, there was a significant improvement in the students learning due to the use of inductive and deductive approaches.
- e) Comparing our study with the study presented by Erika De Paz Berrospi and others, we found that:
- In both cases we used techniques which demanded language awareness as a method for improving learning achievement.
 - One of the conclusion of this study showed that the students in the experimental group improved their level of achievement of the written competency since 86,4 % of the experimental group rated Good and Very Good levels, while 85 % of the control group rated Fair and Good levels, In our study, 86 % of the students rated Fair and Good levels in the post-test, whereas 90 % of the same students had rated Bad level in the pre-test.

Finally, we would like to mention that the requirements of the university practically guided us to choose the design of this investigation which started with an action research. However, for a future study about the use of language awareness techniques, we suggest the use of a design that considers a control group.

CONCLUSIONS

After the two-month remedial course, we arrived at the following conclusions:

- From the obtained results in the pre-test and post-test we can say that the use of the language awareness techniques proposed for this investigation was effective since there was an increasing rate of the average in the post-test. We can conclude that the application of the language awareness techniques favored the level of achievement in the English skills of the students taking a Master's Program in Education in a Private University.
- The use of language awareness techniques improved the level of achievement in the listening skill of the students taking a Master's Program in Education in a Private University.
- The use of language awareness techniques improved the level of achievement in the grammar skill of the students taking a Master's Program in Education in a Private University.

- The use of language awareness techniques improved the level of achievement in the vocabulary skill of the students taking a Master's Program in Education in a Private University.
- The use of language awareness techniques improved the level of achievement in the communication skill of the students taking a Master's Program in Education in a Private University.
- The use of language awareness techniques improved the level of achievement in the reading skill of the students taking a Master's Program in Education in a Private University.
- The use of language awareness techniques improved the level of achievement in the writing skill of the students taking a Master's Program in Education in a Private University.

This investigation has also shown that:

- Most of these students were not able to reach the maximum level of achievement in any of the dimensions of the independent variable. We can say that they are either in an initiating or a developing level of achievement in learning them.
- The use of mother tongue has a positive effect in learning another language due to affective and cognitive considerations.
- The age is quite important in teaching-learning another language.
- The elaboration of materials, the active participation of the students, and a supportive environment in class lead to better results in learning the target language.
- The students are able to match a question with its answer; however, they cannot elaborate these questions.
- From what we have observed, some of these students do not understand instructions and tend to lose their temper quite easily and simply leave the class and not come back.
- Activities such as paraphrasing are quite difficult for them.

We know that most of them have just started to learn English and are well motivated to continue. We will continue reinforcing their learning to improve their written and oral communication by using other tasks that may force them to use the language within and outside the classroom.

We would like to add that it is very difficult to work with students who consider themselves as unable to learn another language and tend to abandon the course at first failure. We have been enhancing their self-esteem by helping them achieve some success in their learning to motivate them to continue taking the course and hence improve their learning.

To sum up, the use of language awareness techniques, the use of the mother tongue as a teaching resource, a more respectful and comprehensive approach for the students, plus the communicative approach have allowed us to help students improve their level of achievement in the English skills.

RECOMMENDATIONS

First language acquisition starts in early childhood whereas second language acquisition may start in early childhood, later, or in adulthood, and usually in school settings. It is clear that there are differences regarding the cognitive, affective, and physical aspects between children and adults. For example, it has been stated that second language learner may not be able to acquire a native like pronunciation if they start to study this second language after the age of 13. This is due to neuromuscular plasticity, cerebral development, sociobiological programs and the environment of sociocultural influences.⁵² On the other hand, adults have already acquired not only their first language but other knowledges as well. For example, they may have finished studying for a career. In other words, they have developed their cognition. “It is in adulthood that a person becomes capable of abstraction, of formal thinking which transcends concrete experience and direct perception.”⁵³

⁵² Berko, Jean and Nan Bernstein (2010): *Desarrollo del lenguaje*, 7a edición, Madrid: Prentice Hall, 461-462.

⁵³ Brown, Douglas (2000): *Principles of Language Learning and Teaching*, 4th edition, New York: Longman Pearson Education, 49-66.

That is, adults have the ability to acquire another language consciously; moreover, they are able to monitor their learning. For example, they can benefit from grammatical explanations and deductive/inductive thinking.

We have always heard that as teachers, we have to attend students' needs at all times; however, most of us simply follow a textbook and do not really take into account if what we are doing in class really suits the students learning styles, their age and background, their expectations of the course, and more importantly, their feelings regarding learning this new language.

This investigation has forced us to think of the students at all times because of their backgrounds, learning styles, and study habits, and on top of everything because of their condition of human beings who were not able to succeed in their first encounter with English.

The students of this investigation are adults who are really afraid of making mistakes, who need time and patience to cope with the learning of the target language.

We tried out several ideas when we first started the master's program in 2008. So when we started this remedial course, we knew we needed to consider the use of Spanish, and language awareness techniques for these adult students who needed written support for whatever activity they had to carry out. Insisting on oral activities without a written backup was not enough for them. They enjoyed the presentations in power point which allowed them to understand by observing only pictures sometimes, or pictures and texts some other times. They liked to go up to the board and write their answers to any activities we had been working on, after having compared them in groups, of course. And mostly, they were grateful for our patience and our support to help them learn the target language. It has been quite a challenge, but it was worth trying it just to see these students start using the target language for communication and feeling that it was possible for them to learn another language.

Our recommendations to teachers in a similar situation as the one presented in this investigation are:

- a) To consider the use of language awareness techniques to improve the students learning.
- b) To consider the use of the mother tongue for strategy training and for instructions. Furthermore, its use may lower the affective filter in the class.
- c) To consider our students' needs and feelings for preparing suitable and engaging materials that may allow them to succeed little by little.
- d) To make adjustments to the program when needed and to skip or modify activities from a textbook that are not appealing for the students; after all, we must remember that our goal is to have our students learn the target language; it is not to complete all the activities in a textbook.
- e) To consider a control group and an experimental one for a future investigation like the one presented here.
- f) To consider applying a reading comprehension test in their native language might be advisable for students like the ones described in this investigation.

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APPENDIX 1

CLASSROOM SURVEY

Nombre:		Fecha:	
Por favor, complete las siguientes oraciones acerca de la clase con objetividad y veracidad.			
1.	Hoy aprendí ...		
2.	Me gustó ...		
3.	No me gustó ...		
4.	Me gustaría ...		

FINAL SURVEY

Aula:	Fecha:
Lea atentamente cada una de las preguntas y responda con veracidad, pues su opinión es valiosísima para considerar programas similares en el que usted ha participado.	
1.	¿Cree usted que valió la pena asistir a este curso de nivelación? Por qué?
2.	¿Este curso cubrió sus expectativas? ¿Sí, por qué? ¿No, por qué?
3.	¿Qué recomendaciones haría para un futuro curso similar a éste?
4.	De las 16 sesiones, usted asistió a: MÁS del 50 % () Menos del 50 % ()

APPENDIX 2

QUESTIONNAIRE

I.	DATOS GENERALES		
1.1.	Nombre:		
1.2.	Lugar y fecha de nacimiento:		
1.3.	Anteriormente Ud. Estudió inglés:	Si ()	No()
II.	SOBRE SU PREDISPOSICIÓN PARA EL APRENDIZAJE DEL INGLÉS		
2.1.	Me gusta el inglés	Si ()	No ()
2.2.	Lo encuentro difícil de aprender ()	Mas o menos difícil ()	No difícil ()
2.3.	Me parece difícil el texto ()	Mas o menos difícil ()	No difícil ()
2.4.	Las clases son difíciles()	Mas o menos difícil ()	No difícil ()
III.	SOBRE MI PARTICIPACIÓN EN EL CURSO		
3.1.	Asistí a las 32 sesiones ()	Asistí a más de 16 sesiones ()	Asistí a menos de 16 sesiones ()
3.2.	Cumplí con todas las tareas ()	Cumplí con más del 50% de tareas ()	Cumplí con menos del 50% de tarea ()
3.3.	Siempre estudié fuera de clase ()	Casi siempre estudié fuera de clase ()	Muy pocas veces estudié fuera de clase ()
IV.	SOBRE MI DESEMPEÑO EN EL AULA		
4.1.	Asistí puntualmente a clases	Si () A veces () No ()	
4.2.	Escuche con atención las explicaciones del profesor	Si () A veces () No ()	
4.3.	Participé de las clases	Si () A veces () No ()	
4.4.	Respondí al profesor	Si () A veces () No ()	
4.5.	Me gustó trabajar en grupos / pares	Si () A veces () No ()	
4.6.	Me daba miedo equivocarme	Si () A veces () No ()	
V.	SOBRE MI AVANCE DEL APRENDIZAJE DEL INGLÉS		
5.1.	Estudio las explicaciones de gramática en castellano que la Coordinadora elabora.	Si ()	No()

5.2.	Hago los ejercicios de apoyo que la coordinación o el profesor elabora.	Si ()	No()
5.3.	Dispongo de un tiempo fuera de clase para repasar las lecciones.	Si ()	No()
5.4.	Estoy atento a la pronunciación del profesor y trato de imitarlo.	Si ()	No()
5.5.	Escucho mi CD y repito los textos.	Si ()	No()
5.6.	Me aprendo los diálogos de memoria.	Si ()	No()
5.7.	Escucho canciones en inglés y las aprendo.	Si ()	No()
5.8.	Tengo un cuaderno para el vocabulario.	Si ()	No()
5.9.	Escribo las palabras nuevas en un cuaderno y las estudio y escribo ejemplos con ellas.	Si ()	No()
5.10.	Uso el diccionario para buscar el significado de las palabras nuevas.	Si ()	No()
5.11.	Agrupo las palabras que se relacionan.	Si ()	No()
5.12.	Cada cierto tiempo estudio las palabras que he aprendido.	Si ()	No()
5.13.	Trato de usar las palabras que aprendo cuando hablo o escribo.	Si ()	No()
5.14.	Me aprendo las reglas de gramática.	Si ()	No()
5.15.	Trato de deducir las reglas de gramática.	Si ()	No()
5.16.	Elaboro mis propios ejemplos de gramática.	Si ()	No()
5.17.	Reviso lo que escribo en inglés para hacer alguna corrección.	Si ()	No()
5.18.	Marco los errores que cometo y por qué los cometí.	Si ()	No()

APPENDIX 3

CLASSROOM OBSERVATION SHEET

Directions: Below is a list of teacher behaviors that may occur within a class. Please read each item and choose from the scale 1 – 5, the one you consider best describes what you have observed.

1 2 3 4 5

Never sometimes often almost always always

I.	CLASS INFORMATION					
1.1.	Teacher					
1.2.	Lesson Topic					
1.3.	Language Level of Class					
1.4.	Institution					
1.5.	Date					
II.	Lesson Set-Up	1	2	3	4	5
2.1.	Desks were set-up to facilitate group / pair work.					
2.2.	The lesson was prepared.					
2.3.	Materials for activities were distributed and checked efficiently.					
2.4.	Multimedia was readily available.					
III.	Affective Dimension	1	2	3	4	5
3.1.	Created a supportive and positive environment for Ss to learn.					
3.2.	Created a pleasant atmosphere in the classroom.					
3.3.	Promoted and kept the interest of students.					
3.4.	Encouraged students to ask or express their opinions.					
3.5.	Gave positive feedback and appraisal when necessary.					
3.6.	Called students by their names.					
IV.	Content Organization	1	2	3	4	5
4.1.	Set the learning objective and made the students aware of it.					
4.2.	There was a smooth flow and logical sequence of the lesson.					
4.3.	Elicited prior knowledge / examples from the students.					
4.4.	Responded to problems that raised during the lesson.					
4.5.	Presented visual materials to support the lesson.					
4.6.	Provided worksheets with relevant activities.					

V.	Presentation of the lesson	1	2	3	4	5
5.1.	Had good voice projection so all students could hear.					
5.2.	Used intonation to vary emphasis.					
5.3.	Maintained eye contact.					
5.4.	Promoted the use of the target language.					
5.5.	Presented the topic clearly.					
5.6.	Gave clear instructions.					
5.7.	Used comprehension checks for instructions and/or content.					
5.8.	Wrote prompts on the board to help students' understanding.					
5.9.	Gave examples to clarify points.					
5.10	Modeled the tasks.					
5.11	Used body language consistent with intention.					
5.12	Provided wait-time.					
5.13	Personalized the lessons.					
5.13	Circulated to check and help students while working or practicing.					
5.14	Timed activities appropriately.					
5.15	Summarized important points of the lesson at appropriate times.					
5.16	Provided the students with opportunities to write and reflect on their learning.					
VI.	Interactions					
6.1.	Encouraged students' questions.					
6.2.	Answered students' questions satisfactorily and gently.					
6.3.	Responded to students' body language of confusion or boredom.					
6.4.	Encouraged student to student questions					
6.5.	Encouraged students to answer the teacher's questions.					
VII.	Knowledge					
7.1.	Spoke English in class					
7.2.	Demonstrated command of the subject matter.					
7.3.	Presented material appropriate to student level and knowledge.					
7.4.	Teacher's English was in accordance with students' level.					
7.5.	Used the students' mother language effectively.					
7.6.	Was creative and innovative.					
7.7.	There was explicit teaching on behalf of the teacher.					

APPENDIX 4

INSTRUMENT MATRIX

VARIABLE	DIMENSION	INDICATOR	ITEMS	SCORE
Language awareness techniques (Independent variable)	I. Listening	Recognizes specific information in a dialog.	1	1
			2	1
	II. A. Grammar	Identifies and uses subject pronouns, possessive adjectives, prepositions of time, the verb to be, the simple present tense, and frequency adverbs.	1	1
			2	1
			3	1
			4	1
	II. B. Vocabulary	Identifies and uses vocabulary related to family members, adjectives of appearance, clothing items, and days of the week.	5	1
			6	1
			7	1
			8	1
	II.C.Communication	Analyzes and identifies conversation exchanges referred to basic personal information, routines, relationships, and physical appearance.	9	1
			10	1
			11	1
			12	1
	III. Reading	Understands a written text in simple present to identify specific information.	1	1
			2	1
			3	1
			4	1
	IV. Writing	Formulates and writes information and yes/no questions for given answers with to be and do.	1	1
			2	1
TOTAL				20

APPENDIX 5

POST-TEST

NAME..... DATE:

I. **LISTENING:** Listen to the dialog and mark the correct answer.

1. a) Zoe is never late for college.
b) Luke is never late for college.
2. a) Luke has a car.
b) Luke's brother has a car.

II. **GRAMMAR VOCABULARY and COMMUNICATION**

A. **GRAMMAR:** Choose the best alternative to complete each sentence.

1. name is Jorge. a teacher.
a) His / He's b) My / I c) Her / She's
2. I play volleyball Saturday mornings 8:00 A.M.
a) at / on b) in / on c) on / at
3. Carmen TV.
a) never watch b) never watches c) watch never
4. My wife doesn't a brother. She a sister.
a) have / has b) have / have c) has / have

B. **VOCABULARY:** Choose the right word and circle it. They are in bold type.

5. My mother's husband is my **uncle** / **father**.
6. John is **overweight** / **slim**. He has to start a diet.
7. I don't like these **sneakers** / **tissues**. They are not stylish.
8. Teachers usually work on **weekends** / **weekdays** and rest on **weekends** / **weekdays**.

C. **COMMUNICATION:** Choose the alternative that best completes the conversations.

9. What your last name?
a) Paul. b) Jones. c) Donna.
10. What do you usually do on Saturday evenings?
a) I like it a lot. b) I hang out with friends. c) I can't stand it.
11. Brad Pitt is very handsome.
a) Yes, he's tall and slim. b) Yes, he's ugly. c) Yes, he's short and chubby.
12. Do you have any brothers or sisters?
a) No. I have a sister. b) No. I'm an only child. c) No. I have a brother.

III. **READING.** Read the text and decide whether the sentences are true or false.

Susan and Wendy are sisters and share the same apartment. Susan is a teacher. She teaches history. Wendy is a secretary. She works in an office. They work from Monday to Friday, but Susan sometimes works on Saturday mornings. Wendy goes to the gym on Saturday mornings. They usually share the housework. Susan cooks and cleans the kitchen. Wendy cleans the rest of the house and does the laundry. Susan irons the clothes. On Sunday, they go to church and eat out with friends.

		True	False
1.	Susan works in an office.		
2.	Susan and Wendy work on weekdays.		
3.	They live together.		
4.	Susan cleans the bathroom.		

IV. **WRITING:** Write questions to the following answers.

-?
Yes, I am a nurse.
-?
He has breakfast at 7:30 in the morning.

Listening transcript

Zoe:	Good morning, Luke.
Luke:	Hi, Zoe! Is Mr. Selley here?
Zoe:	No, he isn't.
Luke:	Great!
Zoe:	You're late for class again.
Luke:	I know, I know.
Zoe:	What time do you get up in the morning?
Luke:	At 6 a.m.
Zoe:	What? I get up at 8 a.m. and I'm never late.
Luke:	And how do you get to college?
Zoe:	My sister gives me a ride.
Luke:	Well, I take two busses and the subway.
Zoe:	But you have a car, right?
Luke:	No, I don't. My brother has a car.
Zoe:	Oh, yes. That's right.

Taken from Traveler Beginners, American Edition, page 43TB (Teacher's Book)

PRE-TEST

NAME..... DATE:

I. LISTENING: Listen to the dialog and mark the correct answer.

1. a) Zoe gets up at 6:00.
b) Luke gets up at 6:00.
2. a) Zoe's sister gives her a ride.
b) Luke drives his car.

II. GRAMMAR VOCABULARY and COMMUNICATION

A. GRAMMAR: Choose the best alternative to complete each sentence.

1. I start classes 5:00 P.M. Mondays and Wednesdays.
a) on / in b) in / at c) at / on
2. a nurse. That's uniform.
a) I / my b) I'm / my c) my / I'm
3. Peter to the movies on Sundays.
b) always goes b) always go c) go always
4. Rose doesn't reality shows. She soap operas.
b) like / prefers b) like / prefer c) prefers / like

B. VOCABULARY: Choose the right word and circle it. They are in bold type.

5. My father's daughter is my **sister** / **aunt**.
6. Ann is in her 20s. She's **young** / **old**.
7. Joe's **skirt** / **shirt** is beautiful.
8. **Saturday** / **Monday** comes after Sunday.

C. COMMUNICATION: Choose the alternative that best completes the conversations.

9. What do you do?
a) I'm Paul. b) I'm a mechanic. c) I'm single.
10. Do you like housework?
a) Yes, I like it, too. b) No, she never does . c) I can't stand it.
11. Is Paul overweight?
a) No, he's overweight. b) No, he's slim. c) No, he's handsome.
12. How does Susan get to work?
a) She works hard. b) She takes a shower . c) She walks.

III. READING. Read the text and decide whether the sentences are true or false.

Betty Kathan is a 50 year-old mother and grandmother. She has a son and two granddaughters. She's a very active woman. She goes jogging every morning. Then she takes a shower and goes to work. She works from 9:00 – 5:00 but she doesn't go home after work. She goes to her son's house and helps him with the housework. Of course, she also plays with her granddaughters. They all have dinner together and then she goes home. She always goes to bed late but she always gets up early.

		True	False
1.	Betty has a daughter and 2 granddaughters.		
2.	Her son has a house.		
3.	Betty has a job.		
4.	Betty goes home after work.		

IV. WRITING: Write questions to the following answers.

b)?
Yes, I get up late on Sundays.

c)?
He works in a hospital.

Listening transcript

Zoe:	Good morning, Luke.
Luke:	Hi, Zoe! Is Mr. Selley here?
Zoe:	No, he isn't.
Luke:	Great!
Zoe:	You're late for class again.
Luke:	I know, I know.
Zoe:	What time do you get up in the morning?
Luke:	At 6 a.m.
Zoe:	What? I get up at 8 a.m. and I'm never late.
Luke:	And how do you get to college?
Zoe:	My sister gives me a ride.
Luke:	Well, I take two busses and the subway.
Zoe:	But you have a car, right?
Luke:	No, I don't. My brother has a car.
Zoe:	Oh, yes. That's right.
Taken from Traveler Beginners, American Edition, page 43TB (Teacher's Book)	

APPENDIX 6

LESSON PLANS

SESSION 1 LESSON PLAN: Introducing oneself

I. CLASS DESCRIPTION	
Teacher's name:	Ms. Rosario Aste and Ms. Jessy Lostaunau
Class:	Remedial Class English I
Room:	A 15
Date:	March 28, 2011
Time:	5:00 – 7:00
II. OBJECTIVE	
<ul style="list-style-type: none"> To greet people and say goodbye To introduce yourself and others To ask for and give basic personal information 	
III. MATERIALS	
<ul style="list-style-type: none"> Worksheet prepared by the teacher Multimedia: Power Point Presentation 1 Chalkboard and markers 	
IV. PROCEDURES	
<ul style="list-style-type: none"> T introduces herself to students T asks Ss to introduce themselves T introduces the course and how they are going to work Teacher presents common greetings /good bye in English using power point In pairs, Ss repeat conversations for greetings and good bye after T Ss act out the dialogs in front of the class Teacher and students review vocabulary T presents the verb to be Ss do a written activity in which they have to write the correct form of be Ss compare their outcomes with the answers on the screen T gives worksheet for the students to read a text about personal information Ss read the text and do the task individually (Identify parts of speech) Ss compare their answers in pairs T and Ss review answers. T asks questions about the reading text T elicits Ss answers T explains Wh questions and Yes/No questions from a set of examples Ss write Wh information questions and Yes/ No questions to answers. (From the Power Point) 	

V. OUTCOME AND REFLECTION
<p>Ss thanked the teachers for the remedial course and promised they would do their best. They asked questions about how they were going to be evaluated.</p> <p>They were all engaged and participated in all the activities. Some Ss did not remember the personal pronouns, so we had to review them. Ss liked practicing the dialog but were reluctant to act it out in front of the class.</p> <p>When using the worksheet, they confused teacher (noun) with teaching (verb).</p> <p>Ss completed task successfully though they needed guidance. Some students were absent.</p>

LESSON 1 WORKSHEET 1

1. Read the paragraph. Then complete the chart.

<p>Juan is a teacher. He works in school in Callao. He teaches primary. He starts work at 7:45 a.m. Juan is married. His wife's name is Emma. Emma is a teacher, too. She teaches History. Juan and Emma have 2 children. Their names are Carlos and Gerardo. They live in an apartment on the second floor of a building in La Perla, Callao.</p>
--

NOUNS	SUBJECT PRONOUNS	VERBS	PREPOSITIONS

2. Unscramble the words to write sentences or questions.

- name / last / Romero / our / is / . /
- Boston / from / am / I / . /
- his / what / name / is / ? /
- single / he / is / ? /
- she / married / is / ? /
- his / who / roommate / is / ? /

SESSION 2 LESSON PLAN: Giving personal information

I. CLASS DESCRIPTION	
Teacher's name:	Ms. Rosario Aste and Ms. Jessy Lostaunau
Class:	Remedial Class English I
Room:	A 15
Date:	March 30, 2011
Time:	5:00 – 7:00
II. OBJECTIVE	
<ul style="list-style-type: none">• To give personal information• To ask / answer about personal information	
III. MATERIALS	
<ul style="list-style-type: none">• Worksheet prepared by the teacher• Multimedia: Power Point Presentation 2• Chalkboard and markers	
IV. PROCEDURES	
<ul style="list-style-type: none">• T greets Ss• T reviews previous class• T elicits answers from Ss• T shows conversation on Power Point• Ss repeat exchanges• Ss practice conversations using their own information• Ss act out conversations• T reviews VERB TO BE using PP• Ss read conversations from PP• Ss do task using worksheet lesson 2: they have to match questions and answers• Homework: Finish worksheet 2	
V. OUTCOME AND REFLECTION	
<p>Students greeted teacher and classmates in English and felt rewarded with this. Students analyzed how information and yes/no questions begin and how they are answered. Even though we had practice them orally, they had some problems doing them on the worksheet. It seems that we will have to practice more. We couldn't finish the activities on worksheet. I think there were too many activities for one class. The "spot the error" activity did not work so well. We'll try again. Some students were absent and others arrived too late. We talked to them to come on time.</p>	

LESSON 2 WORKSHEET 2

1. Match the question with the answer.

1	How are you?	a	Great!
2	Is she Italian?	b	Ramirez.
3	Where is Bill Clinton from?	c	Adolfo Chuiman.
4	Is he your neighbor?	d	Yes, I am. I'm not single.
5	How's it going?	e	No she isn't. She's married.
6	Are you in class?	f	C - h - a - r - l - e - s.
7	What's his last name?	g	jb6@hotmail.com
8	Am I a teacher?	h	Yes, they are.
9	Who's your favorite TV actor?	i	50 years old.
10	Are you married?	j	My sister.
11	What's your phone number?	k	He's a mechanic.
12	Are Juan and Emma students?	l	No. She's from Colombia.
13	How do you spell Charles?	m	No she isn't. She's from France.
14	Are they your classmates?	n	Yes, you are.
15	How old are you?	o	No. They are teachers.
16	Is Juan Diego Flores a singer?	p	Yes, we are. We're in Room A 17.
17	What's your e-mail?	q	Fine. And you?
18	Is the teacher single?	r	Yes. He lives next door.
19	Who is she?	s	231 8234
20	Is Shakira Peruvian?	t	Yes, he is. He sings opera.
21	What does he do?	u	He's from the United States.

2. Read the questions again and classify them. Write the questions in the correct column

INFORMATION QUESTIONS	YES / NO QUESTIONS

3. Study the questions in both columns and answer these questions:

- How do Yes/No Questions begin?
.....
- How are Yes/No Questions answered?
.....
- How do Information Questions begin?

.....
d) How are Information Questions answered?
.....

SESSION 3 LESSON PLAN: Giving information

I. CLASS DESCRIPTION	
Teacher's name:	Ms. Rosario Aste and Ms. Jessy Lostaunau
Class:	Remedial Class English I
Room:	A 15
Date:	APRIL 4, 2011
Time:	5:00 – 7:00
II. OBJECTIVE	
<ul style="list-style-type: none"> To give information To ask and answer about what people do 	
III. MATERIALS	
<ul style="list-style-type: none"> Worksheet prepared by the teacher Multimedia: Power Point presentation 3 Chalkboard and markers 	
IV. PROCEDURES	
<ul style="list-style-type: none"> T greets Ss and they greet each other T reviews HW from lesson 2 (worksheet 2) eliciting answers from Ss T elicits information to complete task 3 (worksheet 2) T presents Power Point with pictures for creating dialogs Ss work in groups T reviews vocabulary for occupations using pictures on PP T elicits vocabulary from pictures Ss identify occupations from given pictures Ss ask each other the question “What do you do?” T introduces “What does ... do? (using Ss' names) Ss ask questions about classmates Ss Listen about personal occupations . Where do you work – What do you do? (INTRO BOOK, CD Track 13) Ss create dialogs from pictures Ss complete the conversations for conversational English. Students write Wh and Yes/No questions for given answers (worksheet 3) 	
V. OUTCOME AND REFLECTION	
Some Ss did not do homework, so we had to spend time finishing worksheet 2 in	

class. Students had to identify information and yes/no questions to complete the chart on worksheet 2 and then analyze how Information and Yes / NO questions begin, and how they are answered. Copying questions that included some mistakes helped them notice what was wrong and with help they were able to do it. Some students arrived late. We had to assign activity 3 (worksheet 2) for homework.

LESSON 3 WORKSHEET 3

Read the answers and write the missing questions.

1. _____
No, my daughter doesn't do the dishes.
2. _____
Yes, my brother gives me a ride to work.
3. _____
Yes, I send e- mails to my friends.
4. _____
No, they don't go shopping on Wednesdays.
5. _____
Yes, they start work at 8:00 a.m.
6. _____
George goes to work **by bus**.
7. _____
Lisa lives **in La Perla**.
8. _____
Pedro watches T.V. **after dinner**.
9. _____
She has **two** cell phones.
10. _____
Sara works in **a hospital**.

SESSION 4 LESSON PLAN: Getting information about others

I. CLASS DESCRIPTION	
Teacher's name:	Ms. Rosario Aste and Ms. Jessy Lostaunau
Class:	Remedial Class English I
Room:	A 15
Date:	APRIL 6, 2011
Time:	5:00 – 7:00
II. OBJECTIVE	
<ul style="list-style-type: none"> To identify specific information from listening texts. To reinforce the use of "greetings" 	

III. MATERIALS
<ul style="list-style-type: none"> • Worksheet prepared by the teacher • Multimedia: Power Point Presentation 3 / 4 • Chalkboard and markers
IV. PROCEDURES
<ul style="list-style-type: none"> • T greets Ss • T reviews common greetings • Ss practice common greetings and good bye expressions in groups • Ss practice introductions orally • Ss listen to a dialog about greetings and introduction and do a matching activity (worksheet 4, activity 2) • T and Ss check answers • T reviews vocabulary and functions (recycling what Ss have already seen) • T recycles Verb to be- Simple Present and wh and yes/no questions (worksheet 4, activity 1) • Ss write a guided composition PP
V. OUTCOME AND REFLECTION
<p>Students had difficulties with the listening in spite of the fact that they listened to the text for 3 times before they could do the task (to identify specific information). It seems that using different colors for marking wh-questions and yes/no questions helps Ss recognize them. We used the same activity 1 from worksheet 2 and completed activity 3 from the same worksheet. They needed help to do it. Fortunately, strong students always help weak learners.</p> <p>Once again, it is evident that Ss are not studying outside the classroom. Ss don't remember vocabulary. They said that couldn't study because of their investigation project.</p> <p>The guided composition was a very good activity. The students enjoyed it and really liked to write about themselves and others.</p> <p>Some Ss either did not come to class or were late. We'd better do something about it; otherwise, we won't achieve the goal.</p>

LESSON 4 WORKSHEET 4 (Same from lesson 2)

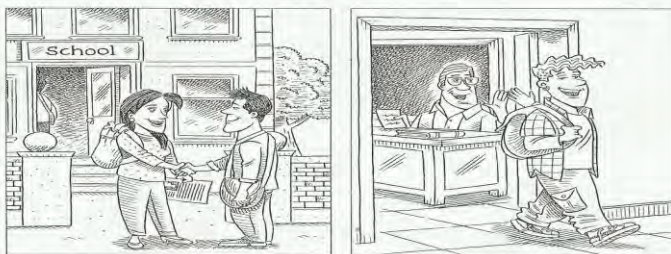
1. Match the question with the answer.

1	How are you?	a	Great!
2	Is she Italian?	b	Ramirez.
3	Where is Bill Clinton from?	c	Adolfo Chuiman.
4	Is he your neighbor?	d	Yes, I am. I'm not single.
5	How's it going?	e	No she isn't. She's married.
6	Are you in class?	f	C - h - a - r - l - e - s.

7	What's his last name?	g	jb6@hotmail.com
8	Am I a teacher?	h	Yes, they are.
9	Who's your favorite TV actor?	i	50 years old.
10	Are you married?	j	My sister.
11	What's your phone number?	k	He's a mechanic.
12	Are Juan and Emma students?	l	No. She's from Colombia.
13	How do you spell Charles?	m	No she isn't. She's from France.
14	Are they your classmates?	n	Yes, you are.
15	How old are you?	o	No. They are teachers.
16	Is Juan Diego Flores a singer?	p	Yes, we are. We're in Room A 17.
17	What's your e-mail?	q	Fine. And you?
18	Is the teacher single?	r	Yes. He lives next door.
19	Who is she?	s	231 8234
20	Is Shakira Peruvian?	t	Yes, he is. He sings opera.

HELLO AND GOOD-BYE

A Students and teachers are talking at school. Look at the pictures. Who is saying hello? Who is saying good-bye?



B Listen and check (✓) True (T) or False (F).

- | | T | F |
|-------------------------------------|--------------------------|--------------------------|
| 1. Ana is in Toshi's English class. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Toshi's teacher is Ms. Rivers. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Ana's teacher is Mr. Carr. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Toshi's class is in Room 5. | <input type="checkbox"/> | <input type="checkbox"/> |

C Listen and circle the correct information.

- The student's first name is _____.
a. Jimmy b. Jerry
- His last name is _____.
a. Malony b. Maloney
- His phone number is _____.
a. 383-4017 b. 385-4107
- The teacher and the student say _____.
a. good morning b. good evening

SESSION 5 LESSON PLAN: Expressing Possessions

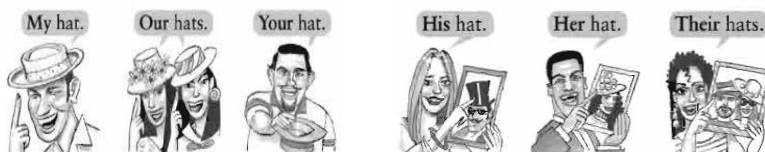
I. CLASS DESCRIPTION	
Teacher's name:	Ms. Rosario Aste and Ms. Jessy Lostaunau
Class:	Remedial Class English I
Room:	A 15
Date:	APRIL 13, 2011
Time:	5:00 – 7:00
II. OBJECTIVE	
<ul style="list-style-type: none"> • To present possessive adjectives • To express possession • To review singular and plural nouns 	
III. MATERIALS	
<ul style="list-style-type: none"> • Worksheet prepared by the teacher • Multimedia: Power Point Presentation 5 • Chalkboard and markers 	
IV. PROCEDURES	
<ul style="list-style-type: none"> • T greets Ss • T recycles last class (giving personal information and vocabulary for jobs) • T reads each sentence and Ss repeat • T reviews plural using PP • Ss give examples and then do activity in PP • T and Ss check answers • T collects things from the students and put them in a bag • T takes one item and asks, “whose.... is it?” • T models answer using 's and then possessive adjective • Ss answer Teacher's questions • T gives worksheet 5 and explains the task • Ss start task 1 individually • Ss compare answers • T and Ss compare answers • Hw. Study possessives • T and Ss follow the same procedure for tasks 2, 3, and 4 	
V. OUTCOME AND REFLECTION	
<p>Students enjoyed the pictures on PP and worked the first task quite well. It was difficult for them to answer the questions (task 2) and the paraphrasing (task 3) on the worksheet. We worked task 2 in class and assigned 3 as hw. With teacher's guidance it worked out quite well.</p> <p>It seems that Ss have no idea about what paraphrasing is. We gave them many</p>	

examples. Let's hope they can do it as hw.

The "spot the error activity worked quite well and Ss liked it. To be able to correct someone's mistake seems to be rewarding for them.

LESSON 5 WORKSHEET 5

1. **Possessive Adjectives: Study the pictures and the phrases below. Which is the referent? Complete the chart.**



REFERENT (SUBJECT PRONOUN)	POSSESSIVE ADJECTIVE
I	My

2. **Read the phrases again and answer these questions.**

- a) What comes after a possessive adjective?
.....
- b) Does the possessive adjective agree with the subject of a sentence?
.....
- c) Does the possessive adjective agree with the possessed object?
.....

3. **Paraphrase. Say it different way.**

- | | |
|--|---------------------------|
| a) It's Mary's umbrella. | <u>It's her umbrella.</u> |
| b) It's my friend's sweater. | It's |
| c) She's the children's mother. | She's |
| d) They are Paul's parents. | They are |
| e) John is Susan's husband. | John is |
| f) Bob and Carol are Tim's grandparents. | They are |
| g) Tim is Bob and Carol's grandson. | He's |

4. **Answer these questions?**

- a) Who is your teacher?
.....
- b) Whose class are you in?
.....

SESSION 6 LESSON PLAN: Daily Routines

I. CLASS DESCRIPTION	
Teacher's name:	Ms. Rosario Aste and Ms. Jessy Lostaunau
Class:	Remedial Class English I
Room:	A 15
Date:	APRIL 18, 2011
Time:	5:00 – 7:00
II. OBJECTIVE	
<ul style="list-style-type: none"> To introduce simple present tense ordinary verbs To talk about daily routines. To be able to recognize and write Yes/No questions, Wh questions. To write sentences about their daily routines. 	
III. MATERIALS	
<ul style="list-style-type: none"> Worksheet prepared by the teacher Multimedia: Power Point Presentation 6 Chalkboard and markers 	
IV. PROCEDURES	
<ul style="list-style-type: none"> T greets Ss T recycles last class by asking Ss for personal information Ss respond to questions T encourages Ss to do the same among them Ss start asking/answering questions to each other T reviews demonstrative on Power Point Ss give examples using prompts Ss do reading and listening practice (TRAVELER page 24) T walks around helping Ss Ss do activity on worksheet 6A (unscramble words to form sentences or questions) T presents simple present on PP Ss write their routine using worksheet 6B 	
V. OUTCOME AND REFLECTION	
<p>The students were very enthusiastic when participating in the oral question and answer activity. It took quite a time for the students to understand the word order for the unscramble activity. It took time for them to realize that the first word had already been given and was in capital letter. Some of them were not able to recognize verbs that had already been presented and used in class. Eventually most of them managed to complete it successfully. As usual, the best Ss helped the weak ones and explained to them what they needed. Teacher informed Ss that starting</p>	

next class, they would be able to improve their grades by having vocabulary quizzes on the first twenty minutes of class. Ss appreciated the help and support! Let's hope they come on time now.

LESSON 6 WORKSHEET 6 A

I. Unscramble the words to form questions.

1. / she / time / up / What / get / does / ? /

2. / English / does / study / When / he / ? /

3. / live / you / do / Where / ? /

4. / study / they / Why / French / ? / do /

5. / the / How / are / classroom / students / many / in / ? /

6. / you / Do / school / go / to / ? /

7. / music / like / Does / rap / he / ? /

8. / piano / play / Susan / Does / the / ? /

9. / 6:00 / breakfast / Do / parents / their / at / eat / ? /

10. / car / you / drive / Do / a / ? /

LESSON 6 WORKSHEET 6B

I. Match the picture with the verb phrase from the box.

have lunch / breakfast / go to PAME / get up / work / get dressed / take a shower / do exercises



1.
2.
3.
4.



5. 6. 7. 8.

II. Now, use these verbs to describe your daily routine. Follow the example.

1. I get up at 6:00 every morning on weekdays.

2.
3.
4.
5.
6.
7.
8.

SESSION 7 LESSON PLAN: Describing someone's daily routine

I. CLASS DESCRIPTION	
Teacher's name:	Ms. Rosario Aste and Ms. Jessy Lostaunau
Class:	Remedial Class English I
Room:	A 15
Date:	APRIL 25, 2011
Time:	5:00 – 7:00
II. OBJECTIVE	
<ul style="list-style-type: none"> To describe someone's routine To ask/answer questions about someone's routine 	
III. MATERIALS	
<ul style="list-style-type: none"> Worksheet prepared by the teacher Multimedia: Power Point Presentation 7 A Chalkboard and markers 	
IV. PROCEDURES	
<ul style="list-style-type: none"> T greets Ss T asks questions about last class (recycling) T says the vocabulary quiz will start next class T gives Ss worksheet 3 (make questions) and asks Ss to do it (doing the same task for a second time) 	

- Ss work individually
- T walks around listening and giving feedback
- Ss compare their questions in pairs
- Volunteers write them on the board
- T and Ss check them up
- T presents vocabulary on PP
- T elicits sentences from pictures (Daily routines)
- T gives worksheet 7
- Ss read the text and do the task
- T and Ss check answers
- Ss write about someone's routine
- T explains homework (worksheet 7 A) Ss have to match questions and answers

V. OUTCOME AND REFLECTION

Most of the students were able to recognize the positive and negative sentences in the text. However, it was quite complicated for them to state the difference between them. After questions and answers for analysis, they could make it. We used worksheet 3 for reviewing questions. It was hard for them to write information questions about the underlined phrase. Eventually, it worked out quite well. Working in pairs helped them a lot since they supported each other. Another big problem, there are some students, just few, fortunately, that don't even know or recognize verbs! Hw: Study verbs. The vocabulary quiz next class has to be of verbs. We assigned worksheet 7A as homework to have them study outside the classroom.

LESSON 7 WORKSHEET 7

1. Read the text below and underline the verbs.

Mario Vargas Llosa is a writer. He writes novels. His novels are best sellers because people buy them. He works from 5:00 A.M. to 1.00P.M. He always works at home. He doesn't leave his house. He always has lunch with his wife at 1:15. After lunch, they usually walk along the park for an hour. Then they come home and read for an hour. At 4:00 in the afternoon, Mario starts work again until 7:00 P.M. He and his wife usually go out to dinner. Sometimes they go parties. His wife doesn't cook, so they don't stay home for dinner. They usually go to bed at midnight.

2. Read the text again and classify the sentences in positive and negative forms. Write them in the correct column.

POSITIVE FORM	NEGATIVE FORM

3. Read the information in the chart above and answer these questions.

- a) How do we form the negative of a “do verb”?
.....
- b) When the subject is he or she, how does the verb end?
.....

4. Make questions (WORKSHEET 3 for reviewing question formation)

- a) _____
No, my daughter doesn't do the dishes.
- b) _____
Yes, my brother gives me a ride to work.
- c) _____
Yes, I send e- mails to my friends.
- d) _____
No, they don't go shopping on Wednesdays.
- e) _____
Yes, they start work at 8:00 a.m.
- f) _____
George goes to work by bus.
- g) _____
Lisa lives in La Perla.
- h) _____
Pedro watches T.V. after dinner.
- i) _____
She has two cell phones.
- j) _____
Sara works in a hospital.

LESSON 7 WORKSHEET 7 A

1	How many brothers does she have?	a	Yes, they do. They take a lot of pictures.
2	Whose Bob?	b	Yes, I do. I like “Habacilar”.
3	Do you have a computer?	c	No, she isn't. She is thin.
4	Do your parents have a new camera?	d	He's my brother.
5	Whose glasses are these?	e	We usually go to the movies.
6	Do you have a brother?	f	Not much.
7	Does she have a red umbrella?	g	Yes, they are. They eat a lot of chocolates.
8	What's up?	h	Yes, it is. It costs \$100.

9	What does she do?	i	No, she doesn't. She cooks.
10	Is this jacket expensive?	j	She has two brothers.
11	Whose dress is this?	k	I live in La Perla.
12	Are these pants yours?	l	Yes, I do. His name is Roberto.
13	Is Amy chubby?	m	Yes, I do. It's a laptop.
14	Are Amy and Molly overweight?	n	I go to school from Monday to Friday.
15	Do they have a grandson?	o	They are Susan's. She wears them to read.
16	Does Lisa do the laundry?	p	No, they aren't mine. I don't wear pants.
17	What do you do in your free time?	q	Yes, they do. His name is Peter.
18	When do you go to school?	r	She is a teacher.
19	Do you like game shows?	s	No, she doesn't. Her umbrella is blue.
20	Where do you live?	t	It's my sister's.

SESION 8 LESSON PLAN: To describe how often we do some activities

I. CLASS DESCRIPTION	
Teacher's name:	Ms. Rosario Aste and Ms. Jessy Lostaunau
Class:	Remedial Class English I
Room:	A 15
Date:	APRIL 27, 2011
Time:	5:00 – 7:00
II. OBJECTIVE	
<ul style="list-style-type: none"> To present frequency adverbs To ask/answer about frequency of doing things 	
III. MATERIALS	
<ul style="list-style-type: none"> Worksheet prepared by the teacher Multimedia: Power Point presentation 8 Chalkboard and markers 	
IV. PROCEDURES	
<ul style="list-style-type: none"> T greets students and has small talks about their thesis projects T asks Ss to take out their HW worksheet T presents the same worksheet on screen and Ss compare their answers T introduces frequency adverbs by asking How often ? T elicits answers from Ss T presents frequency adverbs on PP T asks question (How often ...?) about pictures on PP T gives worksheet 8 (Ss have to write the frequency adverb in the correct place T walks around helping as needed 	

- Ss now write sentences describing their activities using frequency adverbs

V. OUTCOME AND REFLECTION

Reviewing homework took too long because there were few students who seemed not to understand anything or very little. They asked questions of vocabulary and asked for translation. The other students laughed and appreciated our patience. The vocabulary quiz was given starting the second hour since just some of the students arrived on time. The grades of the quiz were terribly bad, and we were just testing their memory. It was clear they had not study. We gave them the same quiz as a worksheet for homework and told them they would have another quiz next class. The frequency adverb activity worked quite well. Picking up their mistakes while they were working in groups and then writing them on the board, helped Ss noticed the form.

LESSON 8 WORKSHEET 8

1. He plays golf on Sundays. (sometimes)
2. The weather is bad in November. (always)
3. It rains in California.(never)
4. We have fish for dinner. (often)
5. Peter doesn't get up before seven. (usually)
6. They don't play tennis on Sundays. (always)
7. Mary watches TV (sometimes)
8. John plays soccer on Saturdays. (often)
9. Shirley is late for school. (never)
10. Peter doesn't eat breakfast. (always)

SESSION 9 LESSON PLAN: Talking about leisure activities

I. CLASS DESCRIPTION	
Teacher's name:	Ms. Rosario Aste and Ms. Jessy Lostaunau
Class:	Remedial Class English I
Room:	A 15
Date:	MAY 2, 2011
Time:	5:00 – 7:00
II. OBJECTIVE	
<ul style="list-style-type: none"> To reinforce frequency adverbs To have Ss talk about spare-time (leisure) activities 	
III. MATERIALS	
<ul style="list-style-type: none"> Worksheet prepared by the teacher for lesson 9 and worksheet 7 Multimedia: Power Point Presentation 9 Chalkboard and markers 	
IV. PROCEDURES	
<ul style="list-style-type: none"> T greets Ss T asks questions with how often T presents pictures of leisure activities T asks Ss to identify leisure activity vocabulary using pictures T elicits vocabulary from Ss T gives worksheet 7 (daily routines) this time to identify frequency adverbs Ss start working the tasks T shows PP 9 (first pictures and elicits exchanges) Some Ss respond accurately T shows PP again and Ss read exchanges Ss ask each other about their leisure activities T walks around listening and helping as needed 	
V. OUTCOME AND REFLECTION	
<p>Students did the tasks quite well. They enjoyed talking about their leisure activities though some of them complained about the little time they have for relaxation. Some of them have problems pronouncing, we'd better do more repetition. They were able to recognize the frequency adverbs (worksheet 7) quite easily and managed to identify and speak up their position in the sentences. The quiz verb (Second time) was much better. The same Ss got poor grades both times.</p>	

LESSON 9 WORKSHEET 7

Read the text below and underline the frequency adverbs.

Mario Vargas Llosa is a writer. He writes novels. His novels are best sellers because people buy them. He works from 5:00 A.M. to 1.00P.M. He always works at home. He doesn't leave his house. He always has lunch with his wife at 1:15. After lunch, they usually walk along the park for an hour. Then they come home and read for an hour. At 4:00 in the afternoon, Mario starts work again until 7:00 P.M. He and his wife usually go out to dinner. Sometimes they go parties. His wife doesn't cook, so they don't stay home for dinner. They usually go to bed at midnight.

Read the text again and write the sentences that have frequency adverbs in the box below. Then answer the questions.

FREQUENCY ADVERBS	
1.	
2.	
3.	
4.	
5.	
6.	

1. What is the position of the frequency adverb in the sentence?
.....
2. What do frequency adverbs indicate?
.....
3. Do frequency adverbs answer the question "How often ...?"
.....

SESION 10 LESSON PLAN: Talking about family members

I. CLASS DESCRIPTION	
Teacher's name:	Ms. Rosario Aste and Ms. Jessy Lostaunau
Class:	Remedial Class English I
Room:	A 15
Date:	MAY 4, 2011
Time:	5:00 – 7:00
II. OBJECTIVE	
• To identify colors	
• To talk about family members	
• To identify clothes and adjectives	

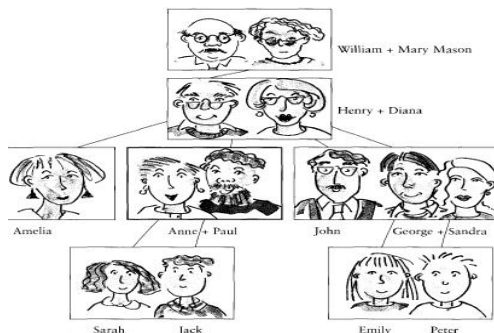
III. MATERIALS
<ul style="list-style-type: none"> Worksheet prepared by the teacher Multimedia: Power Point presentation 10 Chalkboard and markers
IV. PROCEDURES
<ul style="list-style-type: none"> T greets Ss T asks about family members T asks questions with “Whose “ and elicits possessive nouns T recycles singular and plural forms T presents PP and makes Ss read and repeat T gives worksheet 10 and asks questions about the family tree Ss complete the colors from initial letters on worksheet Ss do exercises , change to plural (TRAVELER , 25) Ss circle the correct words – Possessive nouns, Possessive adjectives, Whose (TRAVELER , 25) Ss work in groups to solve the activity on worksheet 10 T and Ss check answers
V. OUTCOME AND REFLECTION
Students enjoyed the activities on worksheet. They were able to answer correctly. Good work!!!.

LESSON 10 WORKSHEET 10

1. Can you complete these words? They are colors.

Ora- - -	Gr- - -	Bro- - -	Bl- - -
Wh- - -	Re- - -	Go- - -	Gr- - -
Bla- - -	Yel- - -	Pi- - -	Pur- - -

2. Family tree. Study the picture and them complete the sentences.



- a) William and Mary Mason are Amelia's
- b) Henry and Diana are Amelia, Anne, John, and George's
- c) Paul is Ann's and she's his
- d) Anne is Sarah and Jack's and Paul is their
- e) John is Sarah and Jack's and Amelia is their
- f) Emily and Peter are Sarah and Jack's
- g) Emily is Peter's and Peter is Emily's
- h) Diana is Sarah, Jack, Emily, and Peter's and Henry is their

SESION 11 LESSON PLAN: Describing things

I. CLASS DESCRIPTION	
Teacher's name:	Ms. Rosario Aste and Ms. Jessy Lostaunau
Class:	Remedial Class English I
Room:	A 15
Date:	MAY 9, 2011
Time:	5:00 – 7:00
II. OBJECTIVE	
<ul style="list-style-type: none"> To identify adjectives in context To listen for specific information 	
III. MATERIALS	
<ul style="list-style-type: none"> Worksheet prepared by the teacher Multimedia: Power Point Presentation 11 Chalkboard and markers 	
IV. PROCEDURES	
<ul style="list-style-type: none"> T greets students and reviews previous class T asks Ss about the color of classroom objects T plays a dialog (TRAVELER, 31) Ss listen for adjectives and opposites Ss identify adjectives and T writes them on the board T elicits descriptions of things using these adjectives Ss give examples and T writes them on the board Ss check the examples and make corrections T presents adjectives on PP Ss repeat for pronunciation T gives worksheet 11 and explains task Ss work individually T walks around assisting Ss Ss compare answers in pairs T and Ss check 	

<ul style="list-style-type: none"> T shows several objects (realia), such as purse, pen, etc and elicits descriptions from Ss.
V. OUTCOME AND REFLECTION
<p>Students had difficulties recognizing opposites. They couldn't finish the activities, so they had to finish them at home. Once again, vocabulary is a problem and the same students present the same problem: They do not study.</p> <p>It quite clear who is improving and who is not.</p>

LESSON 11 WORKSHEET 11

1. Study the adjectives in the box and find opposites.

beautiful, big, boring, cheap, chubby, different, excited, expensive, good-looking, long, medium-height, medium-length, middle-age, new, old, overweight, same, short, slim, small, stylish, tall, terrible, ugly, young
--

ADJECTIVE	OPPOSITE
Beautiful	Ugly

SESION 12 LESSON PLAN: Describing people

I. CLASS DESCRIPTION	
Teacher's name:	Ms. Rosario Aste and Ms. Jessy Lostanau
Class:	Remedial Class English I
Room:	A 15
Date:	MAY 11, 2011
Time:	5:00 – 7:00
II. OBJECTIVE	
<ul style="list-style-type: none"> To describe people's appearance To talk about family members To review possessives 	
III. MATERIALS	
<ul style="list-style-type: none"> Worksheet prepared by the teacher Multimedia: Power Point Presentation 10 Chalkboard and markers 	
IV. PROCEDURES	

- T greets Ss and reviews last class
- T says an adjective and asks Ss for the opposite
- Ss respond but make mistakes
- T presents PP 10 for adjectives
- T gives worksheet 12 and explains tasks (identify adjectives for appearance)
- Ss work in pairs and T walks around assisting as needed
- T and Ss check lists
- T reviews vocabulary for family members using PP
- T presents activity for family
- Ss work individually
- Ss compare answer

V. OUTCOME AND REFLECTION

Ss did activity 1 quite well but were not able to do task 2. They needed help. It took time for them to notice it by looking at the example. We will have to review this again. They struggled with the paraphrasing, activity 3, but eventually did it correctly with the help of teacher.

LESSON 12 WORKSHEET 12

- 1. Study the adjectives again. Which ones describe physical appearance? Write them in the chart below.**

beautiful, big, boring, cheap, chubby, different, excited, expensive, same, long, medium-height, medium-length, middle-age, new, old, overweight, short, slim, small, stylish, tall, terrible, ugly, young, good looking

ADJECTIVES THAT DESCRIBE PHYSICAL APPEARANCE

Beautiful,

- 2. Read the text and underline the phrases formed by: ADJECTIVE + NOUN. Check the example in the text.**

Susan is chubby but she's an excellent dancer. She has a brother. They are very different. Susan is a nice girl but her brother is not. Susan is young and his brother is old. He's an overweight man and he has short hair. His eyes are blue, but Susan has green eyes.

1. Are there other adjectives in the text?
.....
 2. What is their position?
.....
 3. What's your conclusion about the position of adjectives?
.....
 4. What do adjectives do?
.....
5. **Paraphrase. Say it different way. Follow the example.**
- | | |
|--------------------------------|-----------------------------------|
| a) Patty has nice clothes. | Patty's <u>clothes are nice</u> . |
| b) Ben's jeans are old. | are old. |
| c) Those sneakers are stylish. | are stylish. |
| d) Peter has blue eyes. | His eyes |
| e) That is a big apartment. | That apartment |
| f) My sister is slim. | is slim. |

SESION 13 LESSON PLAN: Describing people

I. CLASS DESCRIPTION	
Teacher's name:	Ms. Rosario Aste and Ms. Jessy Lostaunau
Class:	Remedial Class English I
Room:	A 15
Date:	May 16, 2011
Time:	5:00 – 7:00
II. OBJECTIVE	
• To review position of adjectives	
• To review a/ an/ the	
• To describe people or things	
III. MATERIALS	
• Worksheet prepared by the teacher	
• Multimedia: Power Point Presentation 11 - 13	
• Chalkboard and markers	
IV. PROCEDURES	
<ul style="list-style-type: none"> • T greets Ss • T asks Ss for describing the classroom • T copies Ss' answers on the board • T asks Ss to identify and circle adjectives from the sentences on the board • Volunteers pass to the board and circle adjectives 	

<ul style="list-style-type: none"> • T asks for what comes after the adjectives • Ss answer correctly • T reviews definite and indefinite articles using PP 13 • T gives worksheet 13 and explains the task • Ss read it and start working • Ss made good guesses for question 2 on the worksheet
V. OUTCOME AND REFLECTION
<p>Students were able to do the worksheet tasks quite well. I wonder if having noun phrases underlined helped them to be aware of them. My guess is that it did.</p> <p>They have improved in adjectives. It seems that they are worried about the exam.</p> <p>Students gave good examples using definite and indefinite articles but had problems when they were not necessary.</p>

LESSON 13 WORKSHEET 13

1. Read the text. Pay attention to the underlined phrases. Now copy the nouns in the correct column. The first one is already done.

I see a woman and a girl at the bus stop. The woman is the mother and the girl is the daughter. They are going to school. The girl has a backpack, and the mother has a purse and an umbrella. The backpack is pink and the purse is brown.

A / AN	THE
A woman	

2. Why are some nouns preceded by “a/an” and then the same nouns are preceded by “the”?

.....

SESSION 14 LESSON PLAN: Identifying location

I. CLASS DESCRIPTION	
Teacher's name:	Ms. Rosario Aste and Ms. Jessy Lostaunau
Class:	Remedial Class English I
Room:	A 15
Date:	May 18, 2011
Time:	5:00 – 7:00
II. OBJECTIVE	
• To identify parts of the day	
• To identify location	

III. MATERIALS
<ul style="list-style-type: none"> • Worksheet prepared by the teacher • Multimedia: Power Point Presentation 14 • Chalkboard and markers
IV. PROCEDURES
<ul style="list-style-type: none"> • T reviews previous lessons • T invites Ss to ask questions about any doubts they may have • Some Ss write sentences on the board and ask T if they are correct • T and Ss start checking sentences on the board • T praise Ss for the good job • T presents PP on prepositions • Ss read the information and identify in, on, at • T gives worksheet 14 and explains task • Ss work individually • T walks around assisting Ss • Ss compare their job in pairs • T and Ss check • Ss give their own examples using in, on, at • T presents second part of PP • Ss identify prepositions of place • T starts changing the position of her book and asks Ss where it is • Ss answer correctly
V. OUTCOME AND REFLECTION
Students were able to identify prepositions in context. The class went pretty good. The students are now eager to participate and learn, probably because exam is getting closer. They are now on time and very few are absent.

LESSON 14 WORKSHEET 14

1. Read the text and underline the phrases with prepositions. Write them in the correct column.

Hi, I'm Patty and this is my daily routine. On Mondays, Wednesdays, and Fridays I study a master course. My classes are in the evening. I start at 7:00 until 10:00 P.M. On Tuesdays and Thursdays, I study English. My classes begin at 7:00 and finish at 9:00 P.M. I work in the mornings on weekdays. I usually have lunch at noon. I don't work on Saturdays and Sundays. I do the household chores and homework on Saturdays. On Sundays, I go to church and usually hang out with friends.

IN	ON	AT

2. Read the phrases in each column and answer these questions.

- a) When do we use **IN**?
.....
- b) When do we use **ON**?
.....
- c) When do we use **AT**?
.....

SESSION 15 LESSON PLAN

I. CLASS DESCRIPTION	
Teacher's name:	Ms. Rosario Aste and Ms. Jessy Lostaunau
Class:	Remedial Class English I
Room:	A 15
Date:	May 23, 2011
Time:	5:00 – 7:00
II. OBJECTIVE	
<ul style="list-style-type: none"> To review pronouns To review simple present 	
III. MATERIALS	
<ul style="list-style-type: none"> Worksheet prepared by the teacher Multimedia: screen Chalkboard and markers 	
IV. PROCEDURES	
<ul style="list-style-type: none"> T greets Ss and starts reviewing simple present T elicits questions from Ss and she answers T and Ss play 20 questions (yes/no questions) for guessing Ss ask questions T answers, T doesn't answer when the question is wh T reviews subject and object pronouns T gives worksheet 15 and explains task Ss work individually Ss compare answers 	

<ul style="list-style-type: none"> • T and Ss check
V. OUTCOME AND REFLECTION
<p>On the 20 question game, Ss tend to make more questions with TO BE, they had difficulties making questions with do, but some of them were able to correct themselves.</p> <p>Regarding the pronoun activity, they succeeded especially with the subject pronouns. Cooperative learning, doing the activity or comparing answers in pairs, groups have helped them a lot. They learned from each other.</p>

LESSON 15 WORKSHEET 15

1. Read the conversation. Then underline the object pronouns and circle the subject pronouns. Then answer the questions below.

Mom: Where is John?
Dad: He is upstairs.
Mom: Please call him.
Dad: John! Your mom is here. Come and see her.
John: Hi mom. What did you bring?
Mom: Ice cream! It is in the refrigerator.
John: Ice cream for me? Great!
Mom: It's not only for you, John. It's for all of us.

- a) Where do object pronouns go?
.....
- b) Where do subject pronouns go?
.....

2. Something is wrong with the subject /object pronouns in these sentences. Can you identify the mistakes and correct them?

- a) Charles is my roommate. His works hard. I like her a lot.
b) Kate is very intelligent. He writes poems. Listen to his. She's reciting a poem.
c) We are dancing. Watch our.
d) Look at this sofa. She's beautiful. I like her.
e) Those are my books. Please give they to me.

SESION 16 LESSON PLAN: Final review

I. CLASS DESCRIPTION	
Teacher's name:	Ms. Rosario Aste and Ms. Jessy Lostaunau
Class:	Remedial Class English I
Room:	A 15
Date:	May 25, 2011

Time:	5:00 – 7:00
II. OBJECTIVE	
<ul style="list-style-type: none"> To answer any Ss' doubts To give them the Final Exam 	
III. MATERIALS	
<ul style="list-style-type: none"> Exam prepared by the teacher Multimedia Chalkboard and markers 	
IV. PROCEDURES	
<ul style="list-style-type: none"> T greets Ss T elicits questions from students regarding doubts they may have T arranges desks and gives the paper exam Ss write the exam individually 	
OUTCOME AND REFLECTION	
<p>These students love to write on the board. Once somebody has written something, any other can pass to the board and gives feedback when he/she has made a mistake.</p> <p>There are some students who refuse to use English to communicate, they want Spanish at all means, fortunately the other Ss respond in English.</p> <p>It has been quite challenging, but we know they have improved and gain confidence to start talking in English. Some of them have not reached the goal yet mostly because they were either absent or late and did not study.</p> <p>They appreciated our job and thanked us for being patient and supportive.</p>	

APPENDIX 7


POWER POINT PRESENTATIONS

Session 1: Introducing oneself

Objectives: To greet people and say good bye
To introduce yourself and others
To ask for and give basic personal information


Good Morning!

- ☐ *Good morning, Bob.*
- ☐ *Hi, Luis. **How are you?***
- ☐ *Not bad. And you?*
- ☐ *I'm Ok, thanks.*




Hello!

- ☐ *Hello Joe!*
- ☐ *Hi Margarita. **What's up?***
- ☐ *Not much. How's it going?*
- ☐ *Great!*




Good Evening!
(from about 6 p.m.)

- ☐ *Good evening, Mr. Campos. **How are you?***
- ☐ *Good evening, Mr. Marquina. I'm fine, and you?*
- ☐ *I'm very well, thank you.*




Good bye! (Bye!)

- ☐ *Goodbye.*
- ☐ *Good night.*
- ☐ *See you.*
- ☐ *See you later.*
- ☐ *See you tomorrow.*
- ☐ *Take care.*
- ☐ *Have a nice weekend.*



Verb To be: am / 'm




***I'm** a businessman,
I'm not a doctor,
Am I a student?
No, I'm not. I'm a businessman.*

Verb To be: is /'s




*She **'s** Madonna,
She **'s not** Shakira.
Is she a singer?
Yes, she **is**.*

Verb To be: are /'re



*They **are** doctors.
They **are not** teachers.
Are they Peruvian?
No they **aren't**. They're American.*

Verb To be: is /'s



*She **'s** Madonna,
She **'s not** Shakira.
Is she a singer?
Yes, she **is**.*

Complete the sentences with the correct form of verb TO BE


☐ I _____ from Mexico. I _____ Mexican.

☐ You _____ from Poland. You _____ Polish.

☐ We _____ from New York. We _____ American.

☐ I _____ Peruvian. Where _____ you from?

☐ I _____.



Unscramble the words to form sentences or questions

a) name / last / Romero / our / is / . /
.....

b) Boston / from / am / I / . /
.....

c) his / what / name / is / ? /
.....

d) single / he / is / ? /
.....

e) she / married / is / ? /
.....

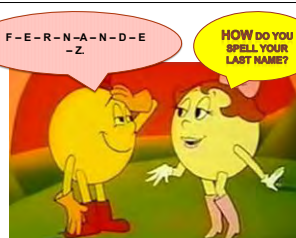
f) his / who / roommate / is / ? /
.....

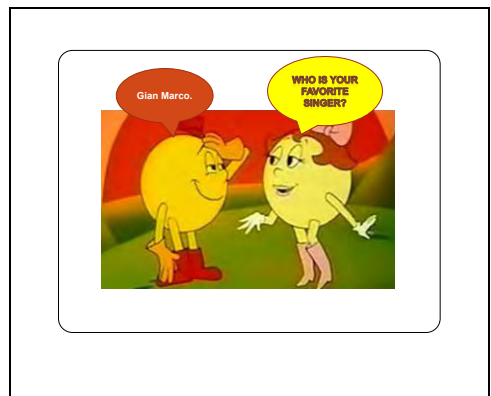
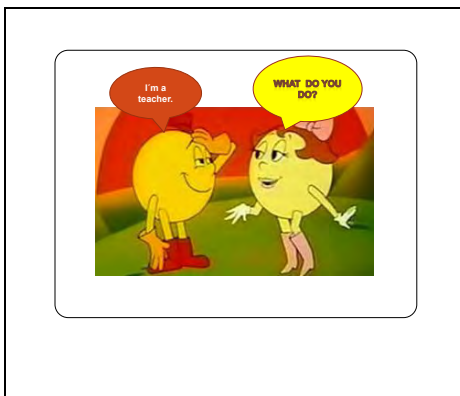
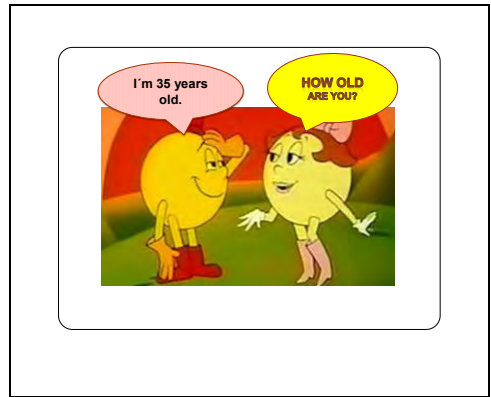
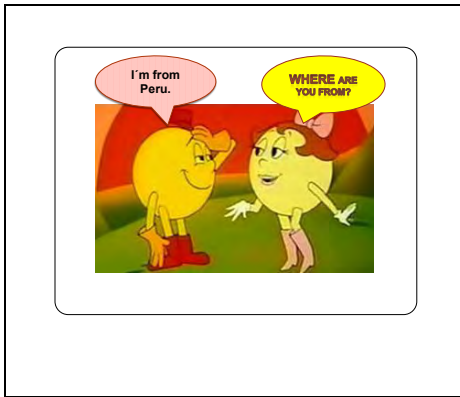
Session 2: Giving personal information

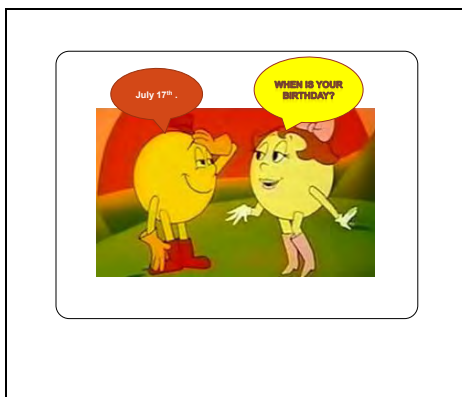
Objective: To ask/answer yes/no and wh questions about personal information using the verb to be.

Session 2: Giving personal information

Objective: To ask/answer yes/no and wh questions about personal information using the verb to be.







Yes/no Questions

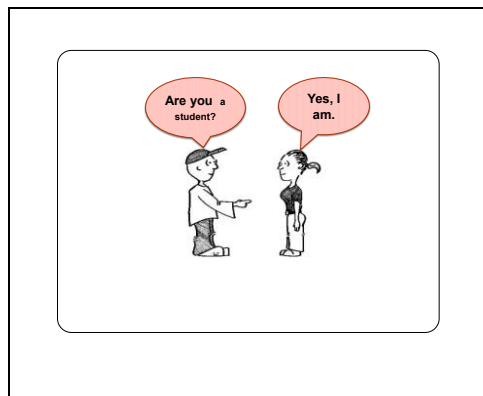
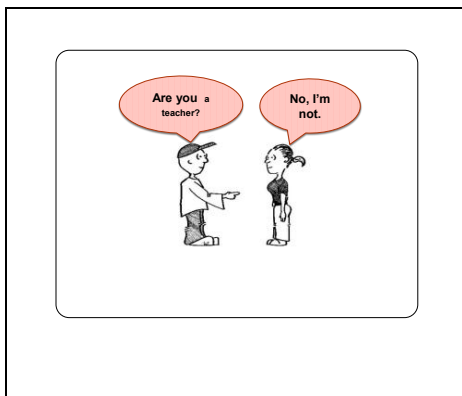
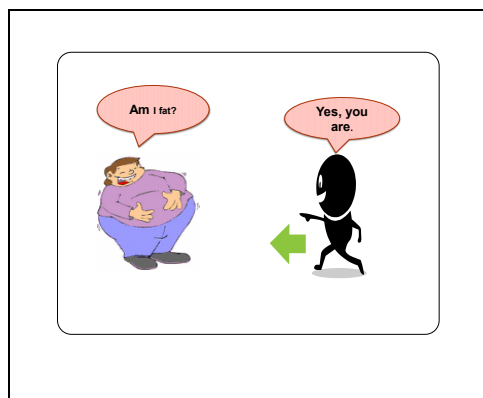
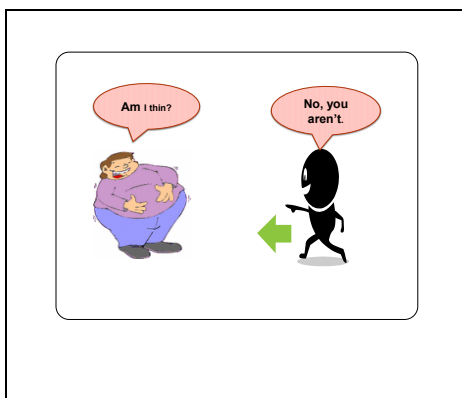
Put Am / Is / Are ...

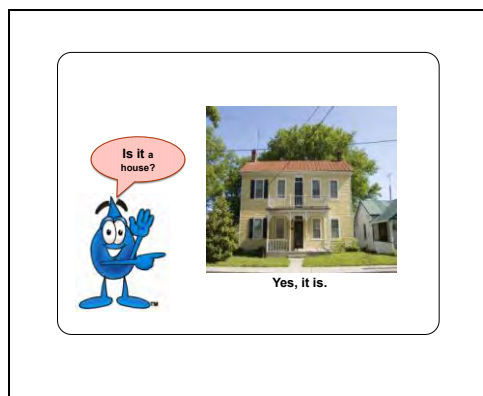
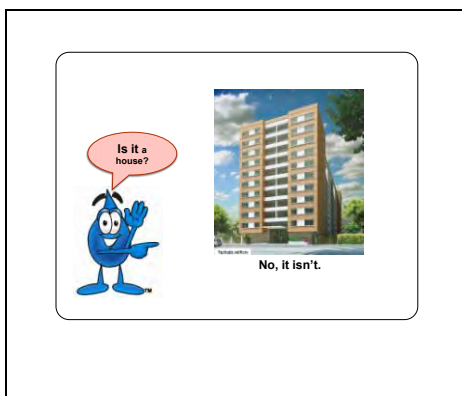
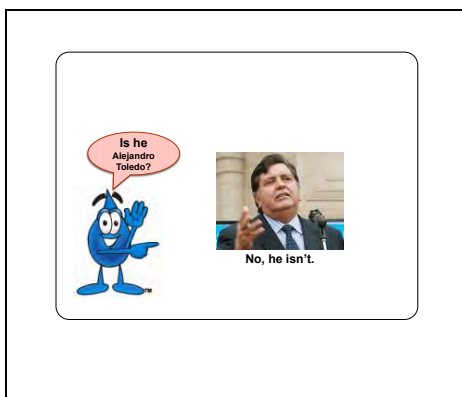
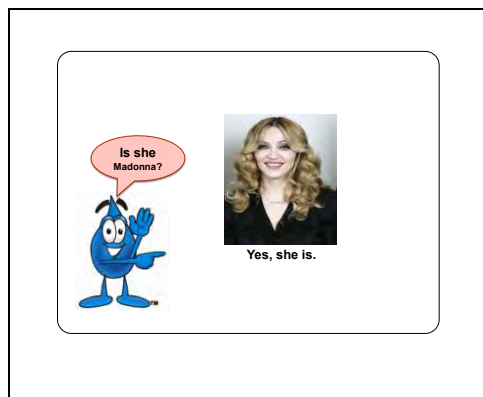
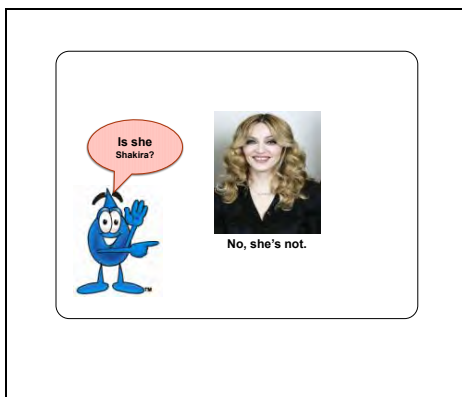
Am I ...?

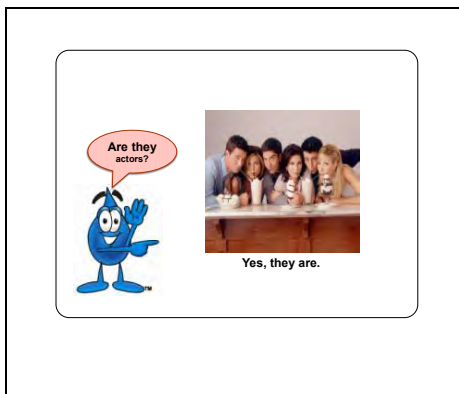
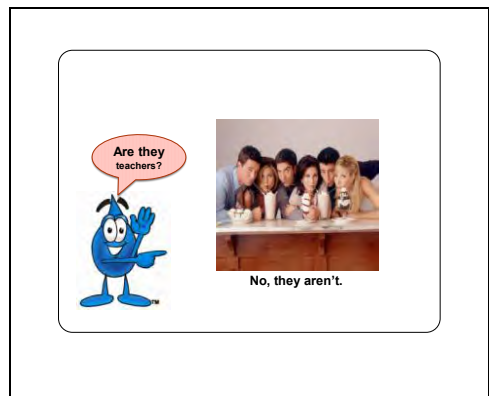
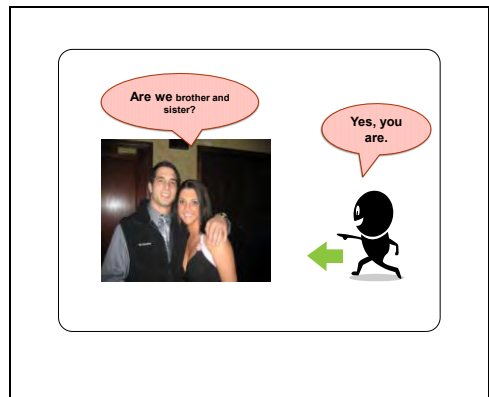
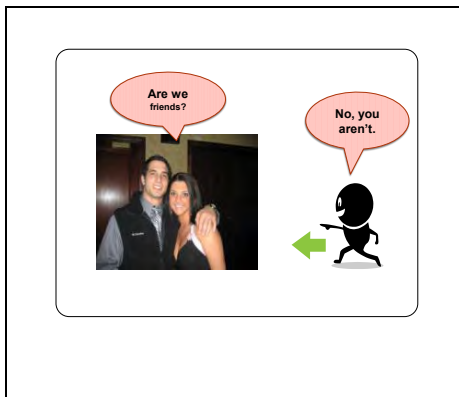
Are you ...?

Is he ...?

in first position.







SESSIONS 3-4: GIVING / GETTING INFORMATION

Objective: To give information
To ask and answer about what people do

Write the conversation



Write the conversation



Write the conversation



Complete the conversations

A: What's up?
B: _____

A: How are you?
B: _____

A: Have a nice weekend.
B: _____

A: Goodbye, Mr. Boxer
B: _____

Complete the conversation

A: Hi, Charlie
_____?

B: Not bad. And you?

A: _____



Complete the conversations

A: _____

B: Not much.

A: _____

B: See you tomorrow.

A: _____

B: Thank you.

A: _____

B: I'm fine, thanks.

Complete the conversations

A: This is my friend Teresa.

B: Hi, Teresa.

A: Are you Colombian?

B: _____

A: Where are you from?

B: _____

Complete the conversations

A: _____?

B: Yes, I am . And this is Mrs. Palomino

A: _____?

B: I'm from New York.

A: _____?

B: No, We are Mr. And Mrs. Campos

A: _____?

B: Mark and Daniel

Who's that?

A: Who's that?

B: He's our neighbor.

A: What's his name?

B: His name is Luis.

A: And who are _____?

B: _____our neighbors, too.

A: _____married?

B: Yes, _____are.



OCCUPATIONS

What do you do?

□ I'm an actress.



□ I'm an actor.





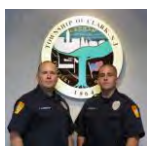
He's an electrician.



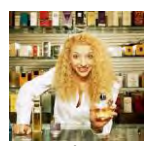
She's a reporter.



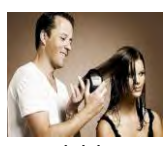
He's a doctor.



They're police officers.



She's a salesperson.



He's a hairdresser.



She's a nurse.



They're architects.



They're firefighters.



He's a chef.



He's a security guard.



She's a dentist.



What does he do?

He's a lawyer.

SESSION 4: GUIDED COMPOSTIONS


Objective: To write compositions about oneself and others.

A person I know

- ▣ What's his/her name?
- ▣ Where is he/she from?
- ▣ Is he/she single or married?
- ▣ How old is he/she?
- ▣ What's his/her e-mail?
- ▣ What's his /her phone number?
- ▣ What does he/she do?


My husband

My husband's name is Carlos. He is from Piura. He ...




Write about you.

- ▣ Who are you?
- ▣ Where are you from?
- ▣ What do you do?
- ▣ How old are you?
- ▣ What's your phone number?
- ▣ What's your e-mail?



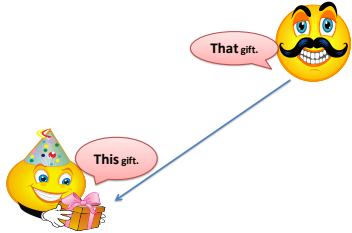
I am Sandra Bullock. I am from Virginia, United States .
I ...



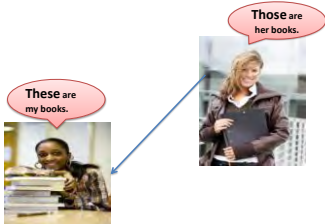
Sessions 6-7: Daily routines

Objective: To talk about daily routines
To review demonstratives


Demonstrative Adjectives (Singular)



DEMONSTRATIVE ADJECTIVES (PLURAL)



Daily routines



I **wake up** at 6:00.

Daily routines

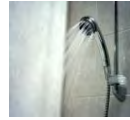


I **work out** at home.



I **don't go** to the gym.

Daily routines



I **take** a shower.



I **get dressed**.

Daily routines



I **have** breakfast at 7:00

Daily routines



I **take** the bus to work.



I **don't drive** to work.

Daily routines



Justin **walks** his dog every afternoon.



Miley and Liam **walk** their dog every afternoon.

Daily routines



She **drinks** water.



They **drink** water.

Daily routines



Mary is a secretary.
Does she work?
Yes, she does.
She **works** in an office.



They are students.
Do they **go** to school?
Yes, they **do**.
They **study** at Santa Rosa School.

Daily routines



Carmen **works out**.
Does she **run**?
No, she **doesn't**.
She **jogs**.



They **work out**.
Do they **jog**?
No, they **don't**.
They **play soccer**.

Session 8: Describing how often we do some activities

Objective: To ask answer about frequency of doing things.



She **always** go to bed at 9:00 PM.



She **sometimes** rides her bike to work.

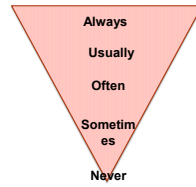


They **usually** watch TV in the evening.



He **NEVER** eats.

Frequency adverbs How often ... ?



How often do you visit the dentist?



Once a year.

How often do you study English?



Twice a week.

How often does he work?




Every day.

SESSION 9

Objective: To talk about spare-time (leisure) activities.

How often do you play soccer?



Sometimes.

How often does he watch TV?




He **usually** watches TV after work .



How often does he go to the gym?



He **never** goes to the gym.



How often do they play video games?



They **always** play in the afternoon.



When does she go shopping?



She **usually** goes shopping on Saturdays.




What does she buy?




She **always** buys clothes and shoes.



When do they go to the gym?



They **usually** go on Mondays, Wednesdays, and Fridays.



What do they do on weekends?



They **usually** hang out with friends.



Where do they go?

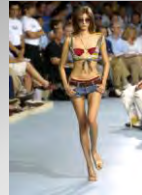


They **usually** go to a disco.



Session 10: Talking about family members

Objective: To talk about family members
To describe people and clothes



My niece is very **slim**.
She's wearing blue shorts.



My baby is **chubby**.
He's wearing a cap.



My grandfather is an **old** man.
He is wearing a blue sweater.



My cousin is very **young**.
He's wearing a black suit.



My sister is **short**.
She's wearing a flowered dress.



My sister is **tall**.
She's wearing a white hat.



Mother

Father



Brothers



Sisters



Husband and wife



Grandmother and grandfather



My uncle is **my father's brother**.
(Or: My uncle is **my mother's brother**.)



My aunt is **my father's sister**.
Or: My aunt is **my mother's sister**.

Donald Duck and his **nephew**.



My nephew is **my brother's son**.
(Or: My nephew is **my sister's son**.)



My niece is **my brother's daughter**.
(Or: My niece is **my sister's daughter**.)

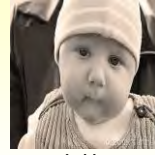
Session 11: Describing people and things

Objective: To describe people and things

Adjectives



slim



chubby

Adjectives



old



young

Adjectives



tall



short

Adjectives



new



old

Adjectives



expensive



cheap



Adjectives




beautiful

ugly

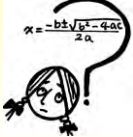
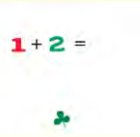
Adjectives

same

different



Adjectives

difficult

easy

Adjectives

happy

sad



Adjectives




big

small

Adjectives

hot

cold

Session 13: Describing people

Objective: To identify definite and indefinite articles

Indefinite article

The article "A" goes Before nouns that begin with a consonant sound.



A car



A house



A university

Indefinite article

The article "AN" goes before nouns that begin with a vowel sound.



An apple



An elephant



An hour

Definite and indefinite articles



They are two dogs.
The brown dog is called Dodo.



A boy and a girl are at the bus stop.
The boy is the brother and the girl is the sister.

Session 14: Identifying location

Objective: To identify parts of the day
To identify location

Prepositions of time and place

At six o'clock

□ I get up **at** six o'clock.



At six o'clock

□ I get up **at** six o'clock.



*In the morning, in the afternoon,
in the evening, in my spare time*

□ They have lunch **in the afternoon**.



*On Friday, on weekends,
on weekdays*

□ I hang out with friends **on weekends**.



Prepositions of place

In



The book is **in** the bag.

On



The book is **on** the bed.

Under



The cat is **under** the table.

Next to

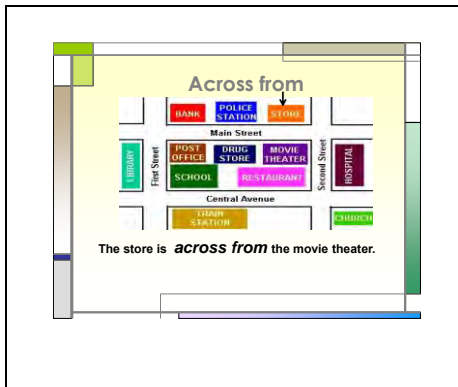
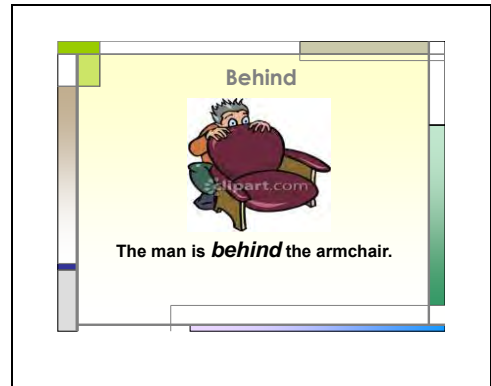
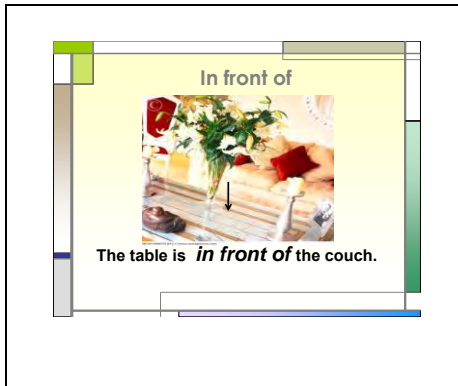


The police station is **next to** the bank.

Between



The dog is **between** the rabbits.



APPENDIX 8

TEXTBOOK: TRAVELER BEGINNERS AMERICAN EDITION (Module 1)

1a How are you?

1. VOCABULARY

Listen and repeat.

Good morning!

Good afternoon!

Good evening!

2. READ

Listen and read. Which phrases are formal, informal or both?

Jill Good morning, Brian.
 Brian Hi, Jill. How are you?
 Jill Not bad. And you?
 Brian I'm OK, thanks.

Paul Hello Leo!
 Leo Hi Paul! What's up?
 Paul Not much. How's it going?
 Leo Great!

Mrs. Day Good afternoon, Mrs. Ignes. How are you?
 Mrs. Ignes Good afternoon, Mrs. Day. I'm fine. And you?
 Mrs. Day I'm very well, thank you.

NOTE

- Male: Mr.
- Female: Miss, Mrs., Ms.

3. SPEAK

Talk in pairs.

Good evening,...
Hello,... How are
Not bad. And you?

1b Where are you from?

1. VOCABULARY

Match the countries with the nationalities.
Then listen and check.

Practice the spelling and pronunciation of new words.

TIP



- | | |
|---------------|---------------|
| 1. Poland | a. Turkish |
| 2. Spain | b. Spanish |
| 3. Brazil | c. Chinese |
| 4. Mexico | d. Italian |
| 5. Italy | e. Peruvian |
| 6. China | f. Colombian |
| 7. Peru | g. Polish |
| 8. Turkey | h. Venezuelan |
| 9. Hungary | i. Brazilian |
| 10. Colombia | j. Hungarian |
| 11. Venezuela | k. French |
| 12. France | l. Mexican |

2. READ

A. Listen and read.



Tom Hello, Marek. This is my friend Isabel. Isabel, this is Marek.
Isabel Nice to meet you.
Marek Hi, Isabel. That's a nice name. Are you Italian?
Isabel No, I'm not. I'm Spanish. I'm from Madrid, but I live here in Manhattan. Where are you from?
Marek I'm from Poland.
Isabel Oh, so you're Polish.

B. Read again and complete with Isabel, Marek or Isabel and Marek.

1. "I'm not Italian." _____
2. "I'm from Madrid." _____
3. "I'm Polish." _____

1c Who's that?

1. VOCABULARY

Listen and repeat.



classmates



friends



roommates



neighbors



colleagues

2. READ

A. Listen and read. Who's the star of the TV show?

This is Maria and Craig. They're married.

This is Fay. She isn't married. She's single. Maria is her best friend.

This is Norman. Norman and Barry aren't colleagues. They're roommates.

This is Barry. He's single, too. Fay and Barry are colleagues.

Their favorite place is a coffee shop called...

gettogether

channel 3 Mondays 9:00

B. Read again and answer the questions about the people in the pictures.

1. What's her name?



4. What's his name?



2. Is she married?

5. Is he single?



3. Who's her colleague?

6. Who's his roommate?

7. What are their names?

8. Are they single?

1d What's your number?

1. VOCABULARY

Listen and repeat.



2. SPEAK

Talk in pairs.

What's your phone number?
555 - 8446

3. VOCABULARY

Listen and repeat.

10 ten	11 eleven	12 twelve	13 thirteen
14 fourteen	15 fifteen	16 sixteen	17 seventeen
18 eighteen	19 nineteen	20 twenty	21 twenty-one
30 thirty	40 forty	50 fifty	60 sixty
70 seventy	80 eighty	90 ninety	100 one hundred

4. PRONUNCIATION

A. Listen and repeat. Notice the difference in pronunciation.

sixteen – sixty fourteen – forty

B. Listen and check the correct number.

- 15 ☐ 50 ☐
- 17 ☐ 70 ☐
- 13 ☐ 30 ☐
- 18 ☐ 80 ☐
- 19 ☐ 90 ☐

5. SPEAK

Talk in pairs.

How old are you?

I'm 27 (years old).

6. READ

A. Listen and read.

Claire Hi, Simon. Happy Birthday!
Simon Thanks.
Claire How old are you?
Simon 25. Look! Here's my new phone.
Claire A present from Donna?
Simon That's right. Hey, Claire.
Simon What's your number?
Claire 555 - 2258.
Simon And what's your e-mail?
Claire claire76@gmail.com
Simon Thanks.

B. Read again and write S for Simon or C for Claire.

- 25 years old ☐
- claire76@gmail.com ☐
- 555 - 2258 ☐
- new phone ☐

1e What do you do?

1. VOCABULARY

A. Listen and repeat.



actor / actress



electrician



nurse



firefighter



dentist



police officer



reporter



hairdresser



architect



doctor



salesperson



mechanic



chef

B. Read the note and make sentences.

NOTE

a dentist
an electrician

She's a dentist.

2. READ

A. Listen and read the blog. Do the people know each other?

www.jobblog.net

JOB BLOG

Hi! I'm Tim and I'm 24. I'm from San Diego and I'm unemployed. 😞
Posted by Tim Chaffer at 11:12.

.....

RE: Hello Tim. My name's Jenny. I'm 27 and I'm a mechanic. Go to getajob.com. It's great!
Posted by Jenny Collins at 11:32.

.....

RE: Hi Tim! I'm Keith and I live in New Jersey. I'm an electrician. Jenny's right, getajob.com is a great website.
Posted by Keith Ball at 11:56.

B. Read again and write T for True or F for False.

1. Tim is American. ☐

3. Jenny is 27. ☐

2. Tim is a mechanic. ☐

4. Keith is an electrician. ☐

Cross-curricular page

Social Stu

A. What do you know about the U.S.? Read the text and check your answers.

Different cultures, one country

In the United States there are about 300 million people. The U.S. is called a "melting pot" because different people live together as one.



People from Germany live mainly in the central and northern parts of the U.S. In the southwest, there are many Mexican people, and in the southeast, there are a lot of African-Americans. On the northeast coast, there are many Europeans.

There are a lot of French people in Louisiana. New York and Illinois have a lot of Greeks. California has a lot of Chinese people and Hawaii has many Japanese. Michigan has a Dutch community, and North Dakota and Minnesota have Norwegians. Ohio and Pennsylvania have many Polish people, and Florida has a lot of Cubans and Puerto Ricans.

SONG

"Nice to meet you"

Go to page 124.

B. Read again and write T for True or F for False.

1. The U.S. is called a "melting pot" because there are 300 million people there.
2. There are a lot of Mexican people in the southeast.
3. In New York and Illinois, there are a lot of Greeks.
4. There are people from Poland and in the U.S.

You can find more information on this topic at <http://www.mmpi.net/traveleramerican/traveler>